JANUARY 1, 2023

# GRADUATE SCHOOL OF EDUCATION

Master of Philosophy leading to Doctoral Program (MPhil/PhD)

**Second Semester**

Courses of Specialization Subjects

Dean's Office

Faculty of Education

Tribhuvan University

Kathmandu, Nepal

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## Educational Studies

## Course Title: Studies on Curriculum Issues

Course No.: Ed. Std. 751

Level: MPhil/PhD | Teaching Hours: 48

Semester: Second | Credit hours : 3

### Course Description

This course aims to help students explore and identify key issues of curriculum for their research. This course includes the contents that raises critical issues of curriculum and assessment that are pertinent for research at MPhil and PhD levels. Since the traditional concepts of the curriculum are narrow, the meaning of curriculum can be best understood by reconceptualizing its concepts from various dimensions and lenses. In this context, the course aims to help students explore issues of curriculum and assessment from multiple perspectives. Organized in four modules, this course helps students engage in discussion on some major debatable issues of curriculum, including the issues of curriculum development and designing for the 21st century, impact of globalization on curriculum and issues related to testing and assessment.

### Module I: Fundamental Issues of Curriculum (18 Hrs.= 6 Weeks)

This module aims at developing critical thoughts within the learners by inculcating knowledge and skills that they require to view specific phenomenon of curriculum through multiple perspectives. This module especially inculcates analytical and critical understanding on the concepts of curriculum, areas need to be focused by a curriculum, and process to be followed by curricularists while devising a curriculum. Finally, students will also be able to identify some viable issues to carry out educational research in curriculum field.

**Learning Outcomes**

The learners will be able to:

- Critically assess different concepts of curriculum and identify definitional issues belonging to the respective ones
- Analyze some important debatable domains need to be emphasized while designing a curriculum from school to higher level.
- Explore different key issues of curriculum development facing by curricularists while planning a curriculum.
- Select a relevant issue of curriculum to carry out research by following the given procedures.

**Module Contents**

1. **Curriculum concepts**
   - Content, plan, experience, or system?
   - Input, Process, or Product?
   - Schooling model, credentialist model, or access model?
   - Supra, macro, meso, micro, or nano curriculum?
   - Subject-centered, learner-centered, or problem-centered?

2. **Curriculum Emphasis**
   - General skills, vocational skills, or job-specific skills?
   - Knowledge, learner, society, or eclectic?
   - Rationalist claim, empiricist claim, phenomenological/existentialist claim, or postmodernist claim?
   - Privatizers, minimalists, or pluralists?
3. **Curriculum Development**
   - Symbolics realm, empirics realm, aesthetics realm, synnoetics realm, or pragmatic?
   - Continuity, sequence, integration, and scope?
   - Linear, cyclical, or dynamic models?
   - Research-led, research-oriented, research-tutored, or research-based curriculum?

**Implementation of Module-IV**

| S. N. | Facilitator Activities | Learners' Activities |
|---|---|---|
| Week-1 | The teacher will ask a question about the notion of curriculum and all of the responses given by students will be noted down on the white board. Then a signal will be given about the definitional issues of curriculum by using students' answers as the first step of departure in this module. | Students think possible answers of the asked question and then share their ideas with the facilitators in the given time. |
| | A video (approximately 15 minutes of time) will be shown to the students to clarify how people working in different fields may conceptualize the concept of curriculum to provide broader understanding about it. Then after, a couple of multiple-choice items will be asked to the participants to assess their understanding. | Watch the video shared by teacher attentively and then attempts all of the multiple-choice questions posed by teachers to ensure whether they understand prescribed contents. |
| | A concept namely curriculum as subject and subject matter and three sub-concepts (curriculum as permanent studies, curriculum as essential studies, and curriculum as structure of discipline) will be discussed by using PPT presentation with definitional issues associated with each of them to develop critical understanding about the curriculum. | Take participation to learn different concepts of curriculum primarily perennialist concept, essentialist concepts, and curriculum as structure of discipline and give their reflection on these concepts. |
| Week-II | Facilitator will ask how the curriculum is conceptualized from perspective of | The students will actively participate in the activities to |

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| | perennialism, essentialism, and structure of discipline to review the previous lesson.<br><br>Additional concepts namely curriculum as experience, a plan, and a system will be clarified through PowerPoint presentation. Then students will be asked to identify the definitional issues associated with each concept in pair and an opportunity will be given to them to share their ideas. Finally, facilitator will clarify each of these notions on a required basis.<br><br>Facilitator will clarify the meaning of input, process, and product by relating these phenomena with industrial system and then a PPT related to another issue of conceptualizing curriculum (curriculum as an input, a process, or a product? for example) will be shared by the facilitator. Then a minute of time will be provided to the learners how they conceptualize the curriculum and ask them to share their ideas randomly. Finally, a brief presentation about the content will be given by facilitator to develop multiple perspectives about the notion of curriculum. | learn additional concepts of curriculum and critically assess each of them by following the guideline given by instructor.<br><br>Students actively participate to get deeper understanding about curriculum as input, process, and product by following the instruction given by facilitator and then answer the questions raised by instructor. |
| Week-III | The teacher will briefly discuss some models namely schooling model, credentialist model, and access model; and how they have proposed educational provisions that need to be made to ensure educational rights of all people. Then students will be asked about the nature of curriculum that should be by following each model. Finally, facilitator will consolidate the knowledge based on the ideas shared by the participants.<br><br>Facilitator will pose two questions (who should be responsible to make decision about curriculum? Whose needs and | The students will take part in classroom discussion to be clear about schooling model, credentialist model, and access model and then share some ideas about the curricula prepared based on these models by considering Nepalese context.<br><br>Share their ideas to answer the questions asked by facilitator and actively engage to be clear about curricula prepared at |

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| | interests should be reflected in developed curriculum?) respectively among the learners and their viewpoints will be taken by some students on a random basis. Then facilitator will share different types of curriculum (supra, macro, meso for examples) driven at different levels. And then multiple perspectives of the learners will be developed about the notions of curriculum which take place from global to individual level.<br><br>Students will be asked about the sources of curriculum and then all of the answers given by them will be noted down on the white board. Then after, another question (do all curriculum designs give priority to all of these sources?) will be posed to them and then a PPT related to subject-centered, learner-centered, and problem-centered designs will be shared by facilitator. Finally, issues of each camp will be discussed by providing ample opportunities to the learners to give their reflections. | different level especially from global to individual.<br><br>Answer questions asked by facilitator and actively participate in learning process to develop the behaviour as intended by the curriculum. |
| Week-IV | Students will be asked about the skills that need to be prioritized while developing curriculum. Then each response shared by students will be discussed by ensuring active participation of the learners. Finally, facilitator will also clarify some issues that curricularists face while making decision about the skills need to be focused within a curriculum.<br><br>Facilitator will clarify rationalism, empiricism, existentialism, and postmodernism briefly and then a chance will be provided to the learners to give their reflection on the types of curriculum claimed by rationalists, empiricists, | The students will provide responses to the facilitator to solve the questions posed by him and give their reflection on the contents discussed.<br><br>They will actively engage in learning process and reflect themselves on the contents shared by instructor. |

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| | existentialists, and post-modernists. Finally, facilitator will summarize the lesson to materialize the knowledge. | |
| Week V | The facilitator will assess students' knowledge about the type of education that privatizers, minimalists, and pluralists want to provide to a group of learners and then PPT presentation will be made to clarify educational program as proposed by them. Finally, an opportunity will be provided to the learners to reflect their view about the curriculum proposed by these three camps and additional discussion will be made on a required basis.<br><br>Facilitator will clarify how different types of curriculum frameworks are designed based on the realms of meaning. Primarily, issue that a group of curricularists face while making a list of subjects to be taught to the learners at specific grade. Different realms namely symbolic, empirics, aesthetic, synnoetics, or pragmatic will be discussed during presentation.<br><br>Instructor will clarify the concept of contitunity, sequence, integration, and scope at first and then what types of problems a curricularist faces while making decision about continuity, sequence, integration, and scope of different components of curriculum will be clarified to develop deeper understanding about them. | Actively participate in learning process and share their ideas related to the contents shared by the facilitator.<br><br>Engage actively in instructor presentation and reply the questions posed by him in critical way.<br><br>Critically analyze the problems face by curricularists while making decisions about continuity, sequence, integration, and scope of major elements of curriculum with their implications in devising an effective curriculum. |
| Week VI | The facilitator will clarify different types of curriculum development models namely linear, cyclical, and dynamic respectively. | Show eager participation towards the lesson shared by facilitator and share ideas in |

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| | And then students will be asked to give their reflection about the issues posed by different models to develop critical thoughts within them.<br><br>Finally, a question (how can a curriculum be linked to research?) will be asked to students and then their views will be recorded on the whiteboard. Then, facilitator will clarify research-led, research-oriented, research-tutored, or research-based curriculum will be clarified with their respective issues. | analytical way when they get turn in the class.<br><br>Respond to the questions asked by facilitator and actively participate in learning process to be clear on the taught contents. |

Individual student will select an assignment out of three given below by following the suggestion given by instructor(s) and them submit within given timeline.

**Assignment 1:** Approach to at least 20 teachers from school to university level and ask them how they conceptualize curriculum. Classify these individual concepts into proper categories with justifiable arguments. Discuss philosophical roots associated with each category, write definitional issues related to the category, and draw educational implications to improve curriculum, pedagogy, and assessment procedures under Nepalese education system.

**Assignment 2:** Select a curriculum of any grade from your area of interest and identify the major elements encompassed in the curriculum. Discuss to what extent these elements are associated with one another. How effectively the continuity, sequence, integration, and scope are maintained in the curriculum by considering the targeted population? What steps need to be followed to address these dimensional issues in the curriculum to make it more relevant and functional? State your arguments.

**Assignment 3:** Identify the process used by curriculum developers to devise school level curricula in Nepal. Do the curricula developed by using identified process address needs and aspirations of particular context? Justify your arguments with suitable examples. Based on your theoretical understanding, which process could be useful to develop a relevant curriculum for particular context? Why? Discuss.

**Key Reading Materials**


- Carnell, B., & Fung, D. (2017). Developing the higher education curriculum research-based education in practice. London: UCL Press.
- Kelly, A. V. (2004). The curriculum: Theory and practice. London: Sage Publications.
- Knight, P., & Yorke, M. (2004). Learning, curriculum, and employability in higher education. London: Routledge, Taylor & Francis Group.
- Koh, C. (2015). Motivation, leadership, and curriculum design: Emerging the Net generation and 21st century learners. New York: Springer.

- Marope, M. (n.d.). Reconceptualizing and repositioning curriculum in the 21st century: A global paradigm shift. Retrieved from http://www.ibe.unesco.org/sites/default/files/resources/reconceptualizing_and_repositioning.pdf
- Marsh, C. J. (2009). Key concepts for understanding curriculum. London: Routledge, Taylor & Francis.
- Ornstein, A. C., & Hunkins, F. P. (2017). Curriculum: Foundations, principles, and issues (7th edition). New York: Pearson Education, Inc.
- Print, M. (1993). curriculum development and design. Australia: Allen and Unwin Pvt. Ltd.
- Tanner, D. and Tanner, L. N. (1980). Curriculum development: Theory into practice. London: Collier Macmillan Publishers.
- Francis P. Hunkins Patricia A. Hammill. (1994). Beyond Tyler and Taba: Reconceptualizing the Curriculum Process. *Peabody Journal of Education, 69*(3).
- Henson, Kenneth T. (2015). *Curriculum planning: Integrating multiculturalism, constructivism, and education reform*. Long Grove, IL:Waveland Press, Inc.
- IBE-UNESCO (n.d.). *Reconceptualizing and Repositioning Curriculum in the 21st Century A Global Paradigm Shift.* Retrieved from June 2022 http://www.ibe.unesco.org/sites/default/files/resources/reconceptualizing_and_repositioning.pdf
- Murray, P (2020). *Curriculum Development and Design.* New York: Routledge.
- Ornstein, A. and Hunkins, F. P. (2004). *Curriculum, Foundations, Principles and Issues*. Boston, USA, Allyn and Bacon.
- Triche, Stephen Shepard. (2002). *Reconceiving curriculum: an historical approach*. An Unpublished Doctoral Dissertation, Louisiana State University. https://digitalcommons.lsu.edu/gradschool_dissertations/495
- Walker, Decker F. 2003). *Fundamentals of Curriculum: Passion and Professionalism.* NJ: Lawrence Erlbaum Associates, Inc.
- Wyse, Dominic; Hayward, Louise; and Pandya, Jessica. (2016). *The SAGE Handbook of Curriculum, Pedagogy and Assessment*. Singapore: SAGE Publications Asia-Pacific Pte Ltd.


**Reference Materials**


- Charles Muscatine (2009). *Fixing college education: a new curriculum for the twenty-first century*. United States: University of Virginia Press.
- Glatthorn, Allan A.; Boschee, Floyd; Whitehead, Bruce M.; Boschee, Bonni F. (2019). *Curriculum leadership strategies for development and implementation*. Washington, DC: SAGE Publications Ltd.
- Gordon, William R.; Taylor, Rosemarye T.; Oliva, Peter F. (2019). *Developing the curriculum improved outcomes through systems approaches*. New York: Pearson.
- Daniel F. Johnson-Mardones. (2015). *Understanding Curriculum as Phenomenon, Field, and Design: A Multidimensional conceptualization*. In Olaf Beuchling, Arthur Ellis.

- Michigan Department of Education (Spring 2014). *Curriculum Integration Research: Re-examining Outcomes and Possibilities for 21st Century Classroom*. Michigan Department of Education, Office of Education Improvement and Innovation
- Oliva, Peter F. and Gordon, II William (2013). *Developing the Curriculum (Eighth Edition)*. New York: Pearson Education, Inc.
- Ornstin, Allen C., Pajak, Edward F., and Ornstein, Stacey B. (Ed.) (2011*). Contemporary Issues in Curriculum (Fifth Edition).* New Jersey: Pearson Education, Inc.
- Slattery, P. (2006). *Curriculum Development in postmodern era*. New York: Routledge.


## Module II: Curriculum Design and delivery (12 Hrs.= 4 Weeks)

This module aims to develop knowledge and skills that can be tailored to the needs of the twenty-first century and the demands of the digital age. Accordingly, the intention of this module is to create a learner who can develop the curriculum according to the demands of today's changing age without limiting the curriculum to a specific text, space and time. This module further aims to develop the learners who can use virtual learning effectively in their day to day delivery making the classroom collaborative and cooperative. At the same time, this module aims to connect research to the teaching learning process. In doing so, students will be able to make their learning process more research centric. This module includes curriculum design for the twenty-first century, breaking away from text, time and place, towards a new model for virtual learning: the social processes of Web 2.0 collaboration, and research-based learning: connecting research and instruction.

### Module Objectives

- Develop a curriculum design that promote teaching learning for the twenty-first century,
- Explain alternative curriculum thoughts in the different arenas of curriculum,
- Explore new ways of accessing and connecting content to multimodal forms of representation,
- Examines how curriculum design needs to be influenced by the effective development of virtual collaborative learning environments, and
- Connect the research to classroom teaching learning process.

### Module Contents

- Issues of Curriculum design in the changing world
- Contemporary pedagogical issues
- Curriculum issues in virtual learning
- Critical issues of curriculum in post-modern era (Breaking away from text, time and place

**Implementation of Module-II**

| S. N. | Facilitator Activities | Learners' Activities |
|---|---|---|
| Week-1 | The facilitator will deliver a presentation on the topic "curriculum design for the twenty-first century" will initiate and facilitate the discussion on the readings related to the contents of this Module. | Students will take part in learning activities, share their individual understanding about the subject matter and provide opinions comments and feedback to each other. |

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| | Facilitator will use some key questions to keep the discussion on track. Facilitator will conclude the discussion sharing the concepts and ideas related to the questions. The students raise questions and reflect on their practices. | |
| Week-II | The facilitator shares the additional ideas of breaking away from text, time. | The students will make presentations on the topics breaking away from text, time and place and discuss in the classroom. They reflect on their practices of educating students in the schools. |
| Week-III | The facilitators will ask students to present their pre-module works, will provide feedback and enrich the concepts via the use of ppt presentation.<br><br>The facilitators will comment and provide feedback on the presentation of the students. | The students will read the provided reading materials in the Moodle, collaborate with colleagues and take note on key points and present in the classroom.<br>The presentation will be followed and discussion. |
| Week-IV | At the end of the module, the facilitator will divide students into small groups, assign topics and ask to present the summary notes of each topic discussed in this module. | The students will also present of their notes in the classroom and provide feedbacks on the other groups presentation. |

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

## Key Reading Materials


- Hirsch, JR. E. D. (Winter 2009-2010). *Creating a Curriculum for American People*. *American Educator.*
- Gosper, Maree. (2014). *Curriculum Models for the 21st Century: Using Learning Technologies in Higher Education.* Springer: New York.
- Oliva, Peter F. and Gordon, II William (2013). *Developing the Curriculum (Eighth Edition)*. New York: Pearson Education, Inc.
- Ornstein, Allan and Hunkins Francis P. (2004). *Curriculum, Foundations, Principles and Issues*. Boston, USA, Allyn and Bacon.
- Richardson, M. (2015). Social Media in the College Classroom. In Olaf Beuchling, Arthur Ellis, Reinhard Golz and Erika Hasebe-Ludt (Ed.) *International Dialogues in Education: Past and Present* Volume 2, Number 2 (Special Issue) (pp. 209-224).
- Slattery, P. (2006). *Curriculum Development in postmodern era*. New York: Routledge.

## Module III: Globalizing Curriculum (12 Hrs.= 4 Weeks)

With the increasing trend of interconnectedness, interdependence, and free movement of goods, services and people across the world the potential effects of the globalization are many and far-reaching. In this context, the module aims to introduce students to the concept of globalization and theories and approaches that explain globalization from multiple perspectives. In doing so, the students will review the relevant literature, developing critical understanding of various facets of globalization and exploring the impact of the globalization on the education, curriculum, pedagogy and other aspects of the classroom teaching learning process with particular reference of Nepal's school and higher education.

**Module Objectives**

- Critically analyze the meaning, concept and theories of globalization.
- Reconceptualize the various forms of globalization with a particular focus on educational/curricular issues.
- Draw implications of globalization for educational reform and curriculum development.
- Explore and identify issues of globalization and its impact on various facets of education in Nepal.

**Module Contents**

- Conceptualizing globalization
- Theorizing globalization
- Cultural and economic globalization
- Resisting globalization
- Implications of globalization for education and curriculum reforms
- Issues of educational globalization in Nepal

**Implementation of Module-IV**
**Pre-Module Activities**

| S. N. | Facilitator Activities | Learners' Activities |
|---|---|---|
| Week-1 | The facilitators provide reading materials and texts. The facilitators will also deliver a presentation on conceptualization of globalization. | The students will read the documents provided and shared in the group.<br><br>The facilitators' presentation will be followed by the discussion on conceptualization of globalization. Students will be encouraged to provide practical examples of globalization.<br><br>The students will raise questions and share their ideas related to globalization. |
| Week-II | The facilitator shares the concept and key ideas of theorizing globalization as well as cultural and economic globalization. In | The students will engage in the discussion on the theories that explain various facets of globalization. |

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| | addition, the facilitator will also present why globalization has been criticized and resisted. | The students also present, discuss and reflect on their own ideas why globalization is criticized. |
| Week-III | The teacher provides students with opportunities to explore issues of globalization for their future research. | The students will work individually, or in pair, or in group and explore critical issues of globalization and its impact on education in Nepal. |
| Week-IV | The teacher will provide the students with forum to share their research interest in some areas of globalization, keeping a particular focus on education. | The students present individually their research issues and interest in the class. |

**Assignment III:** Student will choose a research issues on globalization with a particular focus on school or higher education. They will first one-page concept paper explaining what they want to explore, why and how. Then they will do a small scall study and prepare an academic paper (3500-5000 words)

**Key Reading Materials**


- Jackson, L. Globalization and Education. *Oxford Research Encyclopedia of Education.* Retrieved 10 Jul. 2022, from https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-52.
- Malcolm ,T. (2021): Globalization and internationalization as frameworks for higher education research, *Research Papers in Education*, 36(1), DOI: 10.1080/02671522.2019.1633560
- El-Ojeili, C. (2006). *Critical theories of globalization*, New York: Plagrave Macmillan.
- Wood, J. C. Millar. (2008). *The impact of globalization on education reform: A case study of Uganda.* An Unpublished Doctoral Dissertation, Faculty of the Graduate School of the University of Maryland, Maryland.
- Daun, H., Ed. (2002). *Educational Restructuring in the Context of Globalization and National Policy*. New York: Routledge Falmer.
- Kellner, D. (2003). *Toward a Critical Theory of Education*. Retrieved June2022. https://pages.gseis.ucla.edu/faculty/kellner/essays/towardcriticaltheoryofed.pdf


**Reference Materials**


- Carnoy, D. M. (2000). Globalization and Educational Reform. In N. P. Strom quist and K. Monkman (Eds.), *Globalization and Education*. Lanham, MD: Rowman & Littlefield Publishers.
- Cullingford, C. and Gunn, S. (2005). *Globalization, Education and Culture Shock: Monitoring Change in Education*. Burlington, VT: Ashgate Publishing Company.
- Dale, R. (2000). Globalization and Education: Demonstrating a Common World Educational Culture or Locating a Globally Structured Educational Agenda? *Educational Theory 50*(4): 20.

- Dale, R. (2005). Globalization, Knowledge Economy and Comparative Education. *Comparative Education 41*(2): 32.
- Thomas, E. (2005). Globalization, Cultural Diversity and Teacher Education. In C. Cullingford & S. Gunn (Eds.), *Globalization, Education and Culture Shock*. (pp. 138-157) Burlington VT: Ashgate Publishing Company.
- Tikly, L. (2001). Globalization and Education in the Postcolonial World: Towards a Conceptual Framework. *Comparative Education 37*(2): 20.


## Module IV: Assessing Learning (12 Hrs.= 4 Weeks)

The main purpose of this module is to introduce students to the concept of assessment and to clarify the purpose of assessment. Accordingly, students will be familiar with the concept of the transversal skills and their proper assessment procedures. In addition, national, regional and international assessment and their context, sample, survey procedures, quality assurance, interpretation, and implication will be another part of the classroom teaching learning process. Finally, it offers students to understand changing domains of education in the context of Nepal and enables students to present the effective assessments procedures of these changed domains.

### Module Objectives

- Explain broadened purpose of assessment,
- Critically analyze the transversal skills and their assessments,
- Discuss national, regional and international assessments, and
- Suggest ways for incorporating assessment of changing domains of education in Nepali curriculum.

### Module Contents

- Issues of formative and summative assessment: Assessment of Learning (AoL), Assessment for Learning (AfL), Assessment as Learning (AaL), Assessment to Inform (AtL),
- Issues of assessment in school and higher education in Nepal
- Approaches of assessment of changing domain of education (Changing concepts of 21 century learning Domain: Transversal skills)
- Issues of national, regional and international Assessments (e.g. NASA, PISA, TIMMS, PIRLs, South African National Qualifications Framework (NQF)(SANQF))

### Implementation of Module-IV

| S. N. | Facilitator Activities | Learners' Activities |
|---|---|---|
| Week-1 | The facilitators introduce the task and activities of the module IV and it will be followed by group division of the students.<br><br>The facilitator facilitates the discussions and presents his/her synthesized ideas. The facilitator will present the additional ideas on assessment of learning, assessment | Four small groups of students are made responsible to collect the reading materials and texts related to assessment of learning, assessment for learning, assessment as learning, assessment to inform.<br><br>They will make presentations in the class. The presentations will be followed by the discussions and feedback. |

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| | for learning, assessment as learning, assessment to inform. | |
| Week-II | The facilitators will deliver a presentation on the topic assigned for the day (PISA: Context, sample, survey procedures, quality assurance, interpretation, and implication). | Presentation will be followed by discussion and comments from students. |
| Week-III | The facilitators moderate the discussion and synthesize the ideas. | Individual students are assigned to collect the report of PISA, TIMMS, PIRLs, SANQF, and NASA from the various websites and libraries and deliver their presentations. They will discuss on Context, sample, survey procedures, quality assurance, interpretation, and implication. |
| Week-IV | At the end of the module, facilitator will ask to the students to collect the various reports of the ERO (Nepal) office and study context, sample, survey procedures, quality assurance, interpretation, and implication of these reports. | The students will collect, review and analysis context, sample, survey procedures, quality assurance, interpretation, and implication of the ERO reports. They will also share their ideas and experiences among their friends. Further, they will also discuss on the major shortcoming of the reports. |

**Key Reading Materials**


- Care, E., Vista, A. and Kim, H. (2019). *Assessment of transversal competencies: Current tools in the Asian region.* Bangkok: The United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000368479
- Western and Northern Canadian Protocol for Collaboration in Education (WNCP) (2006). *Rethinking classroom assessment with purpose in mind: assessment for learning, assessment as learning, assessment of learning.* Manitoba: Author. https://www.edu.gov.mb.ca/k12/assess/wncp/full_doc.pdf
- *Summary of 21st century teaching and learning research.* https://www.d41.org/cms/lib/IL01904672/Centricity/Domain/422/SummaryofTeachingandLearningResearch.pdf
- CERI. (2008). *21st Century Learning: Research, Innovation and Policy Directions from recent OECD analyses. https://www.oecd.org/site/educeri21st/40554299.pdf*
- Siarova, H.; Sternadel, D.; Masidlauskaite, R. (2017). *Assessment practices for 21st century learning: review of evidence.* NESET II report, Luxembourg: Publications Office of the European Union. doi: 10.2766/71491.
- SAQA. (2017). *Towards assessment of the impact of the South African National Qualifications Framework (NQF)*. Pretoria: Author.


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- Henson, Kenneth T. (2015). *Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform*. United States of America: Waveland Press, Inc.

- Wyse, Dominic; Hayward, Louise; and Pandya, Jessica. (2016). *The SAGE Handbook of Curriculum, Pedagogy and Assessment*. Singapore: SAGE Publications Asia-Pacific Pte Ltd.


**Important website for the reading materials:**

- http://www.oecd.org/pisa/data/2015-technical-report/
- https://timss.bc.edu/TIMSS2007/PDF/TIMSS2007_TechnicalReport.pdf
- https://timssandpirls.bc.edu/timss2015/advanced/index.html
- https://timssandpirls.bc.edu/pirls2016/framework.html
- https://timssandpirls.bc.edu/isc/publications.html
- http://www.kasc.net/2010/21CLD%20Learning%20Activity%20Rubrics%202012.pdf
- ats2020.eu/images/promotion/ATS_brochure.PDF
- http://unesdoc.unesco.org/images/0024/002465/246590E.pdf
- http://verisearch.octoplus.co.za/
- http://www.saqa.org.za/list.php?e=Research%20Papers
- http://www.saqa.org.za/docs/papers/2017/Impact%20study%20report-final.pdf
- https://www.iea.nl/

**Assessment**

***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:

*Regularity and class participation* (**6**) – 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.

*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.

*Written works* (**44**): 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 instructor will provide questions for the written works. The written assignments will be of two kinds:

| | |
|---|---|
| Two short term papers (2 x 12) | 24 |
| 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:

| | |
|---|---|
| Short answer questions (4 x 5 points) | 20 |
| Essay type question (2 x 10) | 20 |
| **Total** | **40** |

## Course Title: Diversity in Education

Course No: Ed. Std. 752 Credit hours: 3

Level: MPhil/PhD Teaching Hours: 48

Semester: Second

### 1. Course Description

This course aims to help students acquire a theoretical understanding of diversity education linking with modernist and post-modernist perspectives and eastern philosophies. It also helps students acquire knowledge of diversity with respect to gender, caste/ethnicity, religion, culture, values, topography, disability etc, and inclusion perspectives along with its application in curricula and pedagogies in the school context of Nepal.

### 2. Course Objectives

On completion of this course the MPhil scholars will be able to:

1. Explain the concept of diversity with its theoretical and philosophical understanding
2. Analyze gender perspectives in education
3. Discuss and apply race, gender, culture, disability, and caste theories in educational research
4. Analyze diversity in education from socio-cultural perspectives
5. Discuss pedagogies in diverse school and classroom context
6. Draw the implication of different perspectives of diversity in educational research.

### 3. Course Contents

**Unit 1 Theoretical Orientations to Diversity in Education (6)**

1.1 Concept of diversity

1.2 Unity in diversity/social cohesion and harmony

1.3 Diversity in education

1.4 Diversity as a problem or opportunity or right

**Unit 2 Diversity from the Perspective of Eastern Philosophies (9)**

*2.1 Varna* and *Ashram Vyabastha, and* caste system

*2.2 Vernashram and Plato's human classification*

2.3 Mode of nature

2.4 *Daivi* and *Ashuri Gun*

2.5 Indigenous philosophies and diversity

**Unit 3 Power perspectives and pedagogies in diversity (6)**

3.1 Power and its forms

3.2 Cultural hegemony and pedagogies

3.3 Linguistic power and pedagogies
3.4 Differentiated instruction for addressing diversity
3.5 Conflict/elite power perspectives and education

**Unit 4 Social Exclusion/Inclusion in Education (12)**

4.1 Concepts and issues of race, caste/ethnicity, indigenous peoples, and gender
4.2 Exclusion/inclusion based on race, caste/ethnicity, indigenous peoples, and gender
4.3 Concept of identity and role of education in building identity
4.4 Nation-state, state-nation, and nation/state-building process and education
4.5 Policies and practices to address exclusion/inclusion in education

**Unit 5 Multicultural perspective in education (6)**

5.1 Concept of culture and multicultural education
5.2 Dimensions of multicultural education
5.3 Approaches to multicultural curriculum
5.4 Policies and practices on multicultural education in Nepal

**Unit 6 Peace and peace education (9)**

6.1 Concept of peace from Eastern and Western views (Peace within and peace outside)
6.2 Holistic framework of peace and education
6.3 In/justice in education
6.4 Right-based education for peace building

## 2 Instructional Approach

2.1 ***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 powerpoint 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.

2.2 ***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.

**2.3** ***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.

**2.4** ***Reflective learning*: the students will reflect within and outside. They will write the report on it, present it and let the classmates and the teachers know about reflective learning and the transformation obtained through it.**

## 3 Evaluation Scheme

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* (5): – 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. *Class participation (5):* - Students will be assessed based on the active participation in the classroom.
3. *Workshop presentation* (10): – Workshops will be organized with the involvement of teachers, guest lectures and students' presentation. 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.
4. *Written works* (40): 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 instructor will provide questions for the written works. The written assignments will be of two kinds: a. two short term papers b. Long term paper/essay/project work. Marks distribution for internal evaluation is as follows:

| | | |
|---|---|---|
| i) | Regularity | 5 |
| ii) | Class participation | 5 |
| iii) | Workshop presentation | 10 |
| iv) | Two short term papers (2 x 10) | 20 |
| v) | Project work (Presentation on the issue of diversity based on first hand inquiry) | 20 |
| | Total | 60 |

### *5.2 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 |

## 4 Suggested Readings


- Heward, C., and Bunwaree, S. (1999). *Gender, Education, and Development: Beyond Access to Empowerment*. London and New York: Zed Books Ltd.
- Leach, Fiona. (2003). *Practicing gender analysis in education*. Oxford: Oxfam 162 pages, ISBN 0 85598 4937.
- Lindsey, L. L. (1997). *Gender Roles: A sociology perspectives* (Third Edition).
- Marc F. & Anne J. (2003). *Literacy, gender and social agency: Adventures in empowerment*
- Momsen, Janet Henshall (2003) *Gender and development* (Routledge Perspectives on Development Studies). ISBN: 0415266904
- Parpart, J.L., Rai, S.M., &Staudt, K. (Eds.), (2002). *Rethinking Empowerment: Gender and Development in a Global/Local World.* London and New York: Routledge.
- Robinson-Pant, A. (Ed.). (2004). *Women, Literacy and Development: Alternative Perspectives*, Routledge, London, New York ISBN 0-415-32239-1 (hbk) (259pp.).
- Segal, M. T. (2005). *Gender realities: Local and global* (Advances in gender research). 0-7623-1214-9 Hardbound USD 94.95
- Sen, A. (2004), *Development as freedom* (8th impression). New Delhi: Oxford University Press.
- Rege, Sharmila. (2003). *Sociology of gender: The challenge of feminist sociological knowledge*. New Delhi: Sage. Publications.
- Ballantine, Jeanne H. &Spade, Joan Z. (Eds.). (2001). *Schools and society: A sociological approach to education*. Belmont, California: Wadsworth, Thomson Learning. [2003 edition is available]
- Banks, James A. (2006, 5th ed.). Cultural diversity and education: Foundations, curriculum and teaching. New York: Pearson Education, Inc.
- Burbules & Torres (Eds.). (2000). Globalization and education: Critical perspectives (Social Theory, Education & Cultural Change S.). RoutledgeFalmer. ISBN: 0415920477
- Crewe, Emma & Harrison, Elizabeth (1998). *Whose development?: An ethnography of aid*. London: Zed Books.
- Elliott, Jennifer A. (1999). An introduction to sustainable development (Routledge Perspectives on Development Studies) (2nded). ISBN: 0415191513 £18.50
- Escobar, Arturo. (1995). *Encountering development: The making and unmaking of the Third World*. Princeton, New Jersey: Princeton University Press.
- Freire, Paulo. (1970/2001). *Pedagogy of the oppressed* (30th anniversary edition) (M. B. Ramos, Trans.). New York: Continuum.
- Halsey A. H., Lauder, Hugh, Brown, Philip & Wells, Amy Stuart (Eds.). (1997). *Education: Culture, economy, society*. Oxford, New York: Oxford University Press.
- Munck, Ronaldo &O'Hearn, Denis. (Eds.). (1999). *Critical development theory: Contributions to a new paradigm.* London: Zed Books.

- Rahnema, Majid with Bawtree, Victoria. (1997/2001). (Eds.). *The post-development reader*. London: Zed Books.
- Tumin, M. M. (2003). *Social stratification: The forms and functions of inequality* (2nd edition). New Delhi: Prentice Hall.
- Willis, Katie. (2005). Theories and Practices of Development (Routledge Perspectives on Development Studies). ISBN: 0415300533
- Mikkelsen, Britha (2005). *Methods for development work and research: A new guide for practitioners* (2nd ed.). New Delhi: Sage Publications.
- March, Candida, Smyth, Ines, &Mukhopadhyay, Maitrayee. (1999). *A guide to gender-analysis frameworks*. Oxford: Oxfam. (Indian edition)

**Course Title: Leadership in Education**

Course No.: Ed. Std. 753 Credit hours: 3

Level: MPhil/PhD Teaching hours: 48

Semester: Second

**Course Description**

This course envisages helping teacher educators/researchers to acquaint the different dimensions of educational leadership. This course also tries to make them aware on the dominant perspectives of leadership, its style and practices, thereby building nexus with leadership in education. It deals with chronology of the discourses on leadership theories as well as its dimensions.

The course provides space for learners to be aware on sociological perspective of leadership in education. It deals with the structural, political, human relations and system theory perspective of leadership. The educator/ researcher reflects on the existing practices of leadership in their professional context. The critically analyze the shifting ideas and practices leadership to education. Further, the course allows teacher educators to engage in post- modern perspective in leadership including how the power influences the leadership in education. In addition, the course makes aware on indigenous leaderships/decolonial perspective of leadership with 21$^{st}$ century skills in leadership developing competency of critical thinking, adaptation, resilience, and team building.

The course stresses on educational management. It focuses on dealing with the managing staff and promoting quality management of resources. It emphasizes on providing school management skills for professional development of school leaders. This course also deals on the leader's new working styles: building learning organizations that will provide the concept and challenges on new issues and ways of the learning organization. Accordingly, the educators/ researchers will be able to compare the ways of selection and recruitment of educational leader of developed and developing countries. Finally, the educators/ researchers will be able to identify the norms of leadership management and good governance skills in their practical fields.

**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 educational leadership processes, practices and issues in the context of their work. The expected outcomes of the course are as follows:

- To expose the teacher educators/ researchers on concept and dominant perspectives of leadership.
- To assist the teacher educators/ researchers to understand the sociological perspective in leadership.
- To provide the teacher educators/ researchers with critical understanding of the post-modern perspective in leadership.
- To help the teacher educators/ researchers to gain insight of educational leadership and management.
- To enable the teacher educators/ researchers to draw the insights from international practices of leadership.
- To enable educators/researchers to envision good governance in schools in Nepal.

**Module I: Concept and dominant perspectives of leadership (12 Hrs. = 4 Weeks)**

This module creates a vision of teacher educators/researchers on how the dominant educational ideas and practices emerged from the western world. It deals with the emergence and expansion of modern education leadership guided by the western worldviews. The module offers space and reflects on how are educational leadership practices in Nepali the context visions. The module provides learners with opportunities to unpack their assumptions of knowledge, the process of knowing, and other constituents in conceiving the views of educational leadership in light of their experiences.

**Module Learning Outcomes**

The teacher educators/researchers will be able to:

- explain the different theories of leadership;
- state the dimension or qualities of leadership related with the educational field on their experiences;
- conceive the dominant perspectives of leadership related with educational leadership;
- state the styles and applying leadership process in educational leadership.

Content: Chronology and discourses of educational leadership.

Leadership theories: Great man, Behavioural, Contingency, Cultural and Symbolic influence, Cognitive. Leadership dimensions/qualities: Coordination, Decision making, Communication and Interpersonal intelligence. Dominant perspectives of leadership: Transactional, Transformational, Distributed, Situational, and Instructional.

Styles and applying leadership: Authoritative, Pace setting, Democratic, Coaching, Affiliative, Participative, Delegative, Impostor syndrome, Self- leadership, Leading by example.

**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 chronology and discourses of educational leadership and allow them to discuss among the group members after jotting down the key ideas. Each group makes presentation on chronology and discourses of educational leadership. The session is followed by the discussion. The facilitators will share the ideas of leadership development. The teacher educators will reflect on the practices of educational leadership in Nepal based on their experiences.

Week III: The teacher educators/ researcher will be familiar with the dominant perspectives of leadership that included the areas of transactional, transformational, distributed, situational, and instructional leadership in education. The teachers/ researchers will discuss and make a clear concept on it. They will be participated and make small group discussion on dominant themes of leadership in education.

Week IV: The teacher educators/ researchers will be participated in classroom discussion on styles and practices of leadership: authoritative, pace setting, democratic, coaching, affiliative, participative, delegative, impostor syndrome, self- leadership, leading by example.

**Key Reading Materials**

- Campbell, S. and Samiec, E. (2005). *Leadership key dimension for leading in the real world*. California: Davies black publishing mountain view.
- Cunningham, L. L. and Mitchell, B. (Eds.). (1990). *Educational leadership and changing context in families, communities and schools*. Chicago: University of Chicago Press.
- Leithwood, K., Day, C., Sammons, P., Harris, A. & Hapkins, D. (2006). *Successful school leadership. What it is and how it influences pupil learning*. UK: University of Nottingham.
- NASSP and NAESP (2013). *Leader matters. What the research says about the importance of principal leadership*. Virginia: National Associator of Secondary School Principals and National Association of Elementary School Principals.

- Turner, S. A. (1998). *A study of leadership theories from 1970s to 1990s and their implications for educational leadership practices.* Chicago: University of Chicago Press.


**Module II: Sociological Perspective in Leadership (6 Hrs. = 2 Weeks)**

This module provides space for teacher educators/researchers to conceive the shifting concept of leadership in education. The sociological perspective in education focuses on changing concept from traditional to modern with a range of leadership possibilities arising from structural to system perspective. The main focus of this module is to make clear-cut visions for practical implication of changing perspective of leadership in education.

**Module Learning Outcomes**

The teacher educators/researchers will be able to:

- explain the different perspective of leadership;
- apply and use of changing perspective of leadership to education.

Content: The structural perspective, The political perspective, The human relations perspective, System theory perspective, Implication of changing perspectives of leadership to education

**Learning Engagement**

Week V: The teacher educators/researchers make presentations on the ideas and practices of leadership and discuss in the classroom. They reflect on their practices of educating students in the schools. The facilitator shares the additional ideas on sociological perspective of leadership basically focusing on education and its implication in everyday activities in classroom teaching.

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

**Key Reading Materials**


- Bertalanffy, L. von (1968). General System Theory: Foundations, Development, Applications. New York: George Braziller.
- Dalin P. (1998). *School development theories and strategies.* Cassel: imtech foundation.

- Dalin, P. with Rolff, R. G. (1993). *Changing the school culture.* Cassell:: the imtech foundation.


**Module III: Post-modern perspective in leadership (9 Hrs. = 3 Weeks)**

The module envisages developing nexus the post- modern perspectives to conceive the ideas of educational leadership practices. Thus, it visions to make teacher educators/researchers aware on how they could be able to adopt power influences in educational leadership of 21st century skills with critical thinking that based from adaptation to developing relations. In this module, the researchers will explore the contextually grounded research issues after the discussion of post-modern perspectives in leadership ideas and practices.

**Module Learning Outcomes**

The teacher educators/researchers will be able to:

- identify the power influence perspective in leadership;
- develop an idea and concept of indigenous or decolonial perspective of leadership that promote the relationship with natural setting of life;
- highlight the modern skills in leadership basically on critical, adaptation, resilience and team building and developing relations to analyze with the educational leadership.

Content: Power influence perspective in leadership, Indigenous leaderships/decolonial perspective of leadership, 21st century skills in leadership: Critical thinking, Adaptation, Resilience, Team building, Developing relations.

**Learning Engagement**

Week VII: 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 identify the power influence and indigenous/ decolonial perspective leadership in education. The facilitator will share the key ideas of power influence and decolonial perspective with theoretical approaches making students reflect on their practices.

Week VIII: The teacher educators/researchers will make class presentations on the ideas and practices of skills of 21st century related with leadership. This will be followed by the discussion, feedback and comments. The facilitators will share ideas on power influence perspective in educational leadership and the teacher educator will reflect on their own practices.

Week IX: The teacher educators/ researchers will make class presentation and discuss on

Post- modern perspective in leadership. The facilitator will active participate and provide the critical suggestions on the issues.

*Assignment II: 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 educational leadership and management perspective. (minimum 4000 words)*

Key Reading Materials


- Foucault, M. (1977). *Power/ Knowledge: Selected Interviews and other writings (1972-1977)*. Great Britain: The Harvester Press Ltd.
- Foucault, M. (2005). *The order of things: An archaeology of the human sciences*. New York: Routledge Press.
- Johnson, B. B. (2010). Decolonization and its paradoxes: The (re)envisioning of health policy in Bolivia. *Latin American Perspectives, 37*(3), 139–159.
- Kate, Mc. G. (2007). Key Issues in Critical and Cultural Theory. Berkshire, England: McGraw-Hill Education Open University Press.
- Khalifa, M., Khalil, D., Marsh, T., & Halloran, C. (2019). Toward an indigenous, decolonizing school leadership: A literature review. *Educational Administration Quarterly, 55*(4), 571–614.
- Niesche, R. (2011). *Foucault and educational leadership: disciplining the principal.* NewYork: Routldge.


## Module IV: Educational Leadership and Management (9 Hrs. = 3 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 educational leadership and management issues related with staff and financial resources can be enhance quality for better and effectively operate in the educational activities. Of particular focus, this module provides teacher educators with a space for discussing a range of leading and managing for professional development for quality enhancement.

The teacher educators/ researchers will create and search the ways themselves managing as well as the process of leading others that can engage the ways of management and leadership and management theories of change. The facilitator will provide related documents and books for the

concept making within the classroom presentation on leader's new work for building learning organization effectively.

**Module Learning Outcomes**

The teacher educators/researchers will be able to:

- highlight the managing staff and promoting quality of resource and finance of education;
- explain the leading and managing for professional development of educational leadership;
- state the concept of managing process and leading process linking with management theories of change in educational leadership sphere.
- identify and use of leader's work related with learning organization.

Content: Managing staff and promoting quality managing resources and finance, Leading and managing for professional development, managing ourselves and leading other, Leadership and management theories of change, the leader's new work: building learning organizations.

Learning Engagement

Week X: The teacher educators/researchers will engage on exploring ideas and ways of managing staff and promoting on resources and finance for quality managing. They present, discuss and reflect on their own practices of managing human and natural resources in relation to educational leadership. The facilitator shares the key ideas of managing staff for proper ways of promoting resources and finance in the class and the students will raise questions and reflect on their experiences.

Week XI: The teacher educators/researchers will engage in sharing ideas of managing staff promoting quality, resource and finance. The facilitator shares the ideas of management theories of change. The students reflect on how the existing educational leadership has been promoting the professional development as well as managing themselves and leading others. The students are asked to relate, reflect and share the ideas in line of building new work in learning organization educational leadership in Nepal.

Week XII: The teacher educators/researchers will present and share the ideas about the educational leadership and management. They will ask to make slides, discuss with in group after classroom presentation.

**Key Reading Materials**

Law, S. and Glover, D. (2000). *Educational leadership and learning*. Buckingham: Open University Press.

Senge, P. (1996). The leaders' new work: Building learning organizations. In Starkey, K. (ed) *How organizations learn*. London: International Thompson Business Press.

## Module V: International Practices of Leadership (6Hrs. = 2 Weeks)

This module looks at educational leadership processes from international practices. In so doing, the teacher educators become able to understand the international practices of educational leadership in comparison with developed and developing countries. They will be able to develop understanding on how educational leader has been playing prominent role on creating conducive role in education through interconnected strata in educational institutions. In addition, it deals with the leadership practices in education through international efforts and selection criteria.

**Module Learning Outcomes**

The students will be able to:

- analyze the educational leadership models and significance of developed and developing countries;
- discuss the notion of procedures of educational leadership concept in relation to Nepal;
- explain the notion and practices of educational leadership impact and future of developed and developing countries.

**Content**: Models and significance of educational leadership, leaders in developing and developed countries, the impact and future of leadership development.

**Learning Engagement**

Week XIII: The teacher educators/researchers are provided reading materials of educational leadership and management related with governance in two different groups at a week before. 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 facilitate the debate in the class and synthesize the ideas at the end of the class.

Week XIV: Four groups of students will be formed and each of which will engage in reading models and significance, impact and future of leadership development of developed and developing countries. 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 synthesizes at the end of the class.

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

**Key Reading Material**

Bush, T. (2008). *Leadership and management development in education.* London: Sage Publications.

**Module VI: Educational Leadership and Governance (6 Hrs. = 2 Weeks)**

This module envisions to discuss about the educational leadership and Governance. The module helps to develop a vision of educational leadership and governance focuses on transparency, accountability, participation, efficiency and effectiveness of good governance and practices in Nepali educational institutions. The module provides space on reflecting on how the constitutive interest of educational leaders serve to shape the practices of educational institutions. In addition, the module facilitates to understand the educational leadership plays role in the educational sphere.

Module Learning Outcomes

The students will be able to:

- analyze the educational leadership of Nepal from governance perspective;
- critically reflect on how the educational leadership and governance practices are shaped by the good governance in educational institutions in Nepal.

Content: Transparency, Accountability, Participation, Efficiency, and Effectiveness, Responsiveness, and Rule of law, Governance Practices in Nepali Educational Institutions.

Learning Engagement

Week XV: 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 synthesizes the ideas at the end of the class. The facilitators share the additional ideas.

Week XVI: 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

- Thomas, G. W. (2000). Governance, Good Governance and Global Governance: Conceptual and Actual Challenges. *The Third Quarterly* Vol. 21, No. 5, pp 795-814. Available at: e-mail tweiss @ gc. cuny.edu.
- Darryl, P., Colette, S. and Len, G. (2018). *The Essentials of Leadership in Government Understanding the Basics*. Canada: British Columbia. City of Surrey. http:// cjr.ufv.ca
- Fukert, T. (Edit) (2008). *Good Governance: Improving Quality of Life.* Istanbul, Turkey: Turkish Economic and Social Studies Foundation Publication (TESEV).


**Learning Approaches**

*Lecture cum document presentation*: The major instructional approach of this course is the combination of lecture and related documents presentation. 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 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 (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 |

**Recommended Books**

Bertalanffy, L. von (1968). *General System Theory: Foundations, Development, Applications*. New York: George Braziller. (Module 2)

Bush, T. (2008). *Leadership and management development in education.* London: Sage Publications. (Module 5)

Campbell, S. and Samiec, E. (2005). *Leadership key dimension for leading in the real world*. California: Davies black publishing mountain view. (Module 1)

Conley, D.T. (2003). *Who governs our schools: changing roles and responsibilities*? New York and London: Teachers College, Columbia University Press. (Module 6)

Cull, I., Hancock, R. L. A., McKeown, S., Pidgeon, M. & Vedan, A. (2018). *Pulling together: A guide for front-line staff, student services, and advisors.* Victoria, BC Campus. https://opentextbc.ca/indigenizationfrontlineworkers/ (Module 3)

Cunningham, L. L. and Mitchell, B. (Eds.). (1990). *Educational leadership and changing context in families, communities and schools*. Chicago: University of Chicago Press. (Module 1)

Dalin P. (1998). *School development theories and strategies.* Cassel: imtech foundation. (Module 2)

Dalin, P. with Rolff, R. G. (1993). *Changing the school culture.* Cassell:: the imtech foundation. (Module 2)

Foucault, M. (1977). *Power/ Knowledge: Selected Interviews and other writings (1972-1977)*. Great Britain: The Harvester Press Ltd. (Module 4)

Foucault, M. (2005). *The order of things: An archaeology of the human sciences*. New York: Routledge Press. (Module 4)

Johnson, B. B. (2010). Decolonization and its paradoxes: The (re)envisioning of health policy in Bolivia. *Latin American Perspectives, 37*(3), 139–159. (Module 3)

Kate, Mc. G. (2007). *Key Issues in Critical and Cultural Theory*. Berkshire, England: McGraw-Hill Education Open University Press (Module 3).

Khalifa, M., Khalil, D., Marsh, T., & Halloran, C. (2019). Toward an indigenous, decolonizing school leadership: A literature review. *Educational Administration Quarterly, 55*(4), 571–614. (Module 3)

Law, S. and Glover, D. (2000). *Educational leadership and learning*. Buckingham: Open University Press (Module 4).

Leithwood, K., Day, C., Sammons, P., Harris, A. & Hapkins, D. (2006). *Successful school leadership. What it is and how it influences pupil learning*. UK: University of Nottingham. (Module 1)

Lopez A. E. (2020). *Introduction: Toward a theory of decolonizing educational leadership.* Palgrave Macmillan, Cham. https://doi-org.myaccess.library.utoronto.ca/10.1007/978-3-030-62380-7_1 (Module 3)

NASSP and NAESP (2013). *Leader matters. What the research says about the importance of principal leadership*. Virginia: National Associator of Secondary School Principals and National Association of Elementary School Principals. (Module 1)

Niesche, R. (2011). *Foucault and educational leadership: disciplining the principal.* NewYork: Routldge. (Module 3)

Rosa K. (1986). *Power and leadership in organization*. Available at: https://www.researchgate.net/publication/232580283 (Module 3)

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*. New York: Falmer Press. (Module 3)

Senge, P. (1996). The leaders' new work: Building learning organizations. In Starkey, K. (ed) *How organizations learn*. London: International Thompson Business Press. (Module 4)

Sirous, T. (2016). *Styles of Educational Leadership for modernist and post- modernist approaches*. Available at: https://www.researchgate.net/publication/326339115 (Module 3)

Stein, S., & Andreotti, V. D. O. (2016). Decolonization and higher education. In M. Peters (Ed.), *Encyclopedia of educational philosophy and theory.* Springer Science and Business Media. https://doi.org/10.1007/978-981-287-532-7_479-1 (Module 3)

Turner, S. A. (1998). *A study of leadership theories from 1970s to 1990s and their implications for educational leadership practices.* Chicago: University of Chicago Press. (Module 1)

Volker, K. (2020). *Leadership and Power*. Available at: https://www.researchgate.net/publication/269969212 (Module 3)

## Course Title: Policy studies in education

Course Code: Ed. Std. 754 Credit hours: 3

Level: MPhil/PhD Teaching hours: 48

Semester: Second

**Course Description**

This course will enable the students to engage in policy analysis by selecting particular approaches and analytic methods. In specific, this course will help them identify critical lenses to study a public policy, with a particular focus on the policy issues of school education in Nepal. Upon completing this course, the students will be able to (re)conceptualize the meaning of policy from different perspectives and select a critical approach to studying an educational policy of their interest. The major analytical perspectives are policy sociology, policy anthropology, policy historiography, and archeology genealogy. As a major outcome of the M.Phil. study, this course will help the students familiarize themselves with the multiple approaches and lenses for studying education policy and carry out a small-scale study that will look at the particular educational policy of their choice.

**Course Objectives**

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

- reconceptualize the meaning of policy from multiple perspectives.
- critically review various policy analysis approaches and lenses and select approach(es) or lens(es) for studying an educational policy.
- familiarize with various areas and dimensions of educational policy with a reference to school education in Nepal.
- plan and conduct a policy study selecting particular issues, problems and perspective/s.
- prepare a paper drawing on the process and outcomes of the policy study. The paper will have four major components: i) Introduction ii) policy approach and methodology, iii) results and discussion, and iv) conclusion.

### Module 1. Education policy and reform: An introduction (4 weeks)

This module introduces the concept of education policy in the context of the advancement of educational reforms across the globe. This module enables students to differentiate the core concepts of a policy study - *analysis for policy* and *analysis of policy*, and to generate policy questions accordingly. In addition, the students will have a broader understanding of the perspectives and paradigms of educational policy studies and internalize the policy as the operationalization of values embedding the understanding of the nature of power.

**Contents**

- Concept of education policy
- Policy analysis as the study of policy
    - Analysis for policy and analysis of policy

    - Policy questions
- Policy into practice: a model
- Linear model of policy development
- Perspectives and paradigms of education policy studies
    - The problem-solving studies
    - The empirical-analytic studies
    - The historical and cultural studies
- Policy as the operationalization of values – understanding the nature of power

**Recommended readings**

- Bell, L., & Stevenson, H. (2006). Education policy: process, themes and impact. Routledge
- Fan, G., & Popkewitz, T.S. (Eds.). (2020). Handbook of education policy studies (School/university, curriculum and assessment, Vol. 2). SpringerOpen
- Rizvi, F., & Lingard, B. (2010). Globalizing education policy (1st ed.). Routledge.

**Module 2. Conceptual and theoretical approaches to policy study (4 weeks)**

In this module, the students will develop a broader understanding of the meaning of the policy from critical sociological perspectives. In addition, the students will review various policy approaches and traditions and identify key strategies of the policy study guided by a particular analytical tradition and approach.

**Contents**

- Critical perspectives on policy and policy study
- Dominant traditions and approaches of policy analysis
- Policy sociology
- Anthropology of policy
- Sociocultural approach to policy study
- Policy historiography, archeology and genealogy
- Dominant traditions in educational policy research
- Globalizing education policy

**Readings**

- Khanal, P. (2012). *Policy as a practice of power: an analysis of the policy to decentralize school education in Nepal* [Unpublished doctoral thesis]. Canterbury Christ Church University.
- Ozga, J. (2021). Problematising policy: the development of (critical) policy sociology. Critical Studies in Education, *62*(*3*), 290 – 305. https://doi.org/10.1080/17508487.2019.1697718
- Gale, T. (2001). Critical policy sociology: historiography, archaeology and genealogy as methods of policy analysis. *Journal of Education Policy*, *16*(*5*), 379 – 393. https://doi.org/10.1080/02680930110071002
- Shore, C. and Wright, S. (eds.) (1997) *Anthropology of policy: critical perspectives on governance and power*. Routledge.

- Sutton, M. and Levinson, B.A.U. (2001). Policy as/in practice: a sociocultural approach to the study of educational policy. In M. Sutton, & B.A.U. Levinson (Eds.), *Policy as practice: toward a comparative sociocultural analysis of educational policy* (pp. 1 – 22). Ablex Publishing.
- Regmi, K.D. (2019). Critical policy sociology: key underlying assumptions and their implications for educational policy research, *International Journal of Research & Method in Education*, *42*(*1*), 59-75. https://doi.org/10.1080/1743727X.2017.1398228
- Rizvi, F., & Lingard, B. (2010). *Globalizing education policy* (1st ed.). Routledge.
- Levinson, B. A. U., Sutton, M., & Winstead, T. (2009). Education policy as a practice of power: Theoretical tools, ethnographic methods, democratic options. *Educational Policy*, *23*(*6*), 767–795. https://doi.org/10.1177/0895904808320676


**Module 3. Policy dimensions of education (4 weeks)**

This module provides the students with an opportunity to explore various dimensions of policy study in education. Although discerning the policy boundaries within the educational context is challenging as most of the dimensions of educational policy overlap with each other, the students will be exposed to potential policy areas of education and requested to develop policy questions relevant to the existing school reform in Nepal. In addition, they will be encouraged to expand the policy dimensions of education, exploring further approaches, avenues and strategies of the policy study. This module assists students in identifying and selecting a policy area, as well as developing a strategy for investigating the specific policy issues and questions of their choice.

**Contents**

- Teacher and teacher education
- Curriculum and instruction
- Assessment
- Governance, management and leadership
- Educational technology
- Access, quality, equity, citizenship and social justice
- Accountability, autonomy and choice

**Readings**


- Bell, L., & Stevenson, H. (2006). *Education policy: process, themes and impact*. Routledge
- Fan, G., & Popkewitz, T.S. (Eds.). (2020). *Handbook of education policy studies* (School/university, curriculum and assessment, Volume 2). SpringerOpen
- Rizvi, F., & Lingard, B. (2010). *Globalizing education policy* (1st ed.). Routledge.
- Winton, S., & Parekh, G. (Eds.). (2020). *Critical perspectives on education policy and schools, families, and communities*. Information Age Publishing.

## Module 4. Education policy reforms in Nepal (4 Weeks)

This module introduces the educational policy reforms in Nepal, familiarizing the students with the provisions, procedures and challenges related to the reforms. Reviewing and considering the reform provisions, the student will identify some of the key policy concerns that call for in-depth study.

**Contents**

- School Sector Development Plan (2016/17 – 2022/23)
- National Education Policy 2076
- Education Sector Plan (2021-2030)
- National Curriculum Framework for School Education 2076BS

**Readings**

- Ministry of Education. (2016). School sector development plan (2016/17 – 2022/23).
- Ministry of Education, Science and Technology. (2076BS). National education policy for school education 2076 (in Nepali).
- Ministry of Education, Science and Technology. (2076BS). National education policy 2076 (in Nepali).
- Ministry of Education, Science and Technology. (2022). Education sector plan (2021-2030).

**Assessments**

***External***

An external examination (with 40% weightage) will be conducted by the Dean's Office, Faculty of Education.

***Internal***

Internal Assessment (with 60% weightage) will be conducted through three assignments. The details of the assignments are below:

In this course, the students will select a policy issue from the field of education. The policy issues could be contemporary or historical. Next, the students will prepare a concept paper outlining what issues are pertinent to explore, why this is significant in terms of both contributing to filling up the knowledge gap and deriving implications for understanding and improvements, and how these issues could be explored. The emphasis will be on exploring the policy from critical and analytical perspectives, with a methodology that is grounded in the field. Rather than analyzing the policy as an 'official text', the researcher will look at the underlying ideologies, forces, and tensions that shape the policy. In doing so, the following tasks will be undertaken:

1. Writing a concept paper on policy study

2. Doing a literature review and preparing an analytical framework
3. Empirical work and data collection
4. Analyzing the data and writing a paper (4000 – 6000 words).

*Assignment 1 – Writing the concept paper*

The students first select a policy issue(s) that are worth studying through some of the critical perspectives studied in Module 1 and write a concept paper explaining what they want to explore, why and how. This means, the concept paper should include the following: context, statement of problems or issues, objectives, and theoretical approaches and methodology of the study. Through this paper, the students should be able to communicate the policy issues that they want to explore from a clear conceptual and methodological perspective.

*Assignment 2 – Review and analytical framework.*

The students will review the relevant literature, both conceptual and empirical, exploring the bodies of the related theoretical and empirical scholarships, and identify the knowledge gap in the field of their study. In addition, the students will review the related approaches and theories of the policy and identify their theoretical and conceptual frameworks for the policy study.

*Assignment 3 – Policy paper*

Building on the previous two works, the students will prepare a full-length paper (5000 words) analyzing the policy issues that they envision in their concept papers. This paper will have four major sections – i) Introduction (policy context, problem, questions, and significance) ii) policy approach and methodology, iii) results and discussion, and iv) conclusion.

The introduction section provides a brief context for the policy problems or issues under study. In addition, building on the knowledge already available in the related field, the student identifies the niche that will enable them to formulate policy questions. This section also highlights the significance of the study, both at the academic and implementation levels. In the review section, the students will incorporate the paper written in Assignment 2 with some revisions to make the sections coherent. The result section highlights the major findings of the study under the identified themes and provides a critical and thorough discussion of the policy findings, which embed the knowledge reviewed in the review section. Finally, the paper provides a brief conclusion with implications for both policy review and implementation.

## English Education

## Course Title: Philosophy of Language and Language Education

Course No.: Eng. Ed. 751 Credit Hours: 3

Level: MPhil/PhD Teaching hours: 48

Semester: Second

**Course Description**

The main purpose of this course is to familiarize the students with the philosophical traditions of language and language education. It helps them to explore the philosophical elements that underpin teaching, learning and researching in language education. As a part of theoretical foundation of language and language education, this course will sensitize the students towards the works of some thinkers and builders as well as explainers of the philosophy of language, linguistics and thought processes. The course is divided into three modules. The first module is about the philosophical foundations of language and language education. The second module introduces some key thinkers of philosophy and language philosophy, and their contributions on the issues related to language, language education and language learning. The third module presents various perspectives on the philosophies of language and language education in relation to other disciplines of knowledge.

**Course Objectives**

The course enables students to:

- trace the history of philosophical traditions of language and language education.
- explain philosophical traditions to explore how language and language education have been understood in different spans of time.
- develop deeper understandings on the interlink between philosophy of language and language education.
- analyze different philosophical perspectives of language and language education and see the relevance of these perspectives in language education research.
- critically review the contributions of philosophers, critical thinkers and linguists, and discuss their relevance in understanding language, language education and language education research.
- identify the major trends of modern philosophy of language, and apply the trends in the inquiry of language and language education policies and practices.
- explore the philosophy of language and language education in relation to other fields of knowledge.

## Module I: Philosophical Foundations of Language

**Module Learning Outcomes**

After the completion of this module, the students are expected to identify and discuss the various philosophical foundations of language and relate them with the modern philosophical understanding. In particular, they are enabled to:

Historicize various philosophical traditions on the basis of key contributors and their contributions for understanding and describing language;

Explain Western and Sanskrit philosophies of language and language education;

Develop deeper understanding on the works of philosophers like Frege, Russell and Wittgenstein;

Discuss the interlink between cognitive science and philosophy of language;

Explain meaning, sense, interpretation and creativity in relation to the philosophical understanding of language and linguistic relativism.

**Contents for the module**

Philosophy of language and linguistics

Ancient philosophy of language

Medieval philosophy of language

Sanskrit Philosophy of language

Modern philosophy of language

Philosophy of language in the twentieth century

Analytical philosophy of language: Frege, Russell and Wittgenstein

Cognitive Science and Philosophy of Language

Meaning, Sense and Interpretation

Linguistic creativity and relativism

**Weeks I and II**

**Contents**

Philosophy of language and linguistics

Ancient Philosophy of language

Medieval philosophy of language

Sanskrit philosophy of language

Modern philosophy of language

**Teaching Learning Strategies**

Pre-class reading – The course facilitator will provide reading materials and ask the students to read in advance and come up with their understanding and reflection focusing on the following questions: What are the major traditions of the philosophy of language? What are the major contributions in each of these traditions? How does Eastern tradition especially Sanskrit tradition differ from Western traditions of the philosophy of language?

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 course facilitator summarizes the major philosophical traditions and key contributions in understanding, defining and describing language.

Group work – Students will work in a group of colleagues (or in pairs) and discuss their understanding and ideas on the questions. After the discussion, they will reflect on their comments in the class.

**Weeks III and IV**

**Contents**

Philosophy of language in the twentieth century

Analytical philosophy of language: Frege, Russell and Wittgenstein

Cognitive science and philosophy of language

**Teaching Learning Strategies**

Pre-class reading – The course facilitator will provide reading materials, then ask the students to read in advance and come up with their understanding and reflection focusing on the following questions: What are the major contributions in the twentieth century language philosophy? What are the major contributions of Frege, Russell and Wittgenstein? How is philosophy of language explained in the framework of cognitive science?

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 course facilitator will summarize the major philosophical traditions and key contributions in understanding, defining and describing language.

Group work – Students will work in a group of colleagues (or in pairs) and discuss their understanding and ideas on the questions. After the discussion, they will reflect on their comments in the class.

**Week V**

**Contents**

Meaning, sense and interpretation

Linguistic creativity and relativism

**Teaching Learning Strategies**

Pre-class reading – The course facilitator will provide reading materials, then ask the students to read in advance and come up with their understanding and reflection focusing on the following questions: What is meaning and sense? How language represents meaning and sense? What are the traditions of the philosophy of language regarding meaning and sense? How do different thinkers conceptualize linguistic creativity and linguistic relativism.

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 course facilitator will summarize the major philosophical traditions and key contributions in understanding, defining and describing language.

Group work – Students will work in a group of colleagues (or in pairs) and discuss their understanding and ideas on the questions. After the discussion, the groups will reflect on their comments in the class.

**Assignment**

*Examples*

Critically examine the Western and Sanskrit philosophical traditions of language. In what parameters and how does the Sanskrit tradition of language philosophy differ and resemble the Western tradition of language philosophy.

Much contemporary philosophy of language can be viewed as a synthesis of three major traditions – ideal language philosophy, ordinary language philosophy, and cognitivism. Critically examine the theoretical premises of each of these traditions; and argue, with reference to their adequacies and inadequacies, how the new philosophy of language is pertinent in resolving the emergent philosophical nuances of natural languages and language study.

**Recommended Readings**


- Barber, A. and Stainton, R. J. (2010). *Concise encyclopedia of philosophy of language and linguistics*. Oxford: Elsevier. (See, Philosophy of linguistics by P. Carr, 560-565); Cognitive Science and Philosophy of language by S. Scott, 47-56).
- Medina, J. (2005). *Language: Key concepts in philosophy*. London: Continuum. (See Chapter 2 – Meaning, Sense and Interpretation, PP. 39-70; Chapter 4 - Linguistic creativity and relativism).

- Russell, G. and Fara, G. D. (2012). T*he Routledge companion to philosophy of language* (Eds.). New York: Routledge. (See different authors' sections: Ancient philosophy of language (pp. 118-126), Medieval philosophy of language (pp. 827-840), Modern philosophy of language (pp. 841-851), and Frege, Russel, and Wittgenstein (pp. 852-859).
- Staal, J. F. (1975). Sanskrit philosophy of language. In Herman Perret, *History of linguistic thought and contemporary linguistics*, (pp. 102-136). Berlin: de Gruyter.


**Module II: Philosophies of Language Education**

**Module Learning Outcomes**

After the completion of this module, the students are expected to acquire the following learning outcomes:

Draw the major trends of philosophy of language education on the basis of their readings of different philosophers, linguists and contributors.

Interpret the original texts and find their relevance in understanding language, linguistics and language education.

Critically review the philosophers, their understanding and interpretation of language, and develop argument on how their interpretations are relevant in understanding language and language education in the present context.

**Contents for the Module**

- *Of Words* by John Locke
- *The Linguistic Sign* by Ferdinand de Saussure
- *Language as the Form of Human Behavior*, by Edward Sapir
- *About Foreign Language Teaching* by Leonard Bloomfield
- *Thought and Word*, by Lev Vygotsky
- *Performative Utterances*, by John L. Austin
- *The Concept of Communicative Competence Revisited* by Dell Hymes
- *Universal Pragmatics: Reflection on a Theory of Communicative Competence* – Habermas
- *Language and Symbolic Power by* Pierre Bourdieu
- *Standard Language and Poetic Language by* Jan Murakovsky
- The *Metaphoric and Metonymic Poles* by Roman Jakobson
- *Text and Textuality* by W. F. Hanks

**Week VI and VII**

**Contents**

*Of Words*, by John Locke

*The Linguistic Sign* by Ferdinand de Saussure

*Language as the Form of Human Behavior*, by Edward Sapir

*About Foreign Language Teaching* by Leonard Bloomfield

**Teaching Learning Strategies**

Pre-class reading – The course facilitator will provide reading materials, then ask the students to read in advance and come up with their understanding and reflection focusing on the following questions: What are the major contributions of John Locke, Ferdinand de Saussure, Edward Sapir and Leonard Bloomfield.

Students' sharing – Students will read the selected texts, and make textual reflection based on their readings.

Presentation – The course facilitator will summarize the major contributions of these philosophers, and will make projection on the relevance of their ideas in the present context of language study.

Group work – Students will work in a group of colleagues (or in pairs) and discuss their understanding and ideas on the questions. After the discussion, the groups will reflect on their comments in the class.

**Week VIII and IX**

**Contents**

*Thought and Word*, by Lev Vygotsky

*Performative Utterances*, by John L. Austin

*The Concept of Communicative Competence Revisited* by Dell Hymes

*Universal Pragmatics: Reflection on a Theory of Communicative Competence* –Habermas

**Teaching Learning Strategies**

Pre-class reading – The course facilitator will provide reading materials and ask the students to read in advance and come up with their understanding and reflection focusing on the following questions: What are the major contributions of Lev Vygotsky, Jan Austin, Dell Hymes and Jorgen Habermas?

Students' sharing – Students will read the selected texts, and make textual reflection based on their readings.

Presentation – The course facilitator will summarize the major contributions of these philosophers, and will make projection of the relevance of their ideas in the present context of language study.
Group work – Students will work in a group (or pairs) and discuss their understanding and ideas on the question/s. After the discussion, the groups will reflect on their comments in the class.

**Week X and XI**

**Contents**

*Language and Symbolic Power by* Pierre Bourdieu

*Standard Language and Poetic Language by* Jan Murakovsky

The *Metaphoric and Metonymic Poles* by Roman Jakobson

*Text and Textuality* by W. F. Hanks

**Teaching Learning Strategies**

Pre-class reading – The course facilitator will provide reading materials and ask the students to read in advance and come up with their understanding and reflection focusing on the following questions: What are the major contributions of Pierre Bourdieu, Jan Murakovsky, Roman Jakobson and W. F. Hanks?
Students' sharing – Students will read the selected texts, and make textual reflection based on their readings.
Presentation – The course facilitator will summarize the major contributions of these philosophers, and will make projection of the relevance of their ideas in the present context of language study.
Group work – Students will work in a group (or pairs) and discuss their understanding and ideas on the question/s. After the discussion, the groups will reflect on their comments in the class.

**Assignment**

Examples:
Based on J.L. Austin's philosophical work, discuss performative-constative distinction with examples. Highlight the research implications in discourse analysis.
Critically examine Bourdieu's theoretical philosophy of understanding language as a symbolic power, and show the relevance of it in defining the meaning, role and values given to English language in the current Nepali society.

**Recommended Readings**

- Bourdieu, P. (1991). Language and symbolic power. Cambridge: Polity Press. (See only. *Production and reproduction of legitimate language, pp. 43-65).*

- Habermas, J. (). On the pragmatics of Social Interaction. Preliminary Studies in the Theory of communicative action. Cambridge: The MIT Press. (See only, *Universal Pragmatics: Reflections on a theory of communicative competence* (pp. 67-84).
- Hanks, W. F. (1989). *Text and textuality*. Annual Review of Anthropology, Vol. 18, pp. 95-127)
- Hymes, D. H. (1972). On communicative competence. In J.B. Pride & J. Homes (eds.), Sociolinguistics. Selected Readings. London, Penguin, 1972. (See only: Excerpt from D.H. Hypes, *On communicative competence*, Philadelphia, University of Pennsylvannia Press, 1971) (pp. 259-293).
- Innis, R. E. (1985). Semiotics: An introductory anthology. (See only, *The Linguistic Sign* by Ferdinand de Saussure, PP. 24-46).
- Jakobson, R. (2002). The metaphoric and metonymic poles. In Rene Dirven & Ralf Porings, Metaphor and metonymy in comparison and contrast, pp. 41-48.
- Martinich, A. P. (1996). The philosophy of language (3rd ed.). Oxford: Oxford University Press. (See only, *Of Words*, by John Locke (pp. 500-506; Performative utterances by J.L. Austin (pp. 120-129).
- Mukarovsky, J. (2014). Standard language and poetic language. In Chovanec, J. Chapters from the history of Czech functional linguistics, pp. 41-53).
- Sapir, E. (1927). *Language as a form of behavior*. *The English Journal*, Vol. 16. No. 6. Pp. 421-433.
- Smolinski, F. (1984). *Landmarks of American Language & Linguistics* (Volume 1), (Ed.). Washington, D.C. (See only, About foreign language teaching, by Leonard Bloomfield, pp. 40-50).
- Vygotsky, L. (1934). *Thought and Word, in Thinking and Speech*. (See only, Thought and Word, pp. 245-284)


## Module III: Philosophies of Language Education in relation to other disciplines

**Module learning outcomes**

After the completion of this module, the students are expected to acquire the following learning outcomes:

discuss major interdisciplinary fields that language and the other disciplinary fields like mind, gender, sexuality, identity, race etc. are interconnected.

critically review the major contributors of each field, and discuss their contributions in relation to their understanding of language, language education and language education research.
develop deeper understanding of language in relation to other fields of knowledge, and apply the insights in framing philosophical, theoretical and methodological understanding of their own research in language education.

**Contents for the Module**

Language and mind

Language, Gender and Sexuality

Language and Race

Postcolonial understanding of language education

Ecological perspective of language education

Language teacher philosophies

Globalization, language policy and a philosophy of English language education

**Week XII, XIII and XIV**

Contents

Language and mind

Language, Gender and Sexuality

Language and Race

**Teaching Learning Strategies**

Pre-class reading – The course facilitator will provide reading materials and asks the students to read in advance and come up with their understanding and reflection focusing on the following questions: How have scholars navigated the relationship between language and mind, language gender and sexuality, language and race and language and identity.

Students' sharing – Students will read the selected texts given, and make textual reflection based on their readings.

Presentation – The course facilitator will summarize how language and mind, language and race, language and gender and sexuality and language and identity interrelated, and will make projection of the relevance of these ideas in the present context of language study and language education research.

Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas on the questions. After the discussion, the groups will reflect on their comments in the class.

**Week XV**

Postcolonial understanding of language

Ecological perspective of language teaching

**Teaching Learning Strategies**

Pre-class reading – The course facilitator will provide reading materials and asks the students to read in advance and come up with their understanding and reflection focusing on the following questions: What is postcolonial understanding of language, language education and researching language especially targeting English language spread in non-native societies? How does language ecology provide a different lens in understanding language and language education?

Students' sharing – Students will read the selected texts given, and make textual reflection based on their readings.

Presentation – The course facilitator will summarize the postcolonial understanding of language and language education, and also the ecological lens in understanding language and language education research and teaching-learning.

Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas on the questions. After the discussion, the groups will reflect on their comments in the class.

**Week XVI**

Language teacher philosophies

Language education and research

Globalization, language policy and a philosophy of English language education

**Teaching Learning Strategies**

Pre-class reading – The course facilitator will provide reading materials and asks the students to read in advance and come up with their understanding and reflection focusing on the following questions: What are language teacher philosophies in teaching language and researching language? How has globalization impacted language policy and philosophy of language in general and English language education in particular?

Students' sharing – Students will read the selected texts given, and make textual reflection based on their readings.

Presentation – The course facilitator will summarize the language teacher philosophies, researching language, and globalization and its impacts in language policies and a philosophy of English language education.

Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas on the questions. After the discussion, the groups will reflect on their comments in the class.

Assignment

*Examples*

"The marginality and powerlessness of women is reflected in both the ways: How women are expected to speak, and in the ways in which women are spoken of" (Lakoff 1973, p. 45). Develop an argument in around 1000 words in line with the author referencing examples from Nepali and/or any local language use in Nepali societal context.

In (second/foreign) language education research, post-modern constructionism, Marxist-influenced critical theories, and postcolonial theories are considered to be the theoretical approaches of studying social inequalities and injustices. However, these theoretical approaches are most often 'interwoven' while examining social inequalities and injustices that ground in determining language education policies and policy enactment. Think yourself a researcher of language education, explain social inequalities and injustices grounded in English-as-a-medium-of-instruction (EMI) as implemented in the schools of Nepal, and argue how these theoretical threads contribute to you while explaining social inequalities and injustices that ground on students' socio-economic status (SES), minority language background and gender.

**Recommended Readings**


- Chomsky, N. (2006). *Language and mind* (eds.). Cambridge: Cambridge University Press (See, Linguistic contributions to the study of mind: past, present and future, pp. 1-87)
- Russel, G. & Fara, D. G. (2012). *The Routledge companion to Philosophy of language*. London: Routledge (See, Language, gender, and Sexuality by Sally Mcconnell-Ginet, pp. 141-152; Language and Race by Luvell Anderson, Sally Haslanger and Rae Langton, pp. 153-167)
- Lakoff, R. (1973). Language and woman's place. *Language in Society*, Vol. 2, No. 1. (pp. 45-80).
- Kubota, R. & Lin, A. (2009). Race, culture and identities in second language education: Introduction to research and practice, pp. 1-24.
- Said, Edward. W. (1983). *The World, the text and the critic*. Cambridge, Massachusetts: Harvard University Press. (See only, *The World, the text and the critic*, pp. 31-53).

- Spolsky, B. (2002). Globalization, language policy, and a philosophy of English language education for the 21st century. *English Teaching*, *57*(4), 3-*26.*
- Crookes, G. (2015). Redrawing the boundaries on theories, research, and practice concerning language teachers' philosophies and language teacher cognition: Towards a critical perspective. *The Modern Language Journal*, 99, 3, 485-499.
- Consoli, S. & Dikilitas, K. (2021). Research engagement in language education. *Educational Action Research*, 29:3, 347-357.
- Skutnabb-Kangas, T. (2011). Language ecology. In J. Ostman & Jef Verschueren, *Pragmatics in practice* (177-197). John Benjamins Publishing Company.


**Suggested Reading**


- Ashcroft, B. (2001) Language and Race, *Social Identities*, 7:3, 311-328,
- Barber, A. & Stainton, R. J. (Eds.) (2010). *Concise Encyclopedia of Philosophy of Language and Linguistics*. London. Elsevier.
- Bastardas i Boada, A. (2002). The ecological perspective: Benefits and risks for sociolinguistics and language policy and planning. In *Capítol del llibre: Fill, Alwin et al.(eds.), Colourful green ideas. Berna: Peter Lang, 2002, pp. 77-88. Papers from the conference" 30 years of language and ecology (Graz, 2000)*. Alwin Fill et al.
- Block, D., & Cameron, D. (Eds.) (2002). *Globalization and Language Teaching*. London: Routledge.
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English Teaching*. Oxford: Oxford University Press.
- Coupland, N. (Ed). (2010). *The Handbook Of Language and Globalization*. UK: Wiley-Blackwell.
- Giri, R. A. (2015) The many faces of English in Nepal, *Asian Englishes*, 17:2, 94-115.
- Hale, B. & Wright, C. (1997). *A Companion to the Philosophy of Language*. Blackwell Publishers.
- Hall, David R and Ann Hewings (Eds.). (2001). *Innovations in English Language Teaching: A Reader*. New York. Routledge.
- Haugen, E. (2001) The Ecology of Language. In A. Fill and P. Muhlhausler, *The ecolinguistics reader. Language, ecology and environment* (p. 57-67). London: Continuum.
- Kemp, G. (2013). *What is this thing called philosophy of language?* London: Routledge

- Kemp, G. (2013). *What is this thing called philosophy of language*. London: Routledge.
- Kumaravadivelu, B. 2008. *Cultural globalisation and language education*. New Haven: Yale University Press.
- Lamagque, P. V. & Asher, R. E. (Eds.). Concise Encyclopedia of Philosophy of Language. Exeter. Pergamon.
- Lecercle, J. (2006). *A Marxist philosophy of language* (translated by Gregory Elliott). Boston: Brill.
- Lepore, E. & Smith, B. C. ( 2009). *The Oxford Handbook of Philosophy of Language*. Oxford: OUP.
- Martinich, A. P. (1996). The philosophy of language (3rd ed.). Oxford: Oxford University Press.
- Mckenzia, R. M. (2010). *The Social Psychology of English as A Global Language*. Newcastle Upon Tyne. Springer.
- McNamara, T. (2012). Poststructuralism and its challenge in applied linguistics. *Applied Linguistics*, 33/5: 473-482.
- Medina, J. (2005). *Language: Key concepts in philosophy*. London: Continuum.
- Miller, A. (2007). Philosophy of Language. Oxon. Routledge.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Sharifian, F. (2011). *Cultural Conceptualisations and Language.* Amsterdam: John Benjamins & Co.
- Shin, H., & Kubota, R. (2008). Post-colonialism and Globalization in Language Education. *The handbook of educational linguistics*, 206.
- Shohany, E. (2006). *Language Policy Hidden Agendas and New Approaches*. London: Routledge.
- Smolinski, F. (Ed) (1993). *Landmarks of American Language and Linguistics*. Washington: United States Information Agency.
- Wallace, C. (2003). *Critical Reading in Language Education.* New York: Palgrave Macmillan.


**Instructional Approach**

Seminar and lecture: This course follow seminar as a major instructional approach. For this class, the students lead classes and engage in discussions on various topics covered in the course. The

students are assigned to lead classes on specific topics as mentioned in the assigned readings. They develop lessons, explore relevant/readings for classes and develop activities for class discussions. The seminar will be complemented by lectures from the course instructor. Yet, the lecture-based classes included class discussions as major components of the course. Independent study/research: This course is also characterized by the importance it places on independent study/research. In the beginning of the course, the course participants and supplied with the prescribed readings and also the materials that will strengthen their understandings and help them go further to their areas of interest. The students themselves find more materials related to their interest on wish they wish to write term papers and the thesis. They carry out the study throughout the semester and submit the report as final term paper.

Guest lecture: The graduate school sometimes invites speakers who are experts in a particular field of research. 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 Scheme**

**Internal evaluation: 60%**

Internal evaluation will be undertaken by the course instructor. S/he/they will evaluate the students' academic activities, learning outcomes and performance on the course work in terms of following criteria:

1. Regularity and class participation (6): An appropriate score will be provided to the course participants 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. Seminar presentation (10): Each course participant is required to lead at least one class. For this s/he should prepare presentations of the assigned topics. Such presentations should focus on the contents from the readings, issues, or classroom activities. The course participants are assessed on their presentation and communication skills, arguments, examples and understanding.
3. Written works (44): This assessment involves students' writing on their independent research. This assignment may also include students' written work which shows their critical ability to discussion a particular issue from the class readings and discussions.

The written assessments will be of two kinds.

i) Short term papers (2 x 12) 24 marks

ii) Long term paper/essay/project work (1 x 20) 20 marks

Total 60 marks

**External Evaluation: 40%**

At the end of semester, a written examination will be conducted by Graduate school of Education. The types and number of questions to be included in the test are as follows:

i) Short answer questions (4 x 5) 20 marks

ii) Long answer questions (2 x 10) 20 marks

Total 40 marks

## Course Title: Multilingualism and Diversity in Language Education

Course No: Eng. Ed. 752 Credit hours: 3

Level: MPhil/PhD Teaching hours: 48

Semester: Seconnd

**Course Description**

This course provides the course participants with critical insights into understanding theories, policies and pedagogies of multilingualism in language education. As multilingualism has become an integral aspect of our communities, language teachers are subsequently faced with challenges in addressing the multiple learning needs of students from diverse linguistic and cultural backgrounds. Drawing on recent studies from second language studies, applied linguistics, literacy studies and English language teaching, this course engages course participants in exploring and understanding both global and local perspectives of multilingualism and diversity in language education. While focusing on multilingual approaches to language education, this course further engages the course participants in exploring ways in which to capitalize on diverse linguistic, cultural and literacy skills through classroom pedagogical practices. The course further provides course participants with opportunities to research and critically analyze sociopolitical issues such as identity, language ideology, language rights, social justice and advocacy/activism and pedagogical issues such as epistemic access, multilingual awareness and translanguaging pedagogies associated with multilingualism and diversity in language education.

The course participants will read interdisciplinary issues on multilingualism and diversity in education and carry out research on specific aspects—sociocultural, political and educational/pedagogical—of multilingualism and diversity.

**Objectives of the Course**

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

Assess critically various theories and approaches to language education from multilingual perspectives.

Explicate sociopolitical and pedagogical dimensions of multilingualism in languages education.

Analyze language policies from a multilingual perspective, with a focus on ideologies and agency and explain and critique various language ideologies and discourses that shape language pedagogies and practices.

Develop knowledge and skills to design and implement multilingual pedagogies in the classroom.

Carry out small-scale projects on different aspects of multilingualism and its use in language education.

**Course Contents**

The contents covered in this course include;

- Diversity and Multilingualism in Language Education
- Multilingual Turn in TESOL and Language Education
- Approaches and Models in Multilingual Pedagogy
- Multilingualism and Language Education Policies
- Researching Multilingualism in Language Education

**Module I: Diversity and Multilingualism in Language Education (3 Weeks)**

This module familiarizes the students with the diversity in language education with reference to multilingual contexts globally and locally. The module will also explore the complexities of linguistic diversity and introduces the concept of superdiversity. Discussion will be made on the various ideologies of language education and role of English in multilingual contexts.

**Learning outcomes**

Students are expected to demonstrate the following competencies;

- Define global and local linguistic diversity and explore the context of linguistic diversity in Nepal
- Explain the concept of superdiversity
- Discuss the various ideologies of language
- Connect the role of English in multilingual context

**Contents**

- Global and local linguistic diversity
- From diversity to superdiversity: Understanding complexities of linguistic diversity
- Linguistic diversity in education
- Language ideologies and multilingualism
- English and multilingualism

**Teaching and Learning Strategies**

Preparation: Students will read the prescribed reading and prepare a set of questions they would like to explore in class. They also share their observations on the reading in an online discussion forum on the MOODLE platform.

Presentation: Students will prepare a linguistic profile of the languages spoken in their community and also write a reflective diary of their experience of learning English in their school education. They will be asked to share their reflection at the beginning of each class.

Practice/Group Work/Workshop: Students will share their observations on the prescribed reading with reference to the local context of linguistic diversity. Students will also be asked to engage themselves in group discussion to explore the multilingual context in the local educational context.

**Assignment/Activities**

This particular course encourages the scholars to identity the pertinent issues in multilingualism and diversity in language education; explore them in detail along with the relevant literature; and suggest innovative strategies to address them. With this objective in mind, we expect you to identify and articulate with any issue in multilingualism and linguistic diversity that is potentially unresolved, debatable, ambiguous, and ambivalent. The issue should be specific. It could be something that you have observed in your community or in your professional practices. This assignment will provide you an opportunity to harness your skill to critically reflect on the issues on and participate in issue-based discourse on multilingualism. Once you identify the issue, you need to develop a concept note with the detail of how you are going to explore the issue and present it in a research paper.

**Prescribed Readings**

- *Blommaert, J. (2014). Language and the study of diversity in Steve Vertovec, (ed. 2014) Handbook of diversity studies. London. Routledge.*
- *Blommaert, J. & Rampton, B. (2012). Language and superdiversity. MMG Working Paper, 12-25.*
- *Christiansen, M. S., Trejo Guzmán, N. P., & Mora-Pablo, I. (2017). You know English, so why don't you teach?" language ideologies and returnees becoming English language teachers in Mexico. International Multilingual Research Journal, 12(2), 80-95. doi:10.1080/19313152.2017.1401446*

- *Gabriele Budach, Ingrid de Saint-Georges. (2017) Superdiversity and language from: The Routledge Handbook of Migration and Language Routledge Accessed on: 07 Dec 2020 https://www.routledgehandbooks.com/doi/10.4324/9781315754512.ch3*
- *Helot, C. (2012). Linguistic diversity and education. In Martin-Jones, M., Blackledge, A. & Creese, A. (eds.) The Routledge Handbook of Multilingualism (page 214 – 231). London. Routledge.*
- *Phyak, P. (2013). Language ideologies and local languages as the medium-of-instruction policy: A critical ethnography of a multilingual school in Nepal. Current Issues in Language Planning, 14(1), 127-143.*
- *Piller, I. (2016). Linguistic diversity and social justice: An introduction to applied sociolinguistics. Oxford: Oxford University Press.*
- *Yadava, Y. P. (2007). Linguistic diversity in Nepal: Perspectives on language policy. A paper presented in International Seminar on Constitutionalism and diversity in Nepal. CNAS, Kathmandu.*
- *Zentz, L. (2014). "Love" the local, "Use" the national, "Study" the foreign: Shifting Javanese language Ecologies in (post-)modernity, Postcoloniality, and globalization.* Journal of Linguistic Anthropology, 24*(3), 339-359. doi:10.1111/jola.12062*

- 1.6. Further Readings


- *Canagarajah, S. (2017). The Routledge handbook of migration and language. London. Taylor & Francis.*
- *Kizoglu, D., Wegner, J., & Fina, A. D. (2017). Diversity and super-diversity: Sociocultural linguistic perspectives. Georgetown University Press.*


**Module II: Multilingual Turn in TESOL and Language Education (3 Weeks)**

This Module introduces multilingual turn in TESOL and Language Education. This module also talks about the disciplinary divide, knowledge construction, multilingual competence and language, a holistic approach to language education and rethinking monolingual instructional strategies education in multilingual classrooms. Moreover, it explains the plurilingual pedagogical practices employed in TESOL.

**Learning Outcomes**

Students are expected to demonstrate the following competencies;

Acquire knowledge and skills of multilingual pedagogies and instructional strategies in multilingual classrooms.

Design and implement multilingual pedagogies in the classrooms.

Define different approaches to language education.

Develop the skills of using plurilingual pedagogical practices in TESOL

**Contents**

- Disciplinary divide and knowledge construction
- Multilingual competence and language
- A holistic approach to language education
- Rethinking monolingual instructional strategies education in multilingual classrooms
- Plurilingual pedagogical practices in TESOL
- Teaching and Learning Strategies

**Preparation**: Students will read the prescribed reading and prepare a set of questions they would like to explore in class. They also share their observations on the reading in an online discussion forum on the MOODLE platform.

**Presentation:** students will be asked to share their experience and reflection regarding pedagogies and strategies used in multilingual classroom at the beginning of this module. They will share experience of their past experience of learning English, how they were taught English and what approaches and strategies were used by their teachers to teach English in their schools.

Practice/Group Work/Workshop: Students will share their observations on the prescribed reading with reference to the pedagogies and strategies used in TESOL classroom. Students will also be asked to engage themselves in group discussion to explore the new pedagogies and strategies in the local educational context.

**Assignment/Activities**

Suppose you are asked to teach English to the students of basic level in multilingual context, design materials and mention the approaches and strategies of multilingual pedagogies used in the classrooms and also mention the skills of plurilingual pedagogical practices used in TESOL.

How do you describe multilingual turn and what were the shifting images that resulted from this turn in TESOL and language education?

**Prescribed Readings**

- *Cenoz, J., & Gorter, D. (2011). A holistic approach to multilingual education: Introduction. The Modern Language Journal, 95(3), 339-343.*

- *Cenoz, J., & Gorter, D. (2013). Towards a Plurilingual approach in English language teaching: Softening the boundaries between languages. TESOL Quarterly, 47(3), 591-599. doi:10.1002/tesq.121*
- *Conteh, J., & Meier, G. (Eds.). (2014). The multilingual turn in languages education: Opportunities and challenges. Clevedon: Multilingual Matters.*
- *Cummins, J. (2006). Identity texts: The imaginative construction of self through multiliteracies pedagogy. In O. Garcia, T. Skutnabb-Kangas & M.E. Torres-Guzman (Eds.) Imagining multilingual schools: Languages in education and glocalization (pp. 51-68). Clevedon: Multilingual Matters.*
- *Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. Canadian Journal of Applied Linguistics, 10(2), 221-240.*
- *Duff, P. A. (2015). Transnationalism, multilingualism, and identity. Annual Review of Applied Linguistics, 35, 57-80.*
- *House, J. (2012). English as a global Lingua Franca: A threat to multilingual communication and translation? Language Teaching, 47(3), 363-376. doi:10.1017/s0261444812000043*
- *Jenkins, J. (2015). Repositioning English and multilingualism in English as a Lingua Franca. Englishes in Practice, 2(3), 49-85. doi:10.1515/eip-2015-0003*
- *Perfecto, M. R. (2020). English language teaching and bridging in mother tongue-based multilingual education. International Journal of Multilingualism, 19(1), 107-123. doi:10.1080/14790718.2020.1716771*
- *Seidlhofer, B. (2017). English as a Lingua Franca and multilingualism. Language Awareness and Multilingualism, 391-404. doi:10.1007/978-3-319-02240-6_22*


**Further Readings**


- Cogo, A. (2017). ELF and multilingualism. *The Routledge Handbook of English as a Lingua Franca*, 357-368. doi:10.4324/9781315717173-30


**Module III: Approaches and Models in Multilingual Pedagogy (4weeks)**

This Module presents different approaches and models of multilingual pedagogy with reference to multilingual awareness and translanguaging pedagogies associated with multilingualism and diversity in language education. It also familiarizes the students with the concept of multilingual awareness, cognitive investment, identity text and teacher development.

**Learning Outcomes**

- Students are expected to demonstrate the following competencies;
- Share their perspectives on language awareness approach
- Define and illustrate Translanguaging
- Discuss multilingual awareness with reference to teacher development

**Contents**

3.2.1 Language awareness approach: Global perspectives

3.2.2 Cognitive investment and identity text

3.2.3 Translanguaging and Translanguaging pedagogies

3.3.1 Concept and development of Translanguaging

3.3.2 Translanguaging for teaching and learning

3.2.4 Multilingual awareness and teacher development

**Teaching and Learning Strategies**

Preparation: Students will read the prescribed reading and prepare a set of questions they would like to explore in class. They also share their observations on the reading in an online discussion forum on the MOODLE platform.

Presentation: students will be asked to present the main theme of approaches and models used in multilingual pedagogy. There will be discussion on different approaches and models of multilingual pedagogy after their presentation.

Practice/Group Work/Workshop: Students will share their observations on the prescribed reading with reference to Language awareness approach: Global perspectives, cognitive investment and identity text, translanguaging and translanguaging pedagogies, concept and development of translanguaging , translanguaging for teaching and learning, multilingual awareness and teacher development the students will also be asked to engage themselves in group discussion to explore the new approaches and pedagogies in the local educational context of Nepal.

**Assignment/Activities**

How can we nurture multilingual awareness among the teachers and how can teacher education programs contribute to it?

**Prescribed Readings**

- *Cummins, J. (2006). Identity texts: The imaginative construction of self through multiliteracies pedagogy. In O. Garcia, T. Skutnabb-Kangas & M.E. Torres-Guzman (Eds.)*

*Imagining multilingual schools: Languages in education and glocalization (pp. 51-68). Clevedon: Multilingual Matters.*

- *Garcia, O. (2008). Multilingual language awareness and teacher education. In Encyclopedia of language and education (pp. 2130-2145). Springer.*
- *García, O. (2015). Critical multilingual language awareness and teacher education. Language Awareness and Multilingualism, 1-17. doi:10.1007/978-3-319-02325-0_30-1*
- *Hélot, C., & Young, A. (2006). Imagining multilingual education in France: A language and cultural awareness project at primary level. In Garcia et al. (eds.), Imagining multilingual schools: Languages in education and glocalization (pp. 69-90). Multilingual Matters.*
- *language learner. Second Language Learning and Teaching, 175-184. doi:10.1007/978-3-319-01414-2_10*
- *Lew, S., & Siffrinn, N. E. (2019). Exploring language ideologies and preparing Preservice teachers for multilingual and multicultural classrooms. Literacy Research: Theory,*
- *Lewis, G., Jones, B., & Baker, C. (2012) Translanguaging: Origins and development from school to street and beyond. Educational Research and Evaluation, 18(7), 641-654.*
- *May, S. (Ed.). (2013). The multilingual turn: Implications for SLA, TESOL, and bilingual education. New York: Routledge.*
- *Otcu-Grillman, B., & Borjian, M. (2022). Remaking multilingualism: A Translanguaging approach. Multilingual Matters.*
- *Phyak, P. (2017). Translanguaging as resource in English language teaching: A response to unplanned language education policies in Nepal. In H. Kuchah, & F. Shamim (eds.), International Perspectives in Teaching English in Difficult Circumstances. Palgrave McMillan.*
- *Probyn, M. (2015). Pedagogical translanguaging: Bridging discourses in South African science classrooms. Language and Education, 29(3): 218–234.*
- *Svalberg, A. M. (2007). Language awareness and language learning. Language Teaching, 40(4), 287-308.*

**Further Readings**

- *Tian, Z., Aghai, L., Sayer, P. & Schissel, J. L. (2020). Envisioning TESOL through a translanguaging lens. Global Perspectives. Cham. Springer.*
- *Rabbidge, M. (2019). Translanguaging in EFL Contexts: A Call for Change. London. Routledge.*

**Module IV: Multilingualism and Language Education Policies (3 weeks)**

This module makes the students familiar with the language policy approaches and perspectives. This module will also elaborate the agency involved in formulating global and local language education policy and introduce the role of teachers and youth as policy makers. Discussion on multilingual education policies and practices will be made concentrating on history politics and power.

**Learning Outcomes**

Students are expected to demonstrate the following competencies;

Share their perspectives on the language policy of Nepal.

Describe how teachers and youth could contribute to the language policy.

Critique the language policy of Nepal.

**Contents**

4.2.1. Language policy: Approaches and perspectives

4.2.2. Agency in language education policy

Teachers as policy-makers

Youth as policy-makers

4.2.3. Language policy in Nepal

History, politics and power

Multilingual education policies and practices

**Teaching and Learning Strategies**

Preparation: The teacher will provide the students with the materials in advance. They are required to go through the text and make an overview of the text with their own reflections.

**Presentation:** Students presentations will be scheduled to share their observations on the language policy of Nepal and the role of different actors in its formulation. The presentations will be followed by discussions, comments and suggestions.

Practice/Group Work/Workshop: Students work in a group and discuss their understanding of how language policy is formulated, what are the approaches perspectives that guide language

policy and how teachers and youth become policy makers. The teacher will summarize the lesson including the understanding of students.

**Assignment/Activities**

What approaches and perspectives are taken into consideration in the formulation of language policy. There are different agencies that play vital role in the formulation of language policy, for example, teacher as a policy maker and youth as a policy maker, how can youths and teachers contribute to language policy? Elaborate the role of young people and teachers in language policy and planning with examples.

**Prescribed Readings**

*Babino, A., & Stewart, M. A. (2018). Remodeling dual language programs: Teachers enact agency as critically conscious language policy makers. Bilingual Research Journal, 41(3), 272-297. doi:10.1080/15235882.2018.1489313*

*Davis, K. A., & Phyak, P. (2017). Engaged language policy and practices. New York: Routledge.*

*Farr, M., & Song, J. (2011). Language ideologies and policies: Multilingualism and education. Language and Linguistics Compass, 5(9), 650-665.*

*Hornberger, N. H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. Language Policy, 1(1), 27-51.*

*Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. TESOL Quarterly, 41(3), 509-532.*

*Phyak, P. (2013). Language ideologies and local languages as the medium-of-instruction policy: A critical ethnography of a multilingual school in Nepal. Current Issues in Language Planning, 14(1), 127-143.*

*Siiner, M., Koreinik, K., & Brown, K. D. (2017). Language policy beyond the state. Springer.*

*Weinberg, M. (2013). Revisiting history in language policy: The case of medium of instruction in Nepal. Working Papers in Educational Linguistics (WPEL), 28(1), 6.*

**Further Readings**

*Helot, C. & Laoire, M. O. (2011). Language Policy for the Multilingual Classroom Pedagogy of the Possible. Toronto. Multilingual Matters.*

*Kaplan, R. B. & Baldauf, R. B. (2008). Language Planning and Policy in Asia, Vol. 1 Japan, Nepal, Taiwan and Chinese Characters. Toronto. Multilingual Matters.*

## Module V: Researching Multilingualism in Language Education (2 weeks)

This module presents an overview of researching multilingualism in language education. The module further provides students with opportunities to research and critically analyze sociopolitical issues such as pedagogical issues, multilingual awareness and translanguaging pedagogies associated with multilingualism and diversity in language education employing qualitative research design.

**Learning Outcomes**

Students are expected to develop following competencies;

- Present the examples of linguistic landscape
- Define critical discourse analysis and how is it appropriate in multilingual research?
- Show the importance of critical ethnography in multilingual research

**Contents**

- Researching multilingualism
- Linguistic landscape and multilingualism
- Ethnographic monitoring and critical ethnography
- Critical discourse analysis

**Teaching and Learning Strategies**

**Preparation:** The teacher will provide the students with reading materials in advance. They are required to go through the text and make an overview of the text with their own reflections.

Presentation: Students presentations will be scheduled to share their observations on the language policy of Nepal and the role of different actors in its formulation. The presentations will be followed by discussions, comments and suggestions.

**Practice/Group Work/Workshop**: Students work in a group and discuss their understanding of how multilingual researches are conducted, what are the researchable areas of multilingual research. The teacher will summarize the lesson including the understanding of students.

**Assignment/Activities**

Develop a mini-research proposal on the title “Linguistic landscape in the Kathmandu valley: Analysis of linguistic features” using critical ethnography as a research method.

**Prescribed Readings**

- *Blommaert, J. (2013). Ethnography, Superdiversity and linguistic landscapes: Chronicles of complexity. Multilingual Matters.*
- *Martin-Jones, M., & Da Costa Cabral, I. (2018). The critical ethnographic turn in research on language policy and planning. Oxford Handbooks Online. doi:10.1093/oxfordhb/9780190458898.013.3*
- *Vab Der A, J., & Blommaert, J. (2011). Ethnographic monitoring: Hymes's unfinished business in educational research. Anthropology & Education Quarterly, 42(4), 319-334. doi:10.1111/j.1548-1492.2011.01142.x*

**Further Readings**

- *Martin-Jones, M., & Martin, D. M. (Eds.). (2017). Researching multilingualism: Critical and ethnographic perspectives. New York: Routledge.*

**Instructional Approach**

***Seminar and lecture***: This course follow seminar as a major instructional approach. For this class, the course participants lead classes and engage themselves in discussions on various topics covered in the course. The course participants are assigned to lead classes on specific topics as mentioned in the assigned readings. They develop lessons, explore relevant readings for classes and develop activities for class discussions. *The seminar will be complemented by lectures from the course instructor. Yet, the lecture-based classes include class discussions as major components of the course.*

***Independent study/research***: The course participants will conduct a small-scale research study on various aspects of multilingualism and their implications in language education. These aspects may include identity, language ideology, language pedagogy, power relation and social justice, with a focus on English language teaching. The course participants can also focus on various domains of multilingualism such as the mass media, public space, family, school, social media and music. For this activity, the course participants will submit a brief proposal outlining the background, issues/problems, research questions and method of the study.

***Guest lecture*:** The graduate school sometimes invites speakers who are experts in a particular field of qualitative research. 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 lectures will present their research works relating them to the particular contents of this course.

**Evaluation Scheme**

***5.1 Internal evaluation: 60%***

Internal evaluation will be undertaken by the course instructors. They will evaluate the students' academic activities, learning outcomes and performance on the course work in terms of following criteria:

*Regularity and class participation* (6) – An appropriate score will be provided to the course participants 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.

*Seminar presentation* (10) – Each course participant is required to lead at least one class. For this s/he should prepare presentations of the assigned articles. Such presentations should focus the contents from the readings, issues, or classroom activities. The course participants are assessed on their presentation and communication skills, arguments, examples and understanding.

*Written works* (44): This assessment involves students' report writing on their independent research. This assignment may also include students' written work which shows their critical ability to discussion a particular issue from the class readings and discussions. The written assignments will be of two kinds

| | |
|---|---|
| Two short term papers (2 x 12) | 24 |
| - concept proposal (1.5 space, 5 pages) | |
| - literature review (theoretical review) (1.5 space, 5 pages) | |
| Long term paper/essay/project work | 20 |
| Total | 60 |

***External Evaluation: 40%***

At the end of semester, a 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:

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

**Suggested Readings**

Anastassiou, F., & Andreou, G. (2020). *English as a foreign language: Perspectives on teaching, multilingualism and Interculturalism*. Cambridge Scholars Publishing.

Babino, A., & Stewart, M. A. (2018). Remodeling dual language programs: Teachers enact agency as critically conscious language policy makers. *Bilingual Research Journal*, *41*(3), 272-297. doi:10.1080/15235882.2018.1489313

Blommaert, J. & Rampton, B. (2012). Language and superdiversity. *MMG Working Paper,* 12-25.

Budach, G., & De Saint-Georges, I. (2017). Superdiversity and language. *The Routledge Handbook of Migration and Language*, 63-78. doi:10.4324/9781315754512-4

Cenoz, J., & Gorter, D. (2011). A holistic approach to multilingual education: Introduction. *The Modern Language Journal*, *95*(3), 339-343.

Cenoz, J., & Gorter, D. (2013). Towards a Plurilingual approach in English language teaching: Softening the boundaries between languages. *TESOL Quarterly*, *47*(3), 591-599. doi:10.1002/tesq.121

Christiansen, M. S., Trejo Guzmán, N. P., & Mora-Pablo, I. (2017). You know English, so why don't you teach?" language ideologies and returnees becoming English language teachers in Mexico. *International Multilingual Research Journal*, *12*(2), 80-95. doi:10.1080/19313152.2017.1401446

Cogo, A. (2017). ELF and multilingualism. *The Routledge Handbook of English as a Lingua Franca*, 357-368. doi:10.4324/9781315717173-30

Conteh, J., & Meier, G. (Eds.). (2014). *The multilingual turn in languages education: Opportunities and challenges*. Clevedon: Multilingual Matters.

Cummins, J. (2006). Identity texts: The imaginative construction of self through multiliteracies pedagogy. In O. Garcia, T. Skutnabb-Kangas & M.E. Torres-Guzman (Eds.) *Imagining multilingual schools: Languages in education and glocalization* (pp. 51-68). Clevedon: Multilingual Matters.

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 10(2), 221-240.

Davis, K. A., & Phyak, P. (2017). *Engaged language policy and practices*. New York: Routledge.

Duff, P. A. (2015). Transnationalism, multilingualism, and identity. *Annual Review of Applied Linguistics*, *35*, 57-80.

Farr, M., & Song, J. (2011). Language ideologies and policies: Multilingualism and education. *Language and Linguistics Compass*, 5(9), 650-665.

Garcia, O. (2008). Multilingual language awareness and teacher education. *In Encyclopedia of language and education* (pp. 2130-2145). Springer.

García, O. (2015). Critical multilingual language awareness and teacher education. *Language Awareness and Multilingualism*, 1-17. doi:10.1007/978-3-319-02325-0_30-1

García, O. & W. Li (2014). *Translanguaging: Language, bilingualism and education*. New York. Palgrave McMillan.

Giri, R. A. (2010). Cultural anarchism: The consequences of privileging languages in Nepal. *Journal of Multilingual and Multicultural Development*, *31*(1), 87-100.

Helot, C. (2012). Linguistic diversity and education. In Martin-Jones, M., Blackledge, A. & Creese, A. (eds.) *The Routledge Handbook of Multilingualism (page 214 – 231).* London. Routledge.

*Helot, C. & Laoire, M. O. (2011). Language Policy for the Multilingual Classroom Pedagogy of the Possible. Toronto. Multilingual Matters.*

Hélot, C., & Young, A. (2006). Imagining multilingual education in France: A language and cultural awareness project at primary level. In Garcia et al. (eds.), *Imagining multilingual schools: Languages in education and glocalization* (pp. 69-90). Multilingual Matters.

Hornberger, N. H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. *Language Policy*, *1*(1), 27-51.

Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *TESOL Quarterly*, *41*(3), 509-532.

Hough, D., Magar, R. B. T., & Yonjan-Tamang, A. (2009). Privileging indigenous knowledges: Empowering MLE in Nepal. *Multilingual education for social justice: Globalising the local*, 146-161.

Jenkins, J. (2015). Repositioning English and multilingualism in English as a Lingua Franca. *Englishes in Practice*, *2*(3), 49-85.

Jessner, U. (2008). Multicompetence approaches to language proficiency development in multilingual education. *In Encyclopedia of language and education* (pp. 1552-1565). Springer.

Jessner, U. (2013). On multilingual awareness or why the multilingual learner is a specific language learner. *Second Language Learning and Teaching*, 175-184. doi:10.1007/978-3-319-01414-2_10

*Kaplan, R. B. & Baldauf, R. B. (2008). Language Planning and Policy in Asia, Vol. 1 Japan, Nepal, Taiwan and Chinese Characters. Toronto. Multilingual Matters.*

Lew, S., & Siffrinn, N. E. (2019). Exploring language ideologies and preparing Preservice teachers for multilingual and multicultural classrooms. *Literacy Research: Theory, Method, and Practice*, *68*(1), 375-395. doi:10.1177/2381336919870281

Lewis, G., Jones, B., & Baker, C. (2012) Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation, 18*(7), 641-654.

Lin, A. (2013). Toward paradigmatic change in TESOL methodologies: Building plurilingual pedagogies from the ground up. *TESOL Quarterly*, *47*(3), 521-545.

Martin-Jones, M., & Da Costa Cabral, I. (2018). The critical ethnographic turn in research on language policy and planning. *Oxford Handbooks Online*. doi:10.1093/oxfordhb/9780190458898.013.3

Martin-Jones, M., & Martin, D. M. (Eds.). (2017). *Researching multilingualism: Critical and ethnographic perspectives*. New York: Routledge.

May, S. (Ed.). (2013). *The multilingual turn: Implications for SLA, TESOL, and bilingual education*. New York: Routledge.

McCarty, T. L., Romero-Little, M. E., Warhol, L., & Zepeda, O. (2009). Indigenous youth as language policy makers. *Journal of Language, Identity, and Education*, *8*(5), 291-306.

Menken, K., & García, O. (Eds.). (2010). *Negotiating language education policies: Educators as policymakers*. Routledge.

Otcu-Grillman, B., & Borjian, M. (2022). *Remaking multilingualism: A Translanguaging approach*. Multilingual Matters.

Phyak, P. (2013). Language ideologies and local languages as the medium-of-instruction policy: A critical ethnography of a multilingual school in Nepal. *Current Issues in Language Planning*, *14*(1), 127-143.

Phyak, P. (2017). Translanguaging as resource in English language teaching: A response to unplanned language education policies in Nepal. In H. Kuchah, & F. Shamim (eds.), *International Perspectives in Teaching English in Difficult Circumstances.* Palgrave McMillan.

Piller, I. (2016). *Linguistic diversity and social justice: An introduction to applied sociolinguistics*. Oxford: Oxford University Press.

Probyn, M. (2015). Pedagogical translanguaging: Bridging discourses in South African science classrooms. *Language and Education, 29*(3): 218–234.

*Rabbidge, M. (2019). Translanguaging in EFL Contexts: A Call for Change. London. Routledge.*

Siiner, M., Koreinik, K., & Brown, K. D. (2017). *Language policy beyond the state*. Springer.

Skutnabb-Kangas, T., & Heugh, K. (Eds.). (2012). *Multilingual education and sustainable diversity work: From periphery to center*. New York: Routledge.

Svalberg, A. M. (2007). Language awareness and language learning. *Language Teaching*, *40*(4), 287-308.

*Tian, Z., Aghai, L., Sayer, P. & Schissel, J. L. (2020). Envisioning TESOL through a translanguaging lens. Global Perspectives. Cham. Springer.*

Weinberg, M. (2013). Revisiting history in language policy: The case of medium of instruction in Nepal. *Working Papers in Educational Linguistics (WPEL)*, *28*(1), 6.

## Course Title: Pedagogy and Practice in English Education

Course No.: Eng. Ed. 753 Credit Hours: 3

Nature of the course: Theoretical Teaching hours: 48

Semester: Second

**Course description**

This course provides the students with a comprehensive overview of contemporary key issues and current approaches in English language education. Through the extensive incorporation of the issues surrounding English language education this course examines a wide range of perspectives on effectively designing and delivering learning activities to ensure that the ELT in is pedagogically sound, learner-focused, and accessible. This course consists of five modules. The first module deals with paradigm shifts in language teaching and learning focusing on changes in perspectives on English language teaching and learning, goals of English language teaching and learning, teaching approaches, teaching content, curriculum design and assessment roles and responsibilities of teachers and integration technology in teaching and learning. The second and the third modules expose the students with resources of materials and media that support pedagogical practices and programme implementation and the major methodological concerns that have emerged from different researches respectively. The fourth module discusses the domains and stances of teacher education and professional development. The last module discusses the key issues associated with researches in English language teaching and learning.

**General objectives**

The general objectives of the course are as follows:

- To expose the students with the recent developments in approaches and practices in English language education.
- To familiarize them with the major trends in ELT and English education.
- To provide them with the up-to-date comprehensive overview of research methods in Englishlanguage teaching.
- To enlighten them the issues and debates to the nature and development of professionalism inEnglish language teaching profession.
- To introduce them to wide range of media and materials that support pedagogical practices.

## Module 1: Paradigm Shifts in Language Teaching and Learning

Duration: 3 Weeks Hours: 12

**Learning outcomes**

This module exposes the students with new trends in the ELT in practice reviewing some past trends and guiding principles of modern-day ELT. This module also makes an effort to encourage students to update their classroom practices.

**Contents**

- Current trends and practices in English language teaching
- Technology-enhanced language learning (TELL)
- Teaching English for specific purposes
- Teaching English for academic purpose
- The ideology of TESOL
- English as an international language
- Well-being in ELT: Eco-critical perspective
- Critical applied linguistics (with special focus on CDA) and its application to pedagogy
- Mother tongue-based multilingual education

**Week 1**

1.1 Current trends and practices in English language teaching

Teaching and learning strategies

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 with their take on questions: Why do people learn a second/foreign language? What are the goals of ELT? What strategies do you use while teaching English (common strategies they use)? What are the major trends in ELT in the modern world? What are changes in perspectives on language teaching and learning? What pedagogical skills do English teachers need to possess to teach in changing communication landscape? etc. In addition, in the class, they will be asked to assess ELT situation of Nepal.

Presentation: The teacher explains the goals of second/foreign language teaching and learning from different perspectives namely students, educational system of a country and second

language research. Then, the teacher focuses on the major trends and goals in ELT. 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 of the goals of ELT Trends in English Language Teaching. They can also be asked to come up with major trends in ELT with arguments.

**Week 2**

- Technology-enhanced language learning (TELL)
- Teaching English for specific purposes
- Teaching English for academic purposes
- Teaching and learning strategies

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 with their take on questions: What is TELL? What are key issues in ESP/EAP? Discuss the principal components of ESP along with the roles of ESP practitioners. They will be also asked to come up with their publications (if any).

Presentation: The teacher will explain TELL and discuss different facets of TELL, ESP ad EAP along with the paradoxes involved in them. The lecture will be followed by discussions and students' presentations.

Practice/Group Work/Workshop: They can be asked to discuss significance and impact of technology on ELT along with social and personal lives. They will discuss the roles of computer with their peers and share. The session will be followed by group-work and presentations by students.

**Week 3**

- The ideology of TESOL
- English as an international language
- Well-being in ELT
- Critical applied linguistics (with special focus on CDA) and its application to pedagogy

Introduction

Some major proponents

Some key Issues

Application to pedagogy

**Week 4**

Mother Tongue-Based Multilingual Education

What is MTB-MLE?

Theoretical/philosophical base of MTB-MLE and rationale for its emergence

Issues in pedagogical practice

Current MTB-MLE research including case studies from Asia and beyond

MTB-MLE studies in Nepal

Future directions for MTB-MLE

Teaching and Learning Strategies

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

Presentation: The teacher will present on CAL and MTBLME. The lecture will be followed by discussions and students' presentations.

Practice/Group Work/Workshop: They can be asked to discuss the pedagogical application of CDA and CAL. In addition, they will work in a group and discuss the issues, current MTB-MLE studies and practices and share with their friends and teacher in the class.

**Assignments/Activities**

Do you use any of the following to communicate with your students? Why? Why not?

email blogs/vlogs text messages

twitter Skype chatrooms

social media platforms

Read and respond: *Framing English Language Teaching by* Pennington & Hoekje.

How do you perceive yourself in three major professional roles: teacher; researcher and practitioner?

Note: Describe three roles in terms of: the what, the how, the who, the who to and the

what's happening).

Write an essay on "Critical applied linguistics and its application to pedagogy".

**Recommended Readings**

Beetahm, H., & Sharpe, R. (2013). *Rethinking pedagogy for a digital age.* New York: Taylor &Francis.

Berns, M., & Brown, K. (2014). *Encyclopedia of applied linguistics.* New York: Elsevier.

Burns, A., & Richards, J. C. (2015). *Pedagogy and practices in second language teaching*.

Cambridge: Cambridge University Press.

Byram, M. (Ed.) (2002). *Routledge encyclopedia of language teaching and learning.* London and New York: Routledge.

Carter, R., & Nunan, D. (Eds.) (2001). *Teaching English to speakers of other languages.*

Cambridge: Cambridge University Press.

Chaudron, C. (2009). *Second language classroom.* Cambridge: Cambridge University Press.

Dudley-Evans, T., & St. John, M.J. (2003). *Developments in English for specific purposes: A multi-interdisciplinary approach.* Cambridge: Cambridge University Press.

Flowerdew, J. (2016). *Discourse in English language education.* London and New York: Routledge.

Heugh, K., French, M., Armitage, J., Taylor-Leech, K., Billinghurst, N., & Ollerhead, S. (2019).

*Using multilingual approaches: Moving from theory to practice A resource book of strategies, activities and projects for the classroom*. London SW1A 2BN: British Council.

Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL Quarterly.* 40 (1), 183 – 210.

Lewis. G. (2009). *Bringing Technology into the Classroom*. Oxford: Oxford University Press.McCarthy, M. (2016). *Blended learning for language teaching.* Cambridge: Cambridge

University Press.

Pandey, G. P. (2013). Needs analysis for ESP: A case of business studies undergraduates learning English in Nepal. In V. Narang (Ed.), *Issues in learning theories and pedagogicalpractices*(pp.153-180). London/Delhi: Orient Black Swan.

The World Bank. (2021). *Loud and Clear: Effective language of instruction policies for learning.* Washington DC 20433: International Bank for Reconstruction and Development

Walker, A., & White, G. (2016). *Technology enhanced language learning: Connecting theoryand practice.* Oxford: Oxford University Press.

Walker, A., & White, G. (2016). *Technology enhanced language learning: Connecting theoryand practice.* Oxford: Oxford University Press.

Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *The Modern Language Journal. 81*(4), 470-481.

## Module 2: Media and Materials

Duration: 3 Weeks Hours: 9

**Learning outcomes**

This module exposes the students with the resources of materials and media that support pedagogical practices and programme implementation. This will focus predominantly on media and materials in ELT with some brief discussion on the crossover in skills development for the use of technology with students in the classroom (face-to-face or otherwise). It explores the various ways that ICT could be used to augment and support teacher development, alongside a Summary of the benefits, key issues and challenges that are specific to these modes of engagement.

**Contents**

- Materials development: Current issues
- Materials and authenticity in language teaching
- Technology and language learning
- Developing activities and materials to support effective interaction online
- Online and blended learning
- The flipped classroom
- Teachers' roles in the global hypermedia environment

- Preparing teachers for technology-supported ELT
- 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: How does the new technology facilitate the attainment of course goals? Do ICT tools serve the needs of students and teachers?

Presentation: The teacher will present on "media and materials focusing" on materials development in ELT, the role of technology in language learning and teaching, technology in the classroom, online and blended learning, the role of materials in the language classroom, teachers' roles in the global hypermedia environment and preparation of teachers for technology-supported ELT. 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 media and materials in pedagogical practices. They can also be asked to discuss the issues in ELT in relation to blended learning.

**Week 5**

Materials development: Current issues

Materials and authenticity in language teaching

Technology and language learning

**Week 6**

Developing activities and materials to support effective interaction online

Online and blended learning

The flipped classroom

**Week 7**

Teachers' roles in the global hypermedia environment

Preparing teachers for technology-supported ELT

**Assignments/Activities**

What training, if any would teachers need and how might their roles change?

Reflect on your teaching context.

What principles do you need to consider when you start planning blended learningcourse?

**Recommended Readings**

- Beetahm, H., & Sharpe, R. (2013). *Rethinking pedagogy for a digital age.* New York: Taylor &Francis.
- Burns, A., & Richards, J. C. (2015). *Pedagogy and practices in second language teaching*.
- Cambridge: Cambridge University Press.
- Byram, M. (Ed.) (2002). *Routledge encyclopedia of language teaching and learning.* Londonand New York: Routledge.
- McCarthy, M. (2016). *Blended learning for language teaching.* Cambridge: Cambridge University Press.
- Walker, A., & White, G. (2016). *Technology enhanced language learning: Connecting theoryand practice.* Oxford: Oxford University Press.


**Module 3: Methods and Methodologies**

Duration: 3 Weeks Hours: 9

**Learning Outcomes**

This module seeks to provide an overview of current approaches, issues and practices in teaching of English to the speakers of other languages. This module enables the students to get acquainted with a comprehensive picture of approaches to the teaching of English and complexities underlying many of the practical planning and instructional activities involve.

**Contents**

- Language teaching methodology and methods in ELT education
- ELT in the “post-Method” era (Beyond communicative language teaching)
- English Language Teaching Today: Overview of principles and practices
- Knowledge in English Teaching
- Faulty Beliefs and Practices in ELT
- Engagement and agency in ELT
- CBI and CLIL
- Classroom management: What and how
- Reflective Pedagogy
- Competence and performance in language teaching
- Learner-centered Teaching

- 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 "……..". 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 methods and methodologies in English Language teaching. 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 8**

Language teaching methodology and methods in ELT education
ELT in the "post-Method" era (Beyond communicative language teaching)
English Language Teaching Today: Overview of principles and practices
Knowledge in English Teaching

**Week 9**

Faulty Beliefs and Practices in ELT
Engagement and agency in ELT
CBI and CLIL
Classroom management: What and how

**Week 10**

Reflective Pedagogy
Competence and performance in language teaching
Learner-centered Teaching
Assignments/Activities

Reflect on your own experiences as a language learner. To what extent were you taught strategies for language learning?

Think about a time when you were teaching effectively engaging all students. What was happening? What were you doing? What were the students doing? Why do you think thatthe lesson was effective?

Why do you think many teachers are attracted to the idea of a ‘best method’?

Examine the twelve principles proposed by Brown. Do some of them seem more important than others? How? Are there any you would like to add or delete? Why?

**Recommended Books and References**


- Burns, A., & Richards, J. C. (2015). *Pedagogy and practices in second language teaching*.
- Cambridge: Cambridge University Press.
- Carter, R., & Nunan, D. (Eds.) (2001). *Teaching English to speakers of other languages.*
- Cambridge: Cambridge University Press.
- Chaudron, C. (2009). *Second language classroom.* Cambridge: Cambridge University Press. Lindsay, C., & Knight, P. (2016). *Learning and teaching English.* Oxford: Oxford University
- Press.
- Richards, J.C. (2010). *Curriculum development in language teaching.* Cambridge: CambridgeUniversity Press.
- Richards, J.C., & Renandya, W.A. (2011). *Methodology in language teaching: An anthology ofcurrent practices.* Cambridge: Cambridge University Press.


**Module 4: Teacher Education and Professional Development**

Duration: 4 Weeks Hours: 9

**Learning Outcomes**

This module brings together the key issues and debates in teacher education for language teachers an examines the major trends second language teacher education and identifies the some of the key issues that are shaping the way second language teacher education is currently conceptualized and realized.

**Contents**

- Teacher education and teacher development (Introduction, history, volumes of LTE research, current issues, future directions, etc.)
- Key concepts in language learning and teacher education

- Critical language teacher education
- Identity, cognition, and experience in teacher learning
- Personal practical knowledge in second Language teacher Education
- Language teacher cognition
- Teacher identity
- The novice teacher's experience
- Teaching expertise: Approaches, perspectives and characterization
- Professionalism and the language teaching profession
- The English teacher as professional
- Continuing professional development/Continuous professional learning forEnglish language teachers
- Alternative ways of professional development
- Certification and professional qualification
- Teacher preparation and non-native English-speaking educators

**Week 11**

Teacher education and teacher development (Introduction, history, volumes of LTEresearch, current issues, future directions, etc.)

Key concepts in language learning and teacher education

Critical language teacher education

**Week 12**

Identity, cognition, and experience in teacher learning

Personal practical knowledge in second Language teacher Education

Language teacher cognition

Teacher identity

The novice teacher's experience

Teaching expertise: Approaches, perspectives and characterization

**Week 13**

Professionalism and the language teaching profession

The English teacher as professional

Continuing professional development/Continuous professional learning forEnglish language teachers

Alternative ways of professional development

Teacher preparation and non-native English-speaking educators

**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 research articles and books on teacher education and professional development. 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 teacher education and professional development.

Practice/Group Work/Workshop: Students work either individually or in a group of 3/4 and discuss their understanding of teacher education and professional development including experiences from the Nepalese classrooms.

**Assignments/Activities**

Think of examples of spaces of learning (including professional networks and virtual communities where teachers may find support for developing their online/blended teaching practice.

Examine a particular teacher training or professional development programme and identify what approach to learning underpins this provision. Is it based on acquisition of knowledge and competencies? Is the approach experiential? Is it situated?

**Recommended Readings**

Berns, M., & Brown, K. (2014). *Encyclopedia of applied linguistics.* New York: Elsevier.

Burns, A., & Richards, J. C. (2011). *Second language teacher education*. Cambridge: Cambridge University Press.

Burns, A., & Richards, J. C. (2015). *Pedagogy and practices in second language teaching.* Cambridge: Cambridge University Press.

Byram, M. (Ed.) (2002). *Routledge encyclopedia of language teaching and learning.* London and New York: Routledge.

Carter, R., & Nunan, D. (Eds.) (2001). *Teaching English to speakers of other languages.* Cambridge: Cambridge University Press.

Chaudron, C. (2009). *Second language classroom.* Cambridge: Cambridge University Press.

Lindsay, C., & Knight, P. (2016). *Learning and teaching English.* Oxford: Oxford University Press.

Richards, J.C. (2010). *Curriculum development in language teaching.* Cambridge: CambridgeUniversity Press.

Richards, J.C., & Renandya, W.A. (2011). *Methodology in language teaching: An anthology ofcurrent practices.* Cambridge: Cambridge University Press.

## Module 5: Research in Language Teaching and Learning

Duration: 4 Weeks Hours: 9

**Learning Outcomes**

This module provides a comprehensive overview of research methods in second/foreign language teaching and learning. It provides the students with the practical advice on how to their effectiveness in any research they conduct.

**Contents**

- Research methods for applied linguistics: Scope, characteristics, and standard
- Teacher research engagement: Primary motivators and obstacles
- Critiquing the research of others
- Critical research in TESOL education
- Research paradigm in second language research
- Exploratory practice: Integrating research into pedagogic activities
- Choosing a research type (Teacher research, corpus research, conversation analysis, discourse analysis, narrative inquiry)
- Classroom research traditions
- Regional studies
- ELT trends and practices in Asia
- ELT trends and practices in South Asia

**Week 14**

Teacher research engagement: Primary motivators and obstacles

Critiquing the research of others

**Week 15**

Critical research in TESOL education

Research paradigm in second language research

**Week 16**

Research paradigm in second language research

Choosing a research type (Teacher research, corpus research, conversation analysis, discourse analysis, narrative Inquiry)

Classroom research traditions

Regional studies

ELT trends and practices in Asia

ELT trends and practices in South Asia

**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**

What would you think are your primary motivations for reading and doing second/foreign language research? What obstacles do you face in reading research? What obstacles do you face in doing research?

Consider a recent academic article you have read. To what extent do you think it remains within a scientific framework? Discuss in detail the guiding principles of scientificresearch.

Write a research article on . . .

Design a conference/poster paper to present at an international conference.

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.

Beetahm, H., & Sharpe, R. (2013). *Rethinking pedagogy for a digital age.* New York: Taylor &Francis.

Berns, M., & Brown, K. (2014). *Encyclopedia of applied linguistics.* New York: Elsevier.

Brown, J.D., & Coombe, C. (2016). *Research in language teaching and learning.* Cambridge:

Cambridge University Press.

Burns, A., & Richards, J. C. (2011). *Second language teacher education*. Cambridge: CambridgeUniversity Press.

Burns, A., & Richards, J. C. (2015). *Pedagogy and practices in second language teaching.* Cambridge: Cambridge University Press.

Byram, M. (Ed.) (2002). *Routledge encyclopedia of language teaching and learning.* London and New York: Routledge.

Carter, R., & Nunan, D. (Eds.) (2001). *Teaching English to speakers of other languages.* Cambridge: Cambridge University Press.

Chaudron, C. (2009). *Second language classroom.* Cambridge: Cambridge University Press.

Dudley-Evans, T., & St. John, M.J. (2003). *Developments in English for specific purposes: A multi interdisciplinary approach.* Cambridge: Cambridge University Press.

Flowerdew, J. (2016). *Discourse in English language education.* London and New York: Routledge.

Jalongo, M. R., & Saracho, O. N. (2016). *Writing for publication.* Indiana: Springer InternationalPublishing.

Lindsay, C., & Knight, P. (2016). *Learning and teaching English.* Oxford: Oxford University Press.

McCarthy, M. (2016). *Blended learning for language teaching.* Cambridge: Cambridge University Press.

Pandey, G. P. (2013). Needs analysis for ESP: A case of business studies undergraduates learning English in Nepal. In V. Narang (Ed.), *Issues in learning theories and pedagogicalpractices*(pp.153-180). London/Delhi: Orient Black Swan.

Richards, J.C. (2010). *Curriculum development in language teaching.* Cambridge: CambridgeUniversity Press.

Richards, J.C., &Renandya, W.A. (2011). *Methodology in language teaching: An anthology ofcurrent practices.* Cambridge: Cambridge University Press.

Walker, A., & White, G. (2016). *Technology enhanced language learning: Connecting theoryand practice.* Oxford: Oxford University Press.

**General Techniques**

Instructional Approach

*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 upwith 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 lectures and presentations provide introductions to essential theories, information and examples. Thefunction 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 todevelop 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 faulty may be present during a classor at a special time outside class. He/she will present their research works relating them tothe particular contents of this course.

**Evaluation Scheme**

***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:

***Regularity and class participation* (6):** An appropriate score will be provided to the individual student according to the criteria set on some bases of the extent to which thestudents attend the class regularly and participate in the engaged learning activities.

***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 courseand they are assessed on their presentation and communication skills, arguments, examples and understanding.

***Written works* (44):** This assessment involves the written works relating the students' understanding of a particular content or subject. These might involve critically evaluatinga topic and arriving at their own answers using various sources of evidence to support their conclusions. The course instructor will provide questions for the written works. Thewritten assignments will be of two kinds:

| | |
|---|---|
| Two short term papers (2 x 12) | 24 |
| 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:

| | |
|---|---|
| Short answer questions (4 x 5 points) | 20 |
| Essay type question (2 x 10) | 20 |
| Total: | 40 |

**Recommended Books and References**

Beetahm, H., & Sharpe, R. (2013). *Rethinking pedagogy for a digital age.* New York: Taylor &Francis.

Berns, M., & Brown, K. (2014). *Encyclopedia of applied linguistics.* New York: Elsevier.

Brown, J.D., & Coombe, C. (2016). *Research in language teaching and learning.* Cambridge:

Cambridge University Press.

Burns, A., & Richards, J. C. (2011). *Second language teacher education*. Cambridge: CambridgeUniversity Press.

Burns, A., & Richards, J. C. (2015). *Pedagogy and practices in second language teaching.* Cambridge: Cambridge University Press.

Byram, M. (Ed.) (2002). *Routledge encyclopedia of language teaching and learning.* London and New York: Routledge.

Carter, R., & Nunan, D. (Eds.) (2001). *Teaching English to speakers of other languages.* Cambridge: Cambridge University Press.

Chaudron, C. (2009). *Second language classroom.* Cambridge: Cambridge University Press.

Dudley-Evans, T., & St. John, M.J. (2003). *Developments in English for specific purposes: A multi-interdisciplinary approach.* Cambridge: Cambridge University Press.

Flowerdew, J. (2016). *Discourse in English language education.* London and New York: Routledge.

Lindsay, C., & Knight, P. (2016). *Learning and teaching English.* Oxford: Oxford University Press.

McCarthy, M. (2016). *Blended learning for language teaching.* Cambridge: Cambridge University Press.

Pandey, G. P. (2013). Needs analysis for ESP: A case of business studies undergraduates learning English in Nepal. In V. Narang (Ed.), *Issues in learning theories and pedagogicalpractices*(pp.153-180). London/Delhi: Orient Black Swan.

Richards, J.C. (2010). *Curriculum development in language teaching.* Cambridge: CambridgeUniversity Press.

Richards, J.C., & Renandya, W.A. (2011). *Methodology in language teaching: An anthology ofcurrent practices.* Cambridge: Cambridge University Press.

Walker, A., & White, G. (2016). *Technology enhanced language learning: Connecting theoryand practice.* Oxford: Oxford University Press.

**Course Title: Globalization and Intercultural Communication in Language Education**

Course No: Eng. Ed 754

Level: M.Phil./Ph.D. Credit hours: 3

Semester: Second Teaching hours: 4

Per week: 3 hours

**Introduction**

The major goal of this course is to engage the students in understanding theories, approaches and pedagogies of globalization and intercultural communication in language education. This course provides the students with opportunities to explore and analyze discourses, perspectives and impacts of globalization on English language education. More specifically, the students are expected to develop critical insights into understanding the linkage between globalization and its role in discourses and practices of language teaching, both globally and locally. In addition, this course focuses on the emergence of intercultural communication as one of key areas of study in language education and engages course participants in understanding and analyzing its role in shaping discourses and pedagogies in language education. Keeping culture at the center, the students will be exposed to multiple perspectives of intercultural communication and their role in language education. Overall, this course provides the students with opportunities to understanding, and analyzing the impacts of two emerging and interrelated issues, globalization and intercultural communication, in language education

**Course Objectives**

The course will enable the students to

- be familiar with different perspectives and the linkage between globalization, language and culture.
- analyze various perspectives of globalization and impacts in language education.
- explore and examine the role of globalization in discourses, policies and pedagogies of language teaching, both locally and globally.
- develop and demonstrate critical insights into analyzing the perspectives and role of culture in language education.
- analyze the relation between language, interculturality and identity and their impacts on language education.

- explore and discuss issues concerning intercultural competence and communication in multiple domains, with a focus on the classroom.

**Module 1: Perspectives on Globalization, Language and Culture ( 9 hrs: three weeks)**

**Learning outcomes**

The students will be able to define and explore important aspects of globalization. They will be able to view the globalization from different perspectives and unravel some of the paradoxes in globalization. The students will be able to understand and relate the perspectives on globalization to, the English language and English language education as well as the association of culture in language education.

**Contents**

- Ideologies of globalization
- Language and globalization
- Homogenization and heterogenization
- Cultural globalization
- Language policy and globalization
- Globalization and hybridity
- Teaching and Learning strategies

Preparation: The students are provided with reading materials as listed below 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 with responses to the questions such astheir take on questions: What is globalization? What the different views on globalization? Has the world become homogenized or heterogenized? Etc. They will also consider the questions listed under “Assignments/activities”.

Presentation: Their will be a joint presentation of the teacher and one of the students who has voluntarily given his/her name for the presentation. The presentation will use the techniques of exploring, explaining, synthesizing and critiquing to deal with the given topics.

Practice/Group Work/Workshop: The presentation will be followed by the group-work and presentations by students. The students work either individually or in a group of 3/4 and discuss their understanding of the topics presented. They can also be asked to list the ideas presented in the given texts.

**Assignments/Activities**

The students will do a variety of activities. Besides discussion, group work, and presentation in the class, they will be given some assignments- some of them for assessing the students' understanding and one may before the first assessment. The questions will resemble the followings.

Explain the concepts of homogenization and heterogenization as discussed by Appadurai. Kumaravadivelu talks about the current phases of globalization, different thoughts of globalization, cultural globalization, cultural homogenization and heterogenization. With these concepts in the background, he discusses the scope and functions of Applied Linguistics. Summarize his ideas and assumptions.

**Prescribed Readings**

Appadurai, A. (1990). Disjuncture and difference in the global cultural economy. In Gigi Durham, M & Kellner, D. (ed.). Media and cultural studies. UK: Blackwell Publishing Ltd. *584-603*

Fairclough, N. (2010). *Critical discourse analysis: The critical study of language (2nd edition)*. New York: Routledge. (Pp.451-477) (for 1.6)

Kumaravadivelu, B. (2008). Applied Linguistics in an age of globalization (for 1.4).

Recento, T. (2010). Language policy and globalization. In N. Coupland (ed.), *The handbook of language and globalization* (pp. 123-14). Chichester, West Sussex. Wiley-Blackwel.

Stager, M. B. (2005). Ideologies of globalization. Journal of Political ideology.10 (1),11-30

Pieters, J.N. (2006). Globalization and hybridization. In Gigi Durham, M &

Kellner, D. (ed.). Media and cultural studies. UK: Blackwell Publishing Ltd.

1.6 Further Readings

Appadurai, A. (2005). Modernity at Large: Cultural Dimensions of globalization. Minneapolis: University of Minnesota Press.

Fairclough, N. (2006). Language and Globalization. London: Routledge.

Kumaravadivelu, B. (2008). *Cultural globalization and language education*. New Heaven & London: Yale University Press.

Fairclough, N. (1999). Global capitalism and critical awareness of language. Language Awareness, vol.8.

Garret, P. (2010). Meaning of globalization: East and west. In N. Coupland (ed.), *The handbook of language and globalization* (pp. 520-539). Chichester, West Sussex. Wiley-Blackwel.

**Module 2: Globalization, English/Englishes and Language Education (Four weeks:11 hours)**

**Learning Outcomes**

This module explores and provides the students with an opportunity to deal with different perspectives on language policy and language education. Hence, the students will come up with their perspectives on various manifestations of English. Critical point of view of the spread of English and its being adopted as language of education. The students will synthesize the contrasting ideas about the language policy of the nation in general and language in education in particular.

**Contents**

- Globalization, global English, and world English(es)
- The global politics of language and culture
- Post colonialism and globalization in language education
- Language policy and globalization
- Unraveling post-colonial identity through language
- Teaching and Learning strategies

Preparation: The students are provided with reading materials as listed below and some reflective questions. They will also consider the questions given under 'Assignments/activities' 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 are required to go through the readings and interact with the teacher and colleagues in the class. They will consider the questions given under 'Assignments/activities'. One of the students as assigned earlier will have preparation (PPT) to be co-presenter with teacher.

Presentation: Their will be a joint presentation of the teacher and one of the students who has voluntarily chosen the topic for the presentation. The presentation will use the techniques of exploring, explaining, synthesizing and critiquing to deal with the given topics. Other colleagues in the class will learn new contents, have interaction, ask what is not clear. They also provide feedback for the presenter.

Practice/Group Work/Workshop: The presentation will be followed by the group-work and brief presentations by the students. The students work either individually or in a group of 3/4 and discuss their understanding of the topics presented. They can also be asked to localize the theories, views and ideas. For example, they will try to explore the features of Nepali English.

**Prescribed Readings**

- Bhatt, R. M. (2010). Unraveling post-colonial identity through language. In N. Coupland (ed.). *The handbook of language and globalization* (pp. 520-539). Chichester, West Sussex. Wiley-Blackwell. (2.5)
- Mufwene, S. S. (2010). Globalization, global English, and world English (es): Myths and facts. *The Handbook of Language and Globalization*, 29-55.(2.1)
- Recento, T. (2008). Language policy and globalization. In N. Coupland (ed.), *The handbook of language and globalization* (pp. 77-100). Chichester, West Sussex. Wiley-Blackwell. (for2.4)
- Shin, H., & Kubota, R. (2008). Post-colonialism and globalization in language education. In N. Coupland (ed.). *The handbook of educational linguistics* (pp. 206-219). Chichester, West Sussex. Wiley-Blackwell. (2.3)
- Skutnabb-Kangas, T., & Phillipson, R. (2010). The global politics of language: Markets, maintenance, marginalization, or murder? In N. Coupland (ed.), *The handbook of language and globalization* (pp. 77-100). Chichester, West Sussex. Wiley-Blackwell. 92.2)

**Further Readings**

- Jay, P. (2001). Beyond discipline? Globalization and the future of English. *PMLA*, Vol.116, No.1
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Crystal, D. (2002). *Language death. Cambridge: Cambridge University Press.*
- Crystal, D. (2002). *Language Death*. Cambridge. *Cambridge University Press*.
- Pennycook, A. (2010). Popular cultures, popular languages, and global identities. In N. Coupland (ed.), *The handbook of language and globalization* (pp. 592-607). Chichester, West Sussex. Wiley-Blackwell. (2.4)
- Pennycook, A. (2006). *Global Englishes and transcultural flows*. New York. Routledge.

**Activities/Assignments**

Besides discussion, groupwork, and presentation in the class, the students will be given some assignments- some of them for checking their understanding and some may be for grading purpose. Some of the examples of the questions are as follows.

English is not just a language but there are many Englishes. The English in Nepal has also appeared as a variety and known as 'Nenglish 'or 'Nepalish'. Discuss the features of Nenglish providing examples in pronunciation, grammar, vocabulary in the English used in classrooms, media and literature.

Globalization has enhanced the spread of English, and English has helped globalization. Elaborate this statement with reference to English language education in Nepal and one of the Asian countries.

What is the impact of globalization on linguistic human rights? Discuss the suggestions provided by Skutnabb-Kangass and Phillipson to protect linguistic diversity.

Module 3: Impact of Globalization in English Language Teaching (10 hours)

Learning outcomes

In this module, the students will learn about how the globalization has impacted in the language policies, curricula, textbooks and teaching methods. In so doing, the students along with Nepal, will see the impacts on some other countries such as India, Bangladesh, Pakistan, Japan.

**Contents**

- Globalization and language teaching
- Globalization and ELT policies (example of countries e.g., Nepal, Japan, Pakistan, Bangladesh, India)
- Globalization and ELT methods
- Representation and identities in ELT textbooks
- Identity, globalization and epistemic break in ELT
- Teaching and Learning strategies

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: What is globalization? What the different views on globalization? Has the world become homogenized or heterogenized? Etc.

Presentation: Their will be a joint presentation of the teacher and one of the students who has voluntarily given his/her name for the presentation. The presentation will use the techniques of exploring, explaining, synthesizing and critiquing to deal with the given topics.

Practice/Group Work/Workshop: The presentation will be followed by the group-work and presentations by students. The students work either individually or in a group of 3/4 and discuss their understanding of the topics presented. They can also be asked to list the ideas presented in the given texts.

**Prescribed Readings**

- Kubota, R., & McKay, S. (2009). Globalization and language learning in rural Japan: The role of English in the local linguistic ecology. *TESOL Quarterly*, *43*(4), 593-619. (for 3.2)
- Kumaravadivelu, B. (2012). Individual identity, cultural globalization, and teaching English as an international language. In L. Alsagoff, S. L. Mckay, G. Hu, W. A. Renandya (eds.), *Principles and practices for teaching English as an international language* (pp. 9-27). New York & London: Routledge. (for 3.3,3.4,3.5)
- Bhattacharya, U. (2013). Mediating inequalities: exploring English-medium instruction in a suburban Indian village school. *Current Issues in Language Planning*, *14*(1), 164-184.
- Block, D. (2010). Globalization and language teaching. In N. Coupland (ed.), *The handbook of language and globalization* (pp. 287-304). Chichester, West Sussex. Wiley-Blackwell.(3.1)
- Gray, J. (2010). The branding of English and the culture of the new capitalism: Representations of the world of work in English language textbooks. *Applied Linguistics*, *31*(5), 714-733.(for 3.4)
- Iman, S. R. (2007). English as a global language and the question of nation-building educationin Bangladesh. Comparative Education.41:4,471-486
- Norton, B., & Kamal, F. (2003). The imagined communities of English language learners in a Pakistani school. *Journal of Language, Identity, and Education*, *2*(4), 301-317.(for 3.2) Syeda..
- Further Readings
- Curdt-Christiansen, X. L.& Weninger, C.(2015). *Language, Ideology and Education.*New york; Routledge.

**Assignments**

Besides discussion, groupwork, and presentation in the class, the students will be given some assignments- some of them for continuous assessment and one for the first assessment. Some of the examples of the questions are as follows.

21st century is the age of globalization. It has influenced all the activities of human beings, countries' policies and practices. In this context, explain with sufficient examples how English language education in policies, syllabi and text books is influenced by globalization in Nepal.

Describe the situation of English language education in Bangladesh as discussed by Syeda Rumnaz.

If you wish to move away from the dependency on the current West oriented, centre-based knowledge system that are closely linked to teaching methods, the teaching of culture and textbooks, what do you think you can do as an individual in the context of Nepal?

## Module 4: Intercultural communication and Language Education (9 hours)

**Learning outcomes**

This module is about culture and language education, so the students are expected to be familiar with the theories of culture, how culture takes place in the class. Intercultural communicative competence as a goal of learning a foreign language. They will further explore what makes misunderstanding in intercultural communication. Finally, They'll learn the interrelationship of Language, identity and culture.

**Contents**

- Theories of culture
- Culture in language classrooms
- Intercultural communicative competence in language education
- Misunderstanding in intercultural communication
- Language, identity and interculturality

**Teaching and Learning strategies**

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 with the ideas expressed there. They will also have their own ideas and perspectives on the topics to be

discussed. They will consider the questions listed under ‘Assignments/activities’. Moreover the prospective presenter will have full preparation with PPT for presentation and discussion with the colleagues.

Presentation: Their will be a joint presentation of the teacher and one of the students who has voluntarily given his/her name for the presentation. The presentation will use the techniques of exploring, explaining, synthesizing and critiquing to deal with the given topics.

Practice/Group Work/Workshop: The presentation will be followed by the group-work and presentations by students. The students work either individually or in a group of 3/4 and discuss their understanding of the topics presented. They can also be asked to list the ideas presented in the given texts.

**Prescribed Readings**

- Hua, Z. (2013). *Exploring intercultural communication: Language in action*. New York: Routledge.

**Further Readings**

- Klyukanov, I. E. (2021). *Principles of intercultural communication*. New York: Routledge.
- Lee, E. R. (2006). *Globalization, language and culture*. New York: Chelsea House.
- Neuner, G. et al. (2003). *Intercultural competence*. Strasboury: Council of Europe.

**Assignments/Activities**

The class includes teacher’s presentation, class discussion, groupwork, and presentation. In addition, the students will be given some assignments- some of them for comprehension and some for grading purpose. Some of the examples of the questions are as follows.

Byram proposed a model of intercultural communicative competence in 1997 in which he refined the first three components of van Ek’s model and added a new component called ‘Intercultural Competence’. Explain Byram’s model of ‘Intercultural communicative competence’,

What is intercultural learning? Discuss the model of Intercultural communicative competence.

## Module 5: Intercultural communication and English Language Teaching (9 hours)

**Learning outcomes**

This module looks into the relationship between culture and (English) language education. The students will deal with old and new thinking on culture, modernist and post-modernist views on culture and they will develop intercultural awareness in English as a foreign/international language.

**Contents**

- Teaching culture: Modernist and post-modernist perspectives
- The role of culture in English language education
- Meta-cultural competence in language education
- Intercultural awareness in ELF
- Teaching and Learning strategies

Preparation: The 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. The students are required to go through the readings and come up with the answers to the questions listed under 'Assignments/activities'.

Presentation: Their will be a joint presentation of the teacher and one of the students who has voluntarily given his/her name for the presentation. The presentation will use the techniques of exploring, explaining, synthesizing and critiquing to deal with the given topics.

Practice/Group Work/Workshop: The presentation will be followed by the group-work and presentations by students. The students work either individually or in a group of 3/4 and discuss their understanding of the topics presented. They can also be asked to list the ideas presented in the given texts.

**Prescribed Readings**

- Baker, W. (2011). Intercultural awareness: Modeling an understanding of cultures in intercultural communication through English as a lingua franca. *Language and Intercultural Communication, 11*(3), 197-214.(for 5.4)
- Holliday, A. (2009). The role of culture in English language education: Key challenges. *Language and Intercultural Communication, 9*(3), 144-155.(for 5.2)
- Kramsch, C. (2013). Culture in foreign language teaching. *Iranian Journal of Language Teaching Research, 1*(1), 57-78. (for 5.1)
- Sharifian, F. (2013). Globalisation and developing metacultural competence in learning English as an International Language. *Multilingual Education, 3*(1), 7. (for 5.3)

**Further Readings**

- Hassi, A & Stroti, G. (2012). Globalization and culture: the three H scenario. DOI10.5772/45655

**Assignments/Activities**

The class includes teacher's presentation, class discussion, groupwork, and presentation. In addition, the students will be given some assignments- they may be for students' understanding the texts or for assessment purpose. Some of the examples of the questions are as follows.

How does Adrian Holliday view old thinking and new thinking about culture? Elaborate the role of culture in language education

Language and culture go side by side in a society, and language pedagogy is also shaped by the culture in which it is associated. There has been a development from Linguistic Competence (Chomsky) to Communicative Competence (Hymes; Canale & Swain) and Intercultural Communicative Competence (Byram). Holliday distinguishes between old thinking and new thinking of culture, while Kramsch distinguishes between Modern perspectives and Post-modern perspectives of teaching culture. Discuss and explain these notions with sufficient examples.

Instructional Approach

*Seminar and lecture*: This course follow seminar as a major instructional approach. For this class, the students lead classes and engage in discussions on various topics covered in the course. The students are assigned to lead classes on specific topics as mentioned in the assigned readings. They develop lessons, explore relevant/readings for classes and develop activities for class discussions. The seminar will be complemented by lectures from the course instructor. Yet, the lecture-based classes included class discussions as major components of the course.

*Independent study/research*: This course is also characterized by the importance it places on independent study/research. In the beginning of the course, the course participants and supplied with the prescribed readings and also the materials that will strengthen theirunderstandings and help them go further to their areas of interest. The students themselves find more materials related to their interest on wish they wish to write term papers and the thesis. They carry out the study throughout the semester and submit the report as final term paper.

*Guest lecture*: The graduate school sometimes invites speakers who are experts in a particular field of research. 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 Scheme**

***Internal evaluation: 60%***

Internal evaluation will be undertaken by the course instructor. S/he will evaluate the students' academic activities, learning outcomes and performance on the course work in terms of following criteria:

*Regularity and class participation* (6): An appropriate score will be provided to the course participants 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.

*Seminar presentation* (10): Each course participant is required to lead at least one class. For this s/he should prepare presentations of the assigned topics. Such presentations should focus on the contents from the readings, issues, or classroom activities. The course participants are assessed on their presentation and communication skills, arguments, examples and understanding.

*Written works* (44): This assessment involves students' writing on their independent research. This assignment may also include students' written work which shows their critical ability to discussion a particular issue from the class readings and discussions. The written assessments will be of two kinds

| | |
|---|---|
| Short term papers (2 x 12) | 24 marks |
| Long term paper/essay/project work (1 x 20) | 20 marks |
| Total | 60 marks |

***External Evaluation: 40%***

At the end of semester, a written examination will be conducted by Graduate school of Education. The types and number of questions to be included in the test are as follows:

| | |
|---|---|
| Short answer questions (4 x 5) | 20 marks |
| Long answer questions (2 x 10) | 20 marks |
| Total | 40 marks |

## Health Education

## Course Title: Philosophy and Theories of Health Education

Course No: H.Ed. 751

Level: MPhil/PhD | Credit hours: 3

Semester: Second | Teaching Hours: 48

### Course Description

This course is designed to develop in-depth understanding and examination of the philosophical basis of the health education and emerging pedagogy of health education. It mainly deals with major theories applied in health education research and interventions. The course provides theoretical arguments and rationale for using theories in health education intervention. It also provides the opportunity to choosing theories, arguing for the choice and developing theoretical framework in health education research. This course emphasizes on critical and transformative pedagogy of health education.

### Objectives of the Course

The course enables students to:

- Explain philosophical and theoretical concepts of health and illness
- Explain philosophical foundations of health education
- Apply theories of interpersonal health communication in health education research and practice.
- Gain in-depth understanding of community and social theories of health behaviour change and apply them in health research and practice
- Critically analyze theories of health promotion
- Describe implication of Frere's and Foucault's theories on health education and health promotion.
- Explore and analyze emerging theories of health education and health promotion

### Course outline

#### Module I: Philosophical and Theoretical Bases of Health Education (16 hrs.)

The module examines philosophical and theoretical foundations of health education and health promotion. It aims at providing a thorough discussion of philosophical concepts of health and health education, and theories of health behaviour that can be applied in health education. Emphasis will be placed on how various theories of health behaviour can be utilized in health education research and practices. Students will study health education and theories to understand

factors that influence health and health behaviours, and to investigate how theory can used to investigate health-related beahviours and health education interventions. The module focuses on critical analysis of the roles of health behaviour theories in designing, implementing and evaluating health education and health promotion interventions.

**Module Learning Outcomes**

The following learning outcomes are expected to be achieved among students after studying this module:

- Identify and explain various philosophical concepts and perspectives of health, illness and health education
- Discuss and analyze nature and constructs of intra-personal, interpersonal and social level theories of health beahviours and their applications in health education and research practice
- Select appropriate health behaviour theory for their health education research and justify why chosen theory is appropriate for their research work and health education intervention.

**Contents for module**

- Philosophical and theoretical concepts/perspectives of health, illness and health Education
- Understanding paradigm, philosophies and theories in health education research and practices
- Intrapersonal theories of health behaviour and their application (Health Belief Model, theory of planned behaviour, health action process approach (HAPA), protection motivation theory, self-determination theory, transtheoretical model
- Interpersonal Theories and their applications (social cognitive theory, social support, social network)
- Community and societal level theories (diffusion of innovation, social-ecological model and social marketing)

**Week 1**

**Contents**

- Philosophical and theoretical concepts/perspectives of health and illness
- Salutogenic approach to health and wellness

**Teaching Learning Strategies**

- Pre-class reading assignment: Students will be provided with essential reading materials six days before the class, and they will be asked to read them in advance and come up with their understanding on theoretical concepts of health and illness as well as salutogenic approach to health and wellness. Moreover, all students must write a short reflective note on each content.

- Students' sharing: Students will share their understanding and reflection on the above-mentioned contents in the class, followed by teacher's observation and comments.
- Presentation: The teacher will summarize the theoretical concepts as well as philosophical perspectives of health and illness.
- Students' personal reflection: At end of class, student will be asked to share their understanding and reflection on the basis of following questions: What theoretical concepts: naturalistic, functionalist, Marxist perspectives of health and illness?

**Week 2**

**Contents**

- Understanding paradigm, philosophies and theories in health education research and practice, application of health belief model

**Teaching Learning Strategies**

- Reading and reflective note writing assignment: The teacher will provide essential reading materials and ask students to read and write short reflective notes following questions: What are paradigms of health education? What are philosophical perspectives of health education? What is your personal philosophy of health education? What is linkage between paradigm, theories, and health education research along with application of Health Belief Model
- Student sharing in the class: The teacher will provide each student to share their own understanding and critical reflection on paradigms of health and health education, theosophical perspectives on health education, personal philosophy and relationship between paradigm, health education theories and research/practice.
- Teacher presentation: Teacher will present key concepts and summary of contents covered by the class.
- Evaluation: After teacher's presentation, each student will ask to share their better understanding based on questions given to the student in the pre-reading assignment.

**Week 3**

**Contents**

- Intrapersonal theories of health behaviour and their application (Health Belief Model, protection motivation theory, health action process approach (HAPA), transtheoretical model, self-determination theory and theory of planned behaviour

**Teaching Learning Strategies**

- Pre-Class Reading and writing assignment: The teacher will provide essential reading materials and ask students to read and write short reflective notes/power point presentation on given theory. Each student will be given one of intrapersonal theories and they will prepare a short presentation on concepts, constructs, and application of theories.

- Student sharing in the class: The teacher will provide an opportunity to each student to share their own understanding and critical reflection on application of theories in research. Each presentation will be followed by a short discussion and feedback.
- Teacher feedback: Teacher will summarize key concepts and constructs of each theory as well as application of theory in health education research

**Week 4**

**Contents**

- Interpersonal theories and their applications (social cognitive theory, social support, social network)

**Teaching Learning Strategies**

- Pre-class reading and writing assignment: The teacher will provide essential reading materials related to social cognitive theory, social support and social network and ask them to prepare reflective notes. Three students will be asked to prepare a short presentation on the given theory based on reading.
- Student sharing in the class: The teacher will provide an opportunity to each student to share their own understanding and critical reflection on application of theories in research. Each presentation will be followed by a short discussion and feedback.
- Teacher's Feedback: After students' presentation and discussion, teacher will summarize concepts and constructs of each theory and highlight application of each theory in research.

**Week 5**

**Contents**

- Community and societal level theories (theory of diffusion of innovation, social-ecological model, and social marketing)

**Teaching Learning Strategies**

- Pre-Class Reading and Reflective Writing: Students will be provided with essential reading materials, and they will be asked to write a short note on the theory of diffusion of innovation, social ecological model, and social marketing. Moreover, one student will prepare a short presentation on the diffusion of innovation, another student will prepare social-ecological model and third student will prepare short presentation on social marketing
- Student sharing in the class: At the beginning of class, three students will make a short presentation on the given theory turn by turn. After presentation, other students will share their understanding and reflection.
- Discussion and feedback: There will be discussion after students' presentation. Teacher will provide feedback and comments on each presentation. Then teacher

summarize key concepts of each theory and critical reflection on application of theories in research and practice.

**Key Reading Materials for Module 1**

Black, J.M., Furney, S.R., Graf, H.M., and Nolte, A. E. (Editors) (2010). *Philosophical foundations of health education*. San Francisco: Jossey-Bass.

Boorse, C. (1977). Health as a theoretical concept. *Philosophy of Science*, 44(4), pp. 542-573.

Conner, M., & Norman, P. (Eds.) (2015). *Predicting and changing health behaviour*: research and practice with social cognition models(Third Ed.) Buckingham: Open University Press

Cottrell, R.R. et al. (2018). *Principles and foundations of health promotion and education* (Seventh Edition). New York: Pearson.

Forest, D., and Bidan, M. L. (2016). In Search of Normal Functions: BST, Cummins Functions, and Hempel's Problem? In M. Lemoine (Ed.), *Naturalism in the Philosophy of Health: Issues and Implications*, pp. 39-62. Switzerland: Springer International Publishing.

Giroux, E., and Lemoine, M. (2016). Is Boorse's Biostatistical Theory of Health Naturalistic? In M. Lemoine (Ed.), *Naturalism in the Philosophy of Health: Issues and Implications*, pp. 19-38. Switzerland: Springer International Publishing.

Glanz, K.., Rimer, B.K., & Viswanath (Editors) (2008). *Health behaviour and health education: theory, research and practice*. San Francisco: Jossey-Bass. Pp. 23-39

Glanz, K.., Rimer, B.K., & Viswanath (Editors) (2015). *Health behaviour: theory, research and practice*. San Francisco: Jossey-Bass.

Hagger, M.S. et al. (Editors) (2020). *The handbook of behaviour change*. New York: Combridge University Press.

Janz, N. and Becker, M.H. (1984). The Health Belief Model: A Decade Later. *Health Education Quarterly*, 11: 1-47.

Mittelmark, M.B. et al. (Editors) (2022). *Handbook of salutogenesis* (Second Ed. E.book) https://doi.org/10.1007/978-3-030-79515-3

Nieminen, T. et al. (2013). Social capital, health behaviours and health: a population-based associational study. *BMC Public Health*, 13:613

Nordenfelt, L. (1995). *On the nature of health* (Second Ed.). Heidelberg: Science+Business Media Dordrecht (Springer Publishing)

Scambler, G., & Higgs, P. (1998). *Modernity, medicine and health*. London: Routledge

Tai, M.C. (2012). An oriental understanding of health. *Tzu Chi Medical Journal,* 24, 92-95

Tountas, Y. (2009). Historical origin of basic concepts of health promotion and education: the role of ancient Greek philosophy and medicine. *Health promotion international*, 24 (2)

Venkatapuram, S. (2013). Health, vital goals and central human capabilities. Bioethics, 27(5), pp. 272-279

Waitzkin, H. (1978). A Marxist View of Medical Care. *Annals of Internal Medicine*, 89: 264 - 278.

Welle, H.M., Russel, R.D., & Kittleson, M.J. (2015). Philosophical Trends in Health Education: Implications for the 21st Century. Journal of Health Education, 26:6, 326-332, DOI: 10.1080/10556699.1995.10603129.

Whitehead, D. (2003). Health promotion and health education viewed as symbiotic paradigms: bridging the theory and practice gap between them. Journal of Clinical Nursing ; 12: 796–805

**Module 2: Critical and Transformative Health Education (16 hours)**

This module introduces students to philosophy, theories, and practices of critical and transformative pedagogy of health education. It will help students to explore critical pedagogy as educational theory and practice by linking critical social theory with health education. In this module, students will become familiar with transformative pedagogy. Transformative education is dialogical enterprise that is dedicated to substantive change in individual life and the life of society on whole. It will help students place themselves in relation to fundamental problems in the practice and theory of health education. It gives emphasis on application of approaches and strategies of critical and transformative education in health education class.

**Module Learning Outcomes**

Upon completion of this module, students are expected to achieve following outcomes:

1. Explain critical social theories and dialogism as bases of critical and transformative health education
2. Describe theories, approaches and strategies of critical pedagogy in relation to health education
3. Design and implement critical pedagogy and transformative education in higher education
4. Connect theoretical discussions with contemporary realities of health education in schools and higher education, and apply methods and strategies of learner centered pedagogy in teaching health education
5. Analyze situation professional development in health education discuss importance of reflective practice in health education professional development

**Contents for module**

1. Critical social theory, social constructivism, Foucault theory and health education
2. Origin and development of critical pedagogy and its application in health education
3. Transformative pedagogy, and application in health education
4. Learner centered pedagogy and participatory methods in teaching health education

5. Reflective practice and professional development in health education

**Week 6**

**Contents**

- Critical social theory, social constructivism, Foucault theory and health education

## Teaching Learning Strategies

- Pre-Class Reading: Students will be provided with essential reading materials relating to origin and development of critical social theories such Frankfurt School, Jurgen Habermas's theory, Gramsci's critical theory, social construction of reality by Peter Berger and Thomas Luckmann in the 1960s, Vygotsky's Social constructivism and Foucault's bio-power and health education. Students come with their understanding about critical social theory and it relevance in health education.
- Student sharing in the class: At the beginning of class, some students will be asked to share their understanding of critical social theories.
- Teacher's presentation: Teacher will present and explain origin and development of critical social theories and their relevance in critical health education.
- Discussion and feedback: There will be discussion after teacher' presentation. Then teacher summarize key concepts and tenet sof critical social theories in relation to critical health education.

**Week 7**

**Contents**

- Origin, development and strategies of critical pedagogy and its application in health education

## Teaching Learning Strategies

- Pre-Class Reading: Teacher will provide students with essential reading materials relating to origin, development, and theoretical basis of critical pedagogy such as Paulo Freire' pedagogy of oppressed, education for critical consciousness, pedagogy of hope and critical health education. Students come with their understanding about critical pedagogy and its application in health education.
- Student sharing in the class: At the beginning of class, some students will be asked to share their understanding of critical pedagogy and critical health education.

- Teacher's presentation: Teacher will present and explain origin and development of critical pedagogy, strategies of critical pedagogy and their relevance in critical health education.
- Discussion and feedback: There will be discussion after teacher' presentation. Then teacher summarize key concepts and strategies of critical pedagogy and critical health education.

**Week 8**

**Contents**

- Transformative pedagogy, and application in health education

## Teaching Learning Strategies

- Pre-Class Reading: Teacher will provide students with essential reading materials relating to theoretical basis of transformative education such Jack Mezirow's transformative learning theory, core principles and methods of transformative teaching. Students come with their understanding about transformative learning and teaching along with its application in health education.
- Student sharing in the class: At the beginning of class, some students will be asked to share their understanding of critical pedagogy and critical health education. A few students will make presentation on transformative learning and teaching.
- Teacher's presentation: Teacher will present methods of transformative learning and teaching in relation to health education.
- Discussion and feedback: There will be discussion after students and teacher' presentation. Then teacher summarize key concepts and methods of transformative health education.

**Week 9**

**Contents**

- Learner centered pedagogy and participatory methods in teaching health education

## Teaching Learning Strategies

- Pre-Class Reading: Before one-week students will be provided with essential reading materials relating to learner centered pedagogy and participatory methods of teaching and learning Students come with their understanding on learner centered pedagogy and participatory methods.
- Student sharing in the class: At the beginning of class, some students will be asked to share their understanding of learner centered pedagogy. One student will make presentation on learner centered pedagogy and another student will present on participatory/collaborative methods of teaching health education

- Discussion and feedback: There will be discussion after students' presentation. Then teacher summarize key concepts and relevance of learner centered pedagogy and participatory/collaborative methods of teaching health education.

**Week 10**

**Contents**

- Reflective practice and professional development in health education

## Teaching Learning Strategies

- Pre-Class Reading: Before one-week students will be provided with essential reading materials such as "teacher professional development for improving quality of education" and handbook of research on teacher education and professional development". Students come with their understanding of reflective practice and professional development.
- Student sharing in the class: At the beginning of class, some students will be asked to share their understanding on relationship between reflective practice and professional development. One student will make presentation on reflective practice and another student will present on professional development.
- Discussion and feedback: There will be discussion after students' presentation. Then teacher summarize key concepts and importance of reflective practice and professional development in health education

**Essential Reading Materials**

Berger, P.L. & Luckmann, T. (1971). The social construction of reality: A treatise in the sociology of knowledge. London: Penguin books

Carley, R.F. (2020). Gramscian Critical Pedagogy: A Holistic and Social Genre Approach. In S.R. Steinberg and B. Down (Editors), *the sage handbook of critical pedagogies*, vol. II, pp. 815-824

Darder, A., Baltodano, M.P. & Torres, R.D. (eds.) (2009). *The critical pedagogy reader* (2nd Edition). New York: Routledge.

Freeman, M., & Vasconcelos, E.F.S. (2010). Critical social theory: Core tenets, inherent issues. In M. Freeman (Ed.), Critical social theory and evaluation practice. New Directions for Evaluation, 127, 7–19.

Freire, P. (1996). *Pedagogy of the pppressed*. London: Penguin

Frymer, B. (2020). The Frankfurt School and Education. In .R. Steinberg and B. Down (Editors), the sage handbook of critical pedagogies, vol, I, pp. 94-104

Giroux, H. A. (2009) 'Critical theory and educational Practice' in A. Darder, M.P. Baltodano and R.D. Torres (eds.), *The Critical Pedagogy Reader* (2nd Edition) pp 27-51: New York: Routledge

Hoare, Q. & Smith, G. N. (1971). Selections from the prison notebooks of Antonio Gramsci. New York: International Publishers

Kincheloe, J.L. (2020). Critical Pedagogy and the Knowledge Wars of the 21st Century. In S.R. Steinberg and B. Down (Editors), the sage handbook of critical pedagogies, vol.I, pp. 75-93

Leahy, D., Fitzpatrick, K., & Wright, J. (2020). Why do we need social theory in health education? In D. Leahy, K. Fitzpatrick and J. Wright (Editors), *Social Theory and Health Education: forging new insights in research*. London: Routledge Taylor and Francis Group

McLaren, P., & Kincheloe, J.L. (2007). Critical pedagogy: where are we now? New York: Peter Lang.

Merriam, S.B., & Bierema, L. L. (2014). *Adult learning: linking theory and practice*. San Francisco: Jossey-Bass Publisher.

Mezirow, J. (1991). *Transformative dimension of adult learning.* San Francisco: Jossey-Bass Publisher.

Monchinski, T. (2008). *Critical pedagogy and the everyday classroom*. New York: Springer

O'Sullivan, E., Morell, A., & O'Connor, M. A. (2002). *Expanding the Boundaries of Transformative Learning*: New York: Palgrave.

Poulo. F. (2005). Education for critical consciousness. London: Continuum

Shirley R. Steinberg and Barry Down

Steinberg, S.R., & Down, B. (2020). *The Sage handbook of critical pedagogies*.

Zyngier, D. (2020). Critical Pedagogy, Social Justice and Contesting Definitions of Engagement in the Classroom. In .R. Steinberg and B. Down (Editors), the sage handbook of critical pedagogies, pp. 815-824

## Module 3: Theories and approaches of Health Education Planning (16 hours)

This course introduces the student to the fields of health education and strategies for planning, implementing and evaluating health education programs that support healthy lifestyles. A variety of settings in which health education programs are implemented will be explored. Emphasis will be placed on assessing the needs of target populations based on an ecological, precede-proceed ramework and the application of appropriate methods at each level of that framework. It places emphasis on application of intervention mapping approach and logical framework in health education planning. This module aims to enhance the students' knowledge and skills to plan, develop, implement, monitor and evaluate theory based health education and behaviour change program for improving health status.

### Module Learning Outcomes

Upon completion of this module, students are expected to achieve following outcomes:

1. Analyze health problem from ecological perspective and apply social ecological model in health education planning
2. Describe PRECEDE-PROCEED approach to health education and apply PRECEDE-PROCEED model in health education intervention along with social ecological model
3. Explain intervention mapping approach to health education intervention planning
4. Compare and contrast different planning models (PRECEDE-PROCEED, PATCH, MATCH, SMART, Health Action, SWOT analysis) for health education programming
5. Explain process of developing theory-based health education program, prepare logical framework and Gantt Chart
6. Explain and apply action research and different methods of evaluation in health education program

**Contents for module**

- Ecological perspective of health and a social ecological model in health education planning
- PRECEDE-PROCEED model in health education intervention along with social ecological model
- Logical framework and Intervention mapping approach to health education intervention planning
- Different planning models (PATCH, MATCH, SMART, Health Action, SWOT analysis) for health education programming
- Development of theory-based health education program
- Participatory action research, community based participatory research in health and intervention research in health education
- Evaluation methods of health education program

**Week 11**

**Contents**

- Ecological perspective of health and asocial ecological model in health education planning

## Teaching Learning Strategies

- Pre-Class Reading: Before one-week students will be provided with essential reading materials relating to ecological/Eco-Health perspective, ecological, Bronfenbrenner's ecological model and social ecological model. Students will prepare short reflective notes and come with their understanding on eco-health perspective and ecological model of health and health education planning

- Student sharing in the class: At the beginning of class, some students will be asked to share their understanding on relationship between reflective practice and professional development. One student will make presentation on ecological perspective and another student will present on ecological model of health education planning.
- Discussion and feedback: There will be discussion after students' presentation. Then teacher summarize key concepts and constructs of ecological model of health and health education planning.

**Week 12**

**Contents**

- PRECEDE-PROCEED model in health education intervention along with social ecological model

## Teaching Learning Strategies

- Pre-Class Reading: Before one-week students will be provided with essential reading materials relating to health education planning models including PRECEDE-PROCEED models and its application health education. Students will prepare short reflective notes and come with their understanding on health education planning models

- Student sharing in the class: At the beginning of class, some students will be asked to share their understanding on different health education planning model and PRECEDE_PROCEED models. One student will make presentation on PRECEDE-PROCEED Model.
- Discussion and feedback: There will be discussion after students' presentation. Then teacher summarize key concepts and constructs of health education planning models and application of PRECEDE-PROCEED model in health education research and planning. .

**Week 13**

**Contents**

- Logical framework and Intervention mapping approach to health education intervention planning

## Teaching Learning Strategies

- Pre-Class Reading: Before one-week students will be provided with essential reading materials relating to logical framework and intervention mapping approach health education intervention planning. Students will prepare short reflective notes and come with their understanding on logical framework and intervention mapping approach.

- Student sharing in the class: At the beginning of class, some students will be asked to share their understanding on logical framework and intervention mapping approach.

- Teacher presentation: Teacher will make presentation on intervention mapping approach.
- Discussion and feedback: There will be discussion after teacher' presentation. Then teacher summarize key concepts and constructs of intervention mapping approach to health education planning.

**Week 14**

**Contents**

- Different planning models (PATCH, MATCH, SMART, Health Action, SWOT analysis) for health education programming

## Teaching Learning Strategies

- Pre-Class Reading: Before one-week students will be provided with essential reading materials relating to different planning models. Students will come with their understanding on different planning models.
- Student sharing in the class: At the beginning of class, some students will be asked to share their understanding on different planning models. One student will make a short presentation on PATCH and MATCH models and another student will make presentation on SMART and Health Action Model.
- Teacher presentation: Teacher will also make a short presentation on SWOT analysis
- Discussion and feedback: There will be discussion after student' and teacher' presentation. Then teacher summarize key concepts and constructs of intervention mapping approach to health education planning.

**Week 15**

**Contents**

- Development of theory-based health education program

## Teaching Learning Strategies

- Pre-Class Reading: Before one-week students will be provided with essential reading materials relating to development of theory-based health education program. Students will come with their understanding on different planning models.
- Teacher presentation: Teacher will make presentation process of developing a theory-based health education intervention.
- Discussion and feedback: There will be discussion after teacher' presentation. Then teacher summarize key concepts and constructs of intervention mapping approach to health education planning.

**Week 16**

**Contents**

- Participatory action research, community-based participatory research and intervention research in health education
- Evaluation methods of health education program

## Teaching Learning Strategies

- Pre-Class Reading: Before one-week students will be provided with essential reading materials relating to participatory health education, participatory action research and evaluation methods of health education program. Students will come with their understanding on participatory health education, participatory action research, community-based participatory research, intervention research in health education and participatory evaluation methods of health education program
- Student presentation: One student will make a short presentation on participatory action research and another student make a presentation evaluation methods of health education programs.

- Teacher presentation: Teacher will make presentation process of participatory action research and participatory evaluation methods
- Discussion and feedback: There will be discussion after student and teacher' presentation. Then teacher summarize key concepts and constructs of intervention mapping approach to health education planning.

**Essential Reading Materials**

Bartholomew, L.K. et al. (2006). *Planning health promotion program: Intervention mapping approach. San Francisco*: Jossey-Bass

Contento, I.R. (2011). *Nutrition education; Linking research, theory and practice*. Sudbury MA: Jones and Bartlett Publisher

Glanz, K., Rimer, B.K., & Bishwanath, K. (2015). *Health behaviour: theory, research and practices (Fifth Edition).* San Francisco: Jossey-Bass.

Green, J. & Tones, K. (2010). *Health promotion: Planning and strategies*. London: Sage Publication.

Green, L.W., & Kreutzer, M. W. (1999). *Health Promotion planning: An educational and ecological approach.* Mountain View: Mayfield Publishing Company

McIntyre, A. (2008). *Participatory action research*. Los Angeles: Sage Publication

McKenzie, J.F., Neiger, B.L., & Thackeray, R. (2013). *Planning, implementing, and evaluating health promotion programs : a primer*. Pearson: San Francisco

Sharma, M. and Romas, J.A. (2012). *Theoretical foundations of health education and promotion*. Sudbury, MA: Jones Bartlett Learning.

**Instructional Approach**

Main instructional approach involves both lectures, workshop, discussion, self-study experiential learning activities. Students are expected to complete all readings before class, to participate in all class discussions and experiential learning activities, and to collaboratively work in a group during the semester. Class assignments, including reading assignments, must be completed before each lecture. Students must submit all assignments when due unless an alternative due date has been negotiated with the instructor a priori because of extenuating circumstances.

a. ***Lecture cum workshop***: The major instructional approach of this course is the combination of lecture, workshop and discussion. 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.

Each class will begin with a 10-15 minute discussion in which both teachers and students debrief the previous day's learning and students will briefly present idea and knowledge gained from reading materials. Then, the teacher 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. Group work/discussion and presentation activity help students improve their small group facilitation skills and knowledge of subject matters. At the end of each session, the teacher summarizes the lessons and provides information for the next lesson.

b. ***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.

**c.** ***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 – 60%

External – 40%

***Internal Evaluation***

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:

*Regularity/class participation* (6): – 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.
*Workshop presentation* (10): – Workshops will be organized with the involvement of teachers, guest lectures and students' presentation. 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.
*Written works* (44): 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 instructor will provide questions for the written works. The written assignments will be of two kinds: a. two short term papers b. Long term paper/essay/project work. Marks distribution for internal evaluation is as follows:

| | |
|---|---|
| Regularity/class particiatipn | 6 |
| Workshop presentation | 10 |
| Two short term papers ( 2 x 12) | 24 |
| Long term paper/essay/project work | 20 |
| Total | 60 |

**Assignments**

| | | |
|---|---|---|
| First assignment | First Assignment from Unit I | 12 |

| | | |
|---|---|---|
| (short term paper) | | |
| Second assignment<br>(short term paper) | Second Assignment from<br>Unit II | 12 |
| Third assignment<br>(Long term paper) | Third Assignment from unit I<br>and III | 20 |
| | | |

***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:

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

**Course Title: Epidemiology and Community Health**

Course No: H. Ed. 752

Level: MPhil/PhD Credit hours: 3

Semester: Second Teaching Hours: 48

**Course Description**

This course is designed to equip M. Phil. students with the philosophy, principles and methods of epidemiology, community health and community organization/community participation. The existing community health problem such as hunger, under nutrition, and malnutrition, communicable diseases like TB, HIV/AIDS, and COVID-19 pandemic as well as chronic non-communicable diseases cannot be solved only by means of medical technology. Besides, these community health problems should be dealt with in relation to the health context. Only then the health status of the community can improve, and thus social transformation occurs in this sector. Thus, combating these issues, the community health problems should identity through community diagnosis under the broad concept of the epidemiological approach. Community diagnosis is required to acquire a number of special skills. These skills include the identification of the health needs and issues of the community as a whole (holistic concept), to find out what the community people think or feel, perceive it needs (felt needs), to plan and implement suitable procedures and programmes for dealing with the community health problems through community organization, community participation and involvement. Community diagnosis and active intervention to the dynamics of community health problems are required as an epidemiological approach.

Community health is a multidisciplinary field encompassing epidemiology, nutritional health, environmental health, occupational health, communicable diseases, family health including maternal and child health, reproductive health, health service system, health services research, management, ethics and law, health economics, health behavior, health promotion and social sciences. It covers whole community as patients, that is, the total population including ill and healthy people. Community health should be viewed as a broader picture and corresponds to all organized measures (either public or private) to prevent risk factors, illness disease, promote health, and protect health among the entire population.

In this course, students will review the historical foundation of epidemiology, different branch perspectives and paradigms of epidemiology, basic logic of epidemiologic studies and

epidemiologic methods which are applied to qualitative and quantitative research in health education and health promotion. Moreover, an emphasis has been placed on the epidemiologic approach, measures, methods/designs, causation, causal mechanism and epidemiology of communicable diseases, non-communicable diseases and research in health service systems.
Similarly, this course also includes organizing community for health promotion programme after planning and intervention from the bottom up approach. It equips students with practical knowledge and skills in organizing community, doing community survey, analyzing community health needs and problems, prioritizing these problems based on community needs and formulating community health organization, planning action programs and intervening the programme as community health education and health promotion through community participation and engagement. Thus, the students will be able to conduct community-based participatory action research in health and education

Overall, this course also attempts to combine multi/transdisciplinary boundaries and be evolved as an interdisciplinary approach to the understanding of community/public health and health services. Similarly, the course also combines health science and social science issues in various community health programs, hence, addressing the interlink and interdependence among community health problems and issues , health service system, community organization/ development, and the emerging challenges in public health and community health from the global to the local contexts.

**Course objectives**

At the end of course, the students will be able to:

- Develop understanding in epidemiological perspectives, paradigm, approach, and theories, their methodologies and practices, and reflect on communicable diseases and non-communicable diseases phenomena from sociological perspectives and biomedical perspective and apply epidemiologic methods and tools in health promotion research.
- Conceptualize and theorize the determinants of community health and analyze needs, issues problems of community health and discuss the political nature of health and health service systems.

- Apply theories, approaches and methods of community organization and community building to the health promotion of the community and develop community health promotion plans and programmes using systematic and intervention mapping approach.

**Module I: Foundations of Epidemiology (20)**

The major objective of this course is to generate critical reflection by the students on the science of epidemiological paradigm such as positivist epidemiology /modern epidemiology/scientific epidemiology, interpretative epidemiology or socio-cultural epidemiology and critical epidemiology. Epidemiology is an integral component of public health practice; the discipline aims to provide the basis to prevent risk factors (determinants), illness and diseases and to promote the health of population, through the study of the occurrence and distribution, the study of determinants influencing health status of community people. Students will gain knowledge and experiences in epidemiologic measures and methods. The aim of this module /course is to widen the horizon of knowledge and understanding of the students with a view to making them able to design epidemiologic study and apply epidemiologic methods in diseases prevention and health promotion. This section covers introduce them to the advancing epidemiological approach on conceptual and methodological issues in the discipline, epidemiological model theory, basic epidemiological methods /study relevant for public health analysis, policy and planning, and develop their capacity to make correct choices for developing designs of epidemiological studies, with special focus on integrating social dimensions into epidemiology.

**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 epidemiology and epidemiological studies/ methods.
- Select appropriate research paradigm for their quantitative and qualitative epidemiological studies
- Critically analyze the epidemiology trends of communicable diseases and non- communicable diseases pattern in global to local context.

**Contents for the Module**

- Historical foundations and eras of epidemiology and methodological approaches, causality and epidemiological models
- Epidemiological designs: Case-control and cohort design from sampling to data analysis
- Epidemiological designs: Experimental/Randomized control trial (RCT), data analysis and its application in health education
- Quantitative and qualitative analysis in epidemiological and community health work. The role of quantitative and qualitative methods: data, facts, perceptions and meaning, understanding of the dynamic processes of health and illness.
- Social epidemiology: Approaches and methods
- Communicable diseases such as cholera, TB, dengue, malaria, HIV AIDs/ COVID -19 and Post COVID effect on community health, and non-communicable diseases such as diabetes, cardio -vascular diseases and cancer

**Week 1**

The following contents will be covered in this week:

- Historical foundations and eras of epidemiology and epidemiological approaches, epidemiological models
- Philosophy of causality, causal thinking, and causal inference in epidemiology

**Teaching Learning Strategies**

- Pre-class reading –The teacher will provide reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the following three questions: what are the major historical developments of epidemiology and eras of epidemiology? What are epidemiological models? Students will also read relevant literature regarding philosophy of causality and causal inferences.
- Students' sharing – the 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 the epidemiological approaches, models and philosophy of causality and causal inferences in epidemiology

- 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 the answers to these questions and present them in the class.

**Week 2**

- Epidemiological designs: Case-control and cohort design from sampling to data analysis

**Teaching Learning Strategies**

Pre-class reading –The teacher will provide reading materials related to case-control and cohort design before one week and ask students to read them in advance and come up with their understanding and reflection focusing on design, sampling and statistical analysis.

Students' sharing – the students will share their understanding and reflection on case-control and cohort design, followed by discussions

Presentation – the teacher will summarize the concept, design, sampling and statistical analysis of case-control, and cohort study.

**Week 3**

- Epidemiological designs: Experimental/Randomized control trial (RCT), data analysis and its application in health education
- Review the concept **of** types of variables, frequency distribution, measures of central tendency and dispersion, notions of probability, Hypothesis testing, analysis of variance (ANOVA) and non-parametric tests.

**Teaching Learning Strategies**

Pre-class reading –The teacher will provide reading materials related to experimental design before one week and ask students to read them in advance and come up with their understanding and reflection focusing on designs, sampling and statistical analysis. Students will also be asked to review of concept of variables, measurement scale, sampling, probability and hypothesis testing.

Students' sharing – the students will share their understanding and reflection on experimental and RCT design, followed by discussions

Presentation – the teacher will summarize the concept, design, sampling and statistical analysis of Experimental and RCT design.

Discussion: There will be short presentation and discussion on variables, measurement scale, sampling, probability and hypothesis testing.

**First Assignment**: Review the epidemiological study design and methods in literature (Umbrella review, scoping, systematic, meta –systematic).

**Week 4**

- Meaning, historical development and application of social epidemiology, theory of social epidemiology in the 21th century ( Eco epidemiological, eco-social theory and social production of disease, debate of epidemiology and public health area. Critical epidemiology – critical public health and methodological approach
- Qualitative research method applied to health service system/primary health care system and participatory action research in community health/ different qualitative research methods/ data analysis.

**Teaching Learning Strategies**

- Pre-class reading –The teacher will provide essential reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the following three questions: what are the major historical developments of social and critical epidemiology: What are the epidemiological theories of health and diseases including social production theory of diseases? What are issues related with CAR or PAR?
- Students' sharing – Students will share their understanding and reflection on the above questions in the class, followed by teacher's observation and critical comments.
- Presentation – The teacher will summarize the concept and types different qualitative research methods/ data analysis.
- Group work – Students will work in groups of 4/5 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 5**

The following contents will be covered in this week:

- Communicable and infectious disease epidemiology: Epidemiologic triangle, host characteristics and transmission of disease agent, disease surveillance and outbreak investigation, epidemiology of TB, malaria, diarrhea, ARI, HIV/AIDS/ COVID _19 in Nepal ( causality mechanism, mode of transmission and outbreak mechanism ).
- Fundamental concept of prevention and control mechanism of these communicable diseases.
- Fundamental causal mechanism of social epidemiology on non -communicable diseases such as diabetes, cardio vascular diseases (CVDs)and cancer.

**Teaching learning activities**

- Pre-reading –The teacher will provide reading materials in advance and ask the students to formulate their thoughts on the following question: The present context (national and international reports) reveals that Nepal has facing non-communicable disease (NCD) burden since a decade in addition to prevalence of communicable disease. How would you analyze the causality of NCD in your local context? How do you apply the preventive measures of CD and non–CD in the context of Nepal?
- Presentation – Students will briefly share their prior understanding individually and the teachers will facilitate and summarize the students' ideas and reflection through ppt presentation.
- Class work – Students will write an example of local community level case study and field notes with the assumption about highly prevalence of CD and non-CD in the local community that they are working in the field (10-20 minutes) and they will share this example in the class.

**Assignment II:** Write a conceptual note on the guest lecture theme of which he/she has made presentation in the class. (at least 1500 words)

**Reading Materials**

Ahrens, W. & Pegeot. I. (2005). *Handbook of epidemiology*. New York Springer

Aschengrau, A. Seage III, G.R. (2014). *Essential of epidemiology in public health* (Third Ed.). Burlington MA: Jones and Bartlett

Kreiger, N. (2011). *Epidemiology and people's health: Theory and contexts*. New York: Oxford University Press

Laverack, G. (2007). *Health promotion practice*: Building empowered communities. Open University press.

llari, P., & Russo, F. (2014) *Causality: philosophical theory meets scientific practice*. Oxford: Oxford University Press.

Rothman, K.J., Greenland, S. & Lash, T.L (2008). *Modern epidemiology*. Lippincott Williams and Wilkin.

Susser M. and E. Susser (1996). Choosing a Future for Epidemiology: I. Eras and Paradigm *American Journal of Epidemiology*, Vol. 86, No. 5.

Susser M. and Stein, Z. (2009). *Eras in epidemiology*. New York: Oxford University Press.

Susser M. (1973). *Causal Thinking in the Health Sciences: Concepts and Strategies of Epidemiology*. New York, NY: Oxford University Press;

Woodward, M. (2014). *Epidemiology: study design and data Analysis*. New York: CRC Press, Taylor and Francis Group.

**Module II: Community Health /Public health (16)**

This course aims to explore and examine various philosophical bases of community health and public health. Thus, the students become familiar with community health in an interdisciplinary field of the study that encompasses a number of disciplines and covers a wide range of subject matters. This modular course will cover important topics/course of community health such as philosophical, historical, social sciences and theoretical foundations, systems approach research in health, health services system and environmental health system.

**Module Learning Outcomes**

Upon the completion of the community health course, students will be able to do the following:

- Explain the historical, philosophical, and sociological foundations of community health /public health as well as its core aims, objectives, and functions across the globe and in society.

- Identify the socio-economic, behavioral, biological, environmental, and political determinants of community health that impact community health and contribute to health disparities and inequalities interlinked with the social model of health.

- Develop skills for the interdisciplinary approach dealing with community health and community health issues and problems including major public health problems.
- Develop critical insights into the system approach research in health, health services and PHC to SDG and the environmental health system.

**Contents for the Module**

- Philosophical and historical foundation of community / public health and contribution of major social sciences and behavioral sciences to health and community health, including social determinants of health.
- Aims, goals , scope of and determinants of community health in Nepal
- Concept of interdisciplinary approach to health services system; components of health service system; institutional infrastructure development/policy , budget , manpower policy, organizational structure of public health service namely the central, province and local government levels
- Philosophical perspective of health and health service system and primary health care system: From global health trends from PHC, MDG and SDG and system analysis of the existing condition of the health service systems, including the indigenous health service in Nepal.
- Emerging challenges in community health policy and public health research in Nepal.
- Health policy, health inequity, equity, and social justice, globalization, liberalization, privatization, and commercialization at local, national and international contexts.
- Systems approach research in health and health services and inter-sectorial linkages (Internal and external linkages with inter-sectoral collaboration especially community participation in action research.

**Week 6**

The following contents will be covered this week:

- Philosophical, historical, social and behaviroual foundations of community/public health and determinants of community health
- Aims, goals, scope of community/public health, globalization and disparities/inequalities in public health

**Teaching learning activities**

•Pre-class reading –The teacher will provide reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on historical, philosophical and sociological foundations of community health considering the following questions: How do students understand the historical development of human society such as the hunting and gathering society, feudal community, capitalistic community and socialist society, people's health aspirations, and aims about their community health? What are the common social determinants of health in the local context and their effect on the health of the community? How do you elaborate global health, disparities and inequalities in health and the effects of globalization on the health of the community?

- Students' sharing – Students will share their understanding and reflection on the above questions in the class, followed by the teacher's observation, comments, feedback and discussion with them.
- Presentation – The teacher will summarize the concept and types of the determinants of health, global health, disparities and inequalities in health and their effects on the health of the community and the students will reflect on the practices of public health service system in Nepal based on their daily experiences in their local context. .

• Group work – Students will work in groups of 4/5 and discuss their understanding and ideas on the three questions sent by the teacher. After their group work they will respond to these questions and present them in the classroom discussion.

**Week -7**

The following contents will be covered this week:

- Health systems, health service systems and organizational structure of general health service system such as at the central, province and local government level.
- The multi-sector and interdisciplinary approach to community health and health services system:

**Teaching learning activities**

- Pre-class reading – The teacher will provide the reading materials related to health systems, health service systems, structure of general health services, and multi-sector and interdisciplinary approaches to health services and the students will be engaged in pre-class activities to get deep insights into the interdisciplinary approach to health service system, components of health service system and public health system.
- Students' sharing – Students will share their understanding and reflection on health systems and health service system as well as the interdisciplinary approach to research area of health service in the class, followed by teacher's observation and comments.
- Presentation – The teacher will summarize the concepts of health systems, health service sysrems and the interdisciplinary approach to community health and the components of health service system in the local context by using ppt in the class.
- Group work – Students will work in groups of 4/5 and discuss their understanding and ideas on the new organizational structure of health service system and each group leader will present this organizational structure in the class.

**Week-8**

The following contents will be covered this week:

- Evolution and development of PHC and philosophical perspective of health and health service system and primary health care system
- Critically analyze the historical development of global health trends from PHC, MDG and SDG.
- System analysis of existing health service system of Nepal including, indigenous health service in Nepal.

**Week- 9**

The following contents will be covered this week:

- Emerging challenges of community health policy and public health research in Nepal.
- Critical analysis of public health policy, health inequity, equity, and social justice, globalization, liberalization, privatization, and commercialization at local, national and international context of community health / public health .

**Learning Engagement**

**Week 8:** The teacher educators/researchers will read the documents provided and share in the group. They will critically reflect on their practices of teaching learning activities in their specific contexts. They will be encouraged to realize the different perspectives and model of health care system and their shaping factors in the local context. The facilitator will share the key ideas about the development of indigenous health care system in Nepal and the students will reflect on their local health care practices in their community setting.

**Week 9:** The teacher educators/researchers will make class presentations on the ideas and practices of health policy in Nepal and the major components of public health policy in the local, national and international contexts. This will be followed by discussion, feedback and comments. The facilitators will critically analyze and share ideas on private health care system and steps or cycle of health policy planning in the local context, and the students will reflect on their own experiences and practices based on the community and health service system.

**Week- 10**

The following contents will be covered this week:

• Evolution of systems approach research in health and health services in national and global health contexts.

Provincial and local health service systems and their intersectoral linkages (internal and external linkages with inter-sectorial collaborations especially community participation in action research.

**Teaching –learning process**

- Pre-reading –The teacher will provide Qadeer and Barur's (2016) article as a pre-session reading and the students will study and come up with a basic understanding of and

reflection on ensuring debate “Shrinking Spaces for the 'Public' in Contemporary Public Health”. The students will share their understanding of evolution of health service system and the internal and external factors shaping the Global public health service system and health inequalities interlinked with them.

- The teacher will make a presentation on writing of qualitative research based on community participation in action research in their local community issues.
- Classroom action research (CAR) and reflection: The teacher will ask a few questions about the difference between CAR and community based participatory action research ( PAR) and the students will reflect on them
- A separate training session for software-based analysis process of CAR and PAR will be organized by Graduate School of Education or Health Education Department.

**Third Assignment**

Critically analyze the ways of implementing effective community-based PAR studies of the prevention and control of non-communicable diseases in low resource settings.

**Reading Texts for Modules Two**

Coriat, B. (2008). *Political economy of HIV/AIDs in Developing countries*. TRIPS, public health system and free access. Edward Elgar Publishing Inc.

Banerji, D. (2006). Distortion of some of the basic principles of public health practices in India . International journal of health Services, Vol.36 (3). pp 623-629

DoHS (2020/2021). *Annual report of health services*. Ministry of Health and Population, Department of Health Services.

Dawson, A. (2009). *The philosophy of public health*. Farnham Burlington Surrey, England: Ashgate.

Detels, R., Gulliford, M. Karim, Q.A. & Tan, C.C. (2015). *Oxford textbook of global public health* (Sixth Ed.). Oxford: Oxford University Press.

Doyal. S. (1983). *Political economy of health*. Pluto Press.

Gofin, J. & Gofin. R. (2010). *Essential of global community health*. Sudbury MA: Jones and Bartlett

Goldsteen, R.J., Goldsteen, K, & Grahm, D.G. (2011). *Introduction to public health*. Springer Publishing Company.

Hanefeld, J. (2015). *Globalization and health*: Oxford University Press.

McKenzie, J.F., Pinger, R.R. & Seabert, D.M, (2016). *Introduction to community and public health* (9th Ed.). Burlington, MA: Jones and Bartlett

Weed, D.L. (1999). Towards philosophy of public health. *Journal of Epidemiology and Community Health*, 53;99-104. doi:10.1136/jech.53.2.99 .

Finkel, M.L. (Ed.) (2011). Public health in the 21st century- Volume I: Global issues in public h Qadeer, I. and Rama Baru (2016). Debate: Shrinking Spaces for the 'Public' in Contemporary Public Health. Development and Change. Institute of Social Studies, The Hague DOI: 10.1111/dech.12246 Health. Santa Barbara, CA: Praeger.

**Module: III Planning and Interventions linked with organizing Community for Health promotion (12).**

This module is designed to enhance students' a broader understanding of community, community development and social structure, community organization, community participation, community empowerment and group process for community health education. It also aims at enabling the students to organize community people and resources for properly utilizing local and national health promotion programmes/Community Health Programme. After community diagnosis, they will analyze community health needs and problems, planning, implementation and intervention of community health issues and social science issues interlinked with CO/community health programs.

**Learning outcomes of the Modules**

- Explain historical development of community /social structure and community power structure and social class structure, and apply philosophy, assumptions, principles,

approaches, and methods of community organization and community development programme for health promotion programs.

- Assess/analyze community health needs and develop comprehensive community health promotion planning by employing PRCEDE-PROCEED Model/ecological model/participatory research approach in collaborating with community members, community leaders, and other.
- Develop critical insights into planning process of community health programme from the bottom-up approach interlinked with community diagnosis based on the community health approach.
- Critically analyze the implementation of community health promotion programme at the local and national levels.
- Evaluate local and national health promotion programmes

**Week 11**

- Elaborate the historical development of social structure of community based on historical materialism and compare the philosophy, principles and approach to community organization and participation, methods and tools of community organization and community participation (PRA) principles, approaches and process of community development, social capital, social network, coalition and partnership for community development.

**Teaching learning activities**

Pre-reading –The teacher will provide reading materials in advance and ask the students to formulate their thoughts on the following questions: What is historical materialism and how do you link this concept to the development of society and community in the Nepali context? What are principles, approach, assumption and process of community development and community organization in global and local context? How do you analyze philosophical assumption of the community development and community organization? What are the basic processes or steps of community organization? How do we prepare the local people about the meaning of community participation, social capital, social network, coalition and partnership for community development and community organization process?

Presentation – Students will briefly share their understanding individually based on their prior understanding of the development of society and the teacher will facilitate and summarize the students' ideas about historical development of community, community organization and development and reflection through ppt presentation and class discussion .

Classwork – Students will write an example of community organization and community development process each with their assumption and experiences that they are working in the community development process in their local context (5-10 minutes) and share this example in the class.

**Week 12**

- Identification and analysis of local community health needs and planning community health promotion programme by employing PROCEDE-PROCEED Model/Ecological Model and participatory action research approaches

**Teaching learning activities**

- Pre-reading –The teacher will provide reading materials in advance and ask the students to develop their thoughts on the following questions: What are common needs, problems and issues of community health? How do we diagnose and analyze these needs in the local community context? How do you plan community health promotion programme employing PROCEDE-PROCEED Model/Ecological Model and community health approaches
- Presentation – Students will briefly share their understanding about community diagnosis process and community organization steps from their local context based on their prior field experiences individually and the teacher will facilitate (brain storming).
- Classwork – Students will write an example of field note about community diagnosis process, community health programme and community organization steps that they are working in the field (10-20 minutes) and share this example in the class and the teacher/facilitator will summarize the students' ideas and reflection through ppt presentation.

**Week 13**

- Planning process of national health programme such as COVID, TB /Malaria Control Program

- Disaster and emergency preparedness in community health programme at the local level community participation.

**Teaching and learning process**

Students reflect on planning process of national health programme COVID and TB in Nepali context. The teacher will provide students with the opportunity to share individually their critical reflections emergency preparedness in community health programme at the local, provincial and national levels.

Students share their previous experiences on planning programme of COVID during the pandemic period. Students will share their thoughts on their proposed planning frame of community health programme and disaster management system in their local context and the relevant planning community health programme for their work. They will also justify why the particular planning model that they choose fit their local community work.

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

**Week 14**

Implementation of community health promotion programme: Community organization and community coalition, assess to resources and mobilization, health promotion intervention in collaboration with community-based self-help group, community leaders and non-formal leaders, prevention and control programme, such as CBI-MCI -FCHVs, non- communicable disease control programme, such as CVDs and diabetes mellitus

**Teaching learning activities**

- Pre-reading –The teacher will provide reading materials in advance and ask the students to formulate their thoughts on the following questions: What are common and relevant issues related to the implementation of community health programme for the prevention and control of CD in local and national contexts? What are common non-CDs and their causal mechanism in our context and how do we prepare implementation plan and implement this plan in our local context?
- Presentation – Students will briefly share their understanding individually based on their prior understanding and the teacher will facilitate and summarize the students' ideas and reflection through ppt presentation.
- Classwork – Students will write an example of field note about the prevalence and determinant of non–CD with their field experiences that they are working on in the community (30 minutes) and share this example in the class.

**Week 15**

Evaluation local and national health promotion programmes: variables, measurement, indices, tools, approaches and methods of evaluations including participatory approaches to evaluation.

**Teaching learning activities**

- Pre-reading –The students will be provided with reading materials related to methods and process of evaluation of community health promotion program. Students will read the provided materials and develop ideas on based on following questions:
- Presentation – Students will briefly share their understanding individually based on their prior understanding and the teacher will facilitate and summarize the students' ideas and

reflection on types of evaluations, indices, measurement, qualitative and quantitative methods as well as participatory evaluation through ppt presentation.

- Classwork – Students will be divided into two groups and one group will work on qualitative methods of evaluation and another group will work on quantitative evaluation methods.
- Sharing of group works: After group work, there will be sharing sessions, and each group will present the key outcomes of group discussion. Then teacher will provide feedback and summarize the session.

**Week 16**

- Recapitulation and reflection

Pre-class activity: Students are asked to write key ideas learned from this course and personal reflection on the course.

Class-activity: Students will be divided into two groups and in each group, the student share their ideas and reflection. Students will also discuss on strong and weak aspects of the course as well as teaching-learning activities.

At the end of class, teacher will summarize key aspects of the courses and conclude the whole session.

**Assignment IV**

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

Week 15: Revision week with fundamental concept of epidemiology and community health
Week 16: Presentation of long term paper or project work.

**Reading Texts for Modules III**

Bartholomew, L.K., et al (2006). Planning health promotion program: An intervention mapping approach. San Francisco: Jossey-Bass.

Butterfoss, F.D. (2007). Coalition and partnership in community health. San Francisco: Jossey-Bass

Coughlin, S.S., Smith, S.A, & Fernadez, M.E. (Eds.) (2017). Handbook of community-based participatory research. Oxford University Press.

Davidson, A. (2015). Social Determinants of Health: A Comparative Approach. Ontario, Canada: Oxford University Press.

Guttmacher, S., Kelley, P.J., & Ruiz-Janecko, Y. (2010). Community-based health intervention: Principles and applications. San Francisco: Jossey-Bass.

Howoritz, C.R., Robinson, M. & Seifer, S. (2009) "Community-based participatory research from the margins to the mainstream: Are researchers prepared?" http://depts.washington.edu/ccph/pdf_files/CBPR.

Issel, L.M. (2014). Health program planning: A practical systematic approach for community health. Burlington, MA: Jones & Bartlet.

Joseph s . Wholey h arry p. h atry k athryn e . n e W comer

L Michele Issel (2004): "Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health", Jones and Bartlett Publishers, London, pp: 1-35.

Laverack, G. (2007). Health promotion practice: Building empowered communities. Open University press.

McKenzie, J.F., Neiger, B.L., & Thackeray, R. (2013). *Planning, implementing, and evaluating health promotion programs : a primer*. Pearson: San Francisco

Minkler, M. (2012). *Community organizing and community building for health and welfare*. New Jersey: Rutger University Press.

Phillips, R. and Pittman R.H. (2009). *Introduction to community health*. London: Routledge.

Qadeer, I . and Rama Baru (2016). Debate: Shrinking Spaces for the 'Public' in Contemporary Public Health. Development and Change. Institute of Social Studies, The Hague DOI: 10.1111/dech.12246

Wholey, J.S., Harty, H.P., & Newcomer, K.E. (2010). *Handbook of practical program evaluation*. San Francisco: Jossey-Bass

Zotov, Victor (1988). *How to Study Historical Materialism*. Masco: Progress Publishers.

**Evaluation**

It includes internal evaluation weightage 60 percent and external weightage 40 percent which are elaborate below.

*Internal Evaluation*

*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.

*Workshop presentation* (4) – Each student is required to give at least three class presentation about some contents, issues, or group-work outcomes related to the content of this epidemiology and community health course and they are assessed on their presentation and communication skills, arguments, examples, and understanding.

*Written works* (50): 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 facilitator will provide questions for the written works. The written assignments will be of two kinds:

| | |
|---|---|
| Two short term papers/assignments (2 x 15) | 30 |
| Long term paper/essay/project work(1x20) | 20 |
| Total | 60 |

**Assignment**

| | | |
|---|---|---|
| First assignment (short term paper) | Assignment I from Module I | 15 |
| Second assignment (short term paper) | Any one from Assignment Module II or III | 15 |
| Third assignment (Long term paper) | Third Assignment from II or III | 20 |
| | | |

**Marks and grades calculation**

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

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

## Course Title: Health Education and Communication

Course Code: H. Ed. 753

Level: MPhil/PhD | Credit Hour: 3

Semester: Second | Teaching Hour(s): 48

### Course Description

This course is designed to provide students with an in-depth understanding and consideration of the theoretical and empirical foundations of health education and communication. The emphasis is on the selection and application of effective educational strategies in the classroom and public health communication. This course addresses critical analysis and review of school health programs, health-promoting schools, and nutrition education. It also aims to help students identify, analyze, and apply concepts, theories, and methods related to health communication in different settings and levels of influence. The focus is on learning how to design, communicate and evaluate effective health promotion messages and health communication programs. Consisting of four learning modules, this course is designed to equip students with the knowledge, understanding, and skills necessary to plan, implement, and evaluate health education and communication programs.

### Course Objectives

The course enables students to:

- Explain the professional standards of health educators and the need for health education professional ethics.
- Analyze health education, curriculum, educational objectives, teaching strategies, materials, and methods through critical perspectives.
- Analyze the philosophical, theoretical, and empirical basis of school health programs and health-promoting schools.
- Design effective nutrition education interventions by linking theory and evidence.
- Explain the theoretical basis of health communication
- Incorporate behavioral theories, including the Health Belief Model, Stages of Change, Social-Cognitive Theory, Diffusion of Innovations, Integrated Behavioral Model, and others, into health communication campaigns.
- Implement communication strategies of media relations, media advocacy, social marketing, and counter-advertising
- Identify and use various resources and tools for developing and evaluating successful public health communications campaigns.

### Module I: Health Education Profession and Teaching Strategies (9 hrs.)

This module aims to explore and explain the professional standards of health educators and the need for professional ethics in health education, as well as to critically analyze health education,

curricula, educational goals, educational strategies, materials and methods. A thorough understanding will be brought into consensus through critical reflections on the students' experience and professional whereabouts and seeking inputs for a better professional stand.

**Module Learning Outcomes**

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

- Develop a critical perspective on health education and discuss the status of health education professional preparation, professional standard and ethics.
- Identify active teaching-learning strategies used in teaching health education.
- Analyze, plan and design health education teaching after carefully reviewing the instructional design, the new taxonomy of educational objectives, instructional materials, and technology in teaching health education.

**Contents for the Module**

- Professional Preparation in Health Education- Professional standards and ethics
- A critical perspective on health education
- Review of active teaching learning strategies - learner-centred Learning, Inquiry-based learning, Problem-Based Learning (PBL), Collaborative learning, critical thinking, reflective teaching and learning
- Planning health education teaching and design: Curriculum development and lesson plan
- Review of instructional design and a new taxonomy of educational objectives
- Review of the use of instructional materials and technology in teaching health education.

**Week 1**

**Contents**

- Professional Preparation in Health Education- Professional standards and ethics
- Critical perspective on health education

**Teaching Learning Strategies**

- Pre-class reading – The teacher will provide reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: What are the levels of professional preparation? What is the status of the professional preparation of health educators in Nepal? What professional standards and ethics are needed to prepare professional health educators?
- Students' sharing – Students will share their understanding and reflection on the above questions in the class, followed by the teacher's observation and comments.

- Presentation – The teacher will summarize the concept, levels, criteria, standards, and ethics of the health education profession and conduct a tutorial on a critical perspective on health education with examples.
- Discussion – The students will be asked to discuss and present their views on the needs of health education professional ethics.

**Week 2**

**Contents**

- Review of active teaching learning strategies - learner-centred Learning, Inquiry-based learning, Problem-Based Learning (PBL), Collaborative learning, critical thinking, reflective teaching and learning

**Teaching Learning Strategies**

- Presentation – The teacher will share and present selected active teaching learning strategies by discussing their use and relevancy. Several examples will be used to explain the characteristics of each type of learning strategy. Students will be asked to reflect on innovative strategies in teaching health education.
- Quiz – Students will be put several small questions from the topic and asked to answer one after another. Correct answers will be cherished, and wrong answers will be first redirected, probed and explained by the teacher.

**Week 3**

**Contents**

- Planning health education teaching and design: Curriculum development and lesson plan
- Review of instructional design and a new taxonomy of educational objectives
- Review of the use of instructional materials and technology in teaching health education

**Teaching Learning Strategies**

- Pre-class reading – The teacher will provide reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: What is the new taxonomy of educational objectives? How is it different from other conventional taxonomies such as Bloom's taxonomy? How can health education be planned as per the taxonomies?
- Preparation of a lesson plan – The students will be asked to prepare a lesson plan on any health education topics. The use of instructional materials and technologies in the plan will be emphasized.
- Students' sharing – Students will share their understanding and reflection on the above questions in the class and the lesson plan, followed by the teacher's observation and comments.

- Presentation – The teacher will present all the ideas by summarizing the emerging themes and concepts.

**Recommended Readings**

Coalition of National Health Education Organization (2001). Health education profession in the 12st Century- Progress Report 1995-2001.

WHO (2012). Health education theoretical concepts, practical strategies and core competencies. World Health Organization.

Frauenknecht, M. (2005). Professional standards for health education teacher preparation. *The Health Educator,* Vol. 5, No. 2, 24-26.

Gilbert, G.G., Sawyer, R.G., and McNaill, E. B. (2011). Health education-creating strategies for school and community (Third Ed.). Boston: Jones and Bartlett Publisher.

Marjano, R.J. and Kendall, J.S. (2007). *The new taxonomy of educational objectives* (Second Ed.). Thousand Oaks: Corwin Press.

Davis, B.G. (2009). *Tools for teaching*. San Francisco: Jossey-Bass.

Fry, H., Kettridge, S. and Marshall. S. (2009). *Handbook of teaching and learning in higher education.* New York: Routledge.

Bradshaw, M.J., and Lowenstain, A. J. (2010). *Innovative teaching strategies in nursing and health related professions (Fifth Ed.)*. Jones and Bartlett Publishers.

Mathews, C. (2013). Critical pedagogies in health education. *Health Education Journal*.

Taylor, N. et al. (2012). *Health education in the context: International perspectives*. Rotterdam, Netherland: Sense Publishers.

Fitzpatrick, K. and Tinning, R. (2014). *Health education: Critical perspective*. New York: Routledge.

Rubinson, L., &Alles, W.F. (1984). *Health education: Foundations for future*. St. Louis: Mosby College Publishing.

Freire, P. and Shor, I. (1987). *A pedagogy for liberation*. London: McMillan Education.

Bensley, R.J., &Brookins-Fisher, J. (2009). Community health education methods: A practical guide (3rd). Sudbury, MA: Jones and Bartlett Publishers.

**Assignment 1**

Analyze the Master's level health education curriculum of Tribhuvan University, its educational objectives, teaching strategies and methods through a critical perspective.

**Assignment 2**

Write an article on the following within 4000 words. Review articles, books, and blogs to understand the taxonomies. Use the idea of critical analysis to describe, compare and contrast the taxonomies.

> "Critical analysis of Bloom's revised taxonomy of educational objectives and Marzano and Kendell's new taxonomy of educational objectives".

**Module 2 – School Health Program and Nutrition Education (15 hours)**

This module will help students analyze the philosophical, theoretical, and empirical underpinnings of school health programs and health-promoting schools and plan for a better school health service and environment. This will also provide an insightful learning experience of comprehensive school safety and helps the students effectively implement school nutrition and mid-day meal programs.

**Module Learning Outcomes**

- Familiar with the history and development of school health programs and health-promoting schools.
- Identify the need for school health services and the roles of nurses and health teachers in their practical implementation.
- Conceptualize comprehensive school safety, child-friendly learning environment and resilience education.
- Design effective nutrition education interventions by linking theory and evidence.

**Contents for the Module**

- History of school health programs
- Traditional and modern/coordinated school health programs
- Evolution of health-promoting schools
- Methods and Approaches to health promoting schools
- Review of school health services and roles of nurses and health teachers
- Study of the healthy School environment and healthful school living
- Comprehensive school safety, child-friendly learning environment and resilience education
- School Nutrition and Mid-day meals
- Theory and evidence-based nutrition education
- Evidence linking nutrition and educational achievement
- School health policies and programs: national and international contexts
- Review of effectiveness of school health promotion programs

**Week 4**

**Contents**

- History of school health programs
- Traditional and modern/coordinated school health programs
- Evolution of health-promoting schools
- Methods and Approaches to health promoting schools

**Teaching Learning Strategies**

- Pre-class reading – The teacher will provide reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: What is the genesis of the school health program and health-promoting school? How are these different? What are the methods and approaches to HPS?
- Students' sharing – Students will share their understanding and reflection on the above questions in the class, followed by the teacher's observation and comments.
- Presentation – The teacher will present the evolution, methods and approaches to HPS and its components to the class.
- Question Answer – The students will be asked a few questions to compare CSHP and HPS based on their origin, development, philosophy, aims and components.

**Week 5**

**Contents**

The following contents will be covered in this week:

- Review of school health services and roles of nurses and health teachers
- Review of the healthy school environment and healthful school living.

**Teaching Learning Strategies**

- Discussion and Debate – The students will be given the topics to review and asked to prepare for a meeting and debate in the class. The students will be asked to speak for and against the role of a nurse or health education teacher in the provision of school health program in general and school health services in particular.
- Students sharing and presentation – Selected students who were given the task to prepare for the presentation will present and share their understanding and reflection on the healthy school environment and healthful school living.
- Presentation – The teacher will summarize the points and present a gist at the end.

**Week 6**

**Contents**

The following contents will be covered in this week:

- Comprehensive school safety, child-friendly learning environment and resilience education

**Teaching Learning Strategies**

- Students sharing and presentation – Selected students who were given the task to prepare for the presentation will present and share their understanding and reflection on the comprehensive school safety, child-friendly learning environment and resilience education.
- Presentation – The teacher will summarize the points and present a gist at the end.

**Week 7**

**Contents**

The following contents will be covered in this week:

- School Nutrition and Mid-day meals
- Theory and evidence-based nutrition education
- Evidence linking nutrition and educational achievement
- School health policies and programs: national and international contexts

**Teaching Learning Strategies**

- Pre-class reading – The teacher will provide reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: Why is the school mid-day meal program important in the Nepalese context? What are the modalities of implementing school nutrition programs?
- Students sharing and presentation – Students will share their understanding and reflection on the above questions in the class, followed by the teacher's observation and comments. Selected students who were given the task to prepare for the presentation will present on the theory and evidence-based nutrition education, nutrition and educational achievement, and school health policies and programs in national and international contexts.
- Presentation – The teacher will summarize the points and present a gist at the end.

**Week 8**

**Contents**

The following contents will be covered in this week:

- Review of effectiveness of school health promotion programs

- Discussion on assignment regarding field study

**Teaching Learning Strategies**

- Pre-class reading – The teacher will provide reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: What is the effectiveness of school health promotion programs in the Nepalese context? What is the evidence of its success?
- Students' sharing – Students will share their understanding and reflection on the above questions in the class, followed by the teacher's observation and comments.
- Fieldwork – The students will be asked to visit a nearby school and identify the practice of the mid-day meal program, its approach, hygiene, and effectiveness. It will be discussed how to do the field study and prepare a report.

**Assignment 3**

Visit a nearby school (public or institutional).

Write a case study report on school nutrition and the mid-day meal practice of the school.

"……. School Nutrition and Mid-Day Meal in …… School; A Case Study"

You are requested to do small-scale qualitative research by making a few semi-structured tools. Follow the format of writing an article as follows:

Introduction (three to five paragraphs or as per need with proper citations of literature)

Purpose (One section)

Methods and Procedures (One to two paragraphs, don't write in sub-topics, include in a paragraph: design, sample, tool, analysis procedures, etc.)

Results (Your major information, narratives, and cases, as per need; make a few themes here)

Discussion (as per need, discuss the findings in light of theories, literature, and your experience; cite well here)

Conclusions (One paragraph)

Implications (One paragraph)

References

Appendix: Tools

**Recommended Readings**

Allensworth, D.D., and Kolbe, L.J. 1987. The comprehensive school health program: Exploring an expanded concept. *Journal of School Health* 57(10):409–411.

Anderson, C.L. (1972). *School health practice*. Saint Louis: The C.V. Mosby Company
Clift, S. and Jensen, B.B. (2005). Health-promoting schools: International advances in theory, evaluation and practices. Danish University of Education Press.
*Contento, I.R. (2007). Nutrition education. Linking research, theory, and practice:* Sudbury MA: Jones and Bartlett Publishers.
Denman, S., Moon, A., Parson, C., &Stears, D. (2004). *The health promoting school policy, research and practice*. New York: RoutledgeFalmer
Eastwood, M. (2003). *Principles of human nutrition*. Oxford: Blackwell Science
Iudici, A. (2014). Health promotion in schools. Theory, practice and clinical implication. New York: Nova Science Publishers.
Jukes, M.C., Drake, L.J. & Bundy, D.A (2008). S*chool health, nutrition and education for all-levelling playing field.* Oxfordshire: CABI publishing.
Leahy, D. et al. (2016). School health education in changing times. London: Routledge
Meeks, L., Heit, P. and Page, R. (2012). Comprehensive school health education (8th Edition).
Nutrition Society (Ed.) (2009). *Introduction to human nutrition*. Oxford: Wiley- Blackwell
Powell, C.A., S.P. Walker, S.M. Chang, and S.M. Grantham-McGregor (1998). Nutrition and education: A randomised trial of the effects of breakfast in rural primary schoolchildren.*American Journal of Clinical Nutrition*, 68: p. 873-879.
Semba, R.D., &Bloem, M.W. (2008*). Nutrition and health in developing countries*. Human Press
UNICEF and World Bank (2013). Multi-sectoral nutrition programme in Nepal.
Whiteman, C. V. &Aldiner, C.E. (2009). *Case studies in global school health promotion- From research to practice*. Newton MA: Springer

**Module 3: Health Information and Communication (9 hrs.)**

This module aims to provide students with hands-on understanding and skills in modern approaches and practices of health information and communication programs and design, implement and evaluate such programs.

**Module Learning Outcomes**

- Explain the theoretical basis of health communication.
- Incorporate behavioral theories, including Health Belief Model, Stages of Change, Social Cognitive Theory, Diffusion of Innovations, Integrated Behavioral Model and others into health communication campaigns.
- Implement communication strategies of media relations, media advocacy, social marketing, and counter-advertising.

**Contents for the Module**

- Health literacy and communication
- Perspective on health communication and global health
- Communicating about health risks, problems, challenges, determinants and solutions

- Application of health belief models, theory of planned behavior, protection motivation theory, theory and models of the diffusion of innovation, symbolic interaction theory, cognitive dissonance theory in health communication
- IEC and Social and behavioral change communication
- Persuasive health communication: influencing people to adopt healthy behaviour
- Developing and testing media strategy and plan
- Developing implementation media communication plan
- Evaluation of health communication plan
- Innovation in classroom communication

**Week 9**

The following contents will be covered in this week:

**Contents**

- Health literacy and communication
- Perspective on health communication and global health
- Communicating about health risks, problems, challenges, determinants and solutions

**Teaching Learning Strategies**

- Pre-reading: The teacher will provide reading materials in advance and ask students to study them and come up with their views on the following questions:
  What is the difference between communication in general and health communication? What are the health literacy frameworks? What are the practices of health communication in global health issues? What is health risk communication? Why is it important to understand the determinants of health?
- Presentation: The students, based on their pre-reading, will present their perspectives on the questions given above in the class, and the teacher will make a summary at the end of each presentation
- Discussion: The teacher will use TPS(Think-Pair-Share) method in the class. In the beginning, the teacher will pose a question," What could be the appropriate communication strategy to address health risks at the community level? The students will reflect on, prepare their notes, and share them with the peer. The peer will also share his/her ideas, and finally, they will present their experience in the class. The teacher will summarize the discussion.

**Week 10**

The following contents will be covered in this week

**Contents**

- Application of health belief models, theory of planned behavior, protection motivation theory, theory and models of the diffusion of innovation, symbolic interaction theory, cognitive dissonance theory in health communication

- IEC and social and behavioral change communication
- Persuasive health communication: influencing people to adopt healthy behaviour

**Teaching Learning Strategies**

- Pre-reading: The students will review the reading materials teacher provides them in advance. The reading materials will cover issues such as health behaviour change models and their applications, social and behavioral change communication (SBCC) related materials and persuasive communication for influencing people to adopt healthy behaviour.
- Presentation: Each student or a pair of students will present their review findings comprising strengths, weaknesses and applications.
- Discussion: Based on the presentation, students will discuss the presentation, prepare their notes and present in the larger group in the class.

**Week 11**

The following contents will be covered this week

**Contents**

- Developing and testing media strategy and plan
- Developing implementation media communication plan
  Evaluation of health communication plan, Innovation in classroom communication

**Teaching Learning Strategies**

- Pre-reading: Students will be provided with samples of media and communication strategies of various programs on education, health and social marketing, evaluation of health communication and innovative approaches in classroom communication, such as photo video/photovoice, puppet shows, TPS etc
- Presentation: Students will present their individual projects with reflections in class.
- Discussion: Students will be asked to discuss in small groups the key components presented in the class and suggest ways for making the communication strategies, plans and programs more innovative and contextual.

**Assignment 4**

Students will be asked to assess the health literacy of five university students on cancer/hypertension/diabetes using a framework and present findings in the class.

**Recommended Readings**

Obregon, R., &Waisbord, S. (2012). *The handbook of global health communication*. Maiden, MA: Wiley-Blackwell.

Parvanta, C.F. et al. (2011). *Essential of public health communication*. Sudbury, MA: Jones and Bartlett.

Corcoran, N. (2007). *Communicating health: Strategies for health promotion*. Los Angels: Sage Publications.

Berry, D. (2007). *Health communication: Theory and communication*. Open University Press.

Zarcadoolas, C., Pleasant A.F., & Greer, D.S. (2006). *Advancing health literacy: A framework for understanding and action.* San Francisco: Jossey-Bass.

Obregon, R., &Waisbord, S. (2012 ). *The handbook of global health communication*. Maiden, MA: Wiley-Blackwell.

Parvanta, C.F. et al. (2011). *Essential of public health communication*. Sudbury, MA: Jones and Bartlett.

Thompson, T.L. et al. (2003). *The handbook of health communication*. New Jersey: Lawrence Erlbaum Associate Publisher.

Zarcadoolas, C., Pleasant A.F., & Greer, D.S. (2006). Advancing health literacy: A framework for understanding and action. San Francisco: Jossey-Bass.

**Module 4: Evaluation of Health Education and Communication Programs (12 hrs.)**

This module aims to support the students in identifying and using various resources and tools for developing and evaluating successful public health communications campaigns. It will help the students evaluate programs using various criteria and analyses.

**Module Learning Outcomes**

- Develop the framework for evaluating the teaching-learning process in health education.
- Familiar with the program evaluation designs and the criteria for program evaluation.
- Conceptualize the effectiveness of health education and communication programs.
- Apply cost-effective, cost befit, meta-analysis, systematic review and evaluation synthesis techniques of evaluation in health education.

**Content for the Module**

- Evaluation of the teaching-learning process
- Program evaluation and its designs: formative evaluation, process evaluation and impact evaluation
- Criteria for program evaluation
- Review of effectiveness of health education and communication programs
- Cost-effective and cost-benefit analysis
- A meta-analysis, systematic review and evaluation synthesis

**Week 12**

**Contents**

- Evaluation of the teaching-learning process
- Program evaluation and its designs: formative evaluation, process evaluation and impact evaluation

**Teaching Learning Strategies**

- Pre-reading: The teacher will provide reading materials for study to the students on evaluation of the teaching-learning process and program evaluation and its designs, including formative evaluation, process evaluation and impact evaluation
- Presentation: Each student will make a presentation on their assigned topic.
- Discussion: At the end of the presentation by all students, the students would be divided into small groups and discuss each topic presented and comment on the presentation-both strengths and areas for improvement. The teacher will facilitate discussion on the process of formative evaluation.

**Week 13**

**Contents**

- Criteria for program evaluation
- Review of effectiveness of health education and communication programs

**Teaching Learning Strategies**

- Pre-reading: The teacher will provide reading materials according to the evaluation criteria as per types of evaluation to the students, including the criteria for evaluating the effectiveness of health education and communication programs.
- Presentation: The students will present their review findings in the class, which will cover the background, review approach, findings, conclusion, strengths and weaknesses of the reviewed articles/reading materials.
- Discussion and Q & A: A plenary discussion will be done on the presentations made by the presenters. The students will raise certain questions, and the teacher will respond to them.

**Week 14**

**Contents**

- Cost-effective and cost-benefit analysis

**Teaching Learning Strategies**

- Pre-reading: The teacher will provide reading materials on cost-effectiveness and cost-benefit analysis. The students will review them in advance of the class.
- Presentation: The teacher will make a slide presentation on the cost-effective and cost-benefit analysis, and give or an article on calculating a cost-effectiveness and cost-benefit analysis, as relevant.

- Discussion/Q & A: The teacher will answer questions raised by the students and vice versa.

**Week 15**

**Contents**

Meta-analysis, systematic review and evaluation synthesis

**Teaching Learning Strategies**

- Pre-reading: The teacher will share peer-reviewed articles on meta-analysis, systematic review and evaluation synthesis with the students one week before the class and ask them to write their reflections on the process and output of the analysis.
- Presentation: Ask each student to present their findings to the class.
- Discussion: The students will discuss the paper and the presentation findings in small groups and each group will present them in the class.

**Assignment 5**

The following assignments can be given to the students, for example:

a) Conduct formative qualitative research for changing the behaviour of basic-level school students in a nearby school
b) How would you conduct a program evaluation of a mid-day meal program at a school?
c) Differentiate the terms meta-analysis, systematic review and evaluation synthesis.

**Recommended Readings**

Evaluation in Practice. Washington, DC: World Bank. PDF available free online from: http://documents.worldbank.org/curated/en/2011/01/13871146/impact-evaluation-practice.

Khandker SR, Koolwal GB, &Samad HA. (2010). Handbook on Impact Evaluation: Quantitative Methods and Practices. Washington, DC: World Bank. o PDF available free online from: http://documents.worldbank.org/curated/en/2009/01/11487317/handbook-impactevaluation-quantitative-methods-practices.

Lance P, Guilkey D, Hattori A, Angeles G. (2014). How Do We Know if a Program Made a Difference? A Guide to Statistical Methods for Program Impact Evaluation. Chapel Hill, NC: MEASURE Evaluation, PDF available free online from: https://www.measureevaluation.org/resources/publications/ms-14-87-en

Kathryn E. Newcomer Harry P. Hatry Joseph S. Wholey (2015). Handbook of practical program evaluation. New Jersey: Jossey-Bass

Issel, L. M. (2014). Health program planning and evaluation: Practical and systematic approach to community health. Burlington, MA: Jones & Bartlett Learning

*Jane T. Bertrand, Stella Babalola, and Joanna Skinner (2012)* The Impact of Health Communication Programs. In R. Obregon, and S. Waisbord. Handbook of Global Health Communication, 97-119. John West Sussex: Welly-Blackwell, Wiley & Sons, Ltd.

**Week 16**

**Revision week with QA**

This week, students split into small groups and discussed and prepared a list of questions they would like to understand more. The teacher will facilitate the discussion at the end of the group presentation, posing questions.

**Evaluation**

Internal – 60%

External – 40%

*Internal Evaluation:*

*Regularity* (5): – 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.
*Class participation (5):* - Students will be assessed based on the active participation, discussion, critical reflections and engagement in learning in the classroom.
*Group or individual paper presentation* (10): – Students will present a paper in the classroom or workshops organized with the involvement of teachers, guest lecturers and students. 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. They will be assessed on their presentation and communication skills, arguments, examples and understanding.
*Written works* (40): 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 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: a. two short term papers b. Long term paper/essay/project work.

The marks distribution for internal evaluation is as follows:

| | |
|---|---|
| Regularity | 5 |
| Class participation | 5 |
| Workshop presentation | 10 |
| Two short term papers (2 x 10) | 20 |
| Long term paper/essay/project work | 20 |
| Total | 60 |

*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:

| | |
|---|---|
| vii) Short answer questions (4 x 5 points) | 20 |
| viii) Essay type question (2 x 10) | 20 |
| Total | 40 |

## Course Title: Women, Adolescents and Geriatric Health

Course No: H.Ed. 724 Credit hours: 3

Level: MPhil/PhD Teaching Hours: 48

Semester: Second

**Course Description**

This course examines facets of women, children and adolescent's health through an interdisciplinary perspective and life cycle approaches. This course broadly explores issues of women, children and adolescent health. Rather than approaching the study of health from the perspective of specific medical conditions, diseases, or treatments, the course will focus on the political, social, cultural, and economic underpinnings contributing to women, children and adolescent health and well-being. It will introduce to theoretical and empirical evidence basis of women, children, adolescent and elderly people health. It also introduces students to feminist and gender theories, politics of women health, women empowerment, women sexuality and reproductive health, issues of pregnancy care, abortion care, infant and child health. Emphasis is given on health problems of adolescents and elderly people and theoretical basis for explaining and addressing issues of adolescent and elderly people health.

**Courses Objectives**

On completion of this unit, students will be able to:

- Analyze theoretical and international perspective of women, children, adolescent and Geriatric health
- Gain in-depth understanding of the determinants of women, children, adolescent and Geriatric health in low-income settings
- Explain issues of maternal and child problems and health care services
- Discuss and apply theories and theoretical models of adolescent risk taking behaviour
- Critically analyze health problems of elderly people and issues of geriatric care and education
- Critically analyze effectiveness of national and international interventions to improve women’s children’s and adolescent health.

**Module 1: Women and Child Health [16 hours]**

This module examines maternal and child health issues including women's health. It aims assess the global and national situation of women, maternal and child health. MPhil aspirants will be familiarized about how socio-cultural aspects influence maternal and child health and how the national policy and strategies are working with relation to health education and promotion. Moreover, this course focuses on the wider perspective regarding maternal and child health such as women autonomy, violence, family planning, national policies and its association with health outcomes of mother and child.

**Module Learning Outcomes**

The following learning outcomes are expected to be achieved among students by the completion of this module:

- Analyse and review the global and national situation of maternal and child health critically
- Identify the socio-cultural and policy related factors that influence the maternal, adolescent and child health
- Familiarize different theories, global practices to promote the maternal and child health

**Contents for the module**

- Overview of women health (global and national)
- Social and cultural influences and women's health
- Women autonomy/empowerment and health
- Violence against women and its implication on health
- Morbidity and mortality among women and child and implications for action
- National policy and programmes on safe motherhood/maternal and child health
- Interrelationship among family planning, maternal and child health
- Women sexual and reproductive health and rights, theory, research and practice
- Women’s mental health/ disability

**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**

Write an essay on issues in one topic of **Women Health or Maternal health or Child Health** [3000 words]

OR

Write a Research article related to women or maternal health or child health.

**Week 1**

**Learning Content** :

- Overview of women health (global and national)
- Social and cultural influences and women's health

**Learning outcomes:**

- Critique the global and national situation of women's health
- Overview the socio-cultural influences on women's health in relation to different theories

**Teaching learning Strategies**

LA 1: Students will be allocated into two groups then topic will be provided. The first group will be provided to review the global and national situation and another group will overview the socio-cultural influences on women's health

LA 2 : Each of the group leaders will present their review and discussion will be made within students

LA 3: The teacher will summarise based on the review and discussion. All of the participants will share their viewpoint on socio-cultural influences on women's health.

**Week 2**

**Content**

- Women autonomy/empowerment and health
- Violence against women and its implication on health

**Learning Outcomes**

- Discuss on importance of autonomy in health-related decision making
- Explore the effects of violence on health and its consequences

**Teaching learning Strategies**

LA 1: Students are requested to list out the different types of autonomy and select autonomy that are more related health.

LA 2: The teacher will share the different types of violence and its consequences on health

LA 3: All will discuss about the preventive measures and coping strategies.

**Week 3**

**Content:**

- Morbidity and mortality among women and child and implications for action

Learning Outcome

- Identify the different causes of morbidity among women
- Find out the risk factors for mortality
- Highlight the common preventive measure for common morbidity at local and national level

**Teaching learning Strategies**

LA 1: The teacher will formulate two group of students to identify the common causes of morbidity and major causes of mortality among women

LA 2: Each group will present their view

LA 3: The teacher will summarise the causes of morbidity and mortality among women following discussion technique.

**Week 4**

**Content:**

- National policy and programmes on safe motherhood/maternal and child health
- Interrelationship among family planning, maternal and child health

**Learning Outcome**

- Review the different policy, programmes and strategies related to maternal and child health
- Identify the factors related to family planning that influence maternal and child health

**Teaching learning Strategies**

LA 1: The teacher will discuss the existing policies and programmes related to maternal and child health

LA 2: An interaction will be made among students about the role of local authority to promote maternal and child health and some good practices from local auhtorities

LA 3: A team will be made to identify the factors related to family planning and influencing factors from students then discussion session created.

**Week 5**

**Content:** Women sexual and reproductive health and rights, theory, research and practice.

**Learning Outcome**

- Highlight the different rights, theories and practices of sexual and reproductive health

- Identify the factors related to sexual and reproductive that influence maternal and child health

**Teaching learning Strategies**

LA 1: Students are requested to list out the different sexual and reproductive rights based on the constitution and other rights.

LA 2: The teacher will share the different theories and practices

LA 3: All will discuss about the factors influencing women sexual and reproductive health.

**Week 6**

**Content:** Women's mental health/ disability

**Learning Outcome**

- Review the mental health and disability
- Identify the factors related to mental health and disability

**Teaching learning Strategies**

LA 1: The teacher will discuss the existing situation of mental health and disability

LA 2: An interaction will be made among students about the mental health and disability

**Time Allocation for the Course**

| S.N | Title | Lecture Hours |
|---|---|---|
| 1 | Overview of women health (global and national) | 2 |
| 2 | Social and cultural influences and women's health | 1 |
| 3 | Women autonomy/empowerment and health | 2 |
| 4 | Violence against women and its implication on health | 2 |
| 5 | Morbidity and mortality among women and child and implications for action | 2 |
| 6 | National policy and programmes on safe motherhood, maternal and child health | 3 |
| 7 | Interrelationship among family planning, maternal and child health | 1 |
| 8 | Women sexual and reproductive health and rights, theory, research and practice | 2 |
| 9 | Mental health/ disability | 1 |
| | **Total Hour** | **16** |
| | **Contact Session** | **6 [One week]** |
| | ***Assignment** | **6 [Two weeks]** |
| | **Final Exam** | |

**Recommended readings**

Adhikari R (2016). Effect of Women's autonomy on maternal health service utilization in Nepal: a cross sectional study. BMC Women Health 2016 16:26

Adhikari R and Podhisita C (2010). Household headship and child death: Evidence from Nepal. BMC International Health and Human Rights 2010, 10:13

Adhikari R and Sawangdee Y (2011). Influence of women's autonomy on infant mortality in Nepal. Reproductive Health 2011, 8:7

Adhikari R and Tamang J (2010). Sexual coercion of married women in Nepal. BMC Women's Health 2010, 10:31

Adhikari R and Wagle A (2018). Effect of Intimate Partner Violence on Pregnancy Outcomes. Journal of Reproductive Health and Contraception Vol.3 No.3: 17. http://contraceptivestudies.imedpub.com/effect-of-intimate-partner-violence-on-pregnancy-outcomes.pdf

Adhikari R, Acharya D, Ranabhat,CL and KC R (2019). Factors Associated with Non-Use of Contraceptives among Married Women in Nepal. Journal of Health Promotion, 7, 7-18. https://doi.org/10.3126/jhp.v7i0.25490

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Doyal, L. (2005). Understanding Gender,Health,and Globalization. In I. Kickbush et al .(Eds.). *Globalization, women and health in the twenty first century*, P. 9-28. New York: Plagrave Macmillan

Hall KS, Moreau C, Trussell J. Determinants of and disparities in reproductive health service use among adolescent and young adult women in the United States, 2002–2008. Am J Public Health 2012;102(2):

Krieger (2003). Genders, Sexes, and Health: What are the Connections – and Why Does It Matter? International Journal of Epidemiology 32: 652-657.

Kumanyika et al. (2001). Minority Women and Advocacy for Women's Health. American Journal of Public Health 91(9): 1383-1392.

Maskey, M. (2005). Globalization,TradeLiberalization,and Women's Health:A Nepalese Perspective. In I. Kickbush et al .(Eds.). *Globalization, women and health in the twenty first century*, P. 76-85. New York: Plagrave Macmillan

Mathers, C. (2009). Global Burden of Disease Among Women, Children, and Adolescents. In J. Ehiri (Ed.), Maternal and Child Health: Global Challenges, Programs and Policies, 19-41. Springer.

McKinlay. (1996). Some Contributions from the Social System to Gender Inequities in Heart Disease. Journal of Health and Social Behavior 37(1): 1-26.

Norton, R. et al. Women's health: A new global agenda. Oxford Martin Policy Paper. Oxford Martin School, Oxford University.

Palley. M.L. and Palley. H.A. (2014). *Politics of women's health care in the United States*. New York: Palgrave Macmillan

Reproductive Health Initiative in Asia (Background for Monitoring and Evaluation, PDF) http://www.asia-initiative.org/pdfs/m_and_e_manual.pdf)

Rieker and Bird (2005). Rethinking Gender Differences in Health: Why We Need to Integrate Social and Biological Perspectives. Journal of Gerontology: Series B 60B: 40-47.

SciarraJJ. Global issues in women's health. Int J GynaecolObstet 2009;104:77-9.

Watt HC, Carson C, Lawlor DA, Patel R, Ebrahim S. Influence of life course socioeconomic position on older women's health behaviors: findings from the British Women's Heart and Health Study. Am J Public Health 2009;99(2):320-327.

Wharton, A. S. (2005). The sociology of gender: An introduction to theory and research. Maden, MA: Blackwell Publishing

WHO (2009). Women and health: Today's evidence and tomorrow agenda. http://www.who.int/gender/women_health_report/full_report_20091104_en.pdf

Witvliet MI, Arah OA, Stronks K, Kunst AE. A global study on lone mothers: exploring the associations of self - assessed general health with motherhood types and gender inequality in 32 countries. Women's Health Issues 2014; 24(2): e177-e185.

## Module Two: Adolescent Health

This module examines factors influencing adolescent health and health risk behavior from developmental, contextual, and theoretical perspectives. The course focuses on selected behaviors (e.g., substance abuse, sexual behavior, nutrition, injury, and violence that can result in adolescent mortality, morbidity, and social problems. A special focus will be on the interactive nature of risk-taking behaviors and how health outcomes and risk outcomes are compounded by

factors like socio-economic and cultural factors, and chronic health conditions. Students will become familiar with intervention programs for the prevention of risk-taking behavior and theoretical models that can be applied in theory-based adolescent health education intervention.

**Module Learning Outcomes**

Upon completion of this module, students will be able to:

- Analyze the relationship among personal, biological, social, and contextual factors influencing adolescent health and risk-taking behavior
- Examine sexual health, behavior, and sexuality education through a theoretical lens
- Demonstrate capacity to explain and apply theories and models of adolescent decision-making and risk-taking in research and intervention design
- Analyze health problems of adolescents and design theory-based intervention programs for the prevention of risk-taking behavior
- Explain theories and health problems of Adolescents and discuss the importance of Adolescents education.

**Contents for Module 2**

- Biological underpinning adolescent development and factors influencing adolescent health [Social Aspect]
- Sexual health, behavior, and sexuality education
- Theories and models of adolescent decision-making and risk-taking
- The global trend in teenage pregnancy, nutrition, substance abuse, and unsafe sexual behavior, and interventions program for the prevention of risk-taking behavior
- Positive youth development: Contemporary theoretical perspective
- Adolescent and youth-friendly health services

**Time Allocation for the Course**

| S.N | Title | Lecture Hours |
|---|---|---|
| 1 | Biological underpinning adolescent development and factors influencing adolescent health | 2 |
| 2 | Sexual health, behavior, and sexuality education | 3 |
| 3 | Theories and models of adolescent decision-making and risk-taking | 3 |
| 4 | The global trend in teenage pregnancy, nutrition, substance abuse, and unsafe sexual behavior, and interventions program for the prevention of risk-taking behavior | 3 |
| 5 | Positive youth development: Contemporary theoretical perspective | 2 |
| 6 | Adolescent and youth-friendly health services | 3 |
| | **Total Hour** | **16** |

| | | |
|---|---|---|
| | **Contact Session** | **6 [One week]** |
| | ***Assignment** | **6 [Two weeks]** |
| | **Final Exam** | |

**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**

- Write an essay on issues in one topic of **Adolescent Health** [3000 words]
  OR
- Write a Research article related to Adolescent Health.

**Week 6**

Learning Content:

- Biological underpinning adolescent development and factors influencing adolescent health

Learning Outcomes:

- Analyze the relationship among personal, biological, social, and contextual factors influencing adolescent health and risk-taking behavior

Teaching and Learning Strategies:

- LA1: Discussion for twenty minutes on adolescent developmental factors with influence their health which will base on students' previous knowledge and experience.
- LA2: The teacher will present some slides for half hour with related content which will relate to the theory base on supportive examples.
- LA3: The teacher will provide some related materials then students will read then they will present. At last of the session teacher will summarize the class with feedback on students' presentations.

**Essential reading materials:**

Balocchini, E., Chiamenti, G., & Lamborghini, A. (2013). Adolescents: which risks for their life and health?. *Journal of Preventive Medicine and Hygiene, 54*(4), 191–194.

National Academies of Sciences, Engineering, and Medicine (2019). Promoting Positive Adolescent Health Behaviors and Outcomes: Thriving in the 21st Century (Ed. Kahn, N.F & Graham R.,). Washington (DC): National Academies Press (US). Available at https://www.ncbi.nlm.nih.gov/books/NBK554988/

O'donohue, W.T., Benuto, L.T. & Tolle, L.W. (2013). Handbook of adolescent health psychology. New York: Springer

Simon,C.,& Wounter,V.D.B( 2019). Social influence in adult decision making: A formal framework, *Frontiers in psychology 10*. Doi: 10.3389/fpsyg.2019.01915

**Week 7**

Content

- Sexual health, behavior, and sexuality education

Learning Outcome:

- Clarify the concept of sexual health and behavior
- Analysis of the differences between sexual health and sexual behavior.
- Critic the concept and need for sexuality education.

Teaching and Learning Strategies:

LA 1: Students will be allocated into three groups then the topic also distribute to three groups sexual health for the first group, then sexual behavior for the second group then sexuality education for the third group with related marital too. When they get the topic and materials then they will review and discuss them in their group.

LA2: After discussion, they will present every topic of every group with peer suggestions and remarks.

LA3: At last teacher will present feedback on sexual health, behavior, and sexuality education with the needs of our context.

**Essential reading materials:**

Cherry, A., Baltag, V., & Dillon, M. (2017). Adolescent Sexual Health and Sexuality Education. International Handbook on Adolescent Health and Development: *The Public Health Response.* 10.1007/978-3-319-40743-2.

UNESCO, (2018); *International technical guidance on sexuality education*. An evidence-informed approach (Revised edition), Paris, France.

Uprety, S., Humagain, B., Singh, S., & Shrestha, S.( 2020) Comprehensive sexuality education (CSE).Integration of CSE in the education curriculum of Nepal. A Review report. YUWA Nepal, Kathmandu.

**Week 8**

Content

- Theories and models of adolescent decision-making and risk-taking.

Learning objectives:

- Concertize and contextualize different related theories related to adolescent health; Decision-making and risk-taking theories.

Teaching and Learning Strategies:

LA1: At first students will share about different related theories and they will explore the concept of related theories with connection with adolescent health which they have found according to base on teacher guidance.

LA2: students share different queries and knowledge shared among teachers and teachers will make clear their augments with quires.

LA3: The teacher will present the particular focus on decision-making and risk-taking theory where its concept, and its relation to adolescent health.

Essential reading materials:

CBSSENRC (1999). Adolescent decision making: Implication for prevention programs: *Summary of the workshop* (Ed. Fishhoff, B., Crowell, N. A., & Kipke, M.). Commission on behavioral and social science and education national research council, Washington D.C

DeClement, R. J. et al. (2009). Adolescent health: Understanding and preventing risk behaviors. San Francisco: Jossey-Bass

Pandora P., & Rona C. (2015). Locating and applying sociological theories of risk-taking to develop public health interventions for adolescents, *Health Sociology Review, 24*:1, 64-80

Steinberg, L.(2010). A dual systems model of adolescent risk-taking, *Development Psychology*, *52(3*):216-24. Doi: 10.1002/dev.20445

**Week 9**

Content

- The global trend in teenage pregnancy, nutrition, substance abuse, and unsafe sexual behavior, and interventions program for the prevention of risk-taking behavior

Learning Outcome:

- Illustrate the global trend of teenage pregnancy, nutrition, and substance abuse with unsafe sexual behavior.
- Analysis of the intervention program for risk-taking behavior prevention.

Teaching and Learning Strategies:

LA1: The teacher will share the different link that has reading materials related to risk-taking behaviors then the student will open and read these materials.

LA2: Students will share and present what they have found from this link about risk behaviors.

LA3: At last teacher will make clear the trend of risk behavior with a slide present too.

**Essential reading materials:**

DeClement, R. J. et al. (2009). Adolescent health: Understanding and preventing risk behaviors. San Francisco: Jossey-Bass

Lewycka S.et al. (2018). Downwards trends in adolescent risk-taking behaviors in New Zealand:

Exploring driving forces for change; *Journal of Paediatrics and child health, 54(6)* Doi:10.1111/jpc.13930

Connery, H. S., Albright, B. B., & Rodolico, J. M. (2014). Adolescent substance

use and unplanned pregnancy: strategies for risk reduction. *Obstetrics and Gynecology clinics of North America*, *41*(2), 191–203. https://doi.org/10.1016/j.ogc.2014.02.011

Jonas, K., Crutzen, R., Borne, B. *et al(2016).* Teenage pregnancy rates and associations

with other health risk behaviors: a three-wave cross-sectional study among South African school-going adolescents. *Reprod Health* **13,** 50. Doi: https://doi.org/10.1186/s12978-016-0170-8

**Week 10**

Learning Content:

- Positive youth development: Contemporary theoretical perspective

Learning Objectives:

- Advocate positive youth development with argument.
- Analysis of positive youth development with a contemporary theoretical perspective.

Learning Teaching and Learning Strategies:

LA 1: Discussion on positive youth development, concept theoretical perspective among students, and they will share their knowledge and argue.

LA2: The teacher will present the concept, and rationale of positive youth development with a contemporary theoretical perspective, and students will ask if they will have a query then the class will be sum up with teacher feedback.

**Reading Materials**

Bases of a Strengths-Based Approach to Adolescent Development. *Oxford handbook of positive psychology.* 149-163. 10.1093/oxfordhb/9780195187243.013.0014.

Lerner, R. M., Abo-Zena, M., Bebiroglu, N., Brittian, A., Lynch, A. D., & Issac, S. (2009).

Lerner, R.M.. (2012). The Positive Youth Development Perspective: Theoretical and Empirical

Positive youth development: Contemporary theoretical perspectives. In R. J. DiClemente, J. S. Santelli, & R. A. Crosby (Eds.), *Adolescent health: Understanding and preventing risk behaviors* (pp. 115–128). Jossey-Bass/Wile

Small, S., & Memmo, M. (2004). Contemporary Models of Youth Development and Problem Prevention: Toward an Integration of Terms, Concepts, and Models. *Family Relations*, *53*(1), 3–11. http://www.jstor.org/stable/3700231

**Week 11**

Learning Contents:

- Adolescent and youth-friendly health services

Learning Outcome:

- Illustrate the concept, importance, and intervention of adolescence and youth-friendly health service for adolescent interventional development.

Learning Strategies:

LA1: Students will develop three groups then they will read essential reading materials and discuss them in the group. After that, every three groups will present a youth-friendly health services concept, importance, and intervention. One group will prepare to present one topic.

LA 2: The teacher will provide feedback about the lacking content of every presentation.

**Essential reading Martial:**

Bonell, C., et al.( 2016) What is a positive youth development and how might it reduce substance use and violence? A systematic review and synthesis of theoretical literature, *Public Health 16*:135. DOI 10.1186/s12889-016-2817-3

Obiezu-Umeh C., Nwaozuru U., Mason S., Gbaja-Biamila T., Oladele D., Ezechi O. and

Iwelunmor J. (2021) Implementation Strategies to Enhance Youth-Friendly Sexual and Reproductive Health Services in Sub-Saharan Africa: A Systematic Review. Front. Reprod. Health 3:684081. Doi: 10.3389/frph.2021.684081

World Health Organization (2012). Making health services adolescent friendly. *Developing a national quality standard for adolescent-friendly health services.* Department of Maternal, Newborn, Child and Adolescent Health, WHO.

**Assignment:**

Write one article, twenty five to thirty five hundreds words related with adolescent health on base of reviews related article.

## Module 3: Aging and Geriatric Health [16 hours]

This module focuses on the sociological, biological and mechanistic theories of aging. It aims to provide in-depth knowledge on national and global situation of aging. The aspirants will study about the different theories of aging including mental health, dementia, and quality of life during older age. Emphasis will be made on theories of aging, sociology of aging, policies towards aging, gerontology and geriatric education.

### Module Learning Outcomes

By the end of the module, the following learning outcomes are expected to achieve by the aspirants:

- Identify and explain the global situation and problems of aging
- Discuss and analyze the different theories of aging and its application in research
- Review the different policies, programs and welfare activities for elderly population
- Interpret the sociology of aging, different problems of aging, need and important of social security, and other welfare programs
- Identify the scope and application of gerontology and geriatric education

### Content for Module 3

- Global situation of elderly population and their health, and Social, biological and mechanistic theories of aging
- Mental health, dementia and quality of life in older age
- Physical activity and health promotion of elders
- Sociology of aging and violence against elders
- Social services and security of senior citizens in Nepal and Gerontology and geriatric education

**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**

Write an essay on issues in one topic of **Aging and Geriatric Health or title Associated with Elderly or Senior Citizen** [3000 words]

OR

Write a Research article related to **Aging and Geriatric Health or title Associated with Aging/Elderly or Senior Citizen**.

**Week 12**

**Content:** Global situation of elderly population and their health, and Social, biological and mechanistic theories of aging

Learning Outcome:

- Review the global and national situation of aging
- Highlight the sociological, and mechanistic theories of aging and application in research
- Critic the different policies and programmes related to aging in the context of Nepal

Teaching and Learning Strategies:

LA 1: Students will be allocated into two groups then the topic also be distributed to each group. First group will present the global and national situation of aging including policies and programmes while another group will present different theories and its application in research.

LA 2: At last teacher will present feedback on situation of aging in global and national context and theories and its application in research

**Week 13**

**Content** Mental health, dementia and quality of life in older age

Learning Outcome:

- Define and explain the concept of mental health, dementia and quality of life in relation to aging

Teaching and Learning Strategies:

LA 1: An interaction program will be made among students about mental health, dementia and quality of life in older age

LA 2: At the end of the session the teacher will present basic characters of mentally healthy person, dementia its causes and coping strategies, quality of life and its features

**Week 14**

**Content:** Physical activity and health promotion of elders

Learning Outcome:

- Explain the need and importance of physical activities for health promotion of elders
- Highlight the efforts of local authorities to promote physical activities among elders
- Identify the different health promotion activities that can be conducted at local and family level

Teaching and Learning Strategies:

LA 1: Students are requested to list out the different physical activities to promote the health status of elder with relation to cultural aspects.

LA2: Moreover, students are asked to prepare a policy paper for local authority about health promotion activities at local level

LA3: At last teacher will present brief presentation about some good practices for elders at local level

**Week 15**

**Content:** Sociology of aging and violence against elders

Learning Outcome:

- Critically analyze sociology of aging
- Identified the different type of violence against elders
- Suggest the preventive measure and coping strategies against violence toward elders

Teaching and Learning Strategies:

LA 1: An interaction will be made by teacher about the sociology of aging with reference to Nepal and local context

LA2: Students will make a list of different types of violence against elders

LA3: Conclusion will be made after comprehensive discussion among students and teacher regarding aging and preventive measure on violence against elders

**Week 16**

**Content:** Social services and security of senior citizens in Nepal and Gerontology and geriatric education

Learning Outcome:

- Review the situation of social service and social security of senior citizen in Nepal
- Assess the policies and programmes on social security and other provision for senior citizen
- Explain the gerontology and geriatric education and its importance to promote quality of life among elder population.

Teaching and Learning Strategies:

LA 1: Students will be divided into three groups then the topic also distributed to three groups: social services for the first group, social security for the second group then gerontology and geriatric education for the third group. When they get the topic and materials then they will review and discuss them in their group.

LA2: After discussion, they will present every topic of every group with peer suggestions and remarks.

LA3: At last teacher will present feedback on social services, social security, gerontology and geriatric education with relation to our national context.

**Time Allocation for the Course**

| S.N | Title | Lecture Hours |
|---|---|---|
| 1 | Global situation of elderly population and their health | 2 |
| 2 | Social, biological and mechanistic theories of aging | 3 |
| 3 | Mental health, dementia and quality of life in older age | 2 |
| 4 | Physical activity and health promotion of elders | 2 |
| 5 | Sociology of aging and violence against elders | 2 |
| 6 | Social services and security of senior citizens in Nepal | 3 |
| 7 | Gerontology and geriatric education | 2 |
| | **Total Hour** | **16** |
| | **Contact Session** | **6 [One week]** |
| | ***Assignment** | **6 [Two weeks]** |
| | **Final Exam** | |

**Recommended Reading Materials**

Abert, S.M., & Freedman, V. A. (2010). Public health and ageing: Maximizing function and wellbeing (Second Ed.). New York: Springer Publishing House.

American Federation of Aging Research. (2016). Theories of Aging. Retrieved from https://www.afar.org/imported/AFAR_INFOAGING_GUIDE_THEORIES_OF_AGING_2016.pdf

Annual Review of Gerontology and Geriatrics. vol 28, 2008

Annual Review of Gerontology and Geriatrics: Education Focus. Volume 28, 2008

APA. Elder Abuse. https://www.apa.org/pi/aging/elder-abuse.pdf

Assessment of SSP in Nepal. https://www.npc.gov.np/images/category/Assessment-of-Social-Security-Allowance-Program-in-Nepal.pdf

Banerjee, S., Smith, S. C., Lamping, D. L., Harwood, R. H., Foley, B., Smith, P., Murray, J., Prince, M., Levin, E., Mann, A., & Knapp, M. (2006). Quality of life in dementia: more than just cognition. An analysis of associations with quality of life in dementia. *Journal of neurology, neurosurgery, and psychiatry*, *77*(2), 146–148. https://doi.org/10.1136/jnnp.2005.072983

Barbe, C., Jolly, D., Morrone, I. *et al.* Factors associated with quality of life in patients with Alzheimer's disease. *BMC Geriatr* **18,** 159 (2018). https://doi.org/10.1186/s12877-018-0855-7

Barja G. (2019). Towards a unified mechanistic theory of aging. *Experimental gerontology*, *124*, 110627. https://doi.org/10.1016/j.exger.2019.05.016

Bongestabs, A. F. & Bhandary, S. (n.d.). Why Nepal needs a mandatory social insurance system. https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-kathmandu/documents/genericdocument/wcms_820621.pdf

Buchner, David M.; Nicola, Ray M.; Martin, Mona L.; Patrick, Donald L. (1997). *Physical Activity and Health Promotion for Older Adults in Public Housing. American Journal of Preventive Medicine, 13(6), 57–62.* doi:10.1016/s0749-3797(18)30095-3

Bulger, R. J. & Birren, J. E. (1980). Gerontology and geriatric education and the academic health science center. *Gerontology & Geriatrics Education, 1(1), 11–13.* doi:10.1300/J021v01n01_02

Cammer Paris B. E. (1996). Violence against elderly people. *The Mount Sinai journal of medicine, New York*, *63*(2), 97–100.

Central Bureau of Statistics. (2014). Population Atlas of Nepal. https://cbs.gov.np/catalog/atlas/eAtlasMap.html

Daniel Nelson (2002). *Violence against elderly people: a neglected problem. , 360(9339), 1–* . doi:10.1016/s0140-6736(02)11137-8

Govil, P. and Gupta, S. (2016) Domestic Violence against Elderly People: A Case Study of India. Advances in Aging Research, 5, 110-121. http://dx.doi.org/10.4236/aar.2016.55011

Herbert, P. (2022). Promoting exercise in older people to support healthy ageing. Nursing Standard. doi: 10.7748/ns.2022.e11787

Hoe, J., Orrell, M. & Livingston, G. (2010). Quality of life measures in old age. In: Abou Saleh, M., Anand, K. and Katona, C. (Eds.), *Principles and Practice of Geriatric Psychiatry*. (pp. 183-192). Wiley Blackwell. https://openaccess.city.ac.uk/id/eprint/16532/

Hooyman, N. R., & Kiyak, H. A. (2011). *Social gerontology: A multidisciplinary perspective* (9th ed.). Upper Saddle River, NJ: Pearson.

Hughes, K. A., & Reynolds, R. M. (2005). Evolutionary and mechanistic theories of aging. *Annual review of entomology*, *50*, 421–445. https://doi.org/10.1146/annurev.ento.50.071803.130409

Jiaying Zheng, Ping Yu, Xueping Chen. (2022) An Evaluation of the Effects of Active Game Play on Cognition, Quality of Life and Depression for Older People with Dementia. *Clinical Gerontologist* 45:4, pages 1034-1043.

Kisvetrová, Helena; Herzig, Roman; Bretšnajdrová, Milena; Tomanová, Jitka; Langová, Kateřina; Školoudík, David (2019). *Predictors of quality of life and attitude to ageing in older adults with and without dementia. Aging & Mental Health, (), 1–8.* doi:10.1080/13607863.2019.1705758

Kwan, R.Y.C., Salihu, D., Lee, P.H. *et al.* (2020). The effect of e-health interventions promoting physical activity in older people: a systematic review and meta-analysis. *Eur Rev Aging Phys Act* **17,** 7. https://doi.org/10.1186/s11556-020-00239-5

Lobo A., De la Cámara C., Gracia-García P. (2017) Sociology of Aging. In: Chiu H., Shulman K. (eds) Mental Health and Illness of the Elderly. Mental Health and Illness Worldwide. Springer, Singapore. https://doi.org/10.1007/978-981-10-2414-6_4

Lueckenotte, A.G. (2000). Theories of aging. Gerontologic Nursing. St. Louis: Mosby.

Mathema, P. (2012). Social services and security policy: A reality need for Nepal. *Administrative and Management Review, 24*(2), 56-64.

Mjøsund HL, Moe CF, Burton E, Uhrenfeldt L. (2021). Promotion of Physical Activity Through Reablement for Older Adults: Exploring Healthcare Professionals' Clinical Reasoning. *J Multidiscip Healthc*, 14:1623-1635. https://doi.org/10.2147/JMDH.S315553

Moyle, W.; Mcallister, M.; Venturato, L.; Adams, T. (2007). *Quality of life and dementia: The voice of the person with dementia. Dementia, 6(2), 175–191.* doi:10.1177/1471301207080362

Nepal Law Commission. (2018). Contribution Based Social Security Rules, 2075(2018).

Nepal Law Commission. (2018). The Social Security Act, 2075 (2018).

Old Age, Disability, and Survivors. https://www.ssa.gov/policy/docs/progdesc/ssptw/2018-2019/asia/nepal.html#:~:text=The%202017%20law%20established%20a,contribute%2020%25%20of%20monthly%20payroll.

Older People - Health Promotion and Public Health. https://www.physiopedia.com/Older_People_-_Health_Promotion_and_Public_Health

Park, E. Y., Park, S. M. & Kim, J. H. (2019). Psychometric properties of the geriatric quality of life-dementia in older adults with dementia or mild cognitive impairment living in nursing homes. *BMC Geriatr* **19,** 281 (2019). https://doi.org/10.1186/s12877-019-1307-8

Richard A. Settersten, Jacqueline L. Angel. (2021). Handbook of Sociology of Aging. Springer.

Right to life without violence in old age. (2012). https://www.helpage.org/silo/files/r16en-right-to-life-without-violence-in-old-age.pdf

Sani AI. Gonçalves MJ, Nunes LM,et al. Violence against the elderly: narrative of a case. MOJ Gerontol Ger. 2018;3(2):153–155. DOI: 10.15406/mojgg.2018.03.00104

Settersten, R.A. (2011). Handbook of sociology of aging. New York: Springer

Silvia Perel-Levin. (2019). Abuse, Neglect and Violence against Older Persons. UNDESA Expert Group Meeting on "Older Persons in Emergency Crises" New York, May 2019.

Social Security Fund. (2077). First Strategic Plan 2077/78-2081/82. https: //ssf.gov.np/list/plan_and_programs/ssf-first-strategic-plan

Stuart-Hamillton, I. (Ed.) (2011). Introduction to gerontology. New York: Cambridge University Press

United Nations. (2022). World Population Prospects 2022: Summary of Results.

Walker, R. F. (2022). A Mechanistic Theory of Development-Aging Continuity in Humans and Other Mammals. *Cells*, *11*(5), 917. http://dx.doi.org/10.3390/cells11050917

Weg, R. B. (1989). *The Backbone of Academic Gerontology: Gerontology & Geriatrics Education, 9(4), 1–8.* doi:10.1300/J021v09n04_01

WHO (2022). Abuse of older people: Key facts. https://www.who.int/news-room/fact-sheets/detail/abuse-of-older-people

WHO. Tackling abuse of older people. https://www.who.int/publications/i/item/9789240052550

Wollesen, B., Brach, M. Exercise and physical activity for health promotion and rehabilitation in community dwelling very old adults or nursing home residents. *Ger J Exerc Sport Res* **51,** 405–409 (2021). https://doi.org/10.1007/s12662-021-00781-z

World Health Organization. (2015). World Report on Aging and Health. http://apps.who.int/iris/bitstream/handle/10665/186463/9789240694811_eng.pdf

World Health Organization. (2021). Aging and Health: Key Facts.

**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:

| | |
|---|---|
| Class participation | 6 |
| Reading assignments | 10 |
| Two short term papers (2 x 12) | 24 |
| Long term paper/project work | 20 |

**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 points) | 20 |

**Instructional Approach**

Main instructional approach involves both lectures, workshop, discussion, self-study experiential learning activities. Students are expected to complete all readings before class, to participate in all class discussions and experiential learning activities, and to collaboratively work in a group during the semester. Class assignments, including reading assignments, must be completed before each lecture. Students must submit all assignments when due unless an alternative due date has been negotiated with the instructor a priori because of extenuating circumstances.

***Lecture cum workshop***: The major instructional approach of this course is the combination of lecture, workshop and discussion. 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.

Each class will begin with a 10-15 minute discussion in which both teachers and students debrief the previous day's learning and students will briefly present idea and knowledge gained from reading materials. Then, the teacher 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. Group work/discussion and presentation activity help students improve their small group facilitation skills and knowledge of subject matters. 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 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:

*Regularity* (5): – 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.

*Class participation (5):* - Students will be assessed based on the active participation in the classroom.

*Workshop presentation* (10): – Workshops will be organized with the involvement of teachers, guest lectures and students' presentation. 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.

*Written works* (40): 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 instructor will provide questions for the written works. The written assignments will be of two kinds: a. two short term papers b. Long term paper/essay/project work. Marks distribution for internal evaluation is as follows:

| | |
|---|---|
| Regularity | 5 |
| Class participation | 5 |
| Workshop presentation | 10 |
| Two short term papers ( 2 x 10) | 20 |
| 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:

| | | |
|---|---|---|
| ix) | Short answer questions (4 x 5 points) | 20 |
| x) | Essay type question (2 x 10) | 20 |
| | Total | 40 |

## Mathematics Education

## Course Title: Advanced Mathematics with Applications

Course code: Math. Ed. 751 Nature of the Course: Theoretical

Level: MPhil/PhD Credit hour:3

Semester: Second Teaching hour: 48

**Course Description**

This course deals with some advanced topics of real analysis. It provides a rigorous development of the techniques of analysis dealing with the topics such as vector calculus, Beta and gamma functions, Fourier series, partial differential equations, Laplace and Fourier transforms. Along with the proofs of some fundamental theorems, a series of problems associated with these theorems are solved. In addition, the course focuses mainly on the applications of all the topics. The course adopts a presentation-cum-seminar style, active student engagement and discussions in the seminar classes. This course consists of five learning modules aiming to help students to acquire the knowledge, understanding, and skills required to solve various analytical and research problems in mathematics.

**Course objectives**

The course enables students to

- explain how the basic concepts of differential calculus are extendedto vector functions;
- discuss the vector fields, Stokes' theorem and divergence theorems and their applications;
- discuss the proof of Fourier series and its applications;
- understand partial differential equations and their applications to initial boundary value problems;
- explain how Laplace transforms are applicable to physical and mathematical problems;
- discuss the Fourier integral formula and Fourier transforms with some applications

### Module I: Vector Calculus (9 hrs.)

(Week 1, 2 and 3)

This module aims to extend the basic concepts of differential calculus to vector functions in a simple and natural setting. Beginning from the concept of vector field, this module helps students understand the vector form of Green's theorem and surface integrals of vector fields. Stokes'

theorem and divergence theorem are discussed. The module provides some applications of these theorems as a final touch.

**Module Learning Outcomes**

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

- Identify and discuss the various theorems on vector fields and relate them to some physical and mathematical problems.
- Find appropriate applications of Stokes' theorem and divergence theorem and discuss their importance on their research works.

**Contents for the Module**

- Vector fields
- Line integrals of vector fields
- Vector forms of Green's theorem
- Parametric surfaces and tangent planes
- Surface integrals of functions
- Stokes' theorem and divergence theorem
- Applications of vector calculus

**Week 1**

**Contents**

- Arc length
- Line integrals
- Vector fields.
- Line integrals of vector fields

**Teaching Learning Strategies**

- Pre-class reading –The teacher will send the reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the following three questions: What is a parametric curve? How do you find the arc length of a curve? How do you link the arc length with the line integral of a vector field?
- Key points – In the reading materials, students will focus on the following key points:
    (a) Arc length

$$L = \int_C ds = \int_a^b |\boldsymbol{r}'(t)|\, dt$$

(b) Line integral of a function $f$

$$\int_C f(x, y, z) ds = \int_a^b f(\boldsymbol{r}(t)) |\boldsymbol{r}'(t)|\, dt$$

(c) Line integral of a vector field $\boldsymbol{F}(x, y, z)$

$$\int_C \boldsymbol{F} \cdot \boldsymbol{dr} = \int_a^b \left[\boldsymbol{F}(\boldsymbol{r}(t)) \cdot |\boldsymbol{r}'(t)|\right] dt$$

- Students' sharing – students share their understanding and reflection on the above questions in the class, followed by the teacher's observation and comments.
- Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas on the three questions. They will agree on answers to these questions and present them in the class.
- Presentation –After presentation by students, teacher will summarize the concept and their understanding about the parametric curves and line integral of a vector field.

**Week 2**

**Contents**

- Green's theorem
- Curl and divergence
- Vector forms of Green's theorem
- Parametric surfaces and tangent planes
- Surface integrals of functions and vector fields

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:

(a) Green's theorem

$$\iint_D \left(\frac{\partial Q}{\partial x} - \frac{\partial P}{\partial y}\right) dA = \int_C P dx + Q dy$$

(b) Curl and divergence

$$\text{curl } \mathbf{F} = \left(\frac{\partial \mathrm{R}}{\partial \mathrm{y}} - \frac{\partial \mathrm{Q}}{\partial \mathrm{z}}\right)\vec{\mathrm{i}} + \left(\frac{\partial \mathrm{P}}{\partial \mathrm{z}} - \frac{\partial \mathrm{R}}{\partial x}\right)\vec{\mathrm{j}} + \left(\frac{\partial \mathrm{Q}}{\partial x} - \frac{\partial \mathrm{P}}{\partial \mathrm{y}}\right)\vec{\mathrm{k}}$$

$$\text{div } \mathbf{F} = \frac{\partial \mathrm{P}}{\partial x} + \frac{\partial \mathrm{Q}}{\partial \mathrm{y}} + \frac{\partial \mathrm{R}}{\partial \mathrm{z}}$$

(c) tangential and normal form of Green's theorem (vector forms of Green's theorem)

$$\int_C \boldsymbol{F} \cdot \boldsymbol{T} ds = \iint_D (\text{curl}\boldsymbol{F}) \cdot \boldsymbol{k} dA \text{and} \int_C \boldsymbol{F} \cdot \boldsymbol{n} ds = \iint_D \text{div}\boldsymbol{F}(x, y)\, dA$$

(d) parametric surfaces and tangent planes

(e) surface integral of a function $f(x, y, z)$

$$\iint_S f(x, y, z)\, dS = \iint_D f(r(u, v))\, |\boldsymbol{r_u} \times \boldsymbol{r_v}| du dv$$

(f) surface integral of vector field (flux of $\boldsymbol{F}$across $S$)

$$\iint_S \boldsymbol{F} \cdot d\boldsymbol{S} = \iint_S \boldsymbol{F} \cdot \boldsymbol{n}\, dS$$

- Students' reflection – The teacher provides students with the opportunity to share individually their reflections on the contents above.
- Discussion on students' sharing –The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.
- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Week 3**

**Contents**

- Stokes' theorem and divergence theorem
- Applications of vector calculus

**Teaching Learning Strategies**

- Pre-class reading – Reading materials about Stokes' theorem, divergence theorem and applications of vector calculusare sent to the students. Teacher asks students to read them in advance and come up with their understanding and reflection.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Stokes' theorem as a higher dimensional version of Green's theorem

$$\int_C \boldsymbol{F} \cdot d\boldsymbol{r} = \iint_S \text{curl}\boldsymbol{F} \cdot d\boldsymbol{S}$$

  (b) Divergence theorem

$$\iint_S \boldsymbol{F} \cdot d\boldsymbol{S} = \iint_S \boldsymbol{F} \cdot \boldsymbol{n}\, dS = \iiint_E \text{div}\boldsymbol{F}(x, y, z) dV$$

  (c) Applications of vector calculus – Area of a plane region as a line integral over the boundary, Line integral of a particular vector field, Formula for surface of revoultion, Formula for the surface integral of a function $f(x, y, g(x, y))$, Formula for surface area of the graph of a function, Flux of a vector field across a graph, Applications of Stokes' theorem and divergence theorem.
- Students' reflection –Teacher provides students with the opportunity to share individually their reflections on the contents above.
- Discussion on students' sharing - The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each presentation.

**Recommended Readings**

- Dhungana**,** B. P. (2017) *Handbook of Advanced Mathematics*. Radium Publication.
- Stewart, J. (2015). *Calculus: Early Transcendentals, Cengage Learning.*

**Assignment I**

Write a critical review of the topic Vector Calculus.

## Module II: Beta and Gamma Functions (6 hrs.)

(Week 4 and 5)

While solving many physical and mathematical problems, we frequently arrive at Euler's integrals of first and second kind, known as beta and gamma functions. Because of the relation

between beta and gamma functions, solutions of the problems are generally expressed in terms of gamma functions. The main aim of this module is to express Stiriling'sformula, Dirichlet's integrals, duplication formula and many other integrals in terms of gamma functions.

**Module Learning Outcomes**

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

- Establish and discuss the relation between beta and gamma functions.
- Evaluate definite integrals in terms of gamma functions.
- Derive Stiriling's formula for large integer $n$with the help of gamma function
- Derive Dirichlet's integral in terms of gamma functions
- Establish the general formuls for the evaluation of some difficult integrals and compute these integrals directly in terms of gamma functions

**Contents for the Module**

- Eurler's integrals of first and second kind
- Relation between beta and gamma functions
- Integrals in terms of gamma functions
- Stiriling's formula
- Dirichlet's integral
- Applications of beta and gamma functions

**Week 4**

**Contents**

- Eurler's integrals of first and second kind
- Relation between beta and gamma functions
- Integrals in terms of gamma functions
- Stiriling's formula

**Teaching Learning Strategies**

- Pre-class reading – The teacher will send the reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the above contents.

- Key points – In the reading materials, students will focus on the following key points:
  (a) Beta and gamma functions:

$$\beta(m,n) = \int_0^1 x^{m-1}(1-x)^{n-1}\,dx, \quad m > 0, n > 0$$

$$\Gamma(n) = \int_0^\infty e^{-x}x^{n-1}dx, \quad n > 0$$

  (b) Relation between beta and gammma functions

$$\beta(m,n) = \frac{\Gamma(m)\Gamma(n)}{\Gamma(m+n)}\ , \quad m > 0, n > 0$$

  (c) Stiriling's formula

$$\Gamma(n+1) = \sqrt{2n\pi}n^n e^{-n}$$

- Students' sharing – students share their understanding and reflection on the above contents in the class, followed by teacher's observation and comments.
- Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas on the contents. They will agree on answers to these questions and present them in the class.
- Presentation – After presentation by students, teacher will summarize the concept and their understanding.

**Week 5**

**Contents**

- Dirichlet's integral
- Applications of beta and gamma functions

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Dirichlet's integral:

$$\iiint_V x^{l-1}\,y^{m-1}z^{n-1}\,dxdydz = \frac{\Gamma(l)\Gamma(m)\Gamma(n)}{\Gamma(l+m+n+1)}$$

where

$$V = \{(x,y,z)|\ x \geq 0, y \geq 0, z \geq 0,\ \ x+y+z \leq 1\}$$

(b) Application of beta and gamma functions: Evaluation of some difficult integrals

$$\int_0^\infty \frac{\cos x}{x^p} dx, \quad 0 < p < 1$$

$$\int_0^\infty e^{-ax^2} \cos \beta x \, dx \text{etc.}$$

- Students' reflection – The teacher provides students with the opportunity to share individually their reflections on the contents above.
- Discussion on students' sharing – The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.
- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Recommended Readings**

- Dhungana**,** B. P.(2017) *Handbook of Advanced Mathematics*. Radium Publication.
- Spiegel, M. (2009). *Schaum's Outline of Advanced Mathematics for Engineers and Scientists.* Schaum's Outline Series (McGraw-Hill Education).

**Assignment II**

Write a critical review of the topic Beta and Gamma Functions.

## Module III: Fourier Series (9 hrs.)

(Week 6, 7 and 8)

Processes involved in the system of vibrating string, heat flow etc. are the periodic processes. Such processes are described mathematically by means of periodic functions. To have an expansion of a functin$f(x)$ into a series involving sine and cosine functions, called a trigonomeric series, needs to be periodic. It was Fourier who formed a trigonometric series corresponding to a function $f(x)$ called the Fourier series. Later on, Dirichlet investigated the conditions under which the Fourier series actually converges to the function $f(x)$. This module aims to describe the convergence of the Fourier series, various results related to it andapplications of Fourier series.

**Module Learning Outcomes**

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

- Identify and discuss the various theorems on convergence of Fourier series.
- Discuss half-range Fourier series and complex form of Fourier series
- Find appropriate applications of Fourier series and discuss their impotrtance on mathematical problems.

**Contents for the Module**

- Preliminary definitions and theorems for convergence of Fourier series
- Convergence of Fourier series
- Half-Range Fourier series
- Complex form of Fourier series
- Applications of Fourier series

**Week 6**

**Contents**

- Periodic functions
- Piecewise continuous functins
- Definition of Fourier series
- Useful theorems for convergence of Fourier series

**Teaching Learning Strategies**

- Pre-class reading – The teacher will send the reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the following three questions: What is a periodic function? What is a Fourier series corresponding to a periodic function? Can you find some interesting results of periodic functions?
- Key points – In the reading materials, students will focus on the following key points:
  (a) Periodic function with period $P$

$$f(x+P) = f(x) \text{for all} x$$

  (b) Piecewise continuous function: an example

$$f(x) = \begin{cases} x^2 \text{if} -4 < x < 2 \\ x+1 \text{ if } 2 \leq x < 4 \end{cases}$$

(c) Fourier series corresponding to $f(x)$ with period $2L$

$$\frac{a_0}{2}+\sum_{n=1}^{\infty}\left(a_n\cos\frac{n\pi x}{L}+b_n\sin\frac{n\pi x}{L}\right)$$

where $a_0, a_n, b_n$ are Fourier coefficients.

(d) Results on a periodic function $f(x)$ with period $2L$

$$\int_{\alpha}^{\beta} f(x)dx=\int_{\alpha+2L}^{\beta+2L} f(x)dx \text{and} \int_{-L}^{L} f(x)dx=\int_{\alpha}^{\alpha+2L} f(x)dx$$

$$\int_{-L}^{L}\sin\frac{n\pi x}{L}dx=0=\int_{-L}^{L}\cos\frac{n\pi x}{L}dx \text{etc.}$$

- Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas on the three questions. They will agree on answers to these questions and present them in the class.
- Presentation – After presentation by students, teacher will summarize the concept and their understanding about Fourier series and the properties of periodic functions.

**Week 7**

**Contents**

- Half-Range Fourier series
- Fourier series in any interval $(a, b)$

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:

(a) Half-Range Fourier series for even function

$$\frac{a_0}{2}+\sum_{n=1}^{\infty}a_n\cos\frac{n\pi x}{L}$$

where

$$a_0=\frac{2}{L}\int_0^L f(x)dx \text{and} a_n=\frac{2}{L}\int_0^L f(x)\cos\frac{n\pi x}{L}dx$$

(b) Half-Range Fourier series for odd function

$$\sum_{n=1}^{\infty}b_n\sin\frac{n\pi x}{L}$$

where

$$b_n = \frac{2}{L}\int_0^L f(x)\sin\frac{n\pi x}{L}dx$$

(c) Fourier series for general function $f(x)$:

Define $F(x)$in $(-L, L)$by

$$F(x) = \begin{cases} f(-x) if x \in (-L, 0) \\ f(x) if x \in (0, L), \end{cases}$$

then$F(x)$ is an even function with period $2L$ and the half-range fourier series is as in part (a).

Define $F(x)$ in $(-L, L)$ by

$$F(x) = \begin{cases} -f(-x) if x \in (-L, 0) \\ f(x) if x \in (0, L), \end{cases}$$

then$F(x)$ is an odd function with period $2L$ and the half-range fourier series is as in part (b).

(d) Fourier series in any interval $(a, b)$

$$\frac{a_0}{2} + \sum_{n=1}^{\infty} a_n \cos\frac{n\pi(2x-a-b)}{b-a} + b_n \sin\frac{n\pi(2x-a-b)}{b-a}$$

where

$$a_0 = \frac{2}{b-a}\int_a^b f(x)dx$$

$$a_n = \frac{2}{b-a}\int_a^b f(x)\cos\frac{n\pi(2x-a-b)}{b-a}dx$$

$$b_n = \frac{2}{b-a}\int_a^b f(x)\sin\frac{n\pi(2x-a-b)}{b-a}dx$$

- Students' reflection – The teacher provides students with the opportunity to share individually their reflections on the contents above.
- Discussion on students' sharing – The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.
- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Week 8**

**Contents**

- Complex Form of Fourier series
- Application of Fourier series

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Complex form of Fourier series

$$\sum_{n=-\infty}^{\infty} c_n e^{\frac{in\pi x}{L}}$$

where

$$c_n = \frac{1}{2L}\int_{-L}^{L} f(x)e^{\frac{-in\pi x}{L}}dx, \quad n = 0, \mp 1, \mp 2, \cdots$$

  (b) Application of Fourier series: Fourier series are applied to compute the sum of some infinite series.
  Compute the sum of

$$1 - \frac{1}{2^2} + \frac{1}{3^2} - \frac{1}{4^2} + \cdots$$

$$1 + \frac{1}{3^2} + \frac{1}{5^2} + \frac{1}{7^2} + \cdots$$

$$1 + \frac{1}{2^4} + \frac{1}{3^4} + \frac{1}{4^4} + \cdots$$

  Other applications are provided in the next module.

- Students' reflection – Teacher provides students with the opportunity to share individually their reflections on the contents above.
- Discussion on students' sharing - The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.

- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Recommended Readings**

Dhungana**,** B. P. (2017). *Handbook of Advanced Mathematics*. Radium Publication.

Malik**,** S. &Arora, S. (1992). *Mathematical Analysis*.Wiley.

**Assignment III**

Write a critical review of the topic Fourier Series.

## Module IV: Partial Differential Equations (12 hrs.)

(Week 9, 10, 11 and 12)

Differential equations arise from many geometrical or physical problems. When these problems are described by the functions that depend on two or more independent variables, the whole system therein is governed by partial differential equations. Beginning with the idea of how a partial differential equation is formed, this module is mainly concerened with the methods for obtaining solutions of special types of partial differential equations of the first and higher orders. A final touch of the module is the application part which is devoted to physical systems that describe the wave motion of a vibrating string and the heat flow of a bar. Partial differential equations of these systems are derived and the initial and boundary value problems associated with them are solved to give a finish.

**Module Learning Outcomes**

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

- Identify and discuss Lagrange's inear equations of first order.
- Discuss the various steps for solving non-linear equations of first order
- Solve homogeneous and non-homogeneous linear partial differential equations
- Derive wave and heat equations and discuss on applications of these equations with initial and boundary conditions.

**Contents for the Module**

- Basic concepts
- Formation of partial differential equations

- Lagrange's linear equations of first order
- Non-linear equations of first order
- Homogeneous linear partial differential equations
- Non-homogeneous linear equations
- Non-linear equations using Monge's method
- Applications of partial differential equations

**Week 9**

**Contents**

- Basic concepts
- Formation of partial differential equations
- Lagrange's linear equations of first order

**Teaching Learning Strategies**

- Pre-class reading – The teacher will send the reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Concepts of terms like order, linearity, non-linearity, homogeneousness of a partial differential equation.
  (b) Formation of a partial differential equation by elimination of arbitrary constants or arbitrary functions.
  (c) Solutions of Lagrange's linear equation $Pp + Qq = R$of first order by making subsidiary forms with illustration of some examples.
- Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas on the above key points.
- Presentation –Students present their understanding. Teacher will summarize the concept and their understanding.

**Week 10**

**Contents**

- Non-linear equations of first order
- Homogeneous linear partial differential equations

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Various steps for solving non-linear equations of first order and illustration of these steps with examples.
  (b) Statement and verification of Charpit's method for solving a non-linear partial differential equation.
  (c) Rules for finding the complementary functions and particular integrals of the homogeneous linear partial differential equations.
- Students' reflection – The teacher provides students with the opportunity to share individually their reflections on the contents above.
- Discussion on students' sharing – The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.
- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Week 11**

**Contents**

- Non-homogeneous linear equations
- Non-linear equations using Monge's method

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Rules for finding the complementary functions and particular integrals of the non-homogeneous linear partial differential equations.
  (b) Monge's method for solving non-linear partial differential equations and its illustration with examples.

- Students' reflection – Teacher provides students with the opportunity to share individually their reflections on the contents above.
- Discussion on students' sharing - The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.
- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Week 12**

**Contents**

- Applications of partial differential equations

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Derive wave equation $\frac{\partial^2 y}{\partial t^2} = c^2 \frac{\partial^2 y}{\partial x^2}$and represent its solution
  (b) Derive heat equation $\frac{\partial y}{\partial t} = c^2 \frac{\partial^2 y}{\partial x^2}$and represent its solution
  (c) Solve the initial and boundary value problems corresponding to the wave and heat equations
- Students' reflection – Teacher provides students with the opportunity to share individually their reflections on the contents above.
- Discussion on students' sharing - The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.
- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Recommended Readings**


- Dhungana**,** B. P. (2017). *Handbook of Advanced Mathematics*. Radium Publication.
- Kreysszig, E. (2010). *Advanced Engineering Mathematics*.John Wiley & Sons.

- Rao, K. (2010). *Introduction to Partial Differential Equations.* PHI Learning.
- Sneddon, I. (1957). *Elements of Partial Differential Equations.*International Series in Pure and Applied Mathematics (McGraw-Hill).


**Assignment IV**

Write a critical review of the topic Partial Differential Equation and its applications.

**Module V: Laplace and Fourier Transforms (12 hrs.)**

(Week 13, 14, 15 and 16)

Laplace transforms and Fourier transforms are powerful tools in diverse fields of science and engineering. The present module is devoted mainly to the preparation of thesetools on Laplace transforms and Fourier transforms. The tools on these transforms are applied for solving the differential equations, simultaneous linear equations with constant coefficients and partial differential equations with initial and boundary conditions.

**Module Learning Outcomes**

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

- Identify and discuss Laplace transforms and inverse Laplace transforms
- Establish tools on Laplace transforms and inverse Laplace transforms
- Identify and discuss Fourier integral formula and Fourier transforms
- Establish tools on Fourier transforms
- Apply Laplace transforms and Fourier transforms for solving differential equations and partial differential equations with initial and boundary conditions

**Contents for the Module**

- Some definitions and theorems on Laplace transforms
- Laplace transforms and inverse Laplace transform of some elementary functions
- Laplace transforms of derivatives
- Some special properties of Laplace transforms
- Applications of Laplace transforms
- Fourier integral theorem
- Fourier transforms, Fourier sine and cosine transforms
- Properties of Fourier transforms

- Convolution theorem and Parseval's relation for Fourier transform
- Application of Fourier transforms

**Week 13**

**Contents**

- Some definitions and theorems on Laplace transforms
- Laplace transforms and inverse Laplace transform of some elementary functions
- Laplace transforms of derivatives

**Teaching Learning Strategies**

- Pre-class reading – The teacher will send the reading materials and ask students to read them in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Laplace transform of the function $f(t)$:
  $$F(s) = \int_0^\infty e^{-st} f(t)dt, \quad t > 0$$
  Inverse Laplace transform is $\mathcal{L}^{-1}(F) = f(t)$.
  (b) Laplace transforms and inverse laplace transforms of the functions like
  $$t^p (p > 1), \sin pt\,, \cos pt\,, e^{at} \text{etc.}$$
  (c) Formula for the Laplace transfors of derivatives of a given function $f(t)$:
  $$\mathcal{L}\{f^{(n)}(t)\} = s^n \mathcal{L}\{f(t)\} = s^{n-1} f(0) - s^{n-1} f'(0) - \cdots - f^{n-1}(0)$$
- Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas on the above key points.
- Presentation – Students present their understanding. Teacher will summarize the concept and their understanding.

**Week 14**

**Contents**

- Some special properties of Laplace transforms
- Applications of Laplace transforms

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.

- Key points – In the reading materials, students will focus on the following key points:
  (a) Some properties of Laplace transform: First and second translation properties, Scale property, Multiplication by $t^n$, Transform of periodic function, Transform of integral, Division by $t$, Convolution property etc.
  (b) Application to differential equations
  (c) Application to simultaneous linear equations with constant coefficients
- Students' reflection – The teacher provides students with the opportunity to share individually their reflections on the contents above.
- Discussion on students' sharing – The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.
- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Week 15**

**Contents**

- Fourier integral theorem
- Fourier transforms, Fourier sine and cosine transforms

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Fourier integral formula:

$$f(x) = \frac{1}{2\pi}\int_{-\infty}^{\infty} e^{i\alpha x} d\alpha \int_{-\infty}^{\infty} e^{-i\alpha w} f(w) dw$$

  (b) Fourier transform of $f(x)$:

$$F(\alpha) = \int_{-\infty}^{\infty} e^{-i\alpha w} f(w) dw$$

  (c) Fourier sine tansform:

$$F_s(\alpha) = \int_{0}^{\infty} f(w) \sin \alpha w \, dw$$

(d) Fourier cosine transform:

$$F_c(\alpha) = \int_0^\infty f(w) \cos \alpha w \, dw$$

- Students' reflection – Teacher provides students with the opportunity to share individually their reflections on the above key points.
- Discussion on students' sharing - The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.
- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Week 16**

**Contents**

- Properties of Fourier transforms
- Convolution theorem and Parseval's relation for Fourier transforms
- Applications of Fourier transforms

**Teaching Learning Strategies**

- Pre-class reading – Students are asked to read the materials sent by teacher in advance and come up with their understanding and reflection focusing on the contents above.
- Key points – In the reading materials, students will focus on the following key points:
  (a) Properties of Fourier transform: Linear property, Change of scale, Shifting property, Modulation, Differentiation etc.
  (b) Convolution and Parseval's relation:

  $$\mathcal{F}\{(f * g)(x)\} = \mathcal{F}\{f(x)\}\mathcal{F}\{g(x)\}$$

  where$(f * g)(x) = \int_{-\infty}^{\infty} f(w)g(x-w)dw$ isthe convolution of $f$ and $g$ and$\mathcal{F}\{f(x)\}$ is the Fourier transform of $f$.
  (c) Apply Fourier transforms to solve initial and boundary value problems on heat, Laplace and wave equations.

- Students' reflection – Teacher provides students with the opportunity to share individually their reflections on the key points above.
- Discussion on students' sharing - The teacher discusses their difficulties and prepares the fundamental techniques in resolving the issues encountered.
- Teacher's comment and feedback – The teacher will provide his/her comment and feedback on each sharing and asks for presentation.
- Presentation – Students present their works and teacher will summarize the concept and their understanding.

**Recommended Readings**


- Dhungana**,** B. P. (2017). *Handbook of Advanced Mathematics*. Radium Publication.
- Kreyszig, E. (2010). *Advanced Engineering Mathematics*. John Wiley & Sons.


**Assignment V**

Write a critical review of the topic Laplace and Fourier transforms.

**Evaluation**

Internal – 60%

External – 40%

***Internal Evaluation***

*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.

***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.

***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:

vi) Two short term papers (2 x 12) 24

vii) 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 | 20 |
| | | |

**Marks and grades calculation**

| | **Class presentation, participation – to be scored by subject teacher** | **Term paper – to be scored by subject teacher** | **Total marks by teacher** | **Minimum marks required to obtain grade** | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **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:

xi) Short answer questions (4 x 5 points) 20

xii) Long answer question (2 x 10) 20

Total 40

**Suggested Readings**


- Grewal, B. & Grewal, J. (2001). *Higher Engineering Mathematics*. Khanna Publishers.
- Parzynski, W. &Zipse, P. (1987). *Introduction to Mathematical Analysis*. International Series in Pure and Applied Mathematics (McGraw-Hill).
- Rubinstein, I. & Rubinstein, L. (1998). *Partial Differential Equations in Classical Mathematical Physics*. Cambridge University Press.

## Course Title: Seminar Course in the Theory of Fields and Galois theory

Course No: Math Ed. 752 | Nature of Course: Theoretical

Level: MPhil/PhD | Credit hours: 3

Semester: Second | Teaching Hour: 48

**Course Description**

This course is designed for the students of M.Phil. in mathematics education. This is a seminar course in field theory and Galois theory. It gives the necessary contents of the field and Galois theory. This course requires independent reading of articles and explaining the reading materials' concepts. It also provides skills to reason abstractly and does computational mathematics.

**Course Objectives**

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

- provide a deeper understanding of concepts in the field theory and Galois theory.
- develop the power of abstract reasoning and proceeds logically from hypothesis to conclusion.
- develop skills in solving problems in field theory and Galois theory.
- provide an opportunity for a collaborative and interactive learning experience between faculty and all enrolled students.
- provide opportunities in reading at least two articles in abstract algebra and discuss.

**Module 1: Extension Field and Galois Group (9 hrs.: 3 weeks)**

This module includes the concepts of several types of extension of fields including finite, algebraic, transcendental, and Galois extensions of fields. In addition, this module has a group of automorphisms of the fields, fixed field, and Galois group together with The Fundamental Theorem of Galois Theory.

**Module Learning Outcomes**

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

- Define and illustrate field, subfield, quotient field with suitable examples.
- Define algebraic and transcendental elements and illustrate with examples.
- Define the extension of a field and find a degree of the extension field.
- Prove the properties of the degree of extension fields.

- Explain automorphism of extension of fields.
- Define Galois group of an extension over a field.
- Determine the fixed field of a subgroup of a Galois group.
- Prove the prosperities of the relation between the fixed field and subgroup of Galois group.
- Prove the fundamental theory of Galois theory (FTGT).

**Contents for the Module**

Review on algebraic structures, field, and subfield, algebraic and transcendental extension, group of automorphisms of fields, K-automorphism, Galois groups of fields, fixed fields, subgroups of Galois groups, Galois extensions of fields, Fundamental theorem of Galois Theory,

**Week 1**

**Contents**

Review Algebraic structures, Field and subfield, Algebraic and transcendental extension

**Learning Engagement**

- Pre-class reading –The teacher will send the reading materials related to the algebraic structure, field, subfield, extension field, degree of an extension, and algebraic and transcendental extension.
- Students sharing - Students will briefly share their understanding individually and present.

**Week 2**

**Contents**

Group of automorphisms of fields, K-automorphism, Galois groups of fields, and subgroups of Galois groups.

**Learning Engagement**

- Pre-class reading –The teacher will send the reading materials related to Group of automorphisms of fields, K-automorphism, Galois groups of field, and subgroups of Galois groups.
- The teacher will present a group of automorphisms of fields, K-automorphism, Galois groups of field, and subgroups of Galois groups. The teacher will prove some lemma/theorems/corollaries related to the above contents and give some examples.

- Students sharing - Students will try to find/search the examples of the Galois group and their subgroup and share it individually.

**Week 3**

**Contents**

fixed fields and Galois extensions of fields.

**Learning Engagement**

- Pre-class reading –The teacher will provide some reading material related to fixed fields and Galois extensions of fields.
- The teacher will prove some lemma/theorems/corollaries related to the above contents and give some examples.
- Students' sharing – students share their understanding of the above contents in the class, followed by the teacher's observation and comments.

**Key Reading Materialspresents**

- Bhattacharya, P. B, Jain, S.K and Nagpaul, S.R. (2007). *Basic Abstract Algebra*. India:
- Cambridge University Press. (P. 322)
- Dummit, D. S. and Foote, R. M. (2008). *Abstract Algebra*. India: Wiley East House.
- (P.510-529)
- Hungerford, T.W. (1974). *Algebra*. New York: New York Inc. Springer Verlag.
- (P 230-251)

**Module 2: Fundamental Theorem of Galois Theory (6 hrs.: 2 weeks)**

**Week 4**

**Contents**

Some lemmas related to the Fundamental Theorem of Galois Theory

**Learning Engagement**

- Pre-class reading –The teacher will provide some reading materials related to the Fundamental Theorem of Galois Theory
- The teacher will prove some lemma related to the Fundamental Theorem of Galois Theory.
- Students sharing- Students will share their ideas on how lemmas are related/needed for FTGT
- $1^{st}$ assignment is given related to the above $1^{st}$- $4^{th}$ week's content.

**Week 5**

**Contents**

Fundamental theorem of Galois Theory

**Learning Engagement**

- Pre-class reading –The teacher will provide some reading materials related to the Fundamental Theorem of Galois Theory
- The teacher will prove the Fundamental Theorem of Galois Theory and describes its application.
- Group discussion –Students will briefly share their understanding of the application of Galois Theory and present individually.

**Key Reading Materials**

- Bhattacharya, P. B, Jain, S.K and Nagpaul, S.R. (2007). *Basic Abstract Algebra*. India: Cambridge University Press. (P. 330-339)
- Dummit, D. S. and Foote, R. M. (2008). *Abstract Algebra*. India: Wiley East House. (P.510-529, 576-580)
- Hungerford, T.W. (1974). *Algebra*. New York: New York Inc. Springer Verlag. (P 230-251)

**Module 3: Splitting field, Algebraic closure, and Normality (12 hrs: 4 weeks.)**

This module includes the test of irreducibility by Eisenstein's criterion and other methods, splitting fields, existence of splitting fields, uniqueness of splitting fields, algebraically closed fields, Separable extension, and Normal extension.

**Module Learning Outcomes**

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

- Test the irreducibility of the given polynomial.
- Find the splitting field of the given polynomial and its degree.
- Know the basic properties of the splitting field.
- Prove basic properties of splitting filed.
- Prove the existence and uniqueness of the splitting field of a polynomial.
- Prove the properties of automorphism over splitting fields of a polynomial over a field.
- Define algebraically closed fields and algebraic closure.
- Give examples of algebraically closed fields and algebraic closure.

- Prove basic properties of algebraic closure.
- Prove the existence and uniqueness of algebraic closure.
- Define and give examples of the separable and normal extension field
- Distinguish between polynomial with simple roots.
- Prove the properties of separable and normal extensions.

**Contents for the Module**

Test the irreducibility of the given polynomial, Splitting fields, Existence of splitting fields, Uniqueness of splitting fields, algebraically closed fields, algebraic closure, Extension of algebraic closure, uniqueness of algebraic closure, Multiplicity of roots of a polynomial, Separable extension, Normal extension

**Week 6**

**Contents**

Test the irreducibility of the given polynomial, Splitting fields, Existence of splitting fields, and Uniqueness of splitting fields.

**Learning Engagement**

- Pre-class reading –The teacher will provide some reading materials related to the irreducibility of the given polynomial and its test, Splitting fields and their existence.
- The teacher will give some ideas about the irreducibility of a polynomial and explains splitting fields, their degree, and their uniqueness and proves some lemma/theorems/corollaries related to the above contents and gives some examples.
- Student sharing- Students will briefly share their understanding individually about irreducibility and Splitting fields.

**Week 7**

**Contents**

Algebraically closed fields, algebraic closure, Extension of algebraic closure, uniqueness of algebraic closure.

**Learning Engagement**

- Pre-class reading – The teacher provides some reading materials about algebraically closed fields and algebraic closure.
- Students' sharing- students will search for related examples.

- The teacher proves some basic properties of algebraic closure and proves the existence and uniqueness of algebraic closure.
- $2^{nd}$assignment is given related to the above $4^{th}$, $5^{th}$, $6^{th,}$ and $7^{th}$week's content.

**Week 8**

**Contents**

The multiplicity of roots of a polynomial, Separable extension, Normal extension.

**Learning Engagement**

- Pre-class reading – The teacher provides reading materials related to the multiplicity of roots of a polynomial, Separable extension, and Normal extension.
- Students' sharing- Students will share their idea about the multiplicity of roots of a polynomial, Separable extension, and Normal extension.
- The teacher will prove some theorems and properties related to Separable extension, Normal extension.

**Week 9**

**Contents**

One research article related to content in modules $1^{st}$, $2^{nd,}$ and $3^{rd}$.

**Learning Engagement**

- The teacher will provide one research article related to content in modules $1^{st}$, $2^{nd}$ & $3^{rd}$.
- Group discussion- Students will discuss its structure, result, and applications.
- Presentation –Students will briefly share their understanding individually.

**Key Reading Materials**

- Bhattacharya, P. B, Jain, S.K and Nagpaul, S.R. (2007). *Basic Abstract Algebra*. India: Cambridge University Press. (P. 284, 300-310)
- Dummit, D. S. and Foote, R. M. (2008). *Abstract Algebra*. India: Wiley East House. (P. 536-551)
- Hungerford, T.W. (1974). *Algebra*. New York: New York Inc. Springer Verlag. (P.257-267)

**Module 4: Galois Polynomials and Finite Field (12 hrs: 4 weeks)**

This module includes Galois group of polynomials of degrees two, three, and four, construction of the finite field of the order less or equal to 9, and some properties of the finite field.

**Module Learning Outcomes**

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

- Compute discrimination of a polynomial.
- Determine the Galois group of a polynomial of degrees two, three, and four.
- Describe all types of finite fields.
- Give examples of finite fields.
- Prove properties of finite field
- Construct a finite field of the order less or equal to 9
- Prove the properties of automorphism of finite fields.

**Contents for the Module**

Discriminant, Cubic polynomials, Quartic polynomials, Finite fields, Example of finite fields, Properties of finite fields, Construction of finite fields, The automorphism group of finite fields

**Week 10**

**Contents**

Discriminant, cubic, and quartic polynomials and their Galois group

**Learning Engagement**

- Pre-class reading – The teacher provides some reading resources related to discriminants of cubic, and quartic polynomials.
- The Teachers instruct how to find the Galois group of cubic polynomials.
- Presentation –Students will briefly share their understanding of cubic polynomials and their Galois group

**Week 11**

**Content**

Quartic polynomials, finite field

**Learning Engagement**

- . The Teachers instruct how to find the Galois group of quartic polynomials.
- Presentation –Students will briefly share their understanding of quartic polynomials and their Galois group.

**Week 12**

**Contents**

Properties of finite fields, Construction of finite fields.

**Learning Engagement**

- Pre-class reading - The teacher will provide reading materials related to finite fields. The student also tries to prove the properties of finite fields.
- Students will try to construct the finite field of the order less or equal to nine.

**Week 13**

**Content**

The automorphism group of finite fields.

**Learning Engagement**

- Pre-class reading - The teacher will provide reading materials related to an automorphism of finite fields.
- The teachers will prove some properties of automorphism of finite fields.
- Student's sharing- Students will present their work (Galois group of a polynomial of quadratic, cubic, and quartic polynomials and finite field of order 4, 8, and 9)

**Key Reading Materials**

- Bhattacharya, P. B, Jain, S.K and Nagpaul, S.R. (2007). *Basic Abstract Algebra*. India:
    - Cambridge University Press. (P.310-313)
- Dummit, D. S. and Foote, R. M. (2008). *Abstract Algebra*. India: Wiley East House. (P.585,606-616)
- Hungerford, T.W. (1974). *Algebra*. New York: New York Inc. Springer Verlag. (P.269-278, 282-288)
- Durbin, J.R. (2004). *Modern Algebra: An Introduction.* John Willy & Sons, Inc. (P. 205-209)

**Module 5: Cyclic and Cyclotomic extension (9hrs.: 3 weeks)**

This module includes two extensions: cyclic and cyclotomic.

**Module Learning Outcomes**

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

- Define cyclic extensions with examples and prove some properties of cyclic extension.
- Characterized most finite-dimensional Galois extension with cyclic Galois group.
- Compute cyclotomic polynomial.

- Define cyclotomic extension with examples and prove some properties of cyclotomic extension.

**Contents for the Module**

Definition and Examples of Cyclic extensions, Norm and Trace of field elements, Hilbert's Theorem 90, the primitive nth root of unity, and theorems /properties on cyclic extension, Definition, and examples of cyclotomic polynomial and cyclotomic extensions, theorems/properties on cyclotomic extensions.

**Week 14**

**Contents**

Definition and Examples of Cyclic extensions, Norm and Trace of field elements, Hilbert's Theorem 90, the primitive nth root of unity, and theorems /properties on cyclic extension

**Learning Engagement**

- Pre-class reading- The teacher will provide reading materials related to Cyclic extension.
- The group discussion – Students will discuss in a group of 4 or 5 about their understanding and ideas and share in the classroom.
- 3rd assignment is given from 1st week to 14thweek's content.

**Week 15**

**Contents**

Definition and examples of cyclotomic polynomial and cyclotomic extensions, theorems/properties on cyclotomic extensions

**Learning Engagement**

- Pre-class reading- The teacher will provide reading materials related to cyclotomic polynomial and cyclotomic extensions.
- The teachers will prove some properties of cyclotomic polynomial and cyclotomic extensions.
- Students sharing: Students will try to find examples of cyclotomic polynomial and cyclotomic extensions and share their understanding.

**Week 16**

**Contents**

One research article related to content in modules 4th and 5th.

**Learning Engagement**

- The teacher will provide one research article related to content in modules 4th and 5th .
- Group discussion- Students will discuss its structure, result, and applications.
- Presentation –Students will briefly share their understanding individually.

**Key Reading Materials**

- Bhattacharya, P. B, Jain, S.K, and Nagpaul, S.R. (2007). *Basic Abstract Algebra*. India: Cambridge University Press. (P.340-347)
- Dummit, D. S. and Foote, R. M. (2008). *Abstract Algebra*. India: Wiley East House. ( 552-555)
- Hungerford, T.W. (1974). *Algebra*. New York: New York Inc. Springer Verlag. (P.289-300)

**Some additional references book**

- Garling, D.J.H. (2000). *A course in Galois Theory*. Cambridge University Press.
- Gilbert, W. J.& Nicholson W.K. (2004). *Modern Algebrawith Applications.*John Willy & Sons, Inc.
- Fraleigh J.B. (2003). *A First Course in Abstract Algebra*, Pearson.

**Evaluation**

*Internal evaluation*

| | |
|---|---|
| First assignment | |
| (short-term paper with class participation) | 15 |
| Second assignment | |
| (short term paperwith class participation) | 15 |
| Third assignment | |
| (short term paperwith class participation) | 24 |
| Attendance | 6 |
| Total | 60 |

***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:

| | |
|---|---|
| xiii) Short answer questions (4 x 5 points) | 20 |
| xiv) Essay type question (2 x 10) | 20 |
| Total | 40 |

| **Letter Grade** | **Marks out of 100** | **Description** |
|---|---|---|
| A | 92.5 and above | Outstanding |
| A - | 82.5 and less than 92.5 | Distinction |
| B+ | 74.0 and less than 82.5 | Good |
| B | 65.5 and less than 74.0 | Average |
| B- | 57.5 and less than 65.5 | Fair |
| C | 50 and less than57.5 | Pass |
| F | Below 50 | Fail |

Course Titel: **Philosophy and Theories of Learning Mathematics**

Course Code: Math.Ed. 723 Credit hours: 3

Level: MPhil/Phd Teaching hours: 48

Semester: Second

**Course Description**

This course is designed to develop in students the deeper/ broader perspectives of the philosophy of mathematics and mathematics education together with knowledge and skills required to apply the theories of learning mathematics in teaching.

This course consists of seven modules (the first four modules on the philosophy part and the remaining three on the second part: learning theories). The first four modules mainly focus on comparative understanding of the main stream and social constructivist philosophies of mathematics together with ideologies; and the remaining three modules focus on developing understanding and skills in using some selected theories of learning mathematics in teaching.

**Course Objectives (In specific terms)**

- Characterize the nature of western intellectual development in terms of mega-paradigms (pre-modern, modern and postmodern), specially, in the reference of modern and postmodern in mathematical thinking.
- Examine the dominating role of Euro-centrism in the globalization of mathematics and critically examine the status of Hindu mathematics.
- Discuss the nature of mathematical truth in the respect of the three schools of absolutist philosophy of mathematics.
- Critically examine the instances of the failure of absolutist philosophy of mathematics and emergence of fallibilist/social constructivist philosophy of mathematics.
- Explain the different ideologies (of social groups) in mathematics education as the underpinnings of different philosophies of mathematics.
- Illustrate and explain how philosophy/ ideologies come to mathematics education and mathematics class through teaching and learning mathematics.
- Critical review of some selected traditional theories of learning of mathematics (such as, theories of Gagne, Bruner, Piaget) in order to show their implication on our curriculum development and teaching and learning.

- Discuss constructivism as the basis of new learning theories with respect to its basis assumptions and its implication in teaching and learning mathematics.
- Discuss and illustrate from examples how social constructivism of Vygotsky extended constructivism in general, and in the learning of mathematics with his scheme of Zone of Proximal Development (ZPD).
- Examine the necessity of socially Critical Theories in mathematics education in spite of constructivism and sociocultural theories, and then explain its emphasis on Social Model of Difference (against Cognitive Model of Difference) in curriculum and in teaching and learning mathematics.
- Develop modules/ lessons for teaching specific topics from mathematics (from school and higher mathematics) in accordance with problem solving strategy, ZPD approach and collaborative approaches.

This course consists of eight learning modules (first four on the philosophy part and the four on learning theories).

**Module I: Introduction to Philosophical Development** (unit 1)

Time: 1st and 2nd weeks (6 hrs.)

**Learning Outcomes**

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

- Characterize the development of three mega-paradigms (pre-modern, modern and post-modern) as the major influences in western development of thinking (focusing more on mathematical thinking).
- Explain what Eurocentric thinking in mathematical development is and examine its role in globalization of universal mathematics.
- Characterize the basic features of Hindu mathematical development and differentiate it from western mathematical and philosophical orientations.

**Contents**

Paradigm change in western mathematical thinking

Eurocentric views in mathematical development

Nature of Hindu mathematical development and its difference from western mathematics

**Teaching Strategies**

**Week 1**

***Pre-reading***- The teacher will send the reading materials ( articles and book chapters listed below) and ask the students to read them in advance and come up with their understanding and reflection focusing on the following questions:

- Briefly characterize pre-modern, modern and post-modern as the mega-paradigmatic developments in western thinking and relate it to mathematical developments.
- What is Eurocentric thinking in mathematical development and its role in universalization of mathematics?
- What status does Hindu mathematics have in mathematical development and how does it differ from western mathematical thinking?

***Presentation***- On the basis of the tasks/questions given above, the teacher will ask students to summarize what they have understood through the reading materials. Then, the teacher will then take up each task/question one after another in sequence so as to summarize what to be considered on the basis of further readings (intensive readings). The teacher will also explain how to organize writings by using the given reading materials.

***Group Work***- To make better shared understanding on the given task/question, students will be asked to work in a group of 2 to 4 students depending on their convenience. They may agree on answers or they will have their own view/understanding in organizing or answering the given task.

**Week 2**

***Students' reflection*** –

- The teacher will provide students with opportunity to share individually their understandings/reflections on the major aspects of the study
- Each student may be asked to select some task/ question/Issue and make presentation so as to make wider coverage of the unit on the whole )

***Teacher' comment and feedback*** –

- The teacher will provide students with opportunity to share individually their understandings/reflections on the major aspects of the study
- Each student may be asked to select some task/ question/Issue and make presentation so as to make wider coverage of the unit on the whole )

**Recommended Readings**

- Doll, W. E. (1993*). A postmodern perspective on curriculum* (chapter 1 and 2) New York: Columbia University
- Ernest, P. (2009). 'The Philosophy of Mathematics, Values, and Keralese Mathematics'. In Green, B and Sriraman, B. (Eds.), *Critical Issues in Mathematics Education* (pp. 189- 204), Information Age Publishing, Inc.
- Joseph, G. G. (1994). Different ways of knowing: Contrasting styles of argument in Indian and Greek mathematical traditions. In Ernest, P (Ed.), *Mathematics, Education and Philosophy* (p. 94 -204), The Falmer Press.
- Pearce, I. G. (undated). *Indian Mathematics: Redressing the balance*, a web material retrieved from http://www-history.mcs.st-andrews.ac.uk/history/Projects/Pearce/index.html

**Assignment**

On the basis of the given recommended readings, organize the following tasks

Task 1

Using science (particularly physics and astronomy) as an organizing frame, it has been possible to categorize the development of western thought into the three mega-paradigms: Pre-modern, Modern and Post-modern. Characterize their main features

(Recommended reading 1)

Task 2

Each of the mega-paradigms posits own epistemological, cosmological and metaphysical views. Each of them has own epistemological views which underpins curriculum carryovers (such as, scientific curriculum/Tyler rational in modernistic curriculum). Examine the impact on curriculum carryover due to modernistic views. Also, examine what educational visions have been anticipated by post-modern perspectives and why?

(Recommended readings 1)

Task 3

What does Eurocentric view indicate in the history of mathematical development? Explain them in the light of Eurocentric chronology/ models (traditional, modified and the recent views)

(Recommended readings 2 and 4)

Task 4

Many of the commonly available books on history of mathematics charge that whatever be the achievements of Hindu mathematics/Indian mathematics, it does not have the notion of proof which is so valuable in mathematics. But according to G. G. Joseph (1993:196), Indian mathematics possess Upapatti which may be roughly translated as convincing demonstration for the validity of mathematical results.

In the above references, examine the position of Hindu mathematics in comparison to European mathematics.

(Recommended readings 3 and 4)

**Note**: The tasks on the assignment will be part of First Assignment (Home Assignment) as well as Third Assignment (Written Test).

**Module II: Critical review of the main stream philosophy of mathematics** (Unit 2)

Time: 3rd and 4th weeks (6 hrs.)

**Learning Outcomes**

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

- Explain briefly why mathematics has been considered as an absolute body of knowledge historically
- Discuss why mathematical knowledge is considered as a priory knowledge (not as posteriory knowledge)
- Examine critically the attempts made by the three schools of absolutist philosophy to establish mathematical knowledge as the absolute body of knowledge

**Contents**

- Introduction: A short historical development of absolute certainty of mathematical knowledge
- The nature and justification of mathematical knowledge

- Development of the three schools: Logicism, formalism and constructivism (with their attempts to establish certainty in mathematics)

**Teaching Strategies**

**Week 3**

- Pre-reading- The teacher will send the reading materials ( articles and book chapters listed below) and ask the students to read them in advance and come up with their understanding and reflection focusing on the following questions:
  -Why mathematics has been considered as an absolute body of knowledge since long ago?
  -What is difference between a priory knowledge and a posteriory knowledge and why mathematical knowledge is taken as priory knowledge?
  -What attempts were made by logicism, formalism and constructivism to establish mathematics as absolute body of knowledge?
- Presentation- On the basis of the questions given above, the teacher will ask students to summarize what they have understood through the reading materials. Then, the teacher will then take up each task/question one after another in sequence so as to summarize what to be considered on the basis of further readings (intensive readings). The teacher will categorically explain how to organize writings by using the given reading materials.
- Group Work- To facilitate better shared understanding on the subject, students will be asked to work in a group of 2 to 4 students depending on their convenience. They may agree on answers or they will have their own view/understanding in organizing or answering the given questions.

**Week 4**

- Students' reflection (presentation) – The teacher will provide students with opportunity to share individually their understandings/reflections on the given questions (More emphasis will be given on the three schools).
- Teacher' comment and feedback – The teacher will comments and give feedback on each presentations. More emphasis will be given on the attempts made by the three schools along with their differences and failures.

**Recommended Readings**

- Ernest, P. (1991). The philosophy of Mathematics Education (chapter I), The Flamer Press, London.
- Ernest, P. (2014). 'Certainty in Mathematics: Is there a problem', In Ernest, P. (Ed.), Philosophy of Mathematics Education Journal (online): 28, Assessed in October.
- Skovsmose, O. (2010). 'Can Facts be Fabricated through Mathematics?' in Ernest P. (Ed.) Philosophy of Mathematics Education Journal: 25, Accessed in October.

**Assignment**

On the basis of the given recommended readings, organize the following questions/task

- According to the conventional view, mathematics is a priory knowledge based on reasoning alone. Ernest (1991) has illustrated the basis of such knowledge with an example of proof to show 1 **+ 1 = 2**. Read this proof (p. …..) and explain it to exemplify how it illustrates the priory nature of mathematical proof.
  (Recommended reading 1, pages: ….)
- How did Formalist, Logicist and Intuitionist/constructivists attempted to establish absolute truth of mathematics in different ways. State their basic assumptions and then examine how far could they do so?
  (Recommended reading 1(selected pages), 2 and 3)

**Note**: The tasks on the assignment will be part of First Assignment (Home Assignment) as well as Third Assignment (Written Test).

**Module III: Emergence of alternative thinking** (Unit 3)

Time: 5$^{th}$ and 6$^{th}$ weeks (6 hrs.)

**Learning Outcomes**

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

- Examine the causes of failures of absolutist philosophy of mathematics and emergence of fallibilist view of mathematical knowledge.
- Briefly characterize Social constructivism as the proposed fallibilist philosophy of mathematics.

**Contents**

- Failure of Absolutists' philosophy of mathematics
- Emergence of Quasi-empiricist view and fallibilist views of mathematical knowledge
- Social constructivism as the proposed fallibilist philosophy of mathematics

**Teaching Strategies**

**Week 5**

- Pre-reading- The teacher will send the reading materials ( articles and book chapters listed below) and ask the students to read them in advance and come up with their understanding and reflection focusing on the following questions:
  - Explain why the three schools of absolutist philosophy (logicism, formalism and constructivism) could not establish absolute truth for mathematical knowledge?
  - What motivated the emergence of fallibilist view of mathematics and how does it differ from absolutist views?
  - How does social constructivism explain mathematics as the social construction?
- Presentation- On the basis of the questions given above, the teacher will ask students to summarize what they have understood through the reading materials. Then, the teacher will then take up each question one after another in sequence so as to summarize what to be considered on the basis of given readings (The teacher will consider how to organize writings by using the given reading materials).
- Group Work- To facilitate better shared understanding on the subject, students will be asked to work in a group of 2 to 4 students depending on their convenience for the sake of better understanding of the different positions (based on sharing and putting their own positions)

**Week 6**

- Students' reflection (presentation) – The teacher will provide students with opportunities to share individually their understandings/reflections on the given questions). They may be given to make short presentation on one question.
- Teacher' comment and feedback – The teacher will comments and give feedback on each presentations. More emphasis will be given to explore the failures of absolutist philosophy of mathematics and emergence of fallibilist philosophy.

**Recommended Readings**


- Budnik, P. (2009). What is Mathematics About? in Ernest, P. , Green, B and Sriraman, B. (Eds. ), Critical Issues in Mathematics Education (pp. 283-291), Information Age Publishing, Inc

- Ernest, P. (1991). The philosophy of Mathematics Education (p…..), The Flamer Press, London.
- Ernest, P. (2014). 'Certainty in Mathematics: Is there a problem', In Ernest, P. (Ed.), Philosophy of Mathematics Education Journal (online), Number 28.


**Assignment**

**On the basis of the given recommended readings, organize the following task**

Since more than 2000 years, mathematics has been dominated by absolutist philosophy. But, at the beginning of the 20th century, the absolutist view of mathematical knowledge faced the problems of some contradictions and antinomies which were not acceptable for absolute truth of mathematical knowledge. In the attempts to overcome these problems, the three schools of the philosophy (logicism, formalism and constructivism) were developed. Though these schools contributed much to the philosophy of mathematics, they could not establish their main goal of absolute certainty of mathematical knowledge. Reuben Hersh (1999) writes:

*To repair the foundations, three schools appeared. They spent thirty to forty years, quarreling, but none of them could fix the foundations. The story ends some sixty years ago …Gödel's incompleteness theorem checkmated Hilbert formalism*

Even after that most mathematicians are said to believe in some form of uniqueness and certainty in mathematical knowledge. With such references, examine the following cases:

- Attempts made by the three schools to establish absolute truth of mathematics
- Failures of absolutism for the establishment of absolute truth in mathematics
- Gödel's incompleteness theorems and emergence of fallibilist philosophy of mathematics.

**Note**: The tasks on the assignment will be part of Assignment (Home Assignment) as well as Written Test.

**Module IV: Unit 4: Ideologies of mathematics education** (unit 4) (Hour reqd: 5)

Time: 7th and 8th weeks (6 hrs.)

**Learning Outcomes**

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

- Explain the meaning of ideology in different senses
- Distinguish different stage of ideology (Perry stages) as the basis of distinguishing ideologies

- Distinguish between/among a model of five different ideologies and the corresponding social groups and their educational aims

**Contents**

- Introduction to Ideology (Ethical and epistemological position)
- Perry's stage of distinguishing ideology
- A model of five different ideologies
- Ideologies of different social groups and educational aims

**Teaching Strategies**

**Week 7**

**Pre-reading-** The teacher will send the reading materials ( articles and book chapters listed below) and ask the students to read them in advance and come up with their understanding and reflection focusing on the following questions:

-In what different senses the term Ideology is/was used in general and in education?

-As the basis of distinguishing ideologies in sociological sense, the Perry theory has been adopted which is a psychological theory concerning development of individual epistemological and ethical positions. The Perry theory specifies a sequence of stages of development as the basis of distinguishing ideologies.

Explain, how they characterize different ideologies?

-Explain with examples how the Perry stages and major philosophical distinction give rise to five different ideologies of math education?

**Presentation-** On the basis of the questions given above, the teacher will ask students to summarize what they have understood through the reading materials. Then, the teacher will then take up each question one after another in sequence so as to summarize on the basis of given readings (The teacher will also consider how to organize writings by using the given reading materials).

**Group Work-** To facilitate better shared understanding on the subject, students will be asked to work in a group of 2 to 4 students depending on their convenience. They will be asked to focus sharing on how the stages of Perry theory and major philosophical distinctions (Absolutist and fallibilist views) give rise to different ideologies. They may have own position in the interpretation of ideologies)

**Week 8**

- Students' reflection (presentation) – The teacher will provide students with opportunities to share individually their understandings/reflections on the given question/issue/position. They may be given to make short presentation on one question.
- Teacher' comment and feedback – The teacher will comments and give feedback on each presentations. More emphasis will be given to examine the formation of different ideologies and their educational implications.

**Recommended Readings**

- Ernest, P. (2010). The Ideology of Mathematics Education, In Ernest, P. (1991), *Philosophy of Mathematics Education*, The Flamer Press, London.
- Ernest, P. (1998). *Social Constructivism as a Philosophy of Mathematics*, State University, New York.

**Assignment**

**On the basis of the given recommended readings, organize the following task**

- The three different stages of Perry theory and the major philosophical distinction have given rise to five different ideologies. Whose ideologies do they represent in mathematics education and why? Examine with justification you think.
- And then examine, do they explain our situation or not? Explain with justification.

**Module V: Philosophical implication on mathematics education (**unit V)

Hours required: 3hrs.

Time: 9th week (3 hrs.)

**Learning Outcomes**

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

- Identify the nature of mathematical objects depending on philosophical positions
- Explain how different philosophies might imply to different learning theories
- Examine the changing role of mathematics teachers with respect to paradigm shift in philosophy of mathematics

**Contents**

- Different mathematical notions under different philosophies
- Implication of different philosophies in underpinning different theories of learning and teaching
- The changing scenario of the role of mathematics teachers with respect to paradigm shift in philosophy

**Teaching Strategies**

***Pre-reading***- The teacher will ask the students to review reading materials in preceding modules (specially, in modules 2 and 3) and come up with their understanding and reflection focusing on the following questions:

- What difference do you find in mathematical notions under absolutist and fallibilist philosophies and why?

- Do you think both absolutist and fallibilist philosophy of mathematics imply to similar theories of learning or different theories of learning? Discuss why?

- Do the role of teachers change with respect to paradigmatic change/shift in mathematical thinking? Examine how?

***Presentation and feedback***- On the basis of the questions given above, the teacher will ask students to summarize what they have understood through the reading materials. Then, the teacher will then take up each question one after another in sequence and discuss with students as to them and provide feedback for deeper understanding based on intensive reading.

***Group Work and sharing*** - To facilitate better shared understanding on the subject, students will be asked to work in a group of 2 to 4 students depending on their convenience and then organize the given task individually.

***Teacher's feedback*** will be given later.

**Recommended Readings**

Reviewing readings given under modules 2 and 3.

**Assignment**

In relation to the role of philosophy of mathematics to teaching of mathematics, Reuben Harsh writes:

"The issue, then, is not, what is the best way to teach? but, what is mathematics really about? ... Controversies about teaching cannot be resolved without confronting problems about the nature of mathematics" (Hersh, 1979)

"…, all mathematical pedagogy…, rest on a philosophy of mathematics" (Thom, 1971).

Examine the relationship between philosophy of mathematics with pedagogy and methods of teaching mathematics in the respect of the above versions.

**Module VI**: **Critical review of some selected theories of learning mathematics** (unit )

Time: 10th and 11th weeks( 6 hrs.)

**Learning Outcomes**

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

Compare Gagne and Bruner so as to show the difference between behaviorists and structurists positions on curriculum structure, aim/objective, motivation and transfer of learning in mathematics

Characterize the main features of Ausubel's strategy of meaningful verbal learning and its use in advance organizer model of teaching and learning

Characterize the Piaget's theory as the cognitive stage theory and Piaget's concept of logico-mathematical thinking

Compare problem solving learning and problem-based learning in mathematics and develop teaching episodes on some selected topics.

**Contents**

- Behaviorist vs. rationalist position in the learning of mathematics (Gagne vs Bruner)
- Asubel's strategies for meaningful verbal learning: The role of advance organizers and advance organizer model of teaching and learning
- Piaget's theory and its implications
- Problem solving and Problem based learning with their model of teaching and learning

**Teaching Strategies**

**Week 10**

***Pre-reading***- The teacher will send the reading materials (listed below) and ask the students to read them in advance and come up with their understanding and reflection focusing on the following guidelines and questions:

1) Gagne and Bruner are two great American psychologists of 20th century having great contributions in education and having almost opposite/contrasting positions. In the context of how mathematics is learnt, two eminent scholars, R. M. Gagne and J. S. Bruner represent two opposing positions on some key aspects, such as, objective, curriculum, transfer and readiness in learning in mathematics.
   Explain, what positions do they have on the given aspects?
2) An advance organizer plays important role in Ausubel's meaningful verbal learning, and the concept of it is based on progressive organization and integrative reconciliation.
   Explain with examples how do they play roles in meaningful verbal learning?
3) Piaget's theory is considered as a fundamental contribution in cognitive development of child and logico-mathematical thinking is found to be its important contribution in math education.
   Explain with examples the roles played with it in teaching and learning mathematics.
4) Problem solving is given much importance in mathematics teaching and learning why because in learning mathematics problem solving plays very important role.
   If so, define a problem, list the steps of problem-solving model, and then use them in solving a noble problem.

Presentation- On the basis of the questions given above, the teacher will ask students to summarize what they have understood through the reading materials. Then, the teacher will then take up each question one after another in sequence so as to summarize on the basis of given readings.

Group Work- To facilitate better shared understanding on the subject, students will be asked to work in a group of 2 to 4 students depending on their convenience. They will be asked to focus sharing on the aspects asked by the questions. They will also be encouraged to examine them critically so as to make their own interpretations.

**Week 11**

Students' reflection (presentation) – The teacher will provide students with opportunities to share individually their understandings/reflections on the given question/issue/position. They may be given to make short presentation on one question.

Teacher' comment and feedback – The teacher will comments and give feedback on each presentations. The teacher will also provide feedback on how to organize writings on them together with the given task.

**Recommended Readings**

- Ausubel, D. P.(1977). *Limitations of learning by discovery* in D. B. Aichele and R. E. Reys (Edn.), Readings in Secondary School Mathematics (second edition) (P.197-213), Prindle, Weber and Schmidt Inc.
- Shulman, L. S. (1977). *Psychological controversies in the Teaching of Mathematic*s, in D. B. Aichele and R. E. Reys (Edn.), Readings in Secondary School Mathematics (second edition) (P. 182-196), Prindle, Weber and Schmidt Inc.
- Bell, H. F. (1978). *A Teaching/ Learning Model for Problem Solving*, in Teaching and Learning Mathematics (Bell, 1978: 309-323), Wm.c.Brown Company Publisher.
- Zevenbergen et al., (2005). *Working Mathematically in Teaching Mathematics*, in Teaching Mathematics in Primary School. Australia: Allen and Unwin.

**Assignment**

On the basis of the given recommended readings, organize the following tasks

1) Compare Bruner and Gagne's positions with respect to the following version:

"For Gagne, instruction is smoothly guided tour up to a carefully constructed hierarchy of objective, but for Bruner, instruction is a roller coaster ride of successive disequilibria and equilibria which is more credited to Piaget, but it is incepted by Bruner also"

2) Explore an effective example for each of Ausubel, Gagne and Bruner's theories of learning mathematics which could show their relative strength of the use of each them.
3) Read the detail of the four steps and five steps of the problem-solving model as referred in reading materials (given above) and develop teaching/ learning strategies.

**Module VII: Constructivism** (unit VII)

Time: 12th and 13th weeks (6 hrs.)

**Learning Outcomes**

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

State basic premises of constructivism and explain them to differentiate it from traditional views in learning and understanding

Differentiate between constructivism and radical constructivism in terms of construction of knowledge in mathematics

Illustrate with example the constructive approach of teaching mathematics

**Contents**

- Basic assumptions (premises)
- Constructivism and radical constructivism
- Constructivist approach in teaching and learning mathematics

**Teaching Strategies**

**Week 12**

***Pre-reading***- The teacher will send the reading materials (listed below) and ask the students to read them in advance and come up with their understanding and reflection focusing on the following guidelines and questions:

-How does constructivist approach of learning and knowledge formation differ from reception learning? Explain in terms of basis premises of constructivism

- In which aspects does radical constructivism differ from constructivism in knowledge construction in mathematics?

- How does constructive approach of teaching differ from expository teaching and reception learning? Illustrate with examples.

**Presentation**- On the basis of the questions given above, the teacher will ask students to summarize what they have understood through the referred readings. Then, the teacher will then take up each questions one after another in sequence and summarize them.

***Group Work***- To facilitate better shared understanding on the subject, students will be asked to work in a group of 2 to 4 students depending on their convenience. They will be asked to focus sharing on the aspects as asked by the questions. They will also be encouraged to examine them critically so as to make their own interpretations.

**Week 13**

***Students' reflection*** (presentation) – The teacher will provide students with opportunities to share individually their understandings/reflections on the given question/issue/position. They may be given to make short presentation on one question.

***Teacher' comment and feedback*** – The teacher will comments and give feedback on each presentations. The teacher will also provide feedback on how to organize writings on them together with the given task.

**Recommended Readings**

- NCTM (1995). Constructivism (chapters 1, 2, and 8). Yearbook, Reston VA: The Council
- Zevenberger, R., Dole, S. & Robert, J. W. (2005). *Cognitive Theories in Teaching Mathematics*, in Teaching Mathematics in Primary school. Australia: Allen and Unwin.

**Assignment**

1. Compare Ausubel's strategy of meaningful verbal learning with that of constructivist learning approach and critically examine their relative strengths in learning mathematics.
2. The conceptualization of a mathematical structure (such as the set of integers and their properties), a category with structural properties (such as group, ring or field) and the structure of order and topological types have been quite central in mathematical development and mathematics teaching (Dienes, 1963). The existence of such structural properties of mathematics is not accepted and rather challenged by radical constructivism (Goldin, 1995).
   Explain why So?

**Module VIII: Socio-cultural theory (Vygotsky) in teaching / learning mathematics (**unit VIII)

Time: 14th and 15th weeks (6 hrs.)

**Learning Outcomes**

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

Explain the relationship between learning and development

Define ZPD and illustrate its use in teaching and learning mathematics

**Contents**

- Relation between learning and development
- Zone of proximal development (ZPD)
- Implication of ZPD in teaching and learn of mathematics

**Teaching Strategies**

**Week 14**

***Pre-reading***- The teacher will send the reading materials (listed below) and ask the students to read them in advance and come up with their understanding and reflection focusing on the following guidelines and questions:

- Explain, what relation is there between learning and development?
- Define ZPD and explain its importance
- What implications can be made with ZPD in teaching and learning mathematics?

**Presentation**- On the basis of the questions given above, the teacher will ask students to summarize what they have understood through the referred readings. The teacher will then consider each question one after another in sequence and summarize them.

***Group Work***- To facilitate better shared understanding on the subject, students will be asked to work in a group of 2 to 4 students depending on their convenience. They will be asked to focus sharing on the aspects as asked by the questions. They will also be encouraged to examine them critically so as to look for different implications of ZPD in mathematics teaching/learning and evaluation.

**Week 15**

***Students' reflection/presentation*** – The teacher will provide students with opportunities to share individually their understandings/reflections on the given question/issue/position. They may be asked to make short presentation on one question.

***Teacher' comment and feedback*** – The teacher will comments and give feedback. The teacher will provide feedback on how to organize writings on the given questions together with the given task.

**Recommended Readings**

- Vygotsky, L. S. (1986*). Learning and Development*, in Thought and language. (13th printing edited by Alex Kozulin, 2002). England: The MIIT Press.
- Zevenberger, R., Dole, S. & Robert, J. W. (2005). *Sociocultural Theories*, in Teaching Mathematics in Primary school. Australia: Allen and Unwin.

**Assignment**

"Vygotsky extended the general constructivist approach by arguing that the internalization of knowledge (including complex ideas) could be better achieved when students are guided by good, analytic question posed by the teacher(Zevenbergen, et. al,2005)). Expert Teacher is Central to Vygotskian theory where the teacher's role to identify the students' current mode of representation and through good discourse, questioning and learning situations, provoke the student to move forward in his/her learning".

Under the above guidelines of Vygotskian approach, examine, how could a expert mathematics teacher can guide to internalize the complex ideas of mathematics by posing analytic questions and using discourse that provoke students in his/her Zone of Proximal Development(ZPD)?

**Module IX: Socially Critical Theories (**unit IX)

Time: 16th week (3 hrs. /one session.)

**Learning Outcomes**

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

Explain the basic assumptions of equality and equity in educational practices

Compare cognitive model of difference and social model of difference and examine their roles in equitable practices of teaching /learning mathematics

**Contents**

- Basic assumptions of Equality and equity
- Cognitive model of difference in the Teaching/learning of mathematics
- Social model of difference in the teaching/learning Explain of mathematics

**Teaching Strategies**

**Week 16**

***Pre-reading***- The teacher will send the reading materials (listed below) and ask the students to read them in advance and come up with their understanding and reflection focusing on the following guidelines and questions:

- What position does socially critical theories hold in relation to existing mathematical practices and how does it propose to change?

- In studying the diversity in mathematics classes with socially and / or culturally diverse students, socially critical theories stresses on pedagogy of equity rather than equality. Explain why?

***Presentation***- On the basis of the questions given above, the teacher will ask students to summarize what they have understood through the referred readings. The teacher will then consider each question one after another in sequence and summarize them.

***Group Work***- To facilitate better shared understanding on the subject, students will be asked to work in a group of 2 to 4 students depending on their convenience. They will be asked to focus sharing on the aspects as asked by the questions. They will also be encouraged to compare the assumptions of equity and equality critically so as to be useful in socially and /or culturally diverse mathematics classrooms.

***Students' reflection***, ***comment and feedback*** – The teacher will provide students with opportunities to share individually their understandings/reflections on the given question/issue and provide comments and feedback for improvements. (These activities will be covered during the time of power-point presentation by each student as one requirement of internal assessment. This is because these activities cannot be covered in the one session class.)

**Recommended Readings**

- Zevenberger, R., Dole, S. & Robert, J. W. (2005). *Theoretical Foundation for Contemporary Mathematics Education (chapter 2)*, Diversity and Equity (chapter 4) in Teaching Mathematics in Primary school. Australia: Allen and Unwin.

**Assignment**

It is recently recognized that particular students are more at risk not performing well in mathematics. Aside from students with learning disabilities, indigenous students of almost all nations, students from working class families, students who live in remote areas, students whose first language is not English( in case of English speaking countries) are at risk of not performing well (Zevenbergen, R, at al., 2005: 26). Similar situation is seen in Nepal as indicated by some studies.

- Examine such situation with the eyes of Socially Critical Theories and suggest remedies to change such situation

**Teaching Strategies**

The teaching /learning strategies used in modules developed above have followed sequence of activities beginning with pre-reading of the prescribed/given readings (by the teacher) followed by teacher's presentation of the key concepts of the content. Thereafter, it is followed by group work so as to share among the group members for the deeper/ better understanding of the subject matter as well as to develop own position/interpretation. After that, each group members are motivated for their self-reflection/presentation on some aspects/issues on the subject matter. The teacher then makes comments and provides feedback on students' presentations/reflections, and finally, the task is given with some hints and guidelines for deeper study and analytic writing. For the presentation of the key concepts of the contents, expository model of instruction followed by activities based on discussion, presentation and opposition have been adopted. Depending on the nature of topics, the distribution of time on the modes of instruction may vary to some extent. Students' presentation on the given issues/problems with their role of opposition in others' presentations are taken more as the means of developing understanding, organizing, presenting and defending.

**Evaluation**

Since evaluation is a continuous process and it being closely related to teaching and learning, the scheme of evaluation adopted here involve both forms formative and summative evaluations. The formative forms of evaluation will take place in form of internal evaluations including classroom activities which occupies 60% of the total weight given to the subject, while 40% is allocated to summative evaluation in form of external examination. The scheme of (i) Internal and (ii) external evaluations are given below.

**(i) *Internal Evaluation* (60%)**

The distribution of the marks in internal evaluation will be made as follows:

| | |
|---|---|
| Classroom participation and presentation | 10 |
| Written test (two hours) | 20 |
| Term-paper/ project work | 12 |
| Paper presentation/ Opposition | 12 |
| Attendance | 6 |

**(ii) *External Evaluation* (40%)**

The external examination will be taken for four hours. The distribution of marks for external examination will be made as follows:

Short –Answer: 4x5= 20

Long-Answer: 2x10 =20

**References**


- Aichel, D. B. & Reys, R. E. (1977). *Readings in secondary school mathematics*. Prindle, Weber and Schmidt Inc.
- Bell, H. F. (1978). *Teaching and learning mathematics*. Wm.c.Brown Company Publisher.
- Ernest, P. (1991). *The philosophy of mathematics education*. Basing Stoke: Taylor and Francis Inc.
- Ernest, P. (1994) (Ed). *Mathematics, education and Philosophy: An International perspective*. Bristol: The Falmer Press.
- Ernest, p. (1998). *Social constructivism as the philosophy of mathematics.* State University Plaza, Albany*:* State University of New York Press.
- Ernest, p. (Ed.). The philosophy of mathematics education journal (On-line Journal: http://www.people.ex.ae.uk/PErnest/.). Based at School of Education, University of Exeter, United Kingdom.
- Ernest, P. (2009). The Philosophy of Mathematics, Values, and Keralese Mathematics. In Green, B and Sriraman, B. (Eds.), Critical Issues in Mathematics Education (pp. 189- 204), Information Age Publishing, Inc.
- NCTM (1995). Constructivism. Yearbook, Reston VA: The Council
- Ramasubramanium, K., Shrinivas, M. D. and Sriram, M. S. (2008). Proof in Indian Mathematics. In Ganita-Yukti-Bhasa (pp.267- 310), Hindustan Book Agency: New Delhi
- Renyi, A. (2006). A Socrative Dialogue in Mathematics. In Hersh, R. (Ed.), 18 Unconventional Essays on the Nature of Mathematics (pp. 1-16), Springer.
- Shrestha, M. B. (2019). Where lies the reality of Mathematics for common people? Philosophy of Mathematics Education Journal, No. 35 (On line Journal).
- Shriraman, B. and Steinthorsdottir, O. (2009). *Social justice and mathematics education: issues, dilemma, excellence and equity*. In P. Ernest, B. Greer & B. Sriraman (Eds.), Critical

issues in mathematics education (Montana mathematics enthusiast, monograph no. 6, pp. 319-336). Montana: Information Age Publication.

- Vygotsky, L. S. (1978). *Mind in Society* (edited by Cole, M. et al.) England: Harvard University Press
- Vygotsky, L. S. (1986). *Thought and language*. (13th printing edited by Alex Kozulin). England: The MIIT Press.
- William, E & Doll, JR (1993). *A Post–modern Perspective on Curriculum.* Newyork: Columbia University
- Zevenberger, R., Dole, S. & Robert, J. W. (2005). *Teaching mathematics in primary school*. Australia: Allen and Unwin.

## Course Title: Reading in Mathematics Education

Course Code: Math.Ed. 724 Credit hours: 3

Level: Level: MPhil/PhD Second Teaching Hour: 48

Semester: Second

**Course Introduction**

This course is prepared for the MPhil/Ph.D. students in mathematics education program with the different perspectives in mathematics education. This course enables them to explore the nature and philosophical perspectives in mathematics education, pedagogical dimension in mathematics education. It also explores different emergent issues in mathematics education, research perspective, issues of conferences and curricular dimensions in mathematics education. Dealing with the above stated perspectives in mathematics education, this course consists of six modules, each module offers students to acquire a particular set of knowledge, understanding, and skills related to some perspectives of mathematics education and develop critical insight and reflection.

**Course Objectives**

On the completion of this course, MPhil/Ph.D. scholars will be able to

1. Analyze critically the different views on the nature of mathematics
2. Prepare an analytical write-up related to the issues of mathematics education
3. Envisioning critically on the cultural identity in mathematics education in terms of prospects, priorities, procedure, and challenges
4. Empower the students in their critical appraisal of at least four basal edited books/books chapters written in mathematics education.
5. Sketch different trends that are observed in different conferences.
6. Examine, analyze and evaluate the various concepts, topics, methods, and techniques related to curriculum design for school and undergraduate levels.
7. Prepare the model of Praxis driven curriculum of mathematics of any level.

## Module I: Views on the Nature of Mathematics Education (6 hrs.)

(Week 1 and 2)

This module aims at exploring about different natures of mathematics and mathematics education. While dealing with the nature of mathematics and mathematics education we mostly deal with absolutist's view, fallibility view, Platonist view, logistic view, formalist view, and intuitionist view. In the second phase, the module aims in exploring critical and inclusive pedagogy. This course also focuses on exploring the various dimension of mathematics education such as philosophical, mathematical, curricular, socio-cultural, technological, pedagogical dimensions.

**Module Learning Outcomes**

After completing this module, students are expected

- To explore the different nature of mathematics and mathematics education and envision the alternative view on the nature of mathematics education.
- To explore and understand the various dimension (philosophical, mathematical, curricular, socio-cultural, technological, pedagogical) of mathematics education.

**Contents for the Module**

- Traditional views on the nature of mathematics
- An alternative perspective on the nature of mathematics
- Critical pedagogy
- Inclusive pedagogy
- Flipped pedagogy
- STEAM pedagogy
- Transformative pedagogy
- The dimension of mathematics education

**Teaching Learning Strategies**

**For week 1:**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- Pre-reading –The teacher will send the reading materials (book chapter and articles listed below) and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: What are the major views on nature of mathematics? In what ways those views perceive mathematics, mathematics learning, and teaching, the existence of mathematical knowledge?
- Presentation – Students will briefly share their prior understanding individually and the teachers will facilitate and summarize all the ideas.
- The group works – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas and share in the classroom. And, finally, a common understanding will be prepared.

**For week 2**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher will send the reading materials (books chapters and articles listed below) and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: How do you understand the critical, inclusive, flipped, steam and transformative pedagogy? In what ways critical, inclusive, flipped, STEAM and transformative pedagogy is beneficial in teaching mathematics? What are the various dimension of mathematics education, how do those dimensions shaped mathematics as a separate discipline?
- **Presentation** – Students will briefly share their prior understanding individually and the teachers will facilitate and summarize all the ideas.
- **Group works** – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas and share in the classroom. And, finally, a common understanding will be prepared.

**Assignment**

Critically review the paper written by Ernest (1991). *The philosophy of mathematics education (Chapter 1: A Critique of Absolutist Philosophies of Mathematics).* Then explore *w*hat are the key philosophies that Paul Ernest critiques? Write a summary of these philosophies in terms of their views of the nature of mathematics (Lerman, 1990), aims of mathematics education, pedagogy,

and student assessment. And then explore your experiences as a teacher and student of mathematics education, in what ways do the absolutist philosophies rule school mathematics education in Nepal?

**Key Reading Materials**

Badmus, O. T., & Omosewo, E. O. (2020). Evolution of STEM, STEAM and STREAM education in Africa: The implication of the knowledge gap. *International Journal on Research in STEM Education, 2(2)*, 99–106. https://doi.org/10.31098/ ijrse.v2i2.227

Belbase, S. (2019). STEAM education initiatives in Nepal. *The STEAM Journal*, *4*(1), Article 7. http:://doi.org.10.5642/steam.20190401.07

Hersh, R. (1997). What is mathematics, really? Oxford, UK: Oxford University Press. http://xn--webducation-dbb.com/wp-content/uploads/2018/11/What-is-Mathematics-Really.pdf

Hersh, R. (2005). *18 Unconventional essays on the nature of mathematics.* NY: Springer. http://backspaces.net/temp/Spring2010Seminar/18%20unconventional%20essays%20on%20the%20nature%20of%20mathematics.pdf

Ernest, P. (1991). The philosophy of mathematics education *(Chapter 1: A Critique of Absolutist Philosophies of Mathematics)*. Routletge Francis.

https://p4mriunpat.files.wordpress.com/2011/10/the-philosophy-of-mathematics-education-studies-in-mathematicseducation.pdf

Horasirt, Y., Taylor, P.C. and Yuenyong, C. (2021) *Innovation lesson plan of fertilizer dilemma story for integrated knowledge practicing through Lesson Study.* Journal of Physics: Conference Series, 1835 (1). Art. 012043.

Stephen L. (1990). Alternative perspectives of the nature of mathematics and their influence on the teaching of mathematics, British Educational Research Journal, 16 (1), 53-61, Taylor & Francis. https://doi.org/10.1080/0141192900160105

Sevillano- Monje, V.; Martín-Gutiérrez, Á.; Hervás-Gómez, C. (2022). The flipped classroom and the development of competences: A teaching innovation experience in higher education. Education Science, 12, 1-16. https://doi.org/10.3390/educsci12040248

Taylor, P.C., Dawson, V. and Fraser, B.J. (1995) *Classroom learning environments under transformation: A*

*constructivist perspective.* In: Annual Meeting of the American Educational Research Association (AERA) 1995, 18 - 22 April 1995, San Francisco, CA

Mustafa C. & Gabriele K. (2020). Flipped classroom as a reform-oriented approach to teaching mathematics. Springer, 52, 1291–1305. https://doi.org/10.1007/s11858-020-01191-5

## Module II: Issues on Mathematics Education (6 hrs)

(Week 3 and 4)

This module seeks to facilitate MPhil students to identify and understand the various issues in teaching and learning mathematics at the research level. This module explores the critical vision of the students to examine diversity issues,/ cultural identity issues, social justice issues, philosophical issues, pedagogical issues and assessment issues in mathematics education.

**Module Learning Outcomes**

After completing this module, students are expected

- To explore and critically examine the issues of diversity/ cultural identity and social justice in society through mathematics education.
- To explore the philosophical, pedagogical and assessment issues in mathematics education.

**Content for the Module**

- Diversity/Cultural issues in mathematics education
- Social Justice issues in mathematics education
- Philosophical issues in mathematics education
- Teaching -learning issues in mathematics education
- Assessment issues in mathematics education

**Teaching Learning Strategies**

**For week 3:**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher will send the reading materials (book chapters and articles listed below) and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: In what ways, issues are different than a problem? What are the various forms of diversity in the classroom as well as in society? What is social justice and how to maintain in mathematics education? What are the assessment issues in mathematics education? In what ways equality is different than equity? How these difference do becomes as an issue for teaching-learning process? How could these be addressed through mathematics education?
- **Presentation** – Students will briefly share their prior understanding individually and the teachers will facilitate and summarize all the ideas.
- **The group works** – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas and share in the classroom. And, finally, a common understanding will be prepared.

**For week 4**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher will send the reading materials (book chapters and articles listed below) and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: What are the components of philosophical standpoints? What are the philosophical controversies in mathematics? Why philosophical assumptions become issues in mathematics education? Explain the teaching-learning issues in mathematics? How does it become an issue in the process of teaching-learning mathematics? How do these be addressed? What are the emergent assessment issues in mathematics education? How these issues are addressed?
- **Presentation** – Students will briefly share their prior understanding individually and the teachers will facilitate and summarize all the ideas.
- **The group works** – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas and share in the classroom. And, finally, a common understanding will be prepared.

**Assignment II**

**Journal A**: Please explain in detail with examples how could be the issues of diversity and social justice be well addressed through mathematics education in the context of Nepal. (700-900 words)

**Journal B**: Please reflect on your experiences as a student/teacher of mathematics education, what kind of pedagogical practices have been experiencing? How such practices become an issue in the teaching-learning process? And, in what ways these issues be well addressed in the mathematics classroom? (700-900 words).

**Key Readings Materials**

Clack, D. & Roche, A. (2018). Using contextualized tasks to engage students in meaningful and worthwhile mathematics learning. The Journal of Mathematics Behavior,51,95-108. https://doi.org/10.1016/j.jmathb.2017.11.006

Lipka, J., Hogan, M.P., Webster, J.P., Yanez, E., Adams, B. Clark, S. & Lacy, D. (2005). Math in cultural context: Two case studies of a successful culturally based math project. Anthropology & Education Quarterly 36(4), 367 – 385. htpps://doi.org/10.1525/aeq.2005.36.4.367

Ernest, P., Greer, B. & Shreeraman, B. (Ed). (2009). Critical issues in mathematics education. Charlottte, NC: Information age publishing.

Ernest, P. (1991). The philosophy of mathematics education. Routletge Francis.

https://p4mriunpat.files.wordpress.com/2011/10/the-philosophy-of-mathematics-education-studies-in-mathematicseducation.pdf

Granberg, C., Palm,T & Palmberg B. ( 2021 ). A case study of a formative assessment practice and the effects on students' self-regulated learning. *Studies in Educational Evaluation,68,* 1-10. A case study of formative assessment practice.pdf

## Module III: Research in Mathematics Education (9 hrs)

This module aims at exploring the research dimension among students which encourages them to link mathematics with society and culture and focuses on different innovative practices in mathematics education. This module also includes a brief review of some recent dissertations in

mathematics so that students could get ideas regarding various components of the research study. And, finally, this module focuses on the shift in the center of the research and research methodology in mathematics education.

**Module Learning Outcomes**

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

- Explore the ideas of research issues in mathematics education relating to society and culture
- Explore the process of cultural construction of mathematical knowledge
- Explore innovative practices in mathematics education research
- Explore the trends in the center of research and shift in methodological awareness in mathematics education.

**Contents for the Module**

- Mathematics, culture, and society
- Mathematics learning as a social Process
- Process of cultural construction of mathematical knowledge
- Review of few dissertations in mathematics education
- Methodological land scape in mathematics education research

**Teaching Learning Activities**

**Week 5**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher will send the reading materials (book chapters and articles listed below) and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: what is the role of research in social and academic issues? How society and culture are related to mathematics education? How could innovative practices be enhanced through mathematics education researchers?

- **Presentation** – Students will briefly share their prior understanding individually and the teachers will facilitate and summarize all the ideas.
- **The group works** – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas and share in the classroom. And, finally, a common understanding will be prepared.

**Week 6**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher will send the reading materials (some recently completed dissertations done in the emerging issues in mathematics education) and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: What are the major issues of those study? How those issues are generated? How the research questions were designed? What kinds of literature were reviewed? In what ways they planned to complete the research? And how do they collect and analyze the data? And what kinds of findings do they obtained?
- **Presentation** – Students will briefly share their prior understanding individually and the teachers will facilitate and summarize all the ideas.
- **The group works** – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas and share in the classroom. And, finally, a common understanding will be prepared.

**Week 7**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher will send the reading materials (book chapters and articles listed below) and ask students to read them in advance and come up with their understanding and reflection focusing on the following questions: What is the trend in the center of the researches in mathematics education? How does the shift been occurring in the research methodologies? And what research methodologies could best fit the research in mathematics education?

- **Presentation –** Students will briefly share their prior understanding individually and the teachers will facilitate and summarize all the ideas.
- **The group works** – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas and share in the classroom. And, finally, a common understanding will be prepared.

**Assignment**

- Each student will be given one recent dissertation done on emerging issues in mathematics education. And, they will be suggested to have critical reviews of that dissertation. The review manuscript should mention title, issues, objectives, brief methodology, findings and conclusion.
- Please, select one social/ academic issue related to mathematics education and design an appropriate plan for addressing that issue. While designing the plan, be focused on issue generation, objectives, literature review, and methodology.

**Key Reading Materials**

- Maaz, J. & Schloeglmann, Wolfgang (2006). New mathematics education research and practices. Rotterdam, Netherland: Sense Publishers
- D'Amborsio, U. (2001). Ethno- mathematics link between traditional and modernity. Sense Publication.
- Recent Dissertations completed nationally and abroad after 2015.

## Module IV: Review of Selected Basal Books on Mathematics Education (9 hrs)

(Week 8, 9, and 10)

This module focuses on enhancing the critical understanding/ appraisal among students for some selected books which are been taking as the most important books in the area of mathematics educations.

**Module learning outcomes**

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

- Present the review of the assigned books.
- Give critical appraisal of the assigned books.

**Contents for the module**

- What is mathematics really?
- 18 unconventional essays
- Ethno-mathematics
- Critical issues in mathematics education
- New mathematics education research and practice

**Teaching Learning Activities**

**Week 8:**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher shares the mentioned books (What is mathematics really? And critical issues in mathematics education) and assigns one chapter to each student and suggests students read them in advance and come up with their understanding and critical review and reflection regarding the mentioned chapters. The review manuscript should mention title, issues, objectives, brief methodology, findings and conclusion.
- **Presentation** – Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize all the ideas.
- **The group works** – 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:**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher shares the mentioned book (18 unconventional essays in mathematics education) and assigns one chapter to each student and suggests students read them in advance and come up with their understanding and critical review and

reflection regarding the mentioned chapters. The review manuscript should mention title, issues, objectives, brief methodology, findings and conclusion.

- **Presentation** – Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize all the ideas.
- **The group works** – 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 10:**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher shares the mentioned book (Ethno-mathematics and New mathematics education research and practice) and assigns one chapter to each student and suggests students read them in advance and come up with their understanding and critical review and reflection regarding the mentioned chapters. The review manuscript should mention title, issues, objectives, brief methodology, findings and conclusion.
- **Presentation** – Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize all the ideas.
- The group works – 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.

**Assignment**

Students will be assigned one chapter each from the above-mentioned books. They will be requested to explore critical understanding/ appraisal that demands deep engagement with the given chapters. (800-1000 words)**.**

**Key Reading Materials**

Ernest, P., Greer, B. & Shreeraman, B. (Ed). (2009). Critical issues in mathematics education. Charlottte, NC: Information age publishing

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

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

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

Maaz, J. & Schloeglmann, W. (Ed) (2006). New mathematics education research and practice. Rotterdam, The Netherlands: Sense

## Module V: Difference Conferences on Mathematics Education (9 hrs)

(Week 11, 12, and 13)

This module aims at exploring the ideas, skills, importance, and key focuses on various national and international conferences on mathematics so that they will be encouraged to get participation in such conferences.

**Module Learning Outcomes**

The following learning outcomes will be expected after completing this module

- Understand the general structure of conducting national and international conferences.
- Explore the different international conferences in mathematics education with their focuses on key issues
- Explore the different national conferences in mathematics education with their focus's issues

**Contents for the Module**

- General procedures for organizing national and international conferences.
- International mathematics Union (IMU)
- International commission on mathematics instruction (ICMI)
- International congress on mathematics education (ICME)
- Mathematics education and society(MES)
- Psychology of mathematics education (PME)
- Different mathematical organizations in Nepal with their roles and responsibilities

**Teaching Learning Activities**

**Week 11**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –The teacher shares various documents regarding the process of how national and international conferences have been organized and suggests students read them in advance and come up with their understanding about the general procedures of conducting such conferences.
- Also, students will be shared documents related to the International Mathematics Union (IMU), and they will be requested to be familiar with its organizing procedures, major themes, and basic information about key speakers and articles, and others.
- **Presentation** – Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize all the ideas.
- **Group works** – 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 12**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –students will be shared documents related to the International Commission on mathematics instruction (ICMI), International congress on mathematics education (ICME), Psychology of mathematics education (PME), and they will be requested to be familiar with its organizing procedures, major themes and basic information about key speakers and articles and others components.
- **Presentation** – Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize all the ideas.
- **Group works** – 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 13**

The following strategies and activities will be adopted for achieving the above-mentioned module learning outcomes:

- **Pre-reading** –students will be shared documents related to different national conferences and they will be requested to be familiar with its organizing procedures, major themes, and basic information about key speakers and articles, and other components.
- **Presentation** – Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize all the ideas.
- **The group works** – 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.

**Assignment:**

Suppose you have got an opportunity for organizing an international conference in mathematics education. And, imagine you have given everything authorities and resources. Now, prepare a plan for conducting effective conferences (focusing on themes of the conferences, dates, review procedures, keynotes speaker, physical managements, etc.) (800-1000 words)

**Key Readings materials**

- Various updated documents will be shared browsing from the internet relating to various national and international conferences.
  Tenth Mathematics Education and society (2019). Proceeding of tenth mathematics education and society international conference. MES(2019) Proceedings of theTenthMathematicalEducationandSocietyConference.pdf

**Module VI: Curriculum Studies (6 hrs)**

This module is focused on enhancing the student's ability and skills for creating/ generating the comprehensive mathematics curriculum and develops it through critical lenses among students regarding 'how the curriculum of mathematics could be comprehensive?' And, through this lens, students will be practiced to analyze critically the existing university level mathematics curriculum. And develop the model of praxis driven mathematics curriculum.

**Module Learning Outcomes**

The following learning outcomes will be expected after completing this module

- To understand the meaning of curriculum from various perspectives
- To explore traditional and modern mathematics curriculum
- To explore global trends and Post-modern Paradigm in curriculum formation
- To prepare a model of praxis driven/ comprehensive mathematics curriculum.

**Contents for the module**

- Portrayal: The curriculum field
- Traditional mathematics curriculum
- Global trends of the mathematics curriculum (Comparative study of Nepalese and foreign)
- The Post-modern Paradigm in curriculum framing
- Ideas of constructing comprehensive (Inclusive) mathematics curriculum (local needs-based, students' ability and interest, needs and orientation of country, diversity-friendly and global practices)

**Teaching-Learning Activities**

**Week 14**

- **Pre-reading** –The teacher will share the reading materials (book chapters and articles listed below) and suggest students read them in advance and come up with their understanding and reflection focusing on the following questions: what is the curriculum? What are the major areas that should be covered in the curriculum? In what ways the curriculum of mathematics is shifting from traditional to modern context? What are the global trends of mathematics education curriculum?
- **Presentation** – Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize all the ideas.
- **Group works** – 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 15**

- **Pre-reading** –The teacher shares the reading materials (book chapters and articles listed below) and suggests students read them in advance and come up with their understanding and reflection focusing on the following questions: what are the existing methods of curriculum formation? How do the Post-modern Paradigm play roles in curriculum formation? What are the areas to be incorporated for constructing a comprehensive (Inclusive) mathematics curriculum (local needs-based, students' ability and interest, needs and orientation of country, diversity-friendly and global practices?
- **Presentation –** Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize all the ideas.
- Group works – 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.

**Assignment**

- What are the different meanings of the curriculum? Which meaning do you think most critical to your view of curriculum and which meaning is most suitable in your opinion? Critically examine the trends of mathematics education curriculum in the west and east. (600-800 words)
- **Group work-** Facilitator will ask to the students to develop /construct the school based or university based praxis driven mathematics curriculum

**Key Reading Materials**

Ornstein, A. C., & Hunkins, F. P. (1998). Curriculum: Foundations, principles, and issues (3rd ed.). Boston, MA: Allyn and Bacon. [Chapters 2, 3, 4 & 5]

Print Murray, 1993 pp. 1-24 Curriculum Development and Design

Doll, W. E. (1993). A post-modern perspective on curriculum. NY: Teacher College Press.

Week 16: Revision and final discussion

**Instructional Approaches**

General Instructional Techniques

- Lecture and discussion
- Document Review
- Brain Storming
- Presentations
- Guest Lecture
- Project Work

4.2 Specific Instructional Techniques

| Unit | Examples of Instructional Techniques |
|---|---|
| I | Reading assignment will be given. |
| II | First-term papers on published articles/books will be given. |
| III | Presentation on the reviews of research paper/dissertation |
| IV | Long term paper |
| V | Short term paper |
| VI | Presentation |

**Evaluation**

Internal Evaluation 60%

Course teacher will evaluate the student's progress on the following basis:

| | | |
|---|---|---|
| Class participation | | 6 points |
| Reading Assignments | | 10 points |
| Two short terms paper | 12 points x 2 = | 24 points |
| Long term Paper/Project work | | 20 points |
| | | 60 Points |

External Evaluation 40%

| | |
|---|---|
| 1. Short answer types questions 5 points x 4 = | 20 points |
| 2. Long answer types questions 10 points x 2 = | 20 points |
| | 40 points |

# Nepali Education

## पाठ्यांशशीर्षक : भाषिक दर्शन

पाठ्यांशको प्रकृति : सैद्धान्तिक | पाठ्यांश सङ्ख्याः नेपा.शि. ७५१

तहः एम. फिल./पिएच.डी. | क्रे.आ. : ३

सेमेस्टर : दोस्रो | जम्मा पाठघन्टी : ४८

**पाठ्यांश परिचय**

प्रस्तुत पाठ्यांश नेपाली शिक्षा विषयमा एम. फिल. गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यो पाठयांश भाषिक दर्शनसँग सम्बन्धित छ । यसअन्तर्गत भाषिक दर्शन,पूर्वीय दर्शनमा आधारित भाषिक चिन्तन ,ग्रिक तथा रोममा भएका भाषासम्बन्धी चिन्तनहरू,पाश्चात्य दर्शनमा आधारित भाषिक चिन्तनहरू र भाषासिकाइसम्बन्धी विभिन्न अवधारणाहरू समावेश गरिएका छन् । यसबाट विद्यार्थीहरूमा भाषिक दर्शनका विविध पक्षसँग परिचित भई भाषाशिक्षणमा त्यसको प्रयोग गर्न सक्ने सक्षमता विकास हुने अपेक्षा गरिएको छ ।

**साधारण उद्देश्य**

यस पाठ्यांशका साधारण उद्देश्यहरू यसप्रकार छन् :

- भाषिक दर्शनको परिचय दिन सक्षम तुल्याउन ,
- पूर्वीय भाषिक दर्शनका प्रणेताहरूको विशिष्ट योगदानको विश्लेषण गर्न ,
- पाश्चात्य दर्शनमा आधारित भाषिक चिन्तनको विशिष्ट परिचय दिन ,
- भाषासिकाइसम्बन्धी विभिन्न दार्शनिक अवधारणाहरूको सैद्धान्तिक स्वरूप तयार पारी त्यसको प्रयोग क्षमताको विकास गर्न ।

**उपाकम एक : भाषिक दर्शनको स्वरूप (१२ पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- भाषिक दर्शनको परिचय दिन
- दर्शनको प्रयोजन र विशेषता उल्लेख गर्न
- प्रमाण र प्रमेयको अन्तर्सम्बन्ध औँल्याउन
- प्रमेयगत निबन्ध लेख्न
- पूर्वीय दर्शन र पाश्चात्य दर्शनको समीक्षा गर्न
- भाषाको उत्पत्तिसम्बन्धी मतमतान्तर केलाउन

**पाठ्यवस्तु**

१.१ भाषिक दर्शनको परिचय

१.२ दर्शनको प्रयोजन

१.३ दर्शनका विशेषता

१.४ प्रमाण र प्रमेय

१.५ प्रमेयगत निबन्ध लेखनको अभ्यास

१.६ पूर्वीय दर्शन र पाश्चात्य दर्शन

१.७ भाषाको उत्पत्ति

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

भाषिक दर्शनका सम्बन्धमा कक्षामा छलफल गर्ने

दर्शनको प्रयोजन र विशेषता व्यक्तिगत कार्यको प्रस्तुत गर्न लगाउने

**दोस्रो हप्ता**

प्रमाण र प्रमेयका सम्बन्धमा कक्षामा विमर्श गर्ने

प्रमेयगत निबन्ध लेख्न लगाई कक्षामा प्रस्तुत गर्न लगाउने

**तेस्रो हप्ता**

पूर्वीय दर्शन र पाश्चात्य दर्शनका विविध पक्षमा अध्ययन पत्र तयार गर्न लगाउने

**चौथो हप्ता**

भाषाको उत्पत्तिका सम्बन्धमा विमर्श गर्ने

**उपाक्रम दुई : पूर्वीय भाषिक दर्शन (१२ पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- वैदिक संस्कृतमा भाषिक चिन्तनको रूपरेखा कोर्न
- लौकिक संस्कृतमा भाषिक चिन्तनको परिचय दिन
- भाषिक चिन्तन परम्परामा पाणिनीय योगदानको समीक्षा गर्न
- कात्यायनका भाषासम्बन्धी मान्यता प्रस्तुत गर्न
- पतञ्जलिको महाभाष्यका विशेषताहरू बताउन
- पूर्वीय व्याकरणमा भाषाशिक्षणसम्बन्धी अवधारणा उल्लेख गर्न

**पाठ्यवस्तु**

२.१ वैदिक संस्कृतमा भाषिक चिन्तन

२.१.१.वेद,ब्राéण,निघण्टु , निरुक्त र शिक्षाग्रन्थमा भाषिक विमर्श

२.२ लौकिक संस्कृतमा भाषिक चिन्तन

२.३ भाषिक चिन्तन परम्परामा पाणिनि

२.४ कात्यायनका भाषासम्बन्धी मान्यता

२.५ पतञ्जलिको महाभाष्य चिन्तन

२.६ पूर्वीय व्याकरण र भाषाशिक्षण

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

वेद,ब्राéण,निघण्टु , निरुक्त र शिक्षाग्रन्थमा भएका भाषिक चिन्तनहरू अध्ययन गरी कक्षामा प्रस्तुत गर्न लगाउने

**दोस्रो हप्ता**

लौकिक संस्कृतमा भाषिक चिन्तन र भाषिक चिन्तन परम्परामा पाणिनीय योगदानका सम्बन्धमा सामूहिक समीक्षा गर्न लगाउने

**तेस्रो हप्ता**

कात्यायनका भाषासम्बन्धी मान्यता कक्षामा विमर्श गर्ने

**चौथो हप्ता**

पतञ्जलिको महाभाष्य चिन्तन र पूर्वीय व्याकरण र भाषाशिक्षणका सम्बन्धमा गृहकार्य दिई कक्षामा छलफल गर्न लगाउने

**उपाक्रम तीन : पाश्चात्य भाषिक चिन्तन (१२ पाठ्यघण्टा**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- ग्रिक तथा रोमन दर्शनमा आधारित भाषिक परम्परा केलाउन
- डाइनोसिस थ्राक्सका भाषासम्बन्धी मान्यताहरू प्रस्तुत गर्न
- फर्डिनान्ड डि सस्युरका भाषा र वाक्सम्बन्धी चिन्तन बताउन
- ब्लुम्फिल्ड र उनका भाषिक मान्यताहरू उल्लेख गर्न
- अब्राहम नोम चम्स्कीका भाषिक सार्वभौमिकता र भाषिक सिर्जनशीलताको समीक्षा गर्न
- जे.एल. अस्टिनको वाक्क्रियासम्बन्धी अवधारणा व्यक्त गर्न

**पाठ्यवस्तु**

३.१ ग्रिक तथा रोमन दर्शनमा आधारित भाषिक परम्परा

३.२ डाइनोसिस थ्राक्सका भाषासम्बन्धी मान्यताहरू

३.३ फर्डिनान्ड डि सस्युरका भाषिक चिन्तनहरू

३.३.१ भाषा र सङ्केत व्यवस्था

३.३.२ भाषा र वाक्

३.४ ब्लुम्फिल्ड  र उनका भाषिक मान्यताहरू

३.५ अब्राहम नोम चम्स्कीको भाषिक दर्शन

३.५.१ भाषिक सार्वभौमिकता र भाषिक  सिर्जनशीलता

३.६ जे.एल. अस्टिनको वाक्क्रियासम्बन्धी  अवधारणा

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

ग्रिक तथा रोमन दर्शनमा आधारित भाषिक परम्परा सम्बन्धमा कक्षामा छलफल गर्ने

डाइनोसिस थ्राक्सका भाषासम्बन्धी मान्यताहरू गृहकार्य दिई कक्षामा प्रस्तुत गर्न लगाउने

**दोस्रो हप्ता**

फर्डिनान्ड डि सस्युरका भाषा र सङ्केत व्यवस्था ,भाषा र वाक्सम्बन्धी भाषिक चिन्तनहरू

कक्षामा छलफल गर्ने

**तेस्रो हप्ता**

ब्लुम्फिल्ड  र उनका भाषिक मान्यताहरूका सम्बन्धमा वैयक्तिक कार्य दिने

**चौथो हप्ता**

अब्राहम नोम चम्स्कीका  भाषिक सार्वभौमिकता र भाषिक  सिर्जनशीलता विषयमा अध्ययनपत्र तयार पार्न लगाउने

जे.एल. अस्टिनको वाक्क्रियासम्बन्धी  अवधारणा कक्षामा छलफल गर्ने

**उपाकम  चार : भाषासिकाइसम्बन्धी दार्शनिक अवधारणा  (१२ पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- व्यवहारवादी दर्शनका  भाषासिकाइसम्बन्धी मान्यता प्रस्तुत गर्नु
- भाषासिकाइसम्बन्धी मनोवादी धारणा  केलाउनु
- भाषासिकाइमा प्रकार्यवादी दर्शनको  अवधारणा बताउनु
- विश्वव्यापीकरण र नेपाली भाषाशिक्षणको सन्दर्भको समीक्षा गर्नु
- नेपाली भाषाशिक्षणमा प्रयोग गर्न  सकिने नवीनतम दार्शनिक चिन्तनहरू कक्षामा प्रयोग गर्नु

**पाठ्यवस्तु**

४.१ व्यवहारवादी दर्शन र भाषासिकाइ

४.२ भाषासिकाइसम्बन्धी मनोवादी धारणा

४.३ भाषासिकाइमा प्रकार्यवादी दर्शनको  अवधारणा

४.४ विश्वव्यापीकरण र नेपाली भाषाशिक्षण

४.५ नेपाली भाषाशिक्षणमा प्रयोग गर्न  सकिने नवीनतम दार्शनिक चिन्तनहरू

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

व्यवहारवादी दर्शनका  भाषासिकाइसम्बन्धी मान्यता कक्षामा प्रस्तुत गर्न लगाउने

भाषासिकाइसम्बन्धी मनोवादी धारणाका सम्बन्धमा गृहकार्य दिने

**दोस्रो हप्ता**

भाषासिकाइमा प्रकार्यवादी दर्शनको  अवधारणाका सम्बन्धमा कक्षामा विमर्श गर्ने

विश्वव्यापीकरण र नेपाली भाषाशिक्षणको सन्दर्भमा परियोजना कार्य दिने

**तेस्रो हप्ता र चौथो हप्ता**

नेपाली भाषाशिक्षणमा प्रयोग गर्न  सकिने नवीनतम दार्शनिक चिन्तनहरू प्रयोग गरी कम्तीमा ६ दिन स्नातकोत्तर तहमा शिक्षण गर्न लगाउने

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**पाठ्यांश शीर्षक : भाषानीति र भाषायोजना** **पाठ्यांशको प्रकृति : सैद्धान्तिक**
**पाठ्यांश सङ्ख्या : नेपा.शि. ७५२ (Nep.ed.752)** **क्रे.आ. : ३**
**तह : एम. फिल./पिएच.डी** **जम्मा पाठघन्टी : ४८**
**सेमेस्टर : दोस्रो**

## १. पाठ्यांश परिचय

यो पाठ्यांश नेपाली शिक्षा विषयमा एम. फिल. गर्न चाहने विद्यार्थीहरूका लागि तयार गरिएको हो । यसअन्तर्गत नेपालमा भाषानीतिको ऐतिहासिक सन्दर्भसहित वर्तमान सन्दर्भमा अवलम्बन गर्नुपर्ने विशेष कार्यक्रमबारे प्राज्ञिक अवधारणा प्रस्ट पार्नुका साथै भाषायोजनासँग सम्बन्धित विभिन्न विषयवस्तुहरूका माध्यमबाट अनुसन्धाताहरूलाई भाषाको योजना र त्यसका विविध पक्षबारे जानकारी प्राप्त हुने अपेक्षा गरिएको छ। यस पाठ्यांशको अध्ययनबाट विद्यार्थीहरूमा निम्नलिखित उद्देश्यहरू हासिल हुने अपेक्षा गरिएको छ :

## २. साधारण उद्देश्य

- भाषानीति र भाषायोजना बारे सैद्धान्तिक अवधारणा प्रस्ट हुन,
- भाषा नीति र भाषायोजनाको विश्वसन्दर्भ, नेपालको ऐतिहासिक सन्दर्भ र वर्तमानसँग यसका आधारहरू ठम्याउन,
- भाषायोजना प्रक्रियासम्बन्धी प्रमुख पक्षहरू छुट्याउन,
- भाषानीति तथा भाषायोजनाका प्रभावक तत्त्वहरू ठम्याउन,
- भाषानीति तथा योजना निर्माण र भाषा प्रयोगका विविध स्थिति निर्धारण गर्न,
- नेपालमा भाषाप्रयोगको अवस्था पहिचान गर्न,
- नेपालमा भाषानीति र भाषायोजना सम्बन्धमा हालसम्म भएका प्रयासहरूको जानकारी लिन ।

## ३. उपाक्रम एक : नेपालको भाषानीति (१२ पाठ्यघण्टा)

### व्यावहारिक उद्देश्य

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- भाषानीतिको परिचय दिन
- भाषानीतिको आवश्यकता र महत्त्व बताउन
- सोभियत संघको भाषानीतिका बारेमा बताउन
- पपुवा न्युगिनीको भाषानीतिका बारेमा बताउन
- भारतको भाषानीति उल्लेख गर्न
- नेपालका सन्दर्भमा भाषानीतिको वर्णन गर्न

**पाठ्यवस्तु**

१.१ भाषानीतिको परिचय

१.२ भाषानीतिको आवश्यकता र महत्त्व

१.३ विश्व (विभिन्न देश) मा लागु भएको भाषानीति

सोभियत संघको भाषानीति

पपुवा न्युगिनीको भाषानीति

भारतको भाषानीति

१.४ नेपालका सन्दर्भमा भाषानीति

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

भाषानीतिका बारेमा छलफल गर्ने

भाषानीतिको आवश्यकता र महत्त्वका बारेमा चर्चा गर्ने

**दोस्रो हप्ता**

भाषानीति र भाषानीतिको आवश्यकता तथा महत्त्वका बारेमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने

सोभियत संघको भाषानीतिका बारेमा समीक्षा गर्ने

**तेस्रो हप्ता**

सोभियत संघको भाषानीतिका बारेमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने

पपुवा न्युगिनीको भाषानीतिका बारेमा समीक्षा गर्ने

भारतको भाषानीतिको समीक्षा गर्ने

**चौथो हप्ता**

पपुवा न्युगिनी र भारतको भाषानीतिका बारेमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने

नेपालको भाषानीतिका सन्दर्भमा छलफल गर्ने

नेपालले अवलम्बन गरेको भाषानीतिसम्बन्धी अध्ययन पत्र तयार गर्न लगाउने

## ४. उपाक्रम दुई : भाषायोजना (१२ पाठ्यघण्टा)

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- भाषायोजनाको परिचय दिन
- भाषायोजनाको आवश्यकता र महत्त्व बताउन

- भाषायोजनाको लक्ष्य/उद्देश्य बारे चर्चा गर्न
- सोभियत संघको भाषायोजनाका बारेमा बताउन
- पपुवा न्युगिनीको भाषायोजनाका बारेमा बताउन
- भारतको भाषायोजना उल्लेख गर्न
- नेपालका सन्दर्भमा भाषायोजनाको वर्णन गर्न
- भाषानीति र भाषायोजनाका बिचको भिन्नता केलाउन

**पाठ्यवस्तु**

२.१ भाषायोजनाको परिचय
२.२. भाषायोजनाको आवश्यकता र महत्त्व
२.३ भाषायोजनाको लक्ष्य/उद्देश्य
२.४ विश्व (विभिन्न देश) मा लागु भएको भाषायोजना
सोभियत संघको भाषायोजना
पपुवा न्युगिनीको भाषायोजना
भारतको भाषायोजना
२.५ नेपालका सन्दर्भमा भाषायोजना (प्रायोगिक कार्य)
२.६ भाषानीति र भाषायोजना

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

भाषायोजनाका बारेमा छलफल गर्ने

भाषायोजनाको आवश्यकता र महत्त्वका बारेमा चर्चा गर्ने

भाषायोजनाको लक्ष्य/उद्देश्यका बारेमा छलफल गर्ने

**दोस्रो हप्ता**

निम्न शीर्षकमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने :

- भाषायोजना
- भाषायोजनाको आवश्यकता तथा महत्त्व
- लक्ष्य/उद्देश्य

सोभियत संघको भाषायोजनाका बारेमा चर्चा गर्ने

पपुवा न्युगिनीको भाषायोजनाका बारेमा छलफल गर्ने

**तेस्रो हप्ता**

सोभियत संघ र पपुवा न्युगिनीको भाषायोजनाका बारेमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने
भारतको भाषायोजनाका बारेमा छलफल गर्ने

भाषानीति र भाषायोजनाका बिचको सम्बन्धका बारेमा समीक्षा गर्ने

**चौथो हप्ता**

भारतको भाषायोजना एवम् भाषानीति र योजनाका बिचको सम्बन्धका बारेमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने
नेपालले अवलम्बन गरेको भाषायोजनासम्बन्धी अध्ययन पत्र तयार गर्न लगाउने

**५. उपाक्रम तीन : भाषानीति तथा भाषायोजनाका प्रभावक तत्त्वहरू (८ पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- माध्यम भाषा र अन्य भाषाको एकअर्कामा प्रभाव बताउन
- भाषानीति तथा योजनामा भौगोलिक प्रभाव बारे छलफल गर्न
- भाषानीति तथा योजनामा सामाजिक प्रभाव उल्लेख गर्न
- भाषानीति तथा योजनामा सांस्कृतिक प्रभाव बारे चर्चा गर्न
- भाषानीति तथा योजनामा जातीय प्रभावको लेखाजोखा गर्न
- भाषानीति तथा योजनामा मनोवैज्ञानिक प्रभाव केलाउन

**पाठ्यवस्तु**

३.१ माध्यम भाषा र अन्य भाषाको एकअर्कामा प्रभाव
३.२ भाषानीति तथा योजनामा भौगोलिक प्रभाव
३.३ भाषानीति तथा योजनामा सामाजिक प्रभाव
३.४ भाषानीति तथा योजनामा सांस्कृतिक प्रभाव
३.५ भाषानीति तथा योजनामा जातीय प्रभाव
३.६ भाषानीति तथा योजनामा मनोवैज्ञानिक प्रभाव

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

माध्यम भाषा र अन्य भाषाको एकअर्कामा प्रभाव बारेमा छलफल गर्ने
भाषानीति तथा योजनामा पर्ने भौगोलिक प्रभाव बारे चर्चा गर्ने

**दोस्रो हप्ता**

निम्न शीर्षकमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने :

- माध्यम भाषा र अन्य भाषाको एकअर्कामा प्रभाव
- भाषानीति तथा योजनामा पर्ने भौगोलिक प्रभाव

भाषानीति तथा योजनामा सामाजिक प्रभावको समीक्षा गर्ने
भाषानीति तथा योजनामा सांस्कृतिक प्रभावका बारेमा चर्चा गर्ने

**तेस्रो हप्ता**

निम्न शीर्षकमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने :

- भाषानीति तथा योजनामा सामाजिक प्रभाव
- भाषानीति तथा योजनामा सांस्कृतिक प्रभाव

भाषानीति तथा योजनामा जातीय प्रभाव बारे छलफल गर्ने
भाषानीति तथा योजनामा मनोवैज्ञानिक प्रभावको समीक्षा गर्ने

**६. उपाक्रम चार : नेपालमा भाषा प्रयोगको अवस्था (८ पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- नेपालको भाषिक जनगणनाको स्थिति बताउन
- नेपालमा बोलिने भाषा र तिनको पारिवारिक स्थिति केलाउन
- नेपालमा भाषिक जीवन्तताको अवस्था बारे बताउन
- भाषाको स्तरगत वर्गीकरणका निम्न आधारहरू बारे चर्चा गर्न :
    - विकसित भाषा
    - विकासशील भाषा
    - सङ्कटापन्न भाषा
    - लोपोन्मुख भाषा
    - मृतभाषा

**पाठ्यवस्तु**

४.१ नेपालको भाषिक जनगणनाको स्थिति

४.२ नेपालमा बोलिने भाषा र तिनको पारिवारिक स्थिति

४.३ नेपालमा भाषिक जीवन्तताको अवस्था

४.४ भाषाको स्तरगत वर्गीकरणका आधारहरू

- ४.४.१ विकसित भाषा
- ४.४.२ विकासशील भाषा
- ४.४.३ सङ्कटापन्न भाषा
- ४.४.४ लोपोन्मुख भाषा
- ४.४.५ मृतभाषा

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

निम्न शीर्षकमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने :

- भाषानीति तथा योजनामा जातीय प्रभाव
- भाषानीति तथा योजनामा मनोवैज्ञानिक प्रभाव

नेपालको भाषिक जनगणनाको स्थितिका बारेमा छलफल गर्ने

**दोस्रो हप्ता**

नेपालको भाषिक जनगणनाको स्थिति बारे कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने

नेपालमा बोलिने भाषा र तिनको पारिवारिक स्थितिको चर्चा गर्ने

नेपालमा भाषिक जीवन्तताको अवस्थाको लेखाजोखा गर्ने

**तेस्रो हप्ता**

नेपालमा बोलिने भाषा र तिनको पारिवारिक स्थिति र नेपालमा भाषिक जीवन्तताको अवस्थाका बारेमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने

भाषानीति तथा योजनामा जातीय प्रभाव बारे छलफल गर्ने

भाषानीति तथा योजनामा मनोवैज्ञानिक प्रभावको समीक्षा गर्ने

**७. उपाक्रम पाँच : नेपालमा भाषानीति र भाषायोजना सम्बन्धमा हालसम्म भएका प्रयासहरू (८ पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- नेपालमा भाषासम्बन्धी कानुनी व्यवस्था बारे बताउन
- राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९ को समीक्षा गर्न
- राष्ट्रिय भाषानीति सुझाव आयोग २०५० माथि छलफल गर्न
- उच्च स्तरीय राष्ट्रिय शिक्षा आयोग २०५५ को समीक्षा गर्न
- शिक्षासम्बन्धी उच्च स्तरीय कार्य समिति २०५८ माथि टिप्पणी गर्न
- उच्च स्तरीय राष्ट्रिय शिक्षा आयोग २०७५ समीक्षा गर्न
- साक्षरता अभियान २०७६ बारे बताउन

**पाठ्यवस्तु**

५.१ नेपालमा भाषासम्बन्धी कानुनी व्यवस्था
५.२ राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९
५.३ राष्ट्रिय भाषानीति सुझाव आयोग २०५०
५.४ उच्च स्तरीय राष्ट्रिय शिक्षा आयोग २०५५
५.५ शिक्षासम्बन्धी उच्च स्तरीय कार्य समिति २०५८
५.६ उच्च स्तरीय राष्ट्रिय शिक्षा आयोग २०७५
५.७ साक्षरता अभियान २०७६

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

निम्न शीर्षकमा कक्षामा व्यक्तिगत प्रस्तुति गर्न लगाउने :

- भाषानीति तथा योजनामा जातीय प्रभाव
- भाषानीति तथा योजनामा मनोवैज्ञानिक प्रभाव

नेपालमा भाषासम्बन्धी कानुनी व्यवस्था बारे व्यक्तिगत प्रस्तुति गर्न लगाउने
राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९ बारे व्यक्तिगत प्रस्तुत गर्न लगाउने
राष्ट्रिय भाषानीति सुझाव आयोग २०५० बारे व्यक्तिगत प्रस्तुत गर्न लगाउने

**दोस्रो हप्ता**

उच्च स्तरीय राष्ट्रिय शिक्षा आयोग २०५५ बारे व्यक्तिगत प्रस्तुति गर्न लगाउने
शिक्षासम्बन्धी उच्च स्तरीय कार्य समिति २०५८ बारे व्यक्तिगत प्रस्तुति गर्न लगाउने
उच्च स्तरीय राष्ट्रिय शिक्षा आयोग २०७५ बारे व्यक्तिगत प्रस्तुति गर्न लगाउने
साक्षरता अभियान २०७६ बारे व्यक्तिगत प्रस्तुति गर्न लगाउने

**तेस्रो हप्ता**

नेपालको भाषानीति र भाषायोजना सम्बन्धमा विस्तृत प्रतिवेदन/अध्ययन पत्र तयार गर्न लगाउने

## ८. प्रायोगिककार्यकलाप र शिक्षण प्रविधि

प्रायोगिक कार्यकलाप र शिक्षण प्रविधिलाई दुई प्रकारमा विभाजन गरिएको छ :

(१) सामान्य कार्यकलाप र (२) विशिष्ट कार्यकलाप

### ८.१ सामान्य कार्यकलाप

सामान्य शिक्षण कार्यकलापभित्र शिक्षकले विषयको प्रकृति र आवश्यकताअनुसार आफ्नो कक्षा-प्रस्तुतिलाई उपयोग गर्न सक्छन् । यसका निम्ति व्याख्यान, प्रदर्शन, छलफल, प्रश्नोत्तर, तुलनाजस्ता विधि र कार्यकलापहरूको उपयोग गर्न सक्ने छन् ।

### ८.२ विशिष्ट कार्यकलाप

विशिष्ट शिक्षण कार्यकलापभित्र विषयको प्रकृति र आवश्यकताअनुसार शिक्षकले विद्यार्थीहरूलाई विभिन्न प्रायोगिक कार्यमा सरिक गराउन सक्छन् । यसका निम्ति एकाइगत शीर्षक उपशीर्षकहरूमा तिनका प्रकृति र गहनताअनुसार खोज, सर्वेक्षण, वैयक्तिक अध्ययन-पत्र लेखन, परियोजना कार्य, सामूहिक कार्य, वैयक्तिक कक्षा-प्रस्तुति र सामूहिक कक्षा प्रस्तुति जस्ता कार्यकलापहरूको उपयोग गर्न सक्ने छन् ।

## ९. मूल्याङ्कन प्रक्रिया

विद्यार्थीहरूको मूल्याङ्कन निम्नानुसार दुई तरिकाले गरिने छ :

### ९.१ आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कन ६०% को हुने छ । त्यसको वितरण निम्नानुसार गरिने छ :

| क्र.सं. | कार्यकलाप | अङ्क |
|---|---|---|
| १. | कक्षा सहभागिता | ६ |
| २. | कक्षा प्रस्तुति (वैयक्तिक वा सामूहिक) | १० |
| ३. | दुईओटा अध्ययनपत्र लेखन | २४ |
| ४. | विस्तृत प्रतिवेदन/परियोजनाकार्य | २० |
| | **जम्माः** | **६०** |

## ९.२ बाह्यमूल्याङ्कन

स्कुलले निर्धारण गरेको सत्रान्तको परीक्षा-तालिकाअनुसार बाह्य मूल्याङ्कनका लागि परीक्षा लिइने छ । यसको व्यवस्थापन र सञ्चालन कार्य विषय संयोजकको नेतृत्वबाट सम्पन्न हुने छ । यसमा निम्नानुसारको अङ्क प्रदान गरिने छ :

| | | |
|---|---|---|
| सङ्क्षिप्त उत्तरात्मक प्रश्न: | (४ × ५) = | २० |
| विश्लेषणात्मक प्रश्न : | (२ × १०) = | २० |
| | **जम्मा:** | **४०** |

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## पाठ्यांश शीर्षक : भाषा शिक्षकहरूको पेसागत उन्नयन

पाठ्यांशको प्रकृति : सैद्धान्तिक

पाठ्यांश सङ्ख्या नेपा.शि.७५३ क्रे.आ. : ३

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सेमेस्टर : दोस्रो

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**पाठ्यांश परिचय**

यो पाठ्यांश नेपाली शिक्षा विषयमा एम.फिल. गर्न चाहने विद्यार्थीहरूका लागि तयार गरिएको हो । यसअन्तर्गत भाषा शिक्षकहरूको पेसागत उन्नयनसँग सम्बन्धित विभिन्न विषयवस्तुहरूका माध्यमबाट विद्यार्थीहरूले शिक्षकहरूको पेसागत उन्नयन सम्बद्ध विशेषत: नेपाली भाषाका शिक्षकहरूको प्राज्ञिक र प्राविधिक दक्षता एवम् त्यसको प्रवर्धनका लागि अवलम्बन गर्नुपर्ने रणनीति तथा सचेतनासम्बन्धी विषयवस्तु प्रस्तुत गरिएका छन् । यस पाठ्यांशको अध्ययनबाट विद्यार्थीहरूमा निम्न लिखित उद्देश्यहरू हासिल हुने अपेक्षा गरिएको छ :

**साधारण उद्देश्य**

- भाषा शिक्षकहरूको पेसागत उन्नयनको अवधारणा स्पष्ट पार्न
- भषा शिक्षकले पेसागत जिम्मेदारी बोध गर्दै आफूलाई तदनुकूल तुल्याउन
- नेपाली भाषा शिक्षकहरूको पेसागत उन्नयनका लागि विभिन्न निकायहरूको भूमिका पहिचान गर्न,
- बदलिँदो सामाजिक, सांस्कृतिक परिवर्तनसँग सुपरिचित भई नेपाली शिक्षण प्रशिक्षणका क्रममा त्यसप्रति सचेतता अवलम्बन गर्न
- भाषाशिक्षणमा देखिएका नवीनतम प्रविधिहरूबारे जानकार राख्दै नेपाली शिक्षणमा तिनको प्रयोजन अनुरूप प्रयोग गर्न
- भाषा शिक्षकका बदलिँदा चुनौतीहरूको सामना गर्दै विविध उत्प्रेरणात्मक उपायहरू पहिचान गरी आवश्यकताअनुसार तिनको सदुपयोग गर्न ।

**उपाक्रम (मोड्युल) एक : भाषा शिक्षकको पेसागत उन्नयनसम्बन्धी अवधारणा**

**(९ पाठ्यघण्टा)**

| विशिष्ट उद्देश्य | पाठ्यवस्तु |
|---|---|
| • भाषा शिक्षकको पेसागत उन्नयनको अभिप्राय र आवश्यकता औँल्याउन<br>• शिक्षक प्रशिक्षण र शिक्षक उन्नयनको तात्पर्य प्रस्ट पार्न, | १.१ भाषा शिक्षकको पेसागत उन्नयनको अभिप्राय र आवश्यकता<br>१.२ शिक्षक प्रशिक्षण र शिक्षक उन्नयन<br>१.३ शिक्षक सिकाइका अवधारणा |

| | |
|---|---|
| • शिक्षक सिकाइका अवधारणा प्रस्तुत गर्न<br>• शिक्षक सक्षमता र विद्यार्थी उपलब्धि स्तर निर्धारण गर्न । | • सिप सिकाइका रूपमा<br>• संज्ञानात्मक प्रक्रियाका रूपमा<br>• वैयक्तिक निर्माणका रूपमा<br>• चिन्तन अभ्यासका रूपमा<br>१.४ शिक्षक सक्षमता र विद्यार्थी उपलब्धि<br>• वैयक्तिक र संस्थागत परिप्रेक्ष्य<br>• सहकार्यात्मक र स्वनिर्देशित सिकाइ |

**शिक्षण सिकाइ कार्यकलाप**

**पहिलो हप्ता**

भाषा शिक्षकको पेसागत उन्नयनको अभिप्राय र आवश्यकताबारे कक्षामा छलफल गरी निष्कर्षमा पुग्ने

शिक्षक प्रशिक्षण र शिक्षकको पेसागत उन्नयनको अवधारणाबारे अभिप्राय प्रस्तुत गर्न लगाउने

**दोस्रो हप्ता**

शिक्षक सिकाइका निर्धारित अवधारणालाई समूहगत रूपमा छलफल गरी प्राप्त निष्कर्ष कक्षामा प्रस्तुत गर्ने

**तेस्रो हप्ता**

शिक्षक सक्षमता र विद्यार्थी उपलब्धि, वैयक्तिक र संस्थागत परिप्रेक्ष तथा सहकार्यात्मक र स्वनिर्देशित सिकाइ शीर्षकको तात्पर्य समेटिने गरी छुट्टाछुट्टै अनुच्छेद लेखी कक्षामा प्रस्तुत गर्ने निर्देशन दिने

**उपाक्रम (मोड्युल) दुई : भाषा शिक्षकका सन्दर्भमा पेसागत उन्नयनका प्रयासहरू**

**(९ पाठ्यघण्टा)**

| विशिष्ट उद्देश्य | पाठ्यवस्तु |
|---|---|
| • नेपाली भाषा शिक्षकको पेसागत उन्नयनको परम्पराको रेखाङ्कन गर्न<br>• नेपाली भाषा शिक्षक शिक्षासम्बन्धी प्रयासहरुको लेखाजोखा गर्न<br>• नेपाली भाषा शिक्षकको पेसागत उन्नयनमा संलग्न प्रमुख संस्थाहरुको भूमिका ठम्याउन,<br>• शिक्षकको पेसा उन्नयनसम्बन्धी विभिन्न प्रतिवेदनहरु अध्ययन गर्न । | २.१. नेपाली भाषा शिक्षकको पेसागत उन्नयनको परम्परा<br>२.२ नेपाली भाषा शिक्षक शिक्षासम्बन्धी प्रयासहरू<br>२.३ नेपाली भाषा शिक्षकको पेसागत उन्नयनमा संलग्न प्रमुख संस्थाहरू र तिनको भूमिका :<br>• विश्वविद्यालयहरू,<br>• नेपाल सरकार, मानव संसाधन विभाग |

| | |
|---|---|
| | • दूर शिक्षा,<br>• उच्च माध्यमिक शिक्षा परिषद्<br>• पाठ्यक्रम विकास केन्द्र<br>• गैरसरकारी संस्थाहरू<br>२.४ शिक्षकको पेसागत उन्नयनसम्बन्धी विभिन्न अध्ययन प्रतिवेदनहरू |

**शिक्षण सिकाइ कार्यकलाप**

**चौथो हप्ता**

नेपाली भाषा शिक्षकको पेसागत उन्नयनको परम्परालाई पारस्परिक अन्तर्क्रियाबाट रेखाङ्कन गर्ने

नेपाली भाषा शिक्षक शिक्षासम्बन्धी प्रयासका विषयलाई समूहगत छलफल गरी प्राप्त निष्कर्षलाई कक्षामा प्रस्तुत गर्ने

**पाँचौं हप्ता**

नेपाली भाषा शिक्षकको पेसागत उन्नयनमा संलग्न प्रमुख संस्थाको भूमिकाका एकएकवटा शीर्षक प्रत्येक विद्यार्थीलाई दिई त्यसको अभिप्राय कक्षामा प्रस्तुत गर्न लगाउने,

**छैटौं हप्ता**

शिक्षकको पेसागत उन्नयनबारे तयार पारिएका प्रतिवेदनको अध्ययन शीर्षकमा समूहगत परियोजना कार्य तयार पारी कक्षामा प्रस्तुत गर्न लगाउने

**उपाक्रम (मोड्युल) तीन : भाषा शिक्षकको पेसागत उन्नयनमा सचेतना १०**

| विशिष्ट उद्देश्य | पाठ्यवस्तु |
|---|---|
| • भाषा पाठ्यक्रम निर्माण र प्रयोगको कुशलतासँग परिचित हुन<br>• भाषा पाठ्यपुस्तक लेखन, परिमार्जन र उपयोग गर्न,<br>• शैक्षणिक योजना निर्माण, कार्यान्वयन र स्वप्रतिविम्बनको धारणा प्रस्तुत गर्न<br>• शिक्षण सिकाइमा सामग्री निर्माण र त्यसको प्रामाणिकता प्रस्ट पार्न, | ३.१ भाषा पाठ्यक्रम निर्माण र प्रयोग<br>३.२ भाषा पाठ्यपुस्तक लेखन, परिमार्जन र उपयोग<br>३.३ शैक्षणिक योजना निर्माण, कार्यान्वयन र स्वप्रतिबिम्बन<br>३.४ शिक्षण सिकाइमा सामग्री निर्माण र त्यसको प्रामाणिकता<br>३.५ पेसागत विकासमा विश्यव्यापीकरणको प्रभाव<br>३.६ शिक्षण सिकाइमा सामाजिक सांस्कृतिक परिवर्तन र स्वसचेतना |

| | |
|---|---|
| • पेसागत विकासमा विश्वव्यापीकरणका प्रभावको आवश्यकता र उपादेयता पुष्टि गर्न<br>• शिक्षण सिकाइमा सामाजिक सांस्कृतिक परिवर्तन र स्वसचेतना औंल्याउन<br>• पेसागत विकासमा विषयान्तरिक र अन्तर्विषयक गतिविधिको धारणा स्पष्ट पार्न<br>• भाषिक सक्षमता अभिवृद्धि, परीक्षण र मूल्याङ्कन तथा समग्र कार्यक्रम विकासको अवधारणा निर्धारण गर्न | ३.६ पेसागत विकासमा विषयान्तरिक र अन्तर्विषयक गतिविधि<br>३.७ भाषिक सक्षमता अभिवृद्धि<br>३.८ परीक्षण र मूल्याङ्कन<br>३.९ समग्र कार्यक्रमको विकास |

**शिक्षण सिकाइ कार्यकलाप**

**सातौं हप्ता**

- भाषा पाठ्यक्रम निर्माण र प्रयोग शीर्षकमा अछलफल गरी त्यसको प्रयोगकलासम्बन्धी निश्चित अवधारणा तयार गर्न लगाउने
- भाषा पाठ्यपुस्तक लेखन, परिमार्जन र उपयोग शीर्षकमा अध्ययन पत्र लेख्न लगाई कक्षामा छलफल गराउने ।

**आठौं हप्ता**

- शैक्षणिक योजना निर्माण, कार्यान्वयन र स्वप्रतिविम्बन शीर्षकमा समूहगत छलफलबाट अवधारणापत्र निर्माण गर्ने
- शिक्षण सिकाइमा सामग्री निर्माण र त्यसको प्रामाणिकता शीर्षकमा परियोजना कार्य गर्न लगाउने

**नवौं हप्ता**

- पेसागत विकासमा विश्वव्यापीकरणको प्रभाव ग्रहणको आश्यकता र उपादेयताबारे समूह छलफलबाट प्राप्त निष्कर्ष कक्षामा सुनाउने,
- शिक्षण सिकाइमा सामाजिक सांस्कृतिक परिवर्तन र स्वसचेतना तथा पेसागत विकासमा विषयान्तरिक र अन्तर्विषयक गतिविधि शीर्षकमा एकएक अनुच्छेद लेख्न लगाई त्यसलाई कक्षामा प्रस्तुत गर्न निर्देशन दिने ।

**दसौं हप्ता**

- भाषिक सक्षमता अभिवृद्धि, परीक्षण र मूल्याङ्कन तथा समग्र कार्यक्रम विकास शीर्षकमा समूहगत छलफल गरी त्यसबाट आएको निष्कर्ष कक्षाप्रस्तुत गर्न लगाउने ।

**उपाक्रम (मोड्युल) चार : भाषा शिक्षकको तालिम र पेसागत विकास १०**

| विशिष्ट उद्देश्य | पाठ्यवस्तु |
|---|---|
| • विभिन्न किसिमका तालिमको स्वरूप र केलाउन<br>• कार्यशाला/गोष्ठी/सेमिनारको उपादेयता पुष्टि गर्न<br>• पेसागत अनुभव आदानप्रदान र सामाजिक सञ्जालको प्रयोग गर्न<br>• अनुसन्धान, प्रकाशन र कार्यसम्पादन मूल्याङ्कनबारे जानकारी लिन । | ४.१ तालिम<br>• प्रतिष्ठापन तालिम<br>• सेवाकालीन तालिम<br>• अल्पकालीन तालिम<br>• पुनर्ताजगी तालिम<br>४.२ कार्यशाला/गोष्ठी/सेमिनार<br>• पदोन्नति<br>• नेतृत्व विकास<br>• स्वाध्ययन तथा योग्यता विकास<br>• पेसागत उपयोग र क्षमता विकास<br>४.३ पेसागत अनुभव आदानप्रदान र सामाजिक सन्जाल<br>• सहपाठी कक्षा शिक्षण<br>• समूह कक्षा शिक्षण<br>• कक्षा शिक्षण र स्वमूल्याङ्कन<br>• भ्रमण र अवलोकन<br>• वैषयिक संवाद<br>• शिक्षणमा नवीनतम सामग्रीको उपयोग<br>४.४ खोज/अनुसन्धान<br>४.५ प्रकाशन : अनुसन्धानात्मक लेख, सन्दर्भपुस्तक, पाठ्यपुस्तक<br>४.६ कार्यसम्पादन मूल्याङ्कन |

**सिकाइ क्रियाकलाप**

**एघारौं हप्ता**

भाषा शिक्षकको पेसागत विकासका लागि विभिन्न किसिमका तालिमको स्वरूप र प्रवृत्तिबारे परस्परमा अन्तर्क्रिया गरी बुँदासार प्रस्तुत गर्न लगाउने ।

पेसागत योग्यता विस्तारका लागि कार्यशाला/गोष्ठी/सेमिनार/स्वाध्ययनको उपादेयताबारे कक्षाकार्यका रूपमा एकएक अनुच्छेदचना गरी कक्षामा प्रस्तुत गर्न निर्देशन दिने

**बाह्रौं हप्ता**

पेसागत अनुभव आदानप्रदान र सामाजिक सञ्जाल तथा प्रकाशन, अनुसन्धान र कार्यसम्पादन मूल्याङ्कन अन्तर्गतका शीर्षकलाई वैयक्तिक कार्यका रूपमा कक्षामा प्रस्तुत गर्न लगाउने

**उपाक्रम (मोड्युल) पाँच : भाषा शिक्षकको पेसागत विकासमा कक्षाव्यवस्थान १०**

| विशिष्ट उद्देश्य | पाठ्यवस्तु |
|---|---|
| • नेपाली भाषा शिक्षणमा कक्षा व्यवस्थापनको औचित्य पुष्टि गर्न<br>• कक्षाकोठामा प्रदर्शित व्यवहारको व्यवस्था गर्न<br>• विषम भाषिक र बहुभाषिक वातावरणमा कक्षा व्यवस्थापन गर्न<br>• नेपाली शिक्षण र सामुदायिक सहभागिताको तात्पर्य प्रस्तुत गर्न<br>• प्रविधियुक्त कक्षा र त्यसको प्रभावकारिता ठम्याउन<br>• भाषा शिक्षकका पेसागत समस्याको सूची निर्धारण गर्न र<br>• पेसागत समस्या समाधानका लागि प्रस्ताव निर्माण गरी प्रस्तुति गर्न | ५.१ नेपाली भाषा शिक्षणमा कक्षा व्यवस्थापन<br>५.२ कक्षाकोठामा प्रदर्शित व्यवहार<br>५.३ समभाषिक, विषम भाषिक र बहुभाषिक वातावरण<br>५.४ नेपाली शिक्षण र सामुदायिक सहभागिता<br>५.५ प्रविधियुक्त कक्षा र त्यसको प्रभावकारिता<br>५.६ भाषा शिक्षकका पेसागत समस्याको सूची निर्माण<br>५.७ पेसागत समस्या समाधानका लागि प्रस्ताव निर्माण र प्रस्तुति |

सिकाइ क्रियाकलाप

**तेह्रौं हप्ता**

नेपाली भाषा शिक्षणमा कक्षा व्यवस्थापन, कक्षाकोठामा प्रदर्शित व्यवहारको व्यवस्थापन शीर्षकमा कक्षाकार्य अन्तर्गत पारस्परिक विमर्शबाट मुख्य मुख्य बुँदाहरू टिपोट गरी कक्षामा प्रस्तुत गर्न लगाउने

**चौधौं हप्ता**

समभाषिक, विषम भाषिक र बहुभाषिक वातावरणमा कक्षा व्यवस्थापन, नेपाली शिक्षण र सामुदायिक सहभागिता तथा प्रविधियुक्त कक्षा र त्यसको प्रभावकारिता शीर्षकमा समूहगत छलफल गरी प्राप्त निष्कर्ष कक्षामा प्रस्तुत गर्न लगाउने

**पन्ध्रौं र सोह्रौं हप्ता**

भाषा शिक्षकका पेसागत विकासमा देखिएका समस्याको सूची बनाई त्यसबाट परस्पर नदोहोरिने गरी कुनै एक शीर्षकमा तोकिएको ढाँचामा अध्ययनपत्र लेख्न लगाउने ।

**प्रायोगिक कार्यकलाप र शिक्षण प्रविधि**

प्रायोगिक कार्यकलाप र शिक्षण प्रविधिलाई दुई प्रकारमा विभाजन गरिनेछ :

(१) सामान्य कार्यकलाप र (२) विशिष्ट कार्यकलाप

**सामान्य कार्यकलाप**

माथि ३. को तालिकामा उल्लेख गरेअनुसार सामान्य शिक्षण कार्यकलापभित्र शिक्षकले विषयको प्रकृति र आवश्यकताअनुसार आफ्नो कक्षा-प्रस्तुतिलाई उपयोग गर्न सक्नेछन् । यसका निम्ति व्याख्यान, प्रदर्शन, छलफल, प्रश्नोत्तर, तुलनाजस्ता विधि र कार्यकलाप उपयोगमा आउनेछन् ।

**वशिष्ट कार्यकलाप**

माथि ३. को तालिकामा उल्लेख गरेअनुसार विशिष्ट शिक्षण कार्यकलापभित्र विषयको प्रकृति र आवश्यकताअनुसार शिक्षकले विद्यार्थीहरूलाई विभिन्न प्रायोगिक कार्यमा सरिक गराउन सक्नेछन् । यसका निम्ति एकाइगत शीर्षक उपशीर्षकहरूमा तिनको प्रकृति र विषषयगत गहनताअनुसार खोज, सर्वेक्षण, वैयक्तिक अध्ययनपत्र लेखन, परियोजना कार्य, सामूहिक कार्य, वैयक्तिक कक्षाप्रस्तुति र सामूहिक कक्षाप्रस्तुतिजस्ता कार्यकलापहरूको उपयोग गर्न सक्नेछन् ।

**मूल्याङ्कन प्रक्रिया**

विद्यार्थीहरूको मूल्याङ्कन निम्नानुसार दुई तरिकाले गरिनेछ :

**आन्तरिक मूल्याङ्कन**

आन्तरिक मूल्याङ्कन ६०% को हुनेछ । त्यसको वितरण निम्नानुसार गरिनेछ :

| क्र.सं. | कार्यकलाप | अङ्क |
|---|---|---|
| १. | कक्षा सहभागिता | ६ |
| २. | कक्षा प्रस्तुति (वैयक्तिक वा सामूहिक) | १० |
| ३. | दुई वटा अध्ययन पत्र लेखन | २४ |
| ४. | विस्तृत प्रतिवेदन/परियोजना कार्य | २० |
| | **जम्मा:** | **६०** |

**बाह्य मूल्याङ्कन**

स्कुलले निर्धारण गरेको सत्रान्तको परीक्षा-तालिकाअनुसार बाह्य मूल्याङ्कनका लागि परीक्षा लिइनेछ । यसको व्यवस्थापन र सञ्चालन कार्य विषय संयोजकको नेतृत्वबाट सम्पन्न हुनेछ । यसमा निम्नानुसारको अङ्क प्रदान गरिनेछ :

| | | | | |
|---|---|---|---|---|
| संक्षिप्त उत्तरात्मक पश्न | : | (४ × ५) | = | २० |
| विश्लेषणात्मक प्रश्न | : | (२ × १०) | = | २० |
| | | **जम्मा** | | **४०** |

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2079 .03.19

## पाठ्यांश शीर्षक : बहुभाषिकता र कक्षाव्यवस्थापन

| | | | | | |
|---|---|---|---|---|---|
| पाठ्यांश संङ्ख्या | : | नेपा.शि. ७५४ | पाठ्यांश प्रकृति | : | सैद्धान्तिक |
| तह | : | एम. फिल./पिएच.डी | क्रेडिट आवर | : | ३ |
| सेमेस्टर | : | दोस्रो | जम्मा पाठघन्टी | : | ४८ |

### पाठ्यांश परिचय

प्रस्तुत पाठ्यांश नेपाली शिक्षा विषयमा एम.फिल. (दर्शनाचार्य) गर्न चाहने शिक्षार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशमा बहुभाषिकता र कक्षा व्यवस्थापन सम्बन्धी विविध विषयवस्तु समेटिएका छन् । बहुभाषिकता सम्बन्धी विश्वव्यापी अवधारणा, सन्दर्भ, प्रकार तथा विश्वमा बहुभाषिकताको स्थिति, नेपालमा बहुभाषिकताको स्थिति र भाषा शिक्षणका विविध सन्दर्भ, बहुभाषिक कक्षा शिक्षणका सान्दर्भिक पक्ष, कक्षा व्यवस्थापन र बहुभाषिक शिक्षण तथा कक्षामा बहुभाषिकताको सम्बोधन सम्बन्धी विविध सन्दर्भ र पक्षहरूको चिनारी गराउनुका साथै तत्सम्बन्धी अवधारणा र शिक्षणमा त्यसको उपयोग अनि सुझहरूको विकास गर्ने अपेक्षा गरिएको छ । यस क्रममा बहुभाषिक भाषा पाठ्यक्रमको स्वरूप, बहुभाषी कक्षा शिक्षणका विविध स्रोत, साधन, प्रक्रिया र प्रविधिहरूको सुझ, बहुभाषी कक्षा-व्यवस्थापनका सिद्धान्त र तिनको उपयोग अभ्यास तथा कक्षामा बहुभाषिकता सम्बोधनका चुनौती र सकारात्मक उपायहरूको मिहिन जानकारी र सुझ विकास गर्ने अपेक्षालाई पनि उत्तिकै जोड दिइएको छ । यस्तै विषय र पाठ्यांशको प्रकृतिअनुसार अपनाइने विभिन्न शिक्षण-सिकाइ-कार्यकालप र प्रक्रियाहरूको पनि शिक्षार्थीहरूमा यथोचित ढङ्गले ज्ञान गराउने प्रबन्ध पनि मिलाइएको छ ।

### साधारण उद्देश्य

प्रस्तुत पाठ्यांशको अध्ययनबाट शिक्षार्थीहरू निम्नानुसारको साधारण उद्देश्य प्राप्त गर्न सक्षम हुनेछन्–

- बहुभाषिकताको अवधारणा स्पष्ट गरी यसका प्रकार, संज्ञानात्मक प्रभाव, सामाजिक महत्त्व र विश्वमा बहुभाषिक स्थितिको विवेचनात्मक वर्ण गर्न,
- भौगोलिक, सामाजिक र सांस्कृतिक दृष्टिले नेपालको बहुभाषिक स्थितिको आंकलन गरी बहुभाषिक भाषा पाठ्यक्रमको आवश्यकता र स्वरूप पहिल्याउन,
- बहुभाषिक कक्षा शिक्षणका विविध पक्ष, प्रविधि, स्रोत, सामग्री र कार्यकलापहरूसित नेपाली शिक्षणको सम्बन्ध देखाउन,
- कक्षा व्यवस्थापनका सैद्धान्तिक अवधारणा र उपादेयताको मर्मसँग परिचित भई तदनुरूप कक्षा व्यवस्थापन अभ्यासहरूको स्वरूप निर्धारण गर्न, र
- कक्षामा बहुभाषिकताको सम्बोधनका नीति, योजना, चुनौती र सकारात्मक उपायहरूको अबलम्बन गर्न ।

**उपाक्रम (मोड्युल) एक : बहुभाषिकताको स्वरूप (१० पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

बहुभाषिकताको अवधारणा बताउन

द्विभाषिकता र बहुभाषिकताको परिचय र प्रकार उल्लेख गर्न

बहुभाषिकताका सन्दर्भहरू औँल्याउन

बहुभाषिकता र संज्ञानात्मक विकासको अन्तर्सम्बन्ध पहिल्याउन

बहुभाषिकताको सामाजिक महत्त्व बताउन

बहुभाषिक समाजमा प्रभावशाली भाषा र अन्य भाषाको स्थितिको तुलना गर्न

विश्वमा बहुभाषिक स्थिति आकलन गर्न

**पाठ्यवस्तु**

१.१ बहुभाषिकताको अवधारणा

१.२ द्विभाषिकता र बहुभाषिकताको परिचय र प्रकार

१.३ बहुभाषिकताका सन्दर्भहरू

१.४ बहुभाषिकता र संज्ञानात्मक विकास

१.५ बहुभाषिकताको सामाजिक महत्त्व

१.६ बहुभाषिक समाजमा प्रभावशाली भाषा र अन्य भाषाको स्थिति

१.७ विश्वमा बहुभाषिक स्थिति

**शिक्षण सिकाइ कार्यकलाप**

**पहिलो हप्ता**

बहुभाषिकताको अवधारणाका कक्षामा छलफल गर्ने

द्विभाषिकता र बहुभाषिकताको परिचय र प्रकारका सम्बन्धमा परियोजना कार्य दिई कक्षामा प्रस्तुत गर्न लगाउने

**दोस्रो हप्ता**

बहुभाषिकताका सन्दर्भहरू छलफल गर्ने

बहुभाषिकता र संज्ञानात्मक विकास शीर्षकमा लेखन अभ्यास गराउने

**तेस्रो हप्ता**

बहुभाषिकताको सामाजिक महत्त्व

बहुभाषिक समाजमा प्रभावशाली भाषा र अन्य भाषाको स्थिति

**चौथो हप्ता**

विश्वमा बहुभाषिक स्थिति शीर्षकमा अध्ययनपत्र लेख्न लगाउने

**उपाकम (मोड्युल) दुई : नेपालको बहुभाषिकताको स्थिति र भाषाशिक्षण (१० पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- नेपालको भाषिक वितरण पहिचान गर्न
- नेपालको भौगोलिक भाषिक स्थितिको तुलनात्मक दृष्टिकोण प्रस्तुत गर्न
- नेपालको समाज-भाषिक स्थिति आकलन गर्न
- नेपालको बहुसंस्कृति र भाषाको अन्तर्सम्बन्ध बताउन
- नेपालको भाषिक नीतिको समीक्षा गर्न
- नेपालमा बहुभाषिक भाषा-पाठ्यक्रमको सान्दर्भिकता र आवश्यकता औँल्याउन
- बहुभाषिक भाषा-पाठ्यक्रम र यसका विविध पक्षहरू केलाउन

**पाठ्यवस्तु**

२.१ नेपालको भाषिक वितरण

२.२ नेपालको भौगोलिक भाषिक स्थिति

२.३ नेपालको समाज-भाषिक स्थिति

२.४ नेपालको बहुसंस्कृति र भाषा

२.५ नेपालको भाषिक नीति

२.६ नेपालमा बहुभाषिक भाषा-पाठ्यक्रमको सान्दर्भिकता र आवश्यकता

२.७ बहुभाषिक भाषा-पाठ्यक्रम र यसका विविध पक्षहरू

**शिक्षण सिकाइ कार्यकलाप**

**पहिलो हप्ता**

नेपालको भाषिक वितरण सम्बन्धमा कक्षामा विमर्श गर्ने

नेपालको भौगोलिक भाषिक स्थितिका सम्बन्धमा अध्ययनपत्र लेख्न लगाउने

**दोस्रो हप्ता**

नेपालको समाज-भाषिक स्थिति शीर्षकमा कार्यपत्र तयार गर्न लगाउने

नेपालको बहुसंस्कृति र भाषाका सम्बन्धमा व्यक्तिगत कार्य दिने

**तेस्रो हप्ता**

नेपालको भाषिक नीतिका सम्बन्धमा कक्षामा छलफल गर्ने

नेपालमा बहुभाषिक भाषा-पाठ्यक्रमको सान्दर्भिकता र आवश्यकता शीर्षकमा सामूहिक कार्य दिने

**चौथो हप्ता**

बहुभाषिक भाषा-पाठ्यक्रम र यसका विविध पक्षहरूमा कक्षामा विमर्श गर्ने

**उपाक्रम (मोड्युल) तीन : बहुभाषिक कक्षाशिक्षणका विविध पक्षहरू (९ पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- बहुभाषिक सहिष्णुता र नेपाली शिक्षणको मर्म बताउन
- जातीय, धार्मिक र लैङ्गिक समावेशीयता र नेपाली शिक्षणको अन्तर्सम्बन्ध प्रकट गर्न
- बहुभाषिक कक्षा-शिक्षणका नवीन विधि र प्रविधिहरू अभिव्यक्त गर्न
- बहुभाषिक कक्षा र अभ्यासात्मक कार्यकलापहरू प्रयोग गर्न
- बहुभाषिक कक्षा र शिक्षण सामग्रीहरू (पाठ्य विषय र सन्दर्भ-सामग्रीसमेत)औँल्याउन
- बहुभाषिक कक्षा र विविध सहकार्यकलापहरू बताउन
- कक्षामा मातृभाषा वा बहुभाषाको प्रयोग गरी शिक्षण गर्न
- बहुभाषिक कक्षा र भाषिक परीक्षण तथा मूल्याङ्कनका विविध पक्षहरू उल्लेख गर्न

**पाठ्यवस्तु**

३.१ बहुभाषिक सहिष्णुता र नेपाली शिक्षण

३.२ जातीय, धार्मिक र लैङ्गिक समावेशीयता र नेपाली शिक्षण

३.३ बहुभाषिक कक्षा-शिक्षणका नवीन विधि र प्रविधिहरू

३.४ बहुभाषिक कक्षा र अभ्यासात्मक कार्यकलापहरू

३.५ बहुभाषिक कक्षा र शिक्षण सामग्रीहरू

३.६ बहुभाषिक कक्षा र विविध सहकार्यकलापहरू

३.७ कक्षामा मातृभाषा र बहुभाषाको प्रयोग

३.८ बहुभाषिक कक्षा र भाषिक परीक्षण तथा मूल्याङ्कन

**शिक्षण सिकाइ कार्यकलाप**

**पहिलो हप्ता**

बहुभाषिक सहिष्णुता र नेपाली शिक्षण कक्षामा विमर्श गर्ने

जातीय, धार्मिक र लैङ्गिक समावेशीयता र नेपाली शिक्षण शीर्षकमा कार्यपत्र प्रस्तुत गर्न लगाउने

**दोस्रो हप्ता**

बहुभाषिक कक्षा-शिक्षणका नवीन विधि र प्रविधिहरू शीर्षकमा सामूहिक कार्य दिने

बहुभाषिक कक्षा र अभ्यासात्मक कार्यकलापहरू शीर्षकमा व्यक्तिगत कार्य दिने

**तेस्रो हप्ता**

बहुभाषिक कक्षा र शिक्षण सामग्रीहरू (पाठ्य विषय र सन्दर्भ-सामग्रीसमेत)को सूची र प्रयोग सन्दर्भ प्रस्तुत गर्न लगाउने

बहुभाषिक कक्षा र विविध सहकार्यकलापहरू

**चौथो हप्ता**

कक्षामा मातृभाषा र बहुभाषाको प्रयोग तरिकाबारे कक्षामा छलफल गर्ने

बहुभाषिक कक्षा र भाषिक परीक्षण तथा मूल्याङ्कन शीर्षकमा अध्ययनपत्र तयार गर्न लगाउने

**उपाकम (मोड्युल) चार : कक्षाव्यवस्थापन र बहुभाषिक शिक्षण (९ पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- कक्षा व्यवस्थापनका निम्नलिखित सैद्धान्तिक अवधारणा उल्लेख गर्न
- बहुभाषिक शिक्षणमा कक्षाव्यवस्थापन सिद्धान्तको उपादेयता बताउन
- कक्षा व्यवस्थापनका विविध अभ्यासहरूको उपयोग गर्न

**पाठ्यवस्तु**

४.१कक्षा व्यवस्थापनको सैद्धान्तिक अवधारणा

क)लोकतान्त्रिक सिद्धान्त

ख)सांस्कृतिक पुनरुत्पादनको सिद्धान्त

ग)निपुणताको सिद्धान्त

घ)मस्तिष्क व्यवस्थापनको सिद्धान्त

ङ)प्रसारणसम्बन्धी सिद्धान्त

च)अनुकूलनसम्बन्धी सिद्धान्त

४.२ बहुभाषिक शिक्षणमा कक्षाव्यवस्थापन सिद्धान्तको उपादेयता

४.३ कक्षा व्यवस्थापनका अभ्यासहरू

क) लोकतान्त्रिक अभ्यास

ख) सांस्कृतिक पुनरुत्पादनको अभ्यास

ग) निपुणताको अभ्यास

घ) मस्तिष्क व्यवस्थापनको अभ्यास

ङ) प्रसारणसम्बन्धी अभ्यास

च) अनुकूलनसम्बन्धी अभ्यास

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता र दोस्रो हप्ता**

कक्षा व्यवस्थापनको सैद्धान्तिक अवधारणासम्बन्धी निम्नलिखित शीर्षकहरू दिई अध्ययनपत्र तयार पार्न लगाउने

लोकतान्त्रिक सिद्धान्त

सांस्कृतिक पुनरुत्पादनको सिद्धान्त

निपुणताको सिद्धान्त

मस्तिष्क व्यवस्थापनको सिद्धान्त

प्रसारणसम्बन्धी सिद्धान्त

अनुकूलनसम्बन्धी सिद्धान्त

**तेस्रो हप्ता**

बहुभाषिक शिक्षणमा कक्षाव्यवस्थापन सिद्धान्तको उपादेयता लेख्न गगाउने

कक्षा व्यवस्थापनका निम्नलिखित अभ्यासहरूको प्रयोगात्मक रूपमा अभ्यास गर्न लगाउने

लोकतान्त्रिक अभ्यास

सांस्कृतिक पुनरुत्पादनको अभ्यास

निपुणताको अभ्यास

मस्तिष्क व्यवस्थापनको अभ्यास

प्रसारणसम्बन्धी अभ्यास

अनुकूलनसम्बन्धी अभ्यास

**उपाक्रम (मोड्युल) पाँच : कक्षामा बहुभाषिकताको सम्बोधन (१० पाठ्यघण्टा)**

**व्यावहारिक उद्देश्य**

- यस एकाइको अन्त्यमा विद्यार्थीहरू बहुभाषिकता सम्बोधनको अवधारणा उल्लेख गर्न सक्षम हुनेछन् ।

**पाठ्यवस्तु**

बहुभाषिकता सम्बोधनको अवधारणा

- व्याख्यानशैक्षणिक प्रयोजनका लागि भाषिक नीति र भाषाहरूको छनोट
- शैक्षणिक उपयोगका लागि भाषिक योजन
- बहुभाषिकता सम्बोधनको चुनौती सम्बन्धी पक्षहरू
- शिक्षक-व्यवस्था र दक्षता-विकास तालिम एवम् भौतिक व्यवस्थापनमा प्र.अ.को भूमिका
- समूह निर्माण र सामूहिक कार्य सम्पादन
- शिक्षण सामग्रीहरूको (पाठ्य र स्रोत-सामग्रीसमेत)को उपलब्धता र व्यवस्थापनमा शिक्षकहरूको भूमिका

- बाल मनोवैज्ञानिक शिक्षण अभ्यास
- विद्यार्थीको उपस्थिति (बहुभाषिकताका दृष्टिले)
- समग्र भाषिक सिप-सन्तुलनको निम्ति अभ्यास
- भाषिक परीक्षण र मूल्याङ्कन
- अध्यापन योजना तथा निर्माण र कार्यान्वयन
- कक्षामा बहुभाषिकता सम्बोधनका सकारात्मक उपाय
- भाषा प्रयोगका उपयुक्त नीति
- मातृभाषालाई माध्यमका रूपमा उपयोग
- आधारभूत सिकाइ पूर्वाधार र स्रोत- साधनयुक्त कक्षा-सञ्चालन
- व्यवस्थापकीय सुधार र शिक्षकको सकारात्मक व्यवहार
- बहुभाषिकतामा आधारित शिक्षक तालिम
- शिक्षण सिकाइ सामग्रीहरूको उपयुक्त विकास र पहुँचमा सहजता
- समावेशी शिक्षण-कला र वातावरणको विकास
- बालमैत्री र बाल-अधिकारमा आधारित सिकाइ
- विद्यालयीय भाषिक परिवेश, पारिवारिक भाषिक परिवेश र विद्यार्थी भाषिक पृष्ठभूमिप्रति सचेतना
- शिक्षण अभ्यास र कार्यकलापहरूमा विविधता
- समूहमा आधारित योजनाबद्ध शिक्षण
- निरन्तर मूल्याङ्कन एवम् पृष्ठ-पोषण

**शिक्षणसिकाइ कार्यकलाप**

**पहिलो हप्ता**

बहुभाषिकता सम्बोधनको अवधारणासम्बन्धी विविध शीर्षकहरू दिई अध्ययनपत्र तयार गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने ।

**४.प्रायोगिक कार्यकलाप र शिक्षण प्रविधि**

प्रायोगिक कार्यकलाप र शिक्षण प्रविधिलाई दुई प्रकारमा विभाजन गरिएको छ :

(१) सामान्य कार्यकलाप र (२) विशिष्ट कार्यकलाप

**सामान्य कार्यकलाप**

माथि ३. को तालिकामा उल्लेख गरेअनुसार सामान्य शिक्षण कार्यकलापभित्र शिक्षकले विषयको प्रकृति र आवश्यकताअनुसार आफ्नो कक्षा-प्रस्तुतिलाई उपयोग गर्न सक्छन् । यसका निम्ति व्याख्यान, प्रदर्शन, छलफल, प्रश्नोत्तर, तुलनाजस्ता विधि र कार्यकलापहरूको उपयोग गर्न सक्नेछन्

**विशिष्ट कार्यकलाप**

माथि ३. को तालिकामा उल्लेख गरेअनुसार विशिष्ट शिक्षण कार्यकलापभित्र विषयको प्रकृति र आवश्यकताअनुसार शिक्षकले विद्यार्थीहरूलाई विभिन्न प्रायोगिक कार्यमा सरिक गराउन सक्छन् । यसका निम्ति एकाइगत शीर्षक उपशीर्षकहरूमा तिनका प्रकृति र गहनताअनुसार खोज, सर्वेक्षण, वैयक्तिक अध्ययन-पत्र-लेखन, परियोजना कार्य, सामूहिक कार्य, वैयक्तिक कक्षा-प्रस्तुति र सामूहिक कक्षा प्रस्तुतिजस्ता कार्यकलापहरूको उपयोग गर्न सक्नेछन् ।

**मूल्याङ्कन प्रक्रिया**

विद्यार्थीहरूको मूल्याङ्कन निम्नानुसार दुई तरिकाले गरिनेछ :

**आन्तरिक मूल्याङ्कन**

आन्तरिक मूल्याङ्कन ६०% को हुने छ । त्यसको वितरण निम्नानुसार गरिनेछ :

| क्र.सं. | कार्यकलाप | अङ्क |
|---|---|---|
| १. | कक्षा सहभागिता | ६ |
| २. | कक्षा प्रस्तुति (वैयक्तिक वा सामूहिक) | १० |
| ३. | दुई वटा अध्ययनपत्र लेखन | २४ |
| ४. | विस्तृत प्रतिवेदन/परियोजना कार्य | २० |
| | **जम्मा:** | **६०** |

**बाह्य मूल्याङ्कन**

स्कुलले निर्धारण गरेको सत्रान्तको परीक्षा-तालिकाअनुसार बाह्य मूल्याङ्कनका लागि परीक्षा लिइनेछ । यसको व्यवस्थापन र सञ्चालन कार्य विषय संयोजकको नेतृत्वबाट सम्पन्न हुने छ । यसमा निम्नानुसारको अङ्क प्रदान गरिनेछ :

संक्षिप्त उत्तरात्मक पश्न : (४ × ५) = २०

विश्लेषणात्मक प्रश्न : (२ × १०) = २०

**जम्मा:** ४०

**सन्दर्भ सामग्रीहरू**

**नेपाली**


- अधिकारी, हेमाङ्गराज र राई, विष्णुसिंह (२०५६), *दोस्रो भाषाका रूपमा नेपाली शिक्षणका लागि शिक्षक निर्देशन,* भक्तपुर : शिक्षा विभाग ।

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- कानुन किताब व्यवस्था समिति (२०६३), *नेपालको अन्तरिम संविधान,* काठमाडौं : नेपाल सरकार ।
- कानुन किताब व्यवस्था समिति (२०७२), *नेपालको संविधान,* काठमाडौं : नेपाल सरकार ।
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- गुरुङ, चुन बहादुर (सं.) (२०६१), *नेपालमा आदिबासी जनजातीय मातृभाषाको स्थिति : एक विश्लेषण,* ललितपुर : आदिवासी जनजाति उत्थान राष्ट्रिय प्रतिष्ठान ।
- तोवा, सुयसी र राई, नोबल किशोर (सन्. २००५), *नेपालमा भाषाहरूको विविधता तथा लोपोन्मुख स्थिति,* काठमाडौं : युनेस्को ।
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- राष्ट्रिय भाषा नीति सुझाव आयोग (२०५०), *राष्ट्रिय भाषा नीति सुझाव आयोगको प्रतिवेदन,* काठमाडौं : नेपाल सरकार ।
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- लामिछाने, कपिलदेव (२०७१), 'नेपालको भाषिक अवस्था', *प्रज्ञा* (११० : १-१३), काठमाडौं : नेपाल प्रज्ञा प्रतिष्ठान ।


**English**


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2079.03.19

## Social Studies Education

## Course Title: Philosophical Foundation of Social Studies

Course No: Sost. Ed. 751 Credit Hours: 3

Nature of the course: Theoretical Teaching hours 48

Semester: Second

**Course Description**

This modular course is designed for the Philosophical Foundations of Social Studies subject in the second semester of the Master of Philosophy (MPhil) in the Graduate School of Education, Faculty of Education. The course aims to provide students with a deep understanding of the historical development of social studies subject at school and higher levels curricula. This course is divided into five units, such as the concept of the philosophical foundations of social studies, application of philosophical perspective in social studies, the use of research methodologies in social studies and pedagogical approaches to the study of social studies.

**Module I: Introduction to the Philosophical Foundations of Social Studies (9)**

**Module Objectives**

The intent of this modular course is to help students acquire a critical insight into the philosophical foundations of social studies linked with modernist and post-modernist perspectives and Eastern philosophies.

**Module Outcomes**

- To critically analyze the concepts of social studies
- To acquaint students' knowledge of the foundation of social studies
- Critically analyze the challenges facing the philosophy of education in the twenty-first century
- To trace out the historical development of social studies education in Nepal

**Module Contents**

In this module, students will learn the following contents:

1.1 Concepts of Social Studies

1.2 Foundation of Social Studies

1.2.1 Philosophical

1.2.2 Sociological

1.2.3 Psychological

1.2.4 Educational/Pedagogical

1.3 Challenges facing the philosophy of education in the twenty-first century

1.4 Social Studies Education in Nepal

**Teaching Learning Activities**

**Preparation:** The instructor will be provided reading materials listed in the reference section for students. The learning environment will be created effectively through the interaction of teacher-students, reflective questions, ideas sharing based on the reading materials, and classroom discussion. Students will be participated in question-answer, problem-solving, inquiry and oral questions such as what is the global perspective of social studies (concepts, nature, and themes)? What is the relationship between philosophy and social studies? How are the philosophical foundations of social studies created? Ask what are the challenges facing the philosophy of education in the twenty-first century etc. questions will also.

**Presentation**: In this course, the following will be used in the classroom such as group work, individual work, teacher-student interaction, group discussion, and PowerPoint presentation. The presentation will also be used to additional techniques, such as exploration, interpretation, synthesis and criticism.

**Exercise/Group Work/Workshop**: After the presentation students will be expected to participate in group discuss, classwork, and individual work to arrive at the conclusion. Students will be worked individually and in groups of 3/4 for discuss in a given topic and to build common understanding. They can also be asked a question listing the ideas given in the text.

**Assignment (Critical Reflection)**

The instructor will discuss the concept, nature, and themes; foundations of social studies; and historical development of social studies in Nepal and students prepare a synthetic report to present in class. Students will also participate in the seminar, the group work, the PowerPoint presentation, and the discussion. Students will understand the place of philosophical foundation in social studies curriculum.

**References and Further Reading**


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- Rajesh R.V. (2014). *A study on the effectiveness of the critical pedagogical approach in social studies at the secondary level*. A thesis submitted to the University of Mysore.
- Ross, E. W. (Ed.) (1997). *The social studies curriculum in social education: Purposes, problems, and possibilities*. State University of New York Press, Albany.
- Zevin, J. (2011). *Social Studies for the 21st Century: Methods and materials for the Teaching in Middle and Secondary Schools*. Routledge https://www.amazon.com/ Social-Studies-Twenty-First-Century-Materials/dp/0415749794 Vol. 10, pp. 19-48.

**Module II: Paradigm, Philosophy, and Social Studies (10)**

**Module Objectives**

The intent of this modular course is to integrate paradigms, philosophy and thoughts in social studies.

**Module Outcomes**

- To acquaint students' knowledge for integrating nature (paradigms, philosophy, and thoughts) of social studies.
- To analyze the place of paradigm, philosophy, and methodology in social studies.
- To explain social studies as a paradigmatic subject.

**Module Contents**

In this module, students will learn the following contents:

2.1 Paradigm, Philosophy, and Thought

2.2 Paradigm and Theory

2.3 Paradigm, Philosophy, and Methodology

2.4 Social Studies as a Paradigmatic Subject

**Teaching Learning Activities**

**Preparation:** The instructor will be provided reading materials listed in the reference section for students. The learning environment will be created effectively through the interaction of teacher-students, reflective questions, ideas sharing based on the reading materials, and classroom discussion. Students will be participated in question-answer, problem solving, inquiry and oral questions such as What are the different perspectives of social studies? What is the relationship

between philosophy and social studies? What are the ontological and epistemological examples of social studies? What pedagogical approaches are appropriate in social studies? etc. questions will also be asked.

**Presentation**: In this course, the following will be used in the classroom such as group work, individual work, teacher-student interaction, group discussion, and PowerPoint presentation. The presentation will also be used to additional techniques, such as exploration, interpretation, synthesis and criticism.

**Exercise/Group Work/Workshop**: After the presentation students will be expected to participate in group discuss, classwork, and individual work to arrive at the conclusion. Students will be worked individually and in groups of 3/4 for discuss in a given topic and to build common understanding. They can also be asked a question listing the ideas given in the text.

**Assignment (Critical Reflection)**

The instructors will discuss the paradigms, philosophy, and thought; paradigms and theory, paradigms, philosophy, and methodology and social studies as a paradigmatic subject, and critical social studies, and students prepare a synthetic report to present in class. Students will also participate in the seminar, the group work, the PowerPoint presentation, and the discussion. Students will understand the place of paradigms, philosophy, and thought in the social studies curriculum.

**References**


- Gale, S. & Olsson, G. (1979). *Philosophy in geography*. D. Reidel Publishing Company.
- Harvey, M. & Holly, B. (Eds.) (1981). *Themes in geographic thought***.** Routledge.
- Holt-Jensen, A. (2018). *Geography history and concepts*. SAGE Publications Ltd.
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**Module III: Social Studies Education in Asia (9)**

**Module Objectives**

The intent of this modular course is critically examining to social studies education in Asia.

**Module Outcomes**

- To acquaint students with the theoretical perspective of social studies education in Asia.
- To analyze sociocultural, economic, and political impacts on social studies education in Asia
- To critically examine new trends in social studies education in Asia
- To elucidate social studies education changing in the world

**Module Contents**

3.1 Perspective on Social Studies Education in Asia.

3.2 Sociocultural, Economic, and Political Impacts on Asian Social Studies Education

3.3 New Trends in Social Studies Education

3.4 Social Studies Education in the Changing World

**Teaching Learning Activities**

**Preparation:** The instructor will be provided reading materials listed in the reference section for students. The learning environment will be created effectively through the interaction of teacher-students, reflective questions, ideas sharing based on the reading materials, and classroom discussion. Students will be participated in question-answer, problem-solving, inquiry and oral questions such as what is the perspective of social studies (Vedic, Buddhist, Islam, Tao, etc.) in Asia. How Asian philosophy reflection in the social studies curricula? etc. questions will also be asked.

**Presentation**: In this course, the following will be used in the classroom such as group work, individual work, teacher-student interaction, group discussion, and PowerPoint presentation. The presentation will also be used to additional techniques, such as exploration, interpretation, synthesis and criticism.

**Exercise/Group Work/Workshop**: After the presentation students will be expected to participate in group discuss, classwork, and individual work to arrive at the conclusion. Students will be worked individually and in groups of 3/4 for discuss in a given topic and to build common understanding. They can also be asked a question listing the ideas given in the text.

**Assignment (Critical Reflection)**

The instructors will explore the ideas **with students on the theoretical perspective of social studies education in Asia and social studies education changing** in the world, and students

prepare a synthetic report to present in class. Students will also participate in the seminar, the group work, the PowerPoint presentation, and the discussion. Students will understand the place of the research paradigm in the social studies curriculum.

**References**


- Alatas, S. F. (2006). *Alternative discourse in Asian social science: response to Eurocentrism*. SAGE Publications.
- Kennedy, K. J. (Ed.) (2021). *Social Studies Education in East Asian Contexts.* Routledge.
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**Module IV: Research Paradigm in Social Studies (10)**

**Module Objectives**

The intent of this modular course is to apply different research paradigms in social studies education.

**Module Outcomes**

To develop student knowledge on the positivist research paradigm.

To apply a post-positivist research paradigm.

To use the interpretivism or constructivism research paradigm.

To acquaint students' knowledge on the pragmatic research paradigm studies

To construct a paradigm-based research proposal based on a given topic.

Module Contents

4.1 Positivist Paradigm

4.2 Post positivism Paradigm

4.3 Interpretivism or Constructivism Paradigm

4.4 Pragmatism Paradigm

4.5 Preparation of a Research Proposal

**Teaching Learning Activities**

**Preparation:** The instructor will be provided reading materials listed in the reference section for students. The learning environment will be created effectively through the interaction of teacher-students, reflective questions, ideas sharing based on the reading materials, and classroom discussion. Students will be participated in question-answer, problem solving, inquiry and oral

questions such as what are the perspective on social sciences research? Can the social sciences research methods be useful in social studies? etc. questions will also be asked.

**Presentation**: In this course, the following will be used in the classroom such as group work, individual work, teacher-student interaction, group discussion, and PowerPoint presentation. The presentation will also be used to additional techniques, such as exploration, interpretation, synthesis and criticism.

**Exercise/Group Work/Workshop**: After the presentation students will be expected to participate in group discuss, classwork, and individual work to arrive at the conclusion. Students will be worked individually and in groups of 3/4 for discuss in a given topic and to build common understanding. They can also be asked a question listing the ideas given in the text.

**Assignment (Critical Reflection)**

The instructors will explore the ideas **with students on the** application of different research paradigms in social studies education, and students prepare a synthetic report to present in class. Students will also participate in the seminar, the group work, the PowerPoint presentation, and the discussion. Students will apply different research paradigms in social studies education.

**References**


- **Creswell, J. W. & Guetterman, T. C. (2020*).*** *Educational research: planning, conducting, and evaluating quantitative and qualitative research.* Pearson
- Levstik, L.S. & Tyson, C. A. (Eds.) (2008). *Handbook of research in social studies education*. Routledge.
- Rajesh R.V. (2014). *A study on the effectiveness of the critical pedagogical approach in social studies at the secondary level*. A thesis submitted to the University of Mysore.


**Module V: Implication of Pedagogical Approaches in Social Studies (10)**

**Module Objectives**

The intent of this modular course is to apply the pedagogical approaches (pedagogy of oppressed, social constructivism, pedagogy of lifelong learning and critical pedagogy) in social studies classroom in Nepal and the students will prepare a project report based on the current affairs/controversial issues in Nepal.

**Module Outcomes**

- **To acquaint students with the key concepts and principles of** pedagogy.

- To critically analyze the philosophy of pedagogy in social studies education- pedagogy of oppressed, social constructivism, pedagogy of lifelong learning, critical pedagogy and digital pedagogy.
- To examine the place of controversial issues/current affairs in social studies curricula.

**Module Contents**

5.1 Concepts and Principles of Pedagogy

5.2 Philosophy of Pedagogy

5.2.1 Pedagogy of Oppressed

5.2.2 Social Constructivism

5.2.3 Pedagogy of Lifelong Learning

5.2.4 Critical Pedagogy

5.3 Teaching controversial issues and current affairs

**Teaching Learning Activities**

**Preparation:** The instructor will be provided reading materials listed in the reference section for students. The learning environment will be created effectively through the interaction of teacher-students, reflective questions, ideas sharing based on the reading materials, and classroom discussion. Students will be participated in question-answer, problem-solving, inquiry and oral questions such as: What is the global perspective on teaching social studies? What pedagogical approaches are appropriate in social studies? etc. questions will also be asked.

**Presentation**: In this course, the following will be used in the classroom such as group work, individual work, teacher-student interaction, group discussion, and PowerPoint presentation. The presentation will also be used to additional techniques, such as exploration, interpretation, synthesis and criticism.

**Exercise/Group Work/Workshop**: After the presentation students will be expected to participate in group discuss, classwork, and individual work to arrive at the conclusion. Students will be worked individually and in groups of 3/4 for discuss in a given topic and to build common understanding. They can also be asked a question listing the ideas given in the text.

**Assignment (Critical Reflection)**

The instructors will explore the ideas **with students to** prepare a project work on the issues of contemporary society in Nepal, and students prepare a synthetic report to present in class. Students will also participate in the seminar, the group work, the PowerPoint presentation, and the

discussion. Students will understand the place of current affairs and controversial issues in the social studies curriculum.

**References**


- al-Albaanee, S. M. N. (1994). *The knowledge of current affairs*. Minhaaj Al-Sunnah
- Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury.
- Godbole, M. (2000). *The changing times: Commentary on current affairs*. Orient Longman.
- Mangal, S. K. & Mangal, U. (2008). *Teaching social studies*. PHI Learning Pvt. Ltd.
- Martorella, P. H. (2001). *Teaching social studies in middle and secondary schools*. Merrill Prentice Hall.
- Osborne, M., Houston, M. & Toman, N. (Eds.) (2007). *The pedagogy of lifelong learning: Understanding effective teaching and learning in diverse context. Routledge*
- Ogle, D., Klemp, R. & McBride, B. (2007). *Building literacy in social studies: Strategies for improving comprehension and critical thinking*. Association for Supervision and Curriculum Development.


**Instructional Approach**

***Seminar and lecture***: This course follow seminar as a major instructional approach. For this class, the students lead classes and engage in discussions on various topics covered in the course. The students are assigned to lead classes on specific topics as mentioned in the assigned readings. They develop lessons, explore relevant/readings for classes and develop activities for class discussions.

***Independent study/research***: This course is also characterized by the importance it places on independent study/research. In the beginning of the course, the course participants and supplied with the prescribed readings and also the materials that will strengthen their understandings and help them go further to their areas of interest.

***Guest lecture***: The graduate school sometimes invites speakers who are experts in a particular field of research. 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 Scheme**

**Internal evaluation: 60%**

The course instructor will undertake internal evaluation. S/he will evaluate the students' academic activities, learning outcomes and performance on the course work in terms of following criteria:

***Regularity and class participation* (6):** An appropriate score will be provided to the course participants 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.

***Seminar presentation (10):*** Each course participant is required to lead at least one class. For this s/he should prepare presentations of the assigned topics. Such presentations should focus on the contents from the readings, issues, or classroom activities. The course participants are assessed on their presentation and communication skills, arguments, examples and understanding.

**Written works (44):** This assessment involves students' writing on their independent research. This assignment may also include students' written work that shows their critical ability to discussion a particular issue from the class readings and discussions. The written assessments will be of two kinds

| | |
|---|---|
| Short term papers (2 x 12) | 24 marks |
| Long term paper/essay/project work (1 x 20) | 20 marks |
| Total | 60 marks |

***External Evaluation: 40%***

At the end of semester, a written examination will be conducted by Graduate school of Education. The types and number of questions to be included in the test are as follows:

| | |
|---|---|
| xv) Short answer questions (4 x 5) | 20 marks |
| xvi) Long answer questions (2 x 10) | 20 marks |
| **Total** | **40 Marks** |

## Course Title: Philosophical Foundations of Contemporary Society

Course No: Std. Ed. 752 Credit hours: 3

Nature of Course: Theoretical Teaching Hours: 48

Level: MPhil

**Course Description**

This course aims to help students acquire a philosophical understanding of contemporary society linked with knowledge construction approaches and the historical foundation of the contemporary society of Nepal. It also helps students acquire knowledge of philosophy and theoretical perspectives such as functionalism, conflict, modernization, dependency, the world system, and contemporary society's socio-cultural issues.

**Objectives of Course**

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

- Explain the philosophical concept of society.
- Analyze the knowledge construction approaches of contemporary society.
- Describe the historical foundation of contemporary society.
- Critically analyze the theoretical perspectives and issues of contemporary society.
- Prepare a fieldwork and a fieldwork report on the issues of contemporary society in Nepal.

**Course Contents**

**Module 1: Philosophy and Knowledge of Contemporary Society 9**

**Module outcomes**

The students will be able to explore the basic concepts of philosophy. They will be able to analyze the knowledge construction approaches of the contemporary society.

In this module, students will learn the following contents:

**Module Contents**

1.2.1 Concepts of Contemporary Society

1.2.2 Ontology and Epistemology

1.2.3 Methodology

1.2.4 Positivistic approach

1.2.5 Interpretive approach

1.2.6 Critical approach

**Teaching strategies**

This module will adopt the lectures, discussions, question-answers and PowerPoint presentations as teaching-learning activities. The **s**tudents are provided with reading materials as listed below 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.

**Assignments**

The students will be participating in diverse student centric activities including discussion, group work, and presentation in the class. Students will try to draw out the critical analysis of listed readings and will be shared the views in about the concepts of Philosophy and Knowledge construction approaches of contemporary social structure in the class.

**Prescribed Readings**

- Grix, J (2002). "Introducing Students to the Generic Terminology of Social Research" *POLITICS*: VOL 22(3), 175–186
- Neuman, W. L (2007). *Social Research Methods*. India: Darling Kindersley.

**Module 2: Historical foundation of contemporary Nepali society 9**

**Module outcomes**

The students will be able to explore the ideas of the historical foundations of Nepali society. They will be able to identify the historical linkage of contemporary social structure in terms of the current livelihood and life style.

In this module, students will learn the following contents:

**Module Contents**

2.2.1 Ashram system

2.2.2 Sanskar system

2.2.3 Gotra system

2.2.4 Yagya system

2.2.5 Jajmani, Bista, Jhara and Parma system

2.2.6 Veja, Guthi, Rodi system, Majhi System (Dimal) etc.

**Teaching strategies**

This module will adopt the lectures, discussions, question-answers and Power Point presentations as teaching-learning activities. The **s**tudents are provided with reading materials

as listed below 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 as well as life experiences.

**Assignments**

The students will be participating in diverse student centric activities including discussion, group work, and presentation in the class. Students will try to draw out the critical analysis of listed readings and will be shared the views in about the Ashram, Sanskar, Gotra, Yagya, Jhara, Parma, Veja, Guthi, Rodi, Majhi system etc.in the class.

**Prescribed Readings**


- Adhikari, S.R (2021) "Lineage and Gotra in Historical context" *Pragya* Vol.122. Kathmandu: Nepal Academy.
- Adhikari, S.R (2014) *Vedkalin Samajma Laingikta ko Nirman*, (Unpublished PhD Dissertation of Sociology, Tribhuvan University, Kathmandu, Nepal)
- Diwas, T. (). *Dhimal Lok Dharm*. Royal Acadey
- Pandey, R. (1968). *Hindu Sankaras*: Delhi: Motilal Vanarasidas.
- Sharma, J (2058) *Hamro Samaj Ek Adhyan*, Kathmandu: Sajha Prakashan.
- Thapar, R. (2010). *Cultural Pasts*. New Delhi: Oxford University Press.
- Upreti, L. (2021) *Peasantry under Capitalism in Contemporary Nepal: Macro and Micro*
- *Narratives*, Kathmandu: Bina Khatiwada (Upreti).


**Module 3: Theoretical perspectives of contemporary society 12**

**Module outcomes**

The students will be able to explore the context, assumptions, application and critic of theoretical perspectives of society. They will be able to analyze the contemporary social structure of Nepali society on the basis of the listed theoretical perspectives.

In this module, students will learn the following contents:

**Module Contents**

3.2.1 Theoretical perspective of structural functionalism

3.2.2 Theoretical perspective of conflict

3.2.3 Theoretical perspective of mode of production

3.2.4 Theoretical perspective of modernization

3.2.5 Theoretical perspective of world system

3.2.6 Theoretical perspective of post modern

**Teaching strategies**

This module will adopt the lectures, discussions, question-answers and PowerPoint presentations as teaching-learning activities. The **s**tudents are provided with reading materials as listed below 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.

**Assignments**

The students will be participating in diverse student centric activities including discussion, group work, and presentation in the class. The students will assess the context, assumptions, application and criticism of theoretical perspectives. They will analyze the contemporary social structure of Nepali society on the basis of the listed theoretical perspectives.

**Prescribed Readings**

- Ritzer, G. (1996) *Sociological Theory*. MC Graw Hill International Educations.
- Turner, J (1995). *The Structure of Sociological Theory*. India: Rawat Publications Jaipur.
- Coser, L. A. (1996). *Masters of Sociological Thought.* New Delhi: Rawat Publications.

**Module 4: Socio-cultural issues of contemporary society 9**

**Module outcomes**

The students will be able to identify the Socio-cultural issues of contemporary society. They will be able to analyze the concept, factors and issues of Social stratification, Social change, and pattern of gender construction, socio-cultural impact of urbanization, migration, poverty, divorce, inclusion.

In this module, students will learn the following contents:

**Module Contents**

4.2.1 Factors of Social stratification,

4.2.2 Causes of Social change,

4.2.3 Pattern of gender construction

4.2.4 Impact of urbanization, migration, poverty, divorce, inclusion

**Teaching strategies**

This module will adopt the lectures, discussions, question-answers and Power Point presentations as teaching-learning activities. The **s**tudents are provided with reading materials as listed below 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.

**Assignments**

The students will be participating in diverse student centric activities including discussion, group work, and presentation in the class. The students will draw out the concept, factors and issues of Social stratification, Social change, and pattern of gender construction, socio-cultural impact of urbanization, migration, poverty, divorce and inclusion of current social structure of Nepali society.

**Prescribed Readings**

- Giddens, A (2009) *Sociology, U.K: Polity Press*
- Palgrave (1997). *Introductory Sociology*. New York.
- Matson, R. (2005). *The Spirit of Sociology*. Singapore: Pearson Education pvt. Ltd.
- Adhikari, S.R (2020) "Gender issues in Vedic social structure" Tribhuvan University Journal TRIBHUVAN UNIVERSITY JOURNAL, VOL. 35, NO. 1, JUNE, 2020 193 Vol. 35, No. 1: 193-208, June, 2020 Research Directorate, Tribhuvan University, Kathmandu, and Nepal DOI: https://doi.org/10.3126/tuj.v35i1.35881

**Module 5: Field study of contemporary issues of Nepali society, report writing, presentation and interaction 9**

**Module outcomes**

The students will be able to prepare field work and a report of field work. They will be able to identify the socio-cultural issues of specific area and will present findings of field work.

**Teaching strategies**

This module will adopt the observation, interview, discussion, case study and narrative writing method including field work. The **s**tudents will choose the specific area as the field. They will collect the socio-cultural information from the observation, interview, discussion, case study methods. Facilitator will be with the students in the field research to facilitate and guide them.

**Assignments**

The students will participate in diverse activities of located field. The students will prepare the report and manage the presentation of report in the class.

**Instructional Approach**

***Seminar and lecture***: This course follow seminar as a major instructional approach. For this class, the students lead classes and engage in discussions on various topics covered in the course. The students are assigned to lead classes on specific topics as mentioned in the assigned readings. They develop lessons, explore relevant/readings for classes and develop activities for class discussions.

***Independent study/research***: This course is also characterized by the importance it places on independent study/research. In the beginning of the course, the course participants and supplied with the prescribed readings and also the materials that will strengthen their understandings and help them go further to their areas of interest.

***Guest lecture***: The graduate school sometimes invites speakers who are experts in a particular field of research. 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 Scheme**

**Internal evaluation: 60%**

The course instructor will undertake internal evaluation. S/he will evaluate the students' academic activities, learning outcomes and performance on the course work in terms of following criteria:

**Regularity and class participation (6):** An appropriate score will be provided to the course participants 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.

**Seminar presentation (10**): Each course participant is required to lead at least one class. For this s/he should prepare presentations of the assigned topics. Such presentations should focus on the contents from the readings, issues, or classroom activities. The course participants are assessed on their presentation and communication skills, arguments, examples and understanding.

**Written works (44):** This assessment involves students' writing on their independent research. This assignment may also include students' written work that shows their critical

ability to discussion a particular issue from the class readings and discussions. The written assessments will be of two kinds

| | |
|---|---|
| Short term papers (2 x 12) | 24 marks |
| Long term paper/essay/project work (1 x 20) | 20 marks |
| Total | 60 marks |

***External Evaluation: 40%***

At the end of semester, a written examination will be conducted by Graduate school of Education. The types and number of questions to be included in the test are as follows:

| | |
|---|---|
| Short answer questions (4 x 5) | 20 marks |
| Long answer questions (2 x 10) | 20 marks |
| Total | 40 Marks |

## Course Title: Historiography and Political Philosophy

Course No: Sost. Ed. 753 Credit Hours: 3

Nature of the course: Theoretical Teaching hours 48

Semester: Second

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**Course Description**

This course is divided into two parts, historiography and political philosophy. Historiography focuses on the study of the methods and theories that historians use to research and write about history. The course aims to provide students with a deep understanding of the evolution of historical scholarship, the debates, and controversies in the field of history. The course also examines how the practice of history has changed over time and place, from the traditional narrative of political events to more recent trends in social, cultural, and intellectual history.

Political philosophy examines the major political ideas that have shaped political thinking throughout history. The course is designed to provide students with an in-depth understanding of the theoretical foundations of political thought and its practical applications in the contemporary world. The course aims to help students develop critical thinking and analytical skills that are necessary to evaluate different political ideologies and philosophies. Students will be expected to engage in discussions, debates on contemporary political issues, and explore the ways in which political thought can be applied to solve real-world problems.

The course typically includes lectures, seminars, and independent research. Students will be required to read and analyze a wide range of texts and to write papers and essays that demonstrate their understanding of the course material. At the end of the course, students should have a comprehensive understanding of the history of political philosophy and its relevance to contemporary political debates.

**Course Objectives**

Upon completion of this course, students will be able:

- To provide students with an in-depth understanding of the methods and theories of historical research, including the nature of historical evidence and the different schools of historical interpretation.

- To introduce students to the evolution of historical thinking and the changing practices of the discipline, including the move away from traditional political and diplomatic history towards social, cultural, and intellectual history.
- To help students develop critical thinking and analytical skills necessary to evaluate historical arguments and to engage in the debates and controversies within the field of history.
- To provide students with an understanding of the key ideas, concepts, and theories that have shaped political thought throughout ancient, medieval, and modern era.
- To help students develop critical thinking and analytical skills necessary to evaluate different political ideologies and philosophies.
- To analyze the ways in which political thought has been applied to solve real-world problems.

## Part I

## History and Historiography

**Module I: Introduction to History and Historiography (4)**

**Module Objectives**

This module intends to familiarize the concepts, nature, scope, and importance of history and historiography from the Eastern and Western perspectives.

**Module Outcomes**

- To explain the concepts of philosophy of history and historiography.
- Critically analyze the philosophical issues in natural history and its historiography
- To explain the importance of history and historiography.
- To distinguish between history and philosophy of historiography
- To analyze the historiographic evidence and confirmation
- To evaluate the Eastern and Western history and historiography.

**Module Contents**

In this module, students will learn the following contents:

1.1 Concepts of Philosophy of History and Historiography

1.2 Philosophical Issues in Natural History and Its Historiography

1.3 Historians and Philosophy of Historiography

1.4 Historiographic Evidence and Confirmation

1.5 Eastern and Western History and Historiography.

**Teaching Learning Activities**

Lectures, discussion and question-answer quizzes, tutorial support, guided individual study, group or individual assignment, webinar discussion, and PowerPoint presentations will be suggested as teaching-learning activities for this module.

Active participation of students is mandatory while using these techniques to make the teaching interactive.

**Assignment (Critical Reflection)**

Students will discuss the meaning of history, prepare a short report, and present it in class. Likewise, they conduct a seminar and present a description of the nature of history. Similarly, they discuss in a group and carry out the scope of history. At the last, they analyze the importance of history in the present context.

**References and Further Reading**


- Gautam, Rajesh (2005). *History of History Writing*. Adrout Publisher.
- Gautam, Rajesh (2075 B.S.). *Itihas Lekhan Ko Ithas* (History of History Writing). Bhundipuran Prakashan.
- Kshetry, D. B. (nd). *A Brief Survey analysis of History Writing in Nepal*. Parbati Kshetry.
- Upadhyaya, SR (2068 B.S.). *Itihas Shikshan Vidhi (Teaching Methods of History*). Ratnapustak Bhandar.
- Sharma, M. P. (2050 B. S.). *Itihas Lekhan Kala* (Historiography). Biratnagar: Shyam Pustak Bhandar.
- Tucker, A. (2009). *A Companion to the Philosophy of History and Historiography*. Blackwell Publishing Ltd


**Module II: European Historiography (10)**

**Module Objectives**

This module intends to introduce the European historiography especially Greco-Roman historiography and its main characters, the Hellenistic period and its features, Christian Era and its features, renaissance historiography, and its main achievements, analyze the Enlightenment period

and its features, romanticism, and history writing, German and the idea of scientific history and the history of philosophy and historicism

**Module Outcomes**

- To analyze the main characteristics of Greco-Roman Historiography
- To explore the features of the Hellenistic Period
- To describe the features of the Christian Era
- To evaluate the main achievements of Renaissance Historiography
- To evaluate the features of the Enlightenment Period
- To explain Romanticism and History Writing
- To analyze the scientific historical ideas in German

**Module Contents**

In this module, students will learn the following contents:

2.1. Greco-Roman Historiography-its Main Characters

2.2. Hellenistic Period and its Features

2.3 Christian era and its Features

2.4 Renaissance Historiography and its main Achievements

2.5 Enlightenment Period and its Features

2.6 Romanticism and History Writing

2.7 German and the Idea of Scientific History

2.8 Philosophy of History and Historicism

**Teaching Learning Activities**

Lecture, discussion and question-answer quiz, tutorial support, guided individual study, group or individual assignment, webinar discussion and power point presentation are suggested as teaching learning activities for this module.

Active participation of students is mandatory while using these techniques to make the teaching interactive.

**Assignment (Critical Reflection)**

Students will discuss on the analysis the Greco-Roman historiography-its main

characters, explore the Hellenistic period and its features, describe the Christian Era and its features, evaluate the renaissance historiography and its main achievements, evaluate the enlightenment period and its features, explain romanticism and history writing, analyse the German and the idea of scientific history and explain the History Philosophy and Historicism

**References**


- Ali, B. Sheik (1990). *History: The Theory and Method.* Macmillan.
- Carr, E.H. (1987). *What is History*. Penguin.
- Colling Wood, R.G. (1992). *The idea of History*. Oxford University Press.
- Gautam, Rajesh (2005). *History of History Writing.* Adrout Publisher.
- Gautam, Rajesh (2075 B.S.). *Itihas Lekhan Ko Ithas* (History of History Writing). Bhundipuran Prakashan.
- Kshetry, D. B. (n.d.). *A Brief Survey analysis of History Writing in Nepal.* Parbati Kshetry.
- Upadhyaya, SR (2068 B.S.). *Itihas Shikshan Vidhi* (Teaching Methods of History). Ratnapustak Bhandar.
- Sharma, M. P. (2050 B. S.). Itihas Lekhan Kala (Historiography). Shyam Pustak Bhandar.


**Unit III: Asian Historiography (10)**

**Module Objectives**

This module intends to explore the sources of the history of Nepal, explain the development of history writing in Nepal, and analyze the history of the history curriculum in Nepal

Evaluate the problems of History Writing in Nepal

**Module Outcomes**

- To trace out the silent features of Asian historiography- Vedic, Buddhist, Islam, Taoism, Confucianism
- To examine the sources of history in Nepal,
- To explain the development of history writing in Nepal,
- To analyze the place of history in the curriculum in Nepal
- To evaluate the problems of history writing in Nepal

**Module Contents**

3.1 Asian historiography- Vedic, Buddhist, Islam, Taoism, Confucius

3.2 Sources of historical information in Nepal

3.3 Development of History Writing in Nepal

3.4 Place of History Curriculum in Nepal

3.5 Shortcomings of History Writing in Nepal

**Teaching Learning Activities**

Lecture, discussion and question-answer quiz, tutorial support, guided individual study, group or individual assignment, webinar discussion and power point presentation are suggested as teaching learning activities for this module.

Active participation of students is mandatory while using these techniques to make the teaching interactive.

**Assignment (Critical Reflection)**

Students will discuss on the exploration of the sources of history of Nepal, explain the development of history writing in Nepal, analyse the history of history curriculum in Nepal

Evaluate the problems of History Writing in Nepal

**References**


- Adhikari, K.K. (1980). *A Brief Survey of Nepalese Historiography.* Sahayogi Press.
- Ali, B. Sheik (1990). *History: The Theory and Method.* Macmillan.
- Carr, E.H. (1987). *What is History*. England: Penguin.
- Colling Wood, R.G. (1992). *The idea of History* (Latest Edition). Oxford University Press.
- Gautam, Rajesh (2005). *History of History Writing.* Adrout Publisher.
- Gautam, Rajesh (2075 B.S.). *Itihas Lekhan Ko Ithas* (History of History Writing). Bhundipuran Prakashan.
- Kshetry, D. B. (nd). *A Brief Survey analysis of History Writing in Nepal.* Parbati Kshetry.
- Upadhyaya, SR (2068 B.S.). *Itihas Shikshan Vidhi* (Teaching Methods of History). Ratnapustak Bhandar.
- Sharma, M. P. (2050 B. S.). *Itihas Lekhan Kala (Historiography*). Shyam Pustak Bhandar.


## Part II Political Philosophy

**Module IV: Political Philosophy (9 Hrs. = 3 Weeks)**

**Module Objectives**

The main objective of this module is to introduce students to the key ideas, concepts, and debates in the field of political thought, and to provide them with a historical and theoretical context for understanding contemporary political issues and debates. It intends to develop students' critical

thinking skills, particularly their ability to analyze, evaluate, and synthesize complex arguments and ideas related to political philosophy.

**Learning Outcomes**

After completion of this module, students will be able to:

- To explain the concepts of political philosophy
- To list the elements of political philosophy
- Critically analyze the complexity of political thoughts and issues of ancient to modern eras
- To distinguish between political theory and practices
- To develop critical thinking on civic engagement for constructing dialogue and debate.

**Module Contents**

In this module, students will learn the following contents:

Concepts and elements of Political philosophy

Ancient Political Philosophy (Eastern and Greek)

Medieval Political Philosophy

Modern Political Philosophy (Idealism, Realism, Liberalism, Socialism, and Communism)

**Teaching Learning Activities**

**First Week:** Instructor delivers lectures/power point presentation focusing on concept of political Philosophy. Instructor presents the political philosophy of Kautilya and Manu as Eastern philosopher and Plato and Aristotle as Greek philosopher. He/she gives the characteristics of medieval political thought. Students participate in group discussion; entitle of discussion will - Comparison between Kautilya and Manu, Comparison between Plato and Aristotle, Comparison between Eastern and Greek Political Philosophy, different between ancient and medieval political thoughts. Teacher provides digital and printed learning materials and recommends learning materials for this module.

**Second Week:** Teacher gives brief concept on realist, idealist, and liberalist political philosophy. Students participate in group discussion; areas of discussion will - Realistic view of Machiavelli, strengths and weakness of idealism. Students organize the debate on - Pros and cons of liberalism, impact of liberalism on practice of countries.

**Third Week:** Teacher gives brief concept on socialism and communism, their differences and similarities. Students participate in group discussion; areas of discussion will - strengths and weakness of socialism and communism. Students organize the debate on - impact of socialism and communism on practices of countries, comparison between socialism and liberalism.

**Assignment (Critical Reflection)**

Students prepare report, write essay, participate in seminar, group works, and presentation.

**References and Further Reading**

Bellamy, R., & Mason, M. (Eds.) (2003). *Political concepts*. Manchester University Press

Freeden, M., Sargent, L. T., & Stears, M. (Eds.) (2013). *The Oxford handbook of political ideologies*. Oxford University Press.

Gaus, G. F., & Kukathas, C. (Eds.) (2004). *Handbook of political theory*. Sage Publication.

Howard, D. (2010). *The primacy of the political: A history of political thought from the Greeks to the French & American Revolutions*. Columbia University Press.

Klosko, G. (2013). *History of Political Theory: An Introduction*, Volume II: Modern (2nd ed.) Oxford University Press.

Schumpeter, J. A. (1994). *Capitalism, socialism and democracy*. Routledge.

**Module V: Socio-Political Ideology (9 Hrs. = 3 Weeks)**

**Module Objectives**

The objective of this module is to promote social justice, economic prosperity, democratic governance, and human rights in a rapidly changing global context.

**Learning Outcomes**

After completion of this module, students will be able to:

- To develop ideas on the contemporary socio-political ideologies (feminism, globalization, democratic erosion, development and democracy, and populism).
- Critically analyze the ideologies that shaping contemporary politics, policies, and social relations.
- To develop critical insight on the socio-political ideologies (social justice, equality, and democracy).
- To participate dialogues on the issues of gender, race, class, and global inequality.

**Module Contents**

In this module scholars will familiar with the following contents:

5.1 Feminism

5.2 Globalization

5.3 Democratic Erosion

5.4 Development and Democracy

5.5 Populism

**Teaching Learning Activities**

**First Week:** Instructor delivers lectures/power point presentation focusing on concept of social and political dimensions of feminism. Students participate in group discussion; entitle of discussion will - feminist movements, impact of feminist movements in politics, reservation and quota for women in offices, its pros and cons. Teacher provides digital and printed learning materials and recommends learning materials for this module.

**Second Week:** Teacher gives brief concept globalization. Students participate in group discussion; areas of discussion will - contentment and discontentment on globalization, pros and cons of globalization, its impact on Nepalese politics. Students organize the debate on - globalization and new form of colonialism.

**Third Week:** Teacher gives brief concept on democratic erosion, development and democracy, and populism. Students participate in group discussion; areas of discussion will - democratic erosion in countries of the world and Nepal. Students organize the debate on - relation between development and democracy, components of populism.

**Assignment (Critical Reflection)**

Students prepare report, write essay, participate in seminar, group works, and presentation on related topics.

**References and Further Reading**

Burrell, B. C. (2004). *Women and political participation*. ABC-CLIO.

Fitzi, G., Mackert, J., & Turner, B. S. (Eds.) (2019). *Populism and the Crisis of Democracy*. Routledge.

Gargarella, R. (2022). From "democratic erosion" to "a conversation among equals". *Journal for Constitutional Theory and Philosophy of Law, 47*, 1-18. https://doi.org/10.4000/revus.8079

Lawless, J. L. & Fox, R. L. (2010). *It still takes a candidate: Why women don't run for office* (Revised edition). Cambrridge University Press.

Layton, L. (2007). Mom's in the House, with Kids at Home. *Washington Post*, July 19, 2007, A01. Retrieved from http://www.washingtonpost.com/wp-dyn/content/article/2007/07/18/AR2007071802167.html. Accessed on 1 February 2017.

Lekvall, A. (2013). *Development First, Democracy Later?* International IDEA.

Lengermann, P. M., & Niebrugee, G. (2010). Contemporary feminist theory. In G. Ritzer, *Sociological theory* (pp. 454-498). Mc Graw Hill.

Shvedova, N. (2005). Obstacles to women's participation in parliament. In J. Ballington, & A. Karam, *Women in parliament: Beyond numbers* (pp. 33-90). International IDEA.

Tong, R. (2009). *Feminist thought: A more comprehensive introduction* (3rd ed.). Westview Press.

Tripp, A. M. & Kang, A. (2008). The global impact of quotas: On the fast track to increased female legislative representation. *Comparative Political Studies, 41*(3), pp. 338-361. DOI: 10.1177/0010414006297342.

Wolf, N. (2014, October 13). Powerless women in power? *The Kathmandu Post*, p. 7.

**Module VI: Political System in Nepal (6 Hrs. = 2 Weeks)**

**Module Objectives**

The major objectives of this module reflect a desire to provide students with a comprehensive understanding of political systems implemented in Nepal and the challenges facing the country, and to develop their skills as critical thinkers and engaged citizens.

**Learning Outcomes**

After completion of this module, students will be able to:

- To trace out the political history of Nepal (autocracy, democracy, monarchy and republic).
- To discuss the political processes for the state reconstruction in Nepal.
- Critically examine the inclusive politics in Nepal (gender, caste, ethnicity, and regions).
- To describe components of good governance.
- To examine the elections and electoral politics of Nepal.

**Module Contents**

In this module scholars will familiar with the following contents:

- Autocracy to democracy, monarchy to republic
- State reconstruction and federalism
- Political inclusion
- Good governance
- Elections and electoral politics

**Teaching Learning Activities**

**First Week:** Instructor delivers lectures/power point presentation focusing on concept of political development of Nepal. He/she describes the election of constituent assembly and constitution making process, reconstruction of state and enter federal system through the new constitutional provision. Students participate in group discussion; entitle of discussion will - Nepal's political journey from autocracy to democracy and from monarchy to republic, federal system of Nepal and its types. Teacher provides digital and printed learning materials and recommends learning materials for this module.

**Second Week:** Teacher gives brief concept on inclusion, ethnic and regional politics of Nepal, electoral system used in Nepal. Students conduct group discussion; areas of discussion will - challenges and opportunities of federal system in Nepal. Students organize the debate on - Probability of misuse of ethnic and regional politics in Nepal, Advantages and disadvantages of various electoral systems using in Nepal.

**Assignment (Critical Reflection)**

Students prepare report, write essay, participate in seminar, group works, and presentation on related topics.

**References and Further Reading**

Asian Study Center for Peace & Conflict Transformation (ASPECT) (2011). *From conflict to peace in Nepal (Peace agreements, 2005 - 10)*. Asian Study Center for Peace & Conflict Transformation.

Baral, L. R. (1995). The 1994 Nepal elections: emerging trends in party politics. *Asian Survey, 35*(5), pp. 426-440. Rertieved from http://www.jstor.org/stable/2645746. Accessed: 08/12/2014.

Baral, L. R. (2006). *Oppositional politics in Nepal (2nd ed.)*. Himal Books.

Baral, L. R., Hachhethu, K. & Sharma, H. (2001). *Leadership in Nepal*. Adroit Publishers.

Bylesjo, C., Kandawasvika-Nhundu, R. A. & Larserud, S. (2010). *Electoral system and quotas in Nepal.* International Institute for Democracy and Electoral Assistance.

Channa, S. M. (2013). *Gender in South Asia: Social imagination and constructed realities.* Cambridge University Press.

Choudhari, S. (2070). *From bonded labour to member of Constituent Assembly* (in Nepali). Sangri~la Books.

Dahlerup, D. & Freidenvall, L. (2005). Quotas as a 'fast track' to equal representation for women. *International Feminist Journal of Politics*, *7*(1), pp. 26-48, DOI: 10.1080/1461674042000324673

Devkota, G. B. (2058 B.S.). *Nepalko rajanitik darpan, bhag 1 (Political mirror of Nepal, Part 1)*. Dhruba Bahadur Devkota.

Gupta, A. (1964). *Politics in Nepal.* Allied Publishers Pvt. Ltd.

Gurung, H. (1982). The Sociology of Elections in Nepal, 1959 to 1981. *Asian Survey, 22*(3), 304-314. Retrieved from http://www.jstor.org/stable/2644032, Accessed: 05-11-2015.

Jha, P. (2014). *Battles of the new republic: A contemporary history of Nepal.* Aleph Book company.

Joshi, B. L. & Rose, L. E. (2004). *Democratic innovations in Nepal: A case study of political acculturations* (Reprint). Mandala Publications.

Pokharel, B., & Rana, S. (2013). *Nepal: vote for peace.* Cambridge University Press India Pvt. Ltd.

Shaha, R. (1978). *Nepali politics: Retrospect and prospect* (Second edition). Oxford University Press.

Shrestha, I., & Hachhethu, K. (2002). *Women & governance, re-imaging the state from a gender perspective.* Shtrii Shakti.

Thapa, M. S. (2013). *Forget Kathmandu: An elegy for democracy.* Aleph Book Company.

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

**Instructional Approach**

***Seminar and lecture***: This course follow seminar as a major instructional approach. For this class, the students lead classes and engage in discussions on various topics covered in the course. The students are assigned to lead classes on specific topics as mentioned in the assigned readings. They develop lessons, explore relevant/readings for classes and develop activities for class discussions.

***Independent study/research***: This course is also characterized by the importance it places on independent study/research. In the beginning of the course, the course participants and supplied with the prescribed readings and also the materials that will strengthen their understandings and help them go further to their areas of interest.

***Guest lecture***: The graduate school sometimes invites speakers who are experts in a particular field of research. 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 Scheme**

**Internal evaluation: 60%**

The course instructor will undertake internal evaluation. S/he will evaluate the students' academic activities, learning outcomes and performance on the course work in terms of following criteria:

**Regularity and class participation (6):** An appropriate score will be provided to the course participants 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.

**Seminar presentation (10**): Each course participant is required to lead at least one class. For this s/he should prepare presentations of the assigned topics. Such presentations should focus on the contents from the readings, issues, or classroom activities. The course participants are assessed on their presentation and communication skills, arguments, examples and understanding.

**Written works (44):** This assessment involves students' writing on their independent research. This assignment may also include students' written work that shows their critical ability to discussion a particular issue from the class readings and discussions. The written assessments will be of two kinds

| | |
|---|---|
| Short term papers (2 x 12) | 24 marks |
| Long term paper/essay/project work (1 x 20) | 20 marks |
| Total | 60 marks |

***External Evaluation: 40%***

At the end of semester, a written examination will be conducted by Graduate school of Education. The types and number of questions to be included in the test are as follows:

| | |
|---|---|
| Short answer questions (4 x 5) | 20 marks |
| Long answer questions (2 x 10) | 20 marks |
| **Total** | **40 marks** |

## Course Title: Philosophy of Economics and Geography

Course No: Sost. Ed. 754 Credit Hours: 3

Nature of the course: Theoretical Teaching hours 48

Semester: Second

**Course Description**

This modular course is designed for the Philosophy of Economics and Geography in the second semester of the Master of Philosophy (MPhil) in the Graduate School of Education, Faculty of Education. The course aims to provide students' knowledge on the generalization of economic and geographic concepts in Social Studies curricula rather than a deep understanding of economics and geography disciplines. The course is divided into two parts: part I includes the philosophical concepts of Economics and part II for geography. This course is divided into six units to discuss the integrative nature of social studies curricula.

## PART I PHILOSOPHY OF ECONOMICS

**Module I: Philosophy of Economics (4)**

**Module Objectives**

This module intends to familiarize with the concept of philosophy of economics, problems of economy and types of economy.

**Module Outcomes**

- To explain the concepts of Philosophy of Economics
- To acquaint students' knowledge on the relationship between positive and normative economics.
- Critically analyze the objectivity understanding in economics
- To distinguish between naturalism and optimism in economics.
- Trace out the characteristics of Micro-macro economics

**Module Contents**

In this module, students will learn the following contents:

1.1 Concept of Philosophy of Economics

1.2 Relationship between Positive and Normative Economics

1.3 Objectivity Understanding in Economics

1.4 Naturalism and Optimism in Economics

1.5 Micro and Macro Economics

**Teaching Learning Activities**

This module will adopt the following teaching-learning activities: lectures, discussions, question-and-answer quizzes, and PowerPoint presentations.

These techniques will use to make the teaching interactive through the participation of the students.

**Assignment (Critical Reflection)**

The instructor will discuss the concept of philosophy of economics, and students prepare a synthetic report to present in class. Students will also participate in the seminar of problems of economy and its discussion. Students will understand the types of economics.

**References and Further Reading**

*Deborah A. Redman, D.A. (1993). Economics and the Philosophy of Science*. Oxford University Press

Kincaid, H. & Ross, D. (ed.) (2009). *The oxford handbook of philosophy of economics. Oxford University press.*

Roy, S. (2005). *Philosophy of economics on the scope of reason in economic inquiry*. Routledge.

Stegmuller, W.; Balzer, W. & Spohn, W. eds. (1981). *Philosophy of Economics Proceedings*. Springer

**Module II: Economic Thoughts (12)**

**Module Objectives**

This module intends to familiarize with the concept of philosophy of classical economics.

**Module Outcomes**

- To explain the foundations of Adam Smith and his predecessors in economics.
- To acquaint students' knowledge with philosophy of Keynesian economics.
- To point out philosophical characteristics of Marxian economics
- Critically analyze the philosophy of neo-classical economics.
- To examine the critic of feminist economics

**Module Contents**

In this module, students will learn the following contents:

- Adam Smith and his Predecessors,
- Keynesian Economics
- Marxian Economics
- Neo-Classical Economics.
- Feminist Economics

**Teaching Learning Activities**

This module will adopt the following teaching-learning activities: lectures, discussions, question-and-answer quizzes, and PowerPoint presentations. These techniques will use to make the teaching interactive through the participation of the students.

**Assignment (Critical Reflection)**

The instructor will discuss the concept of philosophy of classical economics, and students prepare a synthetic report to present in class. Students will also participate in the discussion class of Marxian Philosophy and neoclassical philosophy.

**References and Further Reading**


- Paul, R. R. (1990). *History of economic thought*. Kalyani Publishers.


**Module III: Contemporary Economics** (8)

**Module Objectives**

This module intends to familiarize with the concepts of classical economics.

**Module Outcomes**

- To acquaint students' knowledge with the welfare economics
- Critically analyze the discourse of development and underdevelopment
- To acquaint student knowledge on consumption approach to environmental sustainability
- To analyze the concept of money and market
- Critically analyze the Nepalese economy

**Module Contents**

In this module, students will learn the following contents:

- Concepts of Welfare Economics
- Development and Underdevelopment
- Environmental Sustainability
- Money and Market

- Nepalese Economy

**Teaching Learning Activities**

This module will adopt the following teaching-learning activities: lectures, discussions, question-and-answer quizzes, and PowerPoint presentations. These techniques will use to make the teaching interactive through the participation of the students.

**Assignment (Critical Reflection)**

The instructor will discuss the concept of philosophy of Keynesian economics, and students prepare a synthetic report to present in class. Students will also participate in the discussion class of philosophy Nepalese economy.

**References and Further Reading**

Dickson, C. N., Lawan, A. & Godwin, L. (2020). Issues in development and underdevelopment: A theoretical discourse and paradigm. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 4 (8), 147-154.

Jha, R. & Murthy, K.V. B. (2006). Routledge Explorations in Environmental Economics: Routledge, Year:

Marcuzzo, M. C., & Giacomin, A. (2007). Money and Markets: A doctrinal approach Routledge

Abel, A. B., Bernanke, B. S & Dean, C. (2011). *Macroeconomics*. Addison-Wesley.

Chugh, S. K (2015). *Modern Macroeconomics*. The MIT Press.

O'DONNELL, R. M. (1989). *Keynes: Philosophy, economics and politics*. The Philosophical Foundations of Keynes's Thought and their Influence on his Economics and Politics. Palgrave Macmillan

Adhikary, K. R. (1995). The fruits of panchayat development. *HIMALAYA*, 15 (2). (Available at: https://digitalcommons.macalester.edu/himalaya/vol15/iss2/6).

## PART II PHILOSOPHY OF GEOGRAPHY

**Module IV: Geography and Geographical Thought (9)**

**Module Objectives**

This module intends to familiarize the concept, themes, and nature of geography and geographic thought.

**Module Outcomes**

- To explain the concepts and themes of geography
- To acquaint students' knowledge with the synthetic nature of geography
- To be familiar with the paradigm, philosophy, and geography

- Critically analyze the paradigm in geographical Thought
- To distinguish between geography and geography education

**Module Contents**

In this module, students will learn the following contents:

- Concepts and Themes of Geography
- Synthetic nature of geography
- Paradigm, Philosophy, and Geography
- Paradigm in Geographical Thought
- Geography and Geography Education

**Teaching Learning Activities**

**Preparation:** The instructor will be provided reading materials listed in the reference section for students. The learning environment will be created effectively through the interaction of teacher-students, reflective questions, ideas sharing based on the reading materials, and classroom discussion. Students will be participated in question-answer, problem-solving, inquiry and oral questions such as What is the global perspective of social studies? What is the relationship between philosophy and social studies? How are the philosophical foundations of social studies created? etc. questions will also be asked.

**Presentation**: In this course, the following will be used in the classroom such as group work, individual work, teacher-student interaction, group discussion, and PowerPoint presentation. The presentation will also be used to additional techniques, such as exploration, interpretation, synthesis and criticism.

**Exercise/Group Work/Workshop**: After the presentation students will be expected to participate in group discuss, classwork, and individual work to arrive at the conclusion. Students will be worked individually and in groups of 3/4 for discuss in a given topic and to build common understanding. They can also be asked a question listing the ideas given in the text.

**Assignment (Critical Reflection)**

The instructor will discuss the concept, themes, paradigm, philosophy, and geographical thought, and students prepare a synthetic report to present in class. Students will also participate in the seminar, the group work, the PowerPoint presentation, and the discussion. Students will understand the place of geography in the Social Studies Curriculum.

**References and Further Reading**

Clifford, N., Cope, M., Gillespie, T. & French, S. Eds. (2016). *Key methods in geography*. SAGE Publications Ltd

Holt-Jensen, A. (2018). *Geography history and concepts*. SAGE Publications Ltd

Kent, A. Ed. (2000). *Reflective practice in geography teaching*. Paul Chapman Publishing Ltd.

Khatiwada, S. P. (2021). Paraxis on geography education in Nepal. *The Third Pole: Journal of Geography*, 20 - 21: 17-32, 2021 DOI: https://doi.org/10.3126/ttp.v21i01.41615

Lambert, D. and Morgan, J. (2010). *Teaching geography 11-18: A conceptual approach*. McGraw-Hill Education, Open University Press

Martin, G. J. (2005). *All possible worlds: A history of geographical ideas*. OUP Publisher

**Module V: Binary in Geography (10)**

**Module Objectives**

This module intends to deconstruct the binaries concept of geographies, such as physical-human, agencies-structure, space-place, nature-culture, and local-global.

**Module Outcomes**

- To distinguish between physical-human geography.
- To acquaint the importance of space-place
- To explore the relationship between nature-culture.
- To critically examine the importance of local-global connections.
- Critically analyze the interrelationships between people and environment.

**Module Contents**

In this module, students will learn the following contents:

- Physical and Human
- pace and Place
- Nature and Culture
- Local and Global
- People and Environment

**Teaching Learning Activities**

**Preparation:** The instructor will be provided reading materials listed in the reference section for students. The learning environment will be created effectively through the interaction of teacher-students, reflective questions, ideas sharing based on the reading materials, and classroom discussion. Students will be participated in question-answer, problem-solving, inquiry and oral

questions such as why are the binary perspectives important in geography? What are the interrelationships between people and environment? How are the binaries linked with the philosophy of geography? etc. questions will also be asked.

**Presentation**: In this course, the following will be used in the classroom such as group work, individual work, teacher-student interaction, group discussion, and PowerPoint presentation. The presentation will also be used to additional techniques, such as exploration, interpretation, synthesis and criticism.

**Exercise/Group Work/Workshop**: After the presentation students will be expected to participate in-group discuss, classwork, and individual work to arrive at the conclusion. Students will be worked individually and in groups of 3/4 for discuss in a given topic and to build common understanding. They can also be asked a question listing the ideas given in the text.

**Assignment (Critical Reflection)**

The instructors will deconstruct the binaries concept of geographies physical-human, space-place, nature-culture, local-global, and people, place and environment, and students prepare a synthetic report to present in class. Students will also participate in the seminar, the group work, the PowerPoint presentation, and the discussion. Students will understand the place of geography in the Social Studies Curriculum.

**References**

Clifford, N., Holloway, S., Rice, S. P., Valentine, G., (Eds.) (2008). *Key concepts in geography.* SAGE Publications Ltd

Cloke, P. & Johnston, R. (Eds.) (2005). *Spaces of geographical thought: Deconstructing human geography's binaries*. SAGE Publications

Holt-Jensen, A. (2018). *Geography history and concepts*. SAGE Publications Ltd

Pattison, W. D. (1964). *The four traditions of geography*. Journal of geography, 63, pp. 211-216.

Peet, R. (1998). *Modern geographical thought*. Blackwell Publishers Ltd.

**Unit VI: Geography Education in Nepal (5)**

**Module Objectives**

This module intends to explore geographical education in Nepal.

**Module Outcomes**

- To explain the features of modern school geography.

- To acquaint students' knowledge with the cultural understanding and diversity in geography curricula.
- To trace out the historical development of geography education in Nepal.
- To assess the research activities in geography education in Nepal.
- To analyze the challenges and barriers to geography education in Nepal.

**Module Contents**

- A Modern School Geography
- Cultural understanding and diversity in Geography Curriculum
- Development of Geography Education in Nepal
- Research in Geography Education
- Challenges and Barriers to geography education in Nepal

**Teaching Learning Activities**

**Preparation:** The instructor will be provided reading materials listed in the reference section for students. The learning environment will be created effectively through the interaction of teacher-students, reflective questions, ideas sharing based on the reading materials, and classroom discussion. Students will be participated in question-answer, problem solving, inquiry and oral questions such as what are the place of geography in curricula? What is the relationship between teaching and research in geography? What are the challenges and barriers to geography education in Nepal? etc. questions will also be asked.

**Presentation**: In this course, the following will be used in the classroom such as group work, individual work, teacher-student interaction, group discussion, and PowerPoint presentation. The presentation will also be used to additional techniques, such as exploration, interpretation, synthesis and criticism.

**Exercise/Group Work/Workshop**: After the presentation students will be expected to participate in-group discuss, classwork, and individual work to arrive at the conclusion. Students will be worked individually and in groups of 3/4 for discuss in a given topic and to build common understanding. They can also be asked a question listing the ideas given in the text.

**Assignment (Critical Reflection)**

The instructors will explore the historical development of geography and geography education in Nepal (teaching and research), and students prepare a synthetic report to present in class. Students

will also participate in the seminar, the group work, the PowerPoint presentation, and the discussion. Students will understand the place of geography in the Social Studies Curriculum.

**References**

Adhikari, J. N. (2010). *Geographical education and research in Nepal*. Social Science Baha.

Khatiwada, S. P. (2021). Paraxis on geography education in Nepal. *The Third Pole: Journal of Geography*, 20 - 21: 17-32, 2021 DOI: https://doi.org/10.3126/ttp.v21i01.41615

Lambert, D. and Morgan, J. (2010). *Teaching geography 11-18: A conceptual approach*. McGraw-Hill Education, Open University Press

Subedi, B. P. (2014). *The state of geography teaching and research in Nepal: A review and reflection*. Martin Chautari.

Subedi, B.P. & Joshi. B. D. (1997). About geography in Nepal: An outline for discussion. In P. K. Katry (ed.), *Social sciences in Nepal: Some thoughts and search for direction*. Center for Nepal and Asian Studies. pp. 90-112.

Subedi B. P. (2005). A glimpse of geographic research in Nepal: review and reflection. In B.P. Subedi, and P.C. Poudel (eds.), Geography and geographers work in Nepal: Reflections on mountain environment and human activities. Central Department of Geography, Nepal geographical society, and NCCR north south, pp. 85-103.

**Instructional Approach**

***Seminar and lecture***: This course follow seminar as a major instructional approach. For this class, the students will lead classes and engage in discussions on various topics covered in the course. The students will be assigned to lead classes on specific topics as mentioned in the assigned readings. They develop lessons, explore relevant/readings for classes and develop activities for class discussions.

***Independent study/research***: This course is also characterized by the importance it places on independent study/research. In the beginning of the course, the course participants and supplied with the prescribed readings and also the materials that will strengthen their understandings and help them go further to their areas of interest.

***Guest lecture***: The graduate school sometimes invites speakers who are experts in a particular field of research. 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 Scheme**

**Internal evaluation: 60%**

The course instructor will undertake internal evaluation. S/he will evaluate the students' academic activities, learning outcomes and performance on the course work in terms of following criteria:

1. **Regularity and class participation (6):** An appropriate score will be provided to the course participants 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. **Seminar presentation (10**): Each course participant is required to lead at least one class. For this s/he should prepare presentations of the assigned topics. Such presentations should focus on the contents from the readings, issues, or classroom activities. The course participants are assessed on their presentation and communication skills, arguments, examples and understanding.
3. **Written works (44):** This assessment involves students' writing on their independent research. This assignment may also include students' written work that shows their critical ability to discussion a particular issue from the class readings and discussions. The written assessments will be of two kinds

| | | |
|---|---|---|
| i) | Short term papers (2 x 12) | 24 marks |
| ii) | Long term paper/essay/project work (1 x 20) | 20 marks |
| | Total | 60 marks |

***External Evaluation: 40%***

At the end of semester, a written examination will be conducted by Graduate school of Education. The types and number of questions to be included in the test are as follows:

| | | |
|---|---|---|
| i) | Short answer questions (4 x 5) | 20 marks |
| ii) | Long answer questions (2 x 10) | 20 marks |
| **Total** | | **40 marks** |

# Inclusive Education

**Course Title: Philosophies and Theories in Special Needs Education/Inclusive Education**

Course Code: Inc. Ed. 751 Credit Hours: **3**
Semester: II Teaching Hours: 48
Level: M.Phil./PhD

**Course Description**

This course aims at enabling the learners to critically analyze the situations through different theoretical and philosophical lenses with a focus on girls, marginalized children, and children with disabilities in and outside the educational institutions. The students are expected to have sound knowledge and skills to explore the status of these children with special needs in contemporary society and assess the influence of power structure on their privileges and opportunities. Furthermore, they will be able to apply inclusive education approaches to facilitate the process of increasing and ensuring the access to, and learning outcome of, all children including those with special educational needs in inclusive educational setting.

**General Objectives**

General objectives of this course are as follows:

- Analyse different concepts of disability through multiple perspectives with a focus on the rights of children with disabilities enshrined in national and international conventions and policies.
- Compare the position of exceptional children in democratic and undemocratic societies highlighting how rights, needs, and aspirations of exceptional children are acknowledged, respected, and protected in an inclusive culture.
- Critically assess the power relations in diverse society to judge how it shapes privileges, opportunities and educational dynamics of girls, marginalized children, and children with disabilities in reference to Nepal.
- Institutionalize inclusive education practices in affiliated institutions to a maximum extent possible to address diverse learning needs of all students by considering the socio-cultural dimension of education.

**Module I**: **Understanding Disability**

**Module Objective**

This module contributes to students' conceptualization of disability from medical, social, moral, and aesthetic perspectives to enable them to identify the rights of persons with disabilities as enshrined in national and international conventions, acts, and policies.

**Learning Outcomes**

After the completion of this module, the students will be able to:

- Explain the notion of disability from medical, moral, and aesthetic perspectives.
- Apply different philosophies (need to specify) to understand disability in Nepalese context.
- Highlight the ingredients of political philosophy plays crucial role in formulating policy for persons with disabilities.
- Analyze medical and social models of disability to devise plans and programs in order to respond to the problems facing by persons with disabilities.
- Assess the rights of persons with disabilities as reflected in national and international agreements (Inclusive Education Policy for Children with Disabilities, Convention on the Rights of Persons with Disabilities, etc.).

**Module Contents**

The students are to be conversant with these contents to achieve the learning outcomes through this module.

- Definitions of Disability (with medical, moral, and aesthetic values)
- Philosophical Understanding of Disability
- Political Philosophy and Disability Policy
- Reinterpretation of Medical and Social Models
- Disability Rights in National and International Agreements (in current acts and policies)

**Class hour**: 12 hours (4 weeks)

**Suggested Instructional Activities**

Learning activities (The instructor can select many other contextual instructional activities) are suggested to develop mastery of contents in students with practical implications to enable them to achieve specified learning outcomes.

- Essential reference materials related to the notion of disability will be provided to each student to prepare a short note on their conceptualization of disability for classroom presentation. The instructor will provide feedback to their presentation.
- The instructor will make a PowerPoint presentation on philosophical understanding of disability and the impact of political philosophy on SNE/IE policies. Students will give their viewpoints on how they can apply such philosophical ideas to conceptualize disability with a reference to the reading materials.
- The class will be divided into groups, each with 3 to 4 members, and a reading material on reinterpretation of medical and social models of disability will be distributed to the groups to summarize the key points. Each group will share their findings in the class followed by feedback from the instructor.
- Each student will be asked to identify the rights of children with disabilities stated in Inclusive Education Policy for Children with Disabilities and United Nations Convention

on the Rights of Persons with Disabilities-UNCRPD, 2006. They will be asked to share the identified rights in pairs and additional clarification on conclusions drawn will be shared in the whole class.

**Assignments**

The class will be divided into groups to access at least 10 persons from different fields (e.g. teachers, social activists, students from higher level, elected local government leaders) through different modes (direct contact, telephone, mail, messenger, etc.) to record their views on disability. Each group will prepare a short report on this format: introduction, objectives, methodology, findings, and conclusions. They will share their findings in the class through PowerPoint presentation followed by feedback from both the class and the instructor.

**Recommended Resources**

Arneil, B., & Hirschmann, N. J. (2016). *Disability and political theory.* USA: Cambridge University Press.

Barnes, E. (2016). *The minority body: A theory of disability.* United Kingdom: Oxford University Press.

Goodley, D., Hughes, B., & Davis, L. (2012). *Disability and social theory: New development and directions.* London: Palgrave MacMillan.

Kittay, E. F., & Carlson, L. (2010). *Cognitive disability and its challenge to moral philosophy.* USA: Wiley-Blackwell, A John Wiley and Sons, Ltd.

Kristiansen, K., Vehmas, S., & Shakespeare, T. (2009). *Arguing about disability: Philosophical Perspectives.* London: Routledge Taylor and Francis Group.

Pothier, D., & Devlin, R. (2006). *Critical disability theory: Essays in philosophy, politics, policy, and law.* Canada: UBS Press.

**Module II: Exceptionality, Democracy, and Social Justice**

**Module Objectives**

This Module enables learners to investigate different forms of unjust condition prevailing in different types of social institutions in Nepal and their influence on the course of living of exceptional children. They also able to analyze the relationship between democracy and social justice at the end of this module.

**Learning Outcomes**

After the completion of this module students will be able to

- Explain how free and democratic society safeguard individuality of exceptional people.

- Investigate different forms of injustice connected to persons with exceptionality in reference to Nepal and suggest alternatives to provide fair and equitable environment at societal level.
- Justify the roles of democracy for institutionalizing inclusion from center to community level.

**Module Contents**

Sstudents will learn the contents mentioned below to achieve the learning outcomes of this module.

- Exceptionality and Freedom
- Exceptionality and Distributive Justice
- Democracy and Inclusion

**Class hour:** 12 hours (4 weeks)

**Suggested Teaching and Learning activities**

A number of activities as given below will be applied during instructional process to develop competencies intended by the curriculum.

- Each student will collect required resources from library, internet, mentor, etc. and study the accessible reading materials (some of them are also given in the reference below) to get deeper understanding on exceptionality and freedom, exceptionality and injustice, exceptionality and justice, and democracy and inclusion to achieve the learning outcomes intended under this module.
- Teacher will classify whole class into different groups comprising 4 members in each and separate sub-topics (exceptionality and freedom, exceptionality and injustice, exceptionality and distributive justice, and democracy and inclusion) will be assigned to each group at the beginning of this module and then each group will be asked to be prepared on given topic by following the time schedule provided to them. Then after, each group will be asked to share what they have learned as a result of group work through PowerPoint presentation. Finally, instructor will provide feedback to each group simultaneously on a required basis.
- After the completion of the presentations, each group will be asked to investigate different forms of injustice experiencing by exceptional persons at community level with their primary roots and then each group will be asked to present their project work at the class through gallery work, and finally, opportunity will be provided to each member of all groups to share their finding to all members of the class.

**Assignment**

Students will be classified into different groups composed of 4/5 members in each and they will be asked to carry out a snap survey among different types of stakeholders to investigate the ways that need to be followed to create fair and equitable social environment for persons with exceptionalities from centre to community levels. and then each of them will be asked to prepare a brief report by including cover page, background of the study, objective of the study, sample of the study, tools and techniques data collection, and major findings of the study. Then after, each group will be asked to share their individual report to other group for peer review and feedback. Finally, each group will be asked to submit their final report by incorporating feedback given by peers.

**Recommended Resources**

Terzi, L. (2010). *Justice and equality in education: A capability perspective on disability and special educational needs.* New York: Continuum International Publishing Group.

Tremain, S. L. (2008). *Foucault and government of disability.* USA: The University of Michigan Press.

Wiggan, G. (2011). Power, privilege, and the socio-cultural dimensions of education. In Wiggin, G. (editor). *Power, privilege, and education: Pedagogy, curriculum, and student outcomes.* New York: Nova Science Publications, Inc.

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

## Module III: Power and Privilege in Education

**Module Objectives**

This Module enables the learners to analyze how the power is distributed to different groups based on their class, gender, ethnicity, sexual orientation, religion, knowledge, political affiliation, and economic background. Students will also be able to show the relationship between power and privilege and their existence in the field of education especially in reference to Nepal.

**Learning Outcomes**

After the completion of this module, the students will be able to

a. Analyze different sources of power in Nepalese context.
b. Show the relationship between power and privilege, and their existence in society and education in reference to Nepal.
c. Assess the power structure of Nepali society from foucauldian perspective with its influence on girls, marginalized children, and children with disabilities.

**Module Contents**

a. Power and Normalization
b. Power and Privilege
c. Foucault, Feminism, and Disability

**Class hours:** 12 hours (4 weeks)

**Suggested Teaching and Learning activities**

A wide range of activities given below will be carried out during instructional process to develop learning competencies as intended by the curriculum under this module.

- Valid reference materials, articles, and slides related to power and privilege will be distributed to all students and then they will be asked to consult all the materials individually to be prepared for in-Module activities to get deeper understanding on the content.
- Instructor will have prepared a KWL (know, want to know, and learned) chart on a whiteboard and then a few students will be asked about the sources of knowledge. All of the contents shared by students will be listed under 'K' column and the contents that they want to know about power and its existence in society and education will be written under 'W' column, finally, what they learned after classroom discussion will be mentioned under 'L' column to consolidate their understanding.
- Teacher will prepare a PPT of 'Foucault, feminism, and disability' and share the relationship between power and gender, power and abnormality, and power and knowledge in reference to Nepal by ensuring students' active participation.

**Assignments**

Each student will be asked to review at least five literatures to identify sources of power, relationship between power and privilege, their influence on educational opportunity, and implications of reviewed contents in Nepali context. And the paper prepared by each learner will be shared at least two of their classmates (each learner has to review two papers shared by their colleagues) for review. Then each learner will provide comments on the reviewed papers based on three points (Strengths of the papers, contents need to be improved in the papers, and new things that they found in the papers) separately. Finally, approximately a three-hour session will be held to have a detail discussion on the findings.

**References**

Bottcher, L. & Dammeyer, J. (2016). *Development and learning of young children with disabilities: A Vygotskian perspective.* Switzerland: Springer International Publishing.

Clifton, S. (2018). *Crippled grace: Disability virtue, ethics, and the good life.* Texas: Baylor University Press.

Farrell, M. (2012). *New perspectives in special education: Contemporary philosophical debates.*

New York: Routledge Tyler and Francis Group.

Terzi, L. (2010). *Justice and equality in education: A capability perspective on disability and special educational needs.* New York: Continuum International Publishing Group.

Tremain, S. L. (2008). *Foucault and government of disability.* USA: The University of Michigan Press.

Tremain, S. L. (2017). *Foucault and Feminist Philosophy of Disability*. USA: The University of Michigan Press

Wiggan, G. (2011). Power, privilege, and the socio-cultural dimensions of education. In Wiggin, G. (editor). *Power, privilege, and education: Pedagogy, curriculum, and student outcomes.* New York: Nova Science Publications, Inc.

## Module IV: Socio-cultural Dimensions of Education

### Module Objectives

This Module helps participants get broader and deeper understanding of socio-cultural dimensions of education to ensure the inclusion of all children including girls, marginalized children, and children with disabilities in education in particular and society in general.

### Learning Outcomes

In the end of this module, the students will be able to:

a. Analyze different types of disabilities from multicultural lens to move from exclusionary educational practices to inclusionary educational practices.
b. Draw the implications of equality and egalitarian debate to take a departure for inclusion in education.
c. Justify how inclusive education practices help to create an inclusive society in the future.
d. Assess inclusive education from different perspectives to create a supportive and conducive learning environment for all in real classroom situation.
e. Investigate the cultural capital possessed by different learners in a diversified classroom and identify its relation with their academic achievement.

### Module Contents

a. Exceptionality from Multicultural Lens
b. Equality and Egalitarian Debate
c. Inclusive Education as a Process Toward Inclusive Society
d. Inclusive Education: Rights, Entitlement and Opportunities
e. Understanding Cultural Capital of Learners for Inclusion

**Class hours:** 12 hours (4 weeks)

**Suggested Teaching and Learning Activities**

Different types of activities given below will be conducted during instructional session to develop learning competencies as intended by the curriculum under this module.

- A number of authentic reading materials regarding exceptionality from multicultural lens and equality and egalitarian discourse will be distributed to all students and then they will be asked to study these materials individually before getting entry into the class to have a level of understanding for discussion. Finally, facilitator will clarify the contents based on a PowerPoint presentation.
- Instructional materials related to inclusive education as a process for inclusive society and inclusive education as rights, entitlement, and opportunity will be provided to all learners at first and they will be divided into three to four groups consisting of three to four members in each. Different contents will be assigned to them to note down key points and then all members except one will diffuse into seperate groups (one stay other stray) to get additional clarity on the contents. All members will return to their home groups within stipulated timeline and share new things that they learned from other among home group members and consolidate their understanding based on a discussion. Finally, instructor will clarify the contents on a required basis based on the ideas shared by participants.
- Instructor will clarify how the cultural capital possessed by individual learners plays an imperative role to determine their academic achievement. And then additional clarification will be made on a required basis.

**Assignments**

Whole class will be divided into different groups comprised of 3 to 4 members in each and then they will be asked to identify the role of embodied, objectified, and institutionalized capitals in students' learning through brain storming and then each group will be asked to present their group-works in the class through poster presentation with a critique note. Then after, each learner will be asked to review the work submitted by other groups and write their comments on the critique note based on their individual observation. Finally, each group will be asked to give their reflection on the comments given by the members of other groups to defend their position.

**References**

Bank, J. A., & Bank, C.A.M. (2016). *Multicultural education: Issues and Perspectives* (9th edition). USA: John Wiley and Sons, Inc.

Bottcher, L. & Dammeyer, J. (2016). *Development and learning of young children with disabilities: A Vygotskian perspective.* Switzerland: Springer International Publishing.

Pothier, D., & Devlin, R. (2006). *Critical disability theory: Essays in philosophy, politics, policy, and law.* Canada: UBS Press.

Terzi, L. (2010). *Justice and equality in education: A capability perspective on disability and*

*special educational needs.* New York: Continuum International Publishing Group.

Waldschmidt, A., Berressem, H., & Lngwersen, M. (2017). *Culture-theory-disability: Encounters between disability studies and cultural studies.* Germany: Transcript Verlag, Bielefeld.

Wiggan, G. (2011). Power, privilege, and the socio-cultural dimensions of education. In Wiggin, G. (editor). *Power, Privilege, and Education: Pedagogy, Curriculum, and Student Outcomes.* New York: Nova Science Publications, Inc.

**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:

| | |
|---|---|
| iii) Class participation | 6 |
| iv) Workshop presentation | 10 |
| v) Two short term papers (2 x 12) | 24 |
| vi) Long term paper/essay/project work | 20 |
| Total | 60 |

**Assignment**

| | | |
|---|---|---|
| First assignment (short term paper) | Assignment from Module I | 12 |
| Second assignment (short term paper) | Any one from Assignment Module II or III | 12 |
| Third assignment (Long term paper) | Assignment from Model III or IV | 20 |

**Marks and grades calculation**

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

**Course Title: Inclusive Development Phenomena in Education**

| | |
|---|---|
| Course No: Inc. Ed. 752 | Nature of Course: Theoretical |
| Level: M. Phil./Ph.D. | Credit Hours: 3 |
| Semester: 2nd | Teaching Hours: 48 |

**Course Introduction**

This course is aimed to provide advanced understanding on exclusion-inclusion phenomena in education. The course intends the students to examine and have knowledge on educational diversity, educational exclusion, inclusion and these phenomena being existed in Nepalese contexts. The course further attempts to develop insight to the students with the concept of differences of learners, multicultural issues, partnership, and social justice perspectives in education. Most importantly, the concept of inclusive education is examined through various domains and the course highlights inclusive development and its dynamics in contemporary social world. The discourse on inclusion has been incorporated with educational, political, pedagogical, and right based perspectives. The paradigm shifts in special education, inclusion-exclusion phenomena, and inclusive education practices in school system have been further explained through the lens of state policies, provisions, periodic development plans etc. Hence, the course is providing a broad framework for understanding education system incorporating national and international contexts on inclusion-exclusion phenomena from the perspectives of various dimensions.

**Course Objectives**

The course enables students to

- Explain diversity as differences and why such diversity needs to be addressed in educational system.
- Discuss how society constructs diversity having various dimensions of differences.
- Analyze the meaning and characteristics of multicultural education and the role of the families in managing multicultural classrooms.
- Develop the concept on inclusion and exclusion phenomena and policy frameworks for combating exclusion in school education system.
- Explore different curricular, instructional, and teacher development strategies to address the issues of educational exclusion.

- Conceptualize the disability within inclusion dynamics, politics of inclusion, and inclusive development phenomenon in education.
- Discuss historical development of inclusive education in Nepalese context.
- Describe the recent trends in educational inclusion practice in Nepal from the perspectives of policy, programs, and corporate social responsibility.

## Module I: Differences and Diversity in Education (12 hrs.)

The module aims to provide general understanding on diversity and differences in educational contexts. It further elaborates diversity through various dimensions, and also discusses how society constructs categories forming diversity. The module also incorporates the aspects of multicultural education and the role of diverse families in managing multicultural issues in education.

### Learning Outcomes

After the completion of this module, students are expected to acquire the following competencies:

- Clarify the meaning and concept of individual differences and diversity in education.
- Explain the dimensions of differences and reasons for social construction of the categories.
- Describe the meaning, and identify characteristics of multicultural education and its dimensions
- Elucidate on how families of diverse culture and school family partnership in multicultural education system.

### Contents

- Understanding of differences and diversity in Education
- Dimensions of differences: Physical, socio-cultural, socioeconomic, ethnicity, and language
- Instructional approaches that support inclusion in diverse classroom
- Characteristics and dimensions of multicultural education
- Partnership in education with diverse families

## Teaching Learning Strategies

***Pre-reading Activities:*** Recommend some texts regarding 'individual differences and diversity management' to the students for pre-reading activity. Let the students come up with some ideas about differences and diversity. Whether these terms are alike or different. Allow the students to prepare a list of differences among individuals of the classroom. Students will be asked about how these differences reflect diversity in classroom? What are the issues of diversity in teaching learning activities? How the issue of diversity becomes so much crucial in education system? Answers of the students are followed by teacher's observation and comments.

***Sharing Ideas:*** After explaining the implication of diversity in education system, teacher will seek an idea from individual student about how a particular case of diversity can be addressed through specific instructional activity inside a classroom.

***Lecture:*** Teacher will provide the concept of multicultural, multicultural education, and its characteristics.

***Students' Sharing:*** Teacher will shortly discuss about the dimension of multicultural education and role of family partnership in addressing multicultural issues in education. Finally, students are asked to share their ideas on how diverse families can play role in settling the issues in multicultural classrooms.

## Assignment I

Construct study groups having 5 students in each and visit any two schools in your locality with your convenience and make detail observation (dimension of differences, instructional pedagogy, classroom management, special instructional materials etc.) on diversity of students in a classroom. Recommend major instructional strategies to address such diversity.

## Recommended Readings

Schuelka, M.J., Jonstone, C. J., Thomas, G., & Artiles, A. J. (2019). *The SAGE handbook of inclusion and diversity in education.* USA: SAGE Education Inc.

Voltz, L. D., Sims, M. J., & Nelson, B. (2010). *Connecting teachers, students and standards: Strategies for success diverse and inclusive classrooms.* USA: ASCD.

Banks, J. A., & Banks, C. A. (2010). *Multicultural education: Issues and perspectives*. Wiley

Grace, S. & Gravestock, P. (2009). *Inclusion and diversity: Meeting the needs of all students*. Routledge.

Adams M. Bell, L. A., & Griffin, P. (2007). *Teaching for diversity and social justice* (2nd ed.). Routledge.

Clauss-Ehlers, C. S. (2006). *Diversity teaching for classroom teaching: A manual for students and educators.* Springer.

## Module II- Exclusion-Inclusion Phenomena in Education System (12 hrs.)

The module provides in-depth knowledge on the concept of exclusion and inclusion in education system. It examines the reasons of exclusion, cost of exclusion in education, and aims to propose alternative provision of education. Similarly, it highlights the role of appropriate policy in overcoming exclusionary practice. Moreover, the module also incorporates promotion of inclusionary practice in education through curriculum, instructional strategies, teacher education etc. Responding the issues of inclusion in education through improved pedagogical frameworks and social justice in education are also encompassed in the module.

### Learning Outcomes

After the completion of this module, students are expected to acquire the following competencies:

- To explain the concept of educational exclusion and its reasons
- To identify the at-risk students and costs that the child, family and society have to pay because of educational exclusion.
- To assess policy challenges in combating school exclusion.
- To present a pedagogical framework that helps to cater educational exclusion through the perspective of social justice.

### Contents

- Concept and reasons of educational exclusion (with reference to Nepal)
- The cost of exclusion
- Policy challenges to combat school exclusion
- Reframing teacher education for inclusion

- Pedagogical frameworks for social justice education

**Teaching Learning Strategies**

***Pre-reading Activities:*** Students will previously study some related reading materials as suggested by teacher and come up with understanding of the subject matter. Teacher will catch up their ideas in the classroom and provide necessary feedback.

***Presentation:*** Students will identify the students at-risk, why they are called 'at-risk' students? why do they think that these categories of students are at-risk? Students will come with the answer of these questions and present in the classroom.

***Pre-reading Activity Followed by Lecture:*** Group of students will be assigned to make study on the cost of exclusion and prepare a short essay on exclusion in education and the cost posed to the child, family, and society. Teacher will start discussion from their report.

***Lecture Leading to Discussion:*** Teacher will present the concept and meaning of exclusion and inclusion and its implication in educational contexts. Teachers will provide examples of cost of exclusion to the child, family, and society. Students will discuss about the interplay between exclusion-inclusion phenomena in Nepalese educational contexts. Teacher will facilitate the discussion as per requirement.

***Group Work:*** Make at least 2 groups of 5 students in each and make study of the policies since 1971 to the date and list the efforts from the government to address school exclusion. Similarly, make another two groups to explore the burning issues of educational exclusion and present in the classroom. Compare the issues of exclusion and efforts to combat them.

***Discussion:*** There will be discussion on present teacher education in the light of above content and the ways to go in the future. Students will participate in discussion and present their opinions Teacher will facilitate the discussion with necessary comments, additions, and feedbacks.

**Assignment II**

Summarize any one comprehensive journal article related to educational exclusion (with its fundamental structure) and present in the classroom (available time 5 minutes for each).

**Recommended Readings**

Kearney, A. (2011*). Exclusion from and within school: Issues and solutions*. New Zealand: Sense Publishers.

Topping, K. & Maloney, S. (2005). *The RoutledgeFalmer reader in inclusive education*. New York: RoutledgeFalmer.

Villa and Thousands (2005). *Creating an inclusive school* (2nd edition). USA: ASCD.

Forlyn, C. (2010). *Teacher education for inclusion: Changing paradigm and innovative approaches.* Routledge.

Adams, M., Bell, L. A., & Griffin, P. (2007). *Teaching for diversity and social justice* (2nd ed.). Routledge.

## Module III: Inclusive Development in Education (12 hrs.)

The module intends to provide knowledge to the students with inclusive development in education. The module incorporates concept of inclusive development in education, relation between democracy and inclusive development in education. The module includes the ways to connect the disconnected, identify enablers, barriers and challenges of inclusive education. Moreover, the module encompasses disability and politics in inclusive dynamics, and also educational dynamics in Nepalese contexts.

### Learning Outcomes

After the completion of this module, students are expected to acquire the following competencies:

- To explain inclusive development phenomena in the context of education
- To identify the areas of inclusive practices to connecting the disconnected
- To list out the enablers, barriers, and challenges in inclusive education
- To explain disability within contemporary inclusive dynamics
- To examine the politics of inclusion and disability in Nepalese educational contexts
- Explore the ways of developing inclusiveness in education through classroom instruction

### Contents

- Concept of Inclusive Development in Education
- Inclusive Practice as Connecting the Disconnected
- Identifying Enablers, Barriers and Challenges in Inclusive Education

- Politics of Inclusion and Disability in Nepalese Educational Contexts
- Promoting Inclusiveness in Education Through Classroom Instruction

**Teaching Learning Activities**

***Pre-reading Activities:*** Teacher will supply related reading materials to the students in advance. Teachers will ask students about their understanding on 'inclusive development in education' and how democracy comes connected with this phenomenon. Teacher will further clarify the matter under discussion.

***Lecture and Discussion:*** Teacher will give a lecture on 'who are disconnected?' and importance of inclusive practice for connecting them; also, why these segment of people are disconnected? What are the barriers, and challenges in inclusive education? After the lecture, a short discussion session will be held among the students and teacher will facilitate the session.

***Prepare a Model Research Proposal***: Prepare a model of research proposal (include all necessary components of a standard proposal) on the title "Barriers and Challenges of Inclusive Education" in about 5 pages as per research guidelines.

***Lecture and Discussion:*** Teacher will deliver a lecture on the connection of disability and inclusion dynamics. The lecture will encompass a broad area of discussion on inclusion practices, disability rights, and their practical implementation within contemporary political dynamics. The content will be taught basically through lecture, discussion, and question-answer, and methods.

***Presentation:*** Study any one recent article regarding politics of disabilities and inclusion and summarize them according to their structure.

***Lecturer:*** Teacher will present a list of best methods of instructions and discuss on these methods. Supportive classroom materials, creating environment for instruction, bringing collaboration and implementing assessment for instruction etc. will be the core areas of instruction. Students will prepare notes during the lecture session.

**Assignment III**

Select one of the themes for assignment work.

Elaborate the following theme into 800 words "Inclusion practice as connecting the disconnected"

Or

Prepare a report on *"advancing 21st century classrooms through inclusion"* in 800 words and submit to the teacher.

**Recommended Readings**

Voltz, L. D., Sims, M. J., & Nelson, B. (2010). *Connecting teachers, students and standards: Strategies for success diverse and inclusive classrooms*. USA: ASCD.

Topping, K. & Maloney, S. (2005). *The RoutledgeFalmer reader in inclusive education*. New York: RoutledgeFalmer.

Halder, S. & Argyropoulos, V. (2019). *Inclusion, equity and access for individuals with disabilities: Insight from educators across world.* Palgrave, Macmillan.

Villa, R. A. & Thousand, J. S. (2016). *The inclusive education checklist: A self-assessment of best practices.* USA: Dude Publishing.

## Module IV: Inclusion Context in Nepalese Education System (12 hrs.)

The module aims to provide knowledge on historical shift on the concept of special education in the context of Nepal that gradually came into being. The module further elaborates on how social justice in education has been ensuring over the period of time, and also how the policies are following new concepts, trends, and innovations in embracing inclusiveness for managing school diversity in Nepalese contexts. Also, the module will incorporate inclusive development trends in education in Nepalese Periodic Development Plans.

**Learning Outcomes**

After the completion of this module, students are expected to acquire the following competencies:

- Discuss on how paradigm has been shifting in special education to the present context and its future trend.
- Elaborate the role of equality, and equity to social justice in education system and how the state has been promoting these issues in its official educational documents.
- Explain an interplay between educational policy and diversity management. Explain on how educational policies comes to be the cross cutting issue in managing diversity in school education.

- Elucidate the developmental trend of incorporating inclusiveness in educational practices the Periodic Development Plans of Nepal.

**Contents**

- A Brief Study on Paradigm Shift in Theory and Practice in Special Education (Study Reports from NESP 1971 to Onwards)
- Equality, Equity and Social Justice in Nepalese Education System (Study of State Provision in Promoting These Issues)
- Inclusive Development Trends in Education (From Periodic Plans of Nepal)

**Teaching Learning Activities**

***Lecture and Discussion:*** Teacher will shortly present developmental trend of special education up to the present contexts. The lecture will be followed by discussion. Teacher will present the crux of the discussion at the last.

***Prepare a Note****:* Students will prepare their notes on the developmental pattern of special education in Nepal in chronological pattern. They will incorporate the following important points:

- Date of study report published
- Points highlighted
- Major findings
- Major recommendations

***Pre-reading and Lecture:*** Students will come up with some ideas on equality, equity, and social justice. They will share their understandings on these concepts. Teacher will incorporate these concepts with Nepalese educational contexts and explain how these concepts are translated into Nepalese education system in real ground. Finally, teacher will sum up the lecture.

***Prepare a Report:*** Students will prepare and present individual reports incorporating major themes of the *Consolidate Equity Strategy for the School Education Sector 2071 in Nepal*.

***Presentation:*** Students will study the Periodic Plans of Nepal regarding educational development in those development plans. They will present in a table incorporating the following points:

- Planning years
- New development/improvement in education provision
- Target (years, people, percent etc.)
- Follow up in the next plan.

**Assignment IV**

Prepare an essay of about 1000 words reflecting how the notion of SE/SNE/IE has been contributing in the development of education in Nepal.

**Suggested Readings**

CDC (2067 B.S). *A report on study of inclusive aspects of schools.* Bhaktapur: Nepal.

MOE, *Special Education Policy 1996*, and *Inclusive Education Policy for People with Disabilities 2017* of Nepal.

NPC, Three Years Periodic Plans of the Government of Nepal (Educational provisions only)

DOE (2071). *Consolidate Equity Strategy for the School Education Sector in Nepal*. Author.

MOEST, (2076 B.S.). *National Education Policy 2076 B.S.* Author.

**Reports on Educational Development and Improvement**

*BPEP Master Plan 1997-2002*

*CERID, Report on Inclusive Education*

*MOE, Education for All 2009 (Core Document)*

*MOE, EFA Evaluation Report 2001-2015*

*MOE, School Sector Development Plan (SSDP) 2073/074-2070/080 etc.*

**Evaluation**

Internal – 60%

External – 40%

*Internal Evaluation*

7. *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.

8. *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.
9. *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:

| | | |
|---|---|---|
| 1) | Class participation | 6 |
| 2) | Workshop presentation | 10 |
| 3) | Two short term papers (2 x 12) | 24 |
| 4) | Long term paper/essay/project work | 20 |
| **i)** | Total | 60 |

**Assignment**

| | | |
|---|---|---|
| First assignment (short term paper) | Assignment from Module I | 12 |
| Second assignment (short term paper) | Any one from Assignment Module II or III | 12 |
| Third assignment (Long term paper) | Assignment from Model III or IV | 20 |

**Marks and Grades Calculation**

| | **Class presentation, participation – to be scored by subject teacher** | **Term paper – to be scored by subject teacher** | **Total marks by teacher** | **Minimum marks required to obtain grade** | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **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:

| | | |
|---|---|---|
| v) | Short answer questions (4 x 5 points) | 20 |
| vi) | Essay type question (2 x 10) | 20 |
| | Total | 40 |

**Course Title: Educational Support in Inclusive Setting**

Course No: Inc. Ed. 753
Level: M. Phil & Ph.D.
Semester: 2nd

Nature of course: Theoretical
Credit Hours: 3
Teaching Hours: 48

**Course Description**

This course is a basic course for providing educational support in an inclusive setting focusing on inclusive pedagogy, educational responses, family support, and curriculum differentiation for children with disabilities. The course deals with the fundamental concept of inclusive teaching, collaboration and partnerships, co-operative teaching, and addressing diversity in the classroom. This course also provides the deeper knowledge about the responses to inclusive education, universal design for learning, individualized family service plan, transition education plan, and individualized education plan in terms of its concept, component, format, functions, IEP goals, IEP implementation, and progress monitoring and reporting. The course also provides the knowledge about positive behavior support.

Furthermore, the course provides family support for inclusion in relation with stimulating/motivating family supports, support for transition, the role of community for exceptional children as well as addressing life span issues of children with special needs. Finally, the course presents curriculum differentiation for inclusion in relation to accommodations/adjustment, and modifications. The course also deals about the domains of curriculum differentiation, domains of curriculum differentiation, curriculum modification techniques as well as basic introduction and uses of expanded core curriculum.

**General Objectives**

General objectives of this course are as follows:

a. Analyze the concept, and approaches to educational services of inclusive teaching and also examine the collaboration and partnerships, co-operative teaching, and diversity in the classroom.
b. Describe the responses to inclusive education in relation to Response to Intervention (RtI), Universal Design for Learning (UDL), Individualized Family Service Plan (IFSP), and Transition Education Plan (TEP) in terms of concept, components, format, functions and its implementation.
c. Examine the concept, component, format and functions, IEP implementation, and progress monitoring and reporting as well as concept, component, and implication of positive behavior support.
d. Critically assess the family support inclusion with stimulating/motivating family supports in relation to concept need, types of family support, stimulating family support with advocacy and awareness.

e. Explain the support for transition, the role of community for exceptional children, and also analyze the life span issues of children with special needs.

f. Identify curriculum differentiation for inclusion in terms of its need, domain, accommodation and modification techniques as well as expanded core curriculum.

## Module I: Introduction to Inclusive Pedagogy

### Module Objective

This module helps the students to conceptualize the inclusive pedagogy in terms of concept, approaches to educational services, and collaboration and partnerships in relation to special and general educators, paraprofessionals, parents, families, and communities, and agencies. The modulus also helps to conceptualize the community-based organizations, disabled people organizations, community service organizations, and INGOs/NGOs. Furthermore, this module also helps to conceptualize co-operative teaching in relation to team teaching, parallel teaching, peer tutoring, one teach–one support, station teaching, and diversity in the classroom focusing with gifted, talented, creative, culturally and linguistically diverse learners, and children at risk.

### Learning Outcomes

After the completion of this module, the students will be able to:

- Explain the notion of inclusive teaching in relation to right based approach to inclusive teaching focusing educations rights for individual with disabilities and approaches to educational services in education in special, integrated and inclusive setting.
- Identify the collaboration and partnerships with special and general educators, paraprofessionals, parents, families, communities, and agencies and also identify the community-based organizations, disabled people organizations, community services organizations, and INGO/NGOs.
- Illustrate cooperating teaching in relation to team teaching, parallel teaching, peer tutoring, one teach–one support, and station teaching.
- Analyze diversity in classroom focusing with gifted, talented, creative, culturally and logistically diverse learners, and children at risk.

### Module Contents

The students will learn the contents given below to achieve the specific learning outcomes of this module.

**Introduction to Inclusive Pedagogy: 12 hours (4 weeks)**

a. Inclusive teaching
   - Right based approach to inclusive teaching focusing educational rights for individual with disabilities

b. Approaches to educational services

- Education in special, integrated, and inclusive setting

c. Collaboration and Partnerships
   - Special and general educators, paraprofessional, parents, families, communities, and agencies
   - Community based organizations, disabled people organizations, Community service organizations, I/NGOs

d. Cooperative teaching and learning
   - Team teaching, parallel teaching, peer tutoring, one teach-one support, station teaching

e. Diversity in the classroom
   - Gifted, talented, creative, culturally and linguistically diverse learners, and children at risk.

**Suggested Instructional Activities**

Regarding instructional activities, the instructor has freedom to select any activity based on the available context and will be used to develop mastery of contents within students to enable them to achieve specific learning outcomes.

- Some reference materials related to inclusive pedagogy will be provided to each student and will ask them to prepare a short note on how they conceptualize inclusive teaching/ pedagogy for classroom presentation. Finally, feedback will be provided to each of them on a required basis by the instructor.
- Instructor will deliver the content related to the inclusive teaching/pedagogy through PowerPoint presentation and then students will be asked to give their viewpoints in oral mode in relation to the collaboration and partnerships, cooperative teaching, and diversity in the classroom based on the reading materials consulted by them.
- Whole class will be divided into different groups of 3 to 5 members each and reading material related to approaches to educational services, collaboration and partnerships, cooperative teaching, and diversity in the classroom will be distributed to each group to draw the essence of the content given there. Finally, each group will be given an opportunity to share their findings in the class and feedback will be provided on a required basis by the instructor.
- Each student will be asked to identify the inclusive teaching in relation to right based approach to inclusive teaching focusing educational rights for individual with disabilities, approaches to educational services in special, integrated, and inclusive setting. Furthermore, each student will also be asked to collaboration and partnerships, cooperative teaching, and diversity in classroom and then they will be asked to share their ideas with a peer sitting nearby them on an individual basis and finally each pair will get a chance to share their conclusions among the class for additional clarification.

## Assignments

### Group Assignment, Assign-I (Optional)

The class will be divided into different groups and each group will be asked to access to at least 5 persons from different fields (for example: teachers, social activist, students from higher level, political representatives, etc.) through different modes (direct contact, telephone, mail, messenger, etc.) to investigate how they conceptualize inclusive teaching/pedagogy and then each group will be asked to prepare a short report by including introduction, objective, methodology, findings, and conclusion. Finally, they will be asked to share their findings in the class through PowerPoint presentations within specified time for additional clarification.

### Recommended Resources

Mastropieri, M. A., & Scruggs, T. E. (2018). *The Inclusive Classroom: Strategies for effective differentiated instruction* (6th ed.). USA: Pearson Education.

Gargiulo, R. M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms* (2nd edition). USA: Wadsworth, Cengage Learning.

Goodman, S., & Wittgenstein, S. (Eds). (2002). *Collaborative assessment.* New York: American Foundation for Blind.

Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th edition). USA: Pearson Education, Inc.

*Learning Disabilities Research and practice*. A Publication of the Division for Learning Disabilities, Council for Exceptional Children www.teachingLD.org

*Learning Disability Quarterly*. The Journal of the Council for Learning Disabilities www.cldinternational.org

## Module II: Responses to Inclusive Education

### Module Objective

This module helps the students to identify the responses to inclusive education in relation to Response to Intervention (RtI), Universal Design for Learning (UDL), Individualized Family Services Plan (IFSP), Individualized Education Plan (IEP), and Transition Education Plan (TEP). Furthermore, this module also analyzes the Individualized Education Plan (IEP) in relation to its concepts, components, format and functions, setting measurable IEP goals, IEP implementation, and progress monitoring and reporting. Finally, this module also helps to conceptualize positive behavior support in terms of concept, component, and implication of positive behavior support.

### Learning Outcomes

After the completion of this module, the students will be able to:

a. Explain the responses to inclusion intervention in relation to Response to Intervention (RtI) and Universal Design for Learning (UDL).

b. Identify the Individualized Family Service Plan (IFSP), Transition Education Plan (TEP).
c. Analyze Individualized Education Plan in relation to its concepts, components, format and functions, setting measurable IEP goals, IEP implementation, and progress monitoring and reporting of IEP.
d. Illustrate positive behavior support in terms of its concept, components, and implications of positive behavior support.

**Module Contents**

The students will learn the contents given below to achieve the specific learning outcomes of this module.

**Responses to Inclusive Education: 12 hours** (**4 weeks**)

a. Response to Intervention
b. Universal Design for Learning
c. IFSP, IEP, and TEP
   - Concept and component of IEP, format and functions, setting measurable IEP goals, IEP implementation, progress monitoring, and reporting of IEP.
d. Positive behavior support
   - Concept, component, and implications of positive behavior support

**Suggested Instructional Activities**

In the context of instructional activities, the instructor has freedom to select any activity based on the available context and will be used to develop mastery of contents within students to enable them to achieve specific learning outcomes.

- The reference materials related to the responses to inclusive education will be provided to each student and will ask them to prepare a short note on how they conceptualize educational responses ti inclusive education presentation. Finally, feedback will be provided to each of them on a required basis by the instructor.
- Instructor will deliver the content related to different types of responses to inclusive education through PowerPoint presentation and then students will be asked to give their viewpoints in oral mode in relation to responses to inclusive education in relation to RtI approaches, UDL, IFSP, TEP. Likewise, the instructor will deliver the contents related to IEP focusing with concept, component, format and functions, setting measurable IEP goals, IEP implement, and progress monitoring and reporting based on the reading materials consulted by them. Finally, the instructor will deliver the contents related to positive behavior support in relation to its concept, component, and implications of positive behavior support.
- The class will be divided into different groups of 3 to 5 members each and a reading material related to responses to inclusive education focusing on RtI, UDL, IFSP, and TEP.

Likewise, IEP focusing with concept, components, format and functions, setting measurable IEP goals, IEP implementation, and progress monitoring and reporting. This module also focuses positive behavior support with its concept, components, and implications will be distributed to each group to draw the essence of the content given there. Finally, each group will be given an opportunity to share their findings in the class and feedback will be provided on a required basis by the instructor.

- Each student will be asked to identify responses to inclusive education focusing on RtI, UDL, IFSP, and TEP. Likewise, IEP focusing with concept, components, format and functions, setting measurable IEP goals, IEP implementation, and progress monitoring and reporting. Furthermore, each student will be asked to identify the positive behavior support with its concept, components, and implications. After that each student will be asked to share their ideas with a peer sitting nearby them on an individual basis and finally each pair will get a chance to share their conclusions among the class for additional clarification.

**Assignments**

**Individual/Group Assignment, Assign-II (Compulsory)**

The student will do this assignment on individual and group basis. If the instructor will provide opportunity do this assignment in group basis. The class will be divided into small groups (2 to 3person) and each group will visit special/integrated schools to investigate how RtI, UDL, IFSP, IEP, and TEP is prepared and practiced in the school system and then each group will be asked to prepare a short report with collecting the RtI, UDL, IFSP, and IEP for children with disabilities. Finally, they will be asked to share their investigation results and samples of RtI, UDL, IFSP, IEP, and TEP in the class through PowerPoint presentation within specified time for additional clarification.

**Recommended Resources**

Best, S., Heller, K., & Bigge, J. (2010). *Teaching individual with physical or multiple disabilities* (6th ed.). Upper Saddle River, NJ: Pearson

Corn, A., & Erin, J. (Eds). (2010). *Foundation of low vision: Clinical and functional perspectives* (2nd ed.). New York: American Foundation for the Blind. Division on Visual Impairments Quarterly: Special Issue on Diversity; Volume 58, November 2, 2013.

Division for Learning Disabilities (2007). *Thinking about response to intervention and learning disabilities: A teacher's guide*. Alington, VA.

Jung, D. Y., Shiwakoti, R., Niure, D. P., & Shrestha, S. H. (2018*). Individualized education plan differentiated instruction, and transition planning*. South Korea: Changwon National University, LUPIC.

*Education and Training in Intellectual and Developmental Disabilities* www.cec.sped.org.

Holbrook, M., & Koenig, A. (Eds). (2000*). Foundations of education: Volume. I. History and theory of teaching children and youths with visual impairments* (2nd ed.). New York: American Foundation for the Blind.

Kauffman, J. M., & Hallahan, D. P. (2011). *Handbook of special education*. New York, NY: Routledge.

Polloway, E., Patton, J., & Nelson, M. (2011). Intellectual and Developmental Disabilities. In J. Kauffman& D. Hallahan (Eds), *Handbook of Special Education* (Pp175-186). New York, NY: Routledge.

Schalock, R., Bothwick-Duffy, S., Brodley, V., Berntinx, W., Coulter, D., Craig, E…... Teager, M. (2010). *Intellectual disability: Definition, classification, and system of support* (11thed.). Washington, D.C.: American Association for IDD.

Schumaker, J.B., & Deshler, D.D. (2010). Using a tired intervention model in secondary schools to improve academic outcomes in subject area courses. In M.R. Shinn & H.M. Walker (Eds.), *Intervention for achievement and behavior problems in a three-tier model including RtI*. Bethesda, MD: National Association of School Psychologists.

Trail, Beverly (2010). *Twice-exceptional gifted children: Understanding, teaching, and counseling gifted children.* Waco, TX: Prufrock.

Tuttle, D., & Tuttle, N. (2004). *Self-esteem and adjusting with blindness: The process of responding to life's demands* (3rd ed.).

Volkmar, F., & Wiesner, L. (2009). *A practical guide to autism: What every parent, family member & teacher needs to know about autism*. Hoboken, NJ: John Wiley.

## Module III: Family Support for Inclusion

### Module Objective

This module helps the students to identify the family supports for inclusion in relation to concept, need, and types of family support. Furthermore, this module also helps to conceptualize stimulating/motivating family support specially focusing with advocacy and awareness and support for transition in relation with home to school, school to work and community, transitional support from other agencies, and studies on transition. Finally, the modules also analyze the role of community for exceptional children, and addressing life span issues of children with special needs.

### Learning Outcomes

After the completion of this module, the students will be able to:

a. Explain the family support for exceptional children in relation to its concept, need, and types of family support.
b. Identify the stimulating/motivating family support focusing with advocacy and awareness.
c. Illustrate transitional support in terms of home to school, school to work and community, transitional support from other agencies, and studies on transition.
d. Analyze the role of families and communities for exceptional children, and also analyze the issues related to the lifespan of exceptional children.

**Module Contents**

The students will learn the contents given below to achieve the specific learning outcomes of this module.

**Family Support for Inclusion**: **12 hours (4 weeks)**

a. Stimulating/motivating family supports
   - concept, need, and types of family support, family support: advocacy and awareness
b. Support for transition
   - home to school, school to work and community, transitional support from other agencies, studies on transition
c. The role of community for exceptional children
d. Addressing life span issues of children with special needs.

**Suggested Instructional Activities**

Regarding the conduction of instructional activities, the instructor is free to select any activities based on the available context and will be used to develop mastery of contents within students to enable them to achieve specific learning outcomes.

- The reference materials related to family support for inclusion with stimulating/motivating family supports in relation to concept, need, types of family support will be provided to each student and will be asked to prepare a short note on how they conceptualize family support for inclusion presentation. Finally, feedback will be provided to each of them on a required basis by the instructor.
- Instructor will deliver the content related to family support for inclusion through PowerPoint presentation and then students will be asked to give their viewpoints in oral mode in relation to family support for inclusion focusing with stimulating/ motivating supports in terms of concept, need, types of family support special focusing with advocacy and awareness. Likewise, the instructor will deliver the contents related to support for transition in relation to home to school, school to work and community, transitional support from other agencies, and studies on transition. Finally, the instructor will deliver the contents related to the role of community for exceptional children, and addressing life span issues related to children with special needs based on the reading materials consulted by them.
- The class will be divided into different groups of 3 to 5 members each and a reading material related to family support for inclusion focusing with stimulating/motivating family supports in relation to its concept, need types of family support special focusing with advocacy and awareness. Likewise, the instructor will deliver the contents related to transitional support in relation to home to school, school to work and community, transitional support from other agencies, and studies on transition. Furthermore, the instructor will deliver the contents related to the role of families and communities for

exceptional children, and life span issues related to exceptional children will be distributed to each group to draw the essence of the content given there. Finally, each group will be given an opportunity to share their findings in the class and feedback will be provided on a required basis by the instructor.

- Each student will be asked to provide family support for exceptional children/children with disabilities in relation to its concept, need types of family support, and stimulating/motivating family support focusing with advocacy and awareness. Likewise, the instructor will deliver the contents related to support for transition in relation to home to school, school to work and community, transitional support from other agencies, and studies on transition. Furthermore, the instructor will deliver the contents related to role of community for exceptional children, and addressing life span issues of children with special needs then they will be asked to share their ideas with a peer sitting nearby them on an individual basis and finally each pair will get a chance to share their conclusions among the class for additional clarification.

**Assignments**

**Group Assignment, Assign-III (Compulsory)**

The class will be divided into different groups and each group will visit special/integrated schools to investigate how support for transition in relation to home to school, school to work and community, transitional support from other agencies, and studies on transition is provided to the exceptional children specially for children with disabilities in their home and school system by the consultation to the special teaches, children with disabilities, and their parents and then each group will be asked to prepare a short report. Finally, they will be asked to share their investigation results and sample of support for transition plan from home to school, school to work and community, transitional support plan from different agencies, and transitional plan for studies through PowerPoint presentation within specified time for additional clarification.

**Recommended Resources**

Best, S., Heller, K., & Bigge, J. (2010). *Teaching individual with physical or multiple disabilities* (6th ed.). Upper Saddle River, NJ: Pearson

Corn, A., & Erin, J. (Eds). (2010). *Foundation of low vision: Clinical and functional perspectives* (2nd ed.). New York: American Foundation for the Blind. Division on Visual Impairments Quarterly: Special Issue on Diversity; Volume 58, November 2, 2013.

Division for Learning Disabilities (2007). *Thinking about response to intervention and learning disabilities: A teacher's guide*. Alington, VA.

Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th edition). USA: Pearson Education, Inc.

Jung, D. Y., Shiwakoti, R., Niure, D. P., & Shrestha, S. H. (2018*). Individualized education plan differentiated instruction, and transition planning*. South Korea: Changwon National University, LUPIC.

Kauffman, J. M., & Hallahan, D. P. (2011). *Handbook of special education*. New York, NY: Routledge.

Lakin, K., &Turnbull, A. (Eds.). (2005). *National goals and research for people with intellectual and developmental disabilities.* Washington, D.C.: American Association on Mental Retardation.

Marschark, M., & Spencer, P.E. (Eds.). (2011*). Oxford handbook of deaf studies, language, and education* (2nd ed.). Oxford, U.K.: Oxford University Press.

Moores, D. F., & Martin, D. S. (Eds) (2006*). Deaf learners: Developments in curriculum and instruction*. Washington, D.C.: Gallaudet University Press.

Padiyar, K. (2009). *Targeted, taunted, tormented: The bullying of children with autism spectrum disorders*. Boston, MA: Massachusetts Advocates for Children.

Polloway, E., Patton, J., & Nelson, M. (2011). Intellectual and Developmental Disabilities. In J. Kauffman& D. Hallahan (Eds), *Handbook of Special Education* (Pp175-186). New York, NY: Routledge.

Schalock, R., Bothwick-Duffy, S., Brodley, V., Berntinx, W., Coulter, D., Craig, E…... Teager, M. (2010). *Intellectual disability: Definition, classification, and system of support* (11thed.). Washington, D.C.: American Association for IDD.

Silberman, R., Bruce, S., & Nelson, C. (2004). *Children with sensory impairments. Baltimore,* MD: Brookes.

Spungin, S. (Ed.). *When you have a visually impaired child in your classroom: A Guide for teachers.* New York: American Foundation for Blind.

Trail, Beverly (2010). *Twice-exceptional gifted children: Understanding, teaching, and counseling gifted children.* Waco, TX: Prufrock.

Tuttle, D., & Tuttle, N. (2004). *Self-esteem and adjusting with blindness: The process of responding to life's demands* (3rd ed.).

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## **Module IV**: **Curriculum Differentiation for Inclusion**

### **Module Objective**

This module helps the students conceptualize the curriculum differentiation for children with special needs in terms of concept, needs, accommodations/adjustment, modification, and domains of curriculum differentiation in relation to content, process, product, and environment. Furthermore, this module also helps to conceptualize curriculum accommodations techniques focusing on increasing accessible reading materials, time extension and test scheduling, instructional accommodation, and alternative modes of extension. Likewise, this model also helps to familiarize the curriculum modification techniques in relation with curriculum enrichment, curriculum acceleration, curriculum compacting, curriculum alteration, and expanded core curriculum for children with special needs.

**Learning Outcomes**

After the completion of this module, the students will be able to:

a. Explain the curriculum differentiation for children with special needs in relation to its concept, need, and differentiation focusing with accommodations/adjustment, and modification.
b. Identify the domains of curriculum differentiation in terms of content, process, product, and environment.
c. Illustrate curriculum accommodations techniques in relation to increasing accessible reading materials, time extension and test scheduling, instructional accommodating, and alternative mode of expression.
d. Analyze the curriculum modification techniques focusing with curriculum enrichment, curriculum acceleration, curriculum compacting, and curriculum alteration.
e. Describe the expanded core curriculum for children with special needs.

**Module Contents**

The students will learn the contents given below to achieve the specific learning outcomes of this module.

**Curriculum Differentiation for Inclusion: 12 hours (4 weeks)**

a. Curriculum differentiation: accommodations/adjustment, and modifications.
b. Domains of curriculum differentiation: content, process, product, and environment
c. Curriculum accommodations techniques
- Increase accessible reading materials, time extension and test scheduling, instructional accommodations, and alternative modes of expression

d. Curriculum modification techniques
- Curriculum enrichment, curriculum acceleration, curriculum compacting, and curriculum alteration

e. Expanded core curriculum for children with special needs.

**Suggested Instructional Activities**

Talking about the instructional activities, the instructor has freedom to select any activity based on the available context and will be used to develop mastery of contents within students to enable them to achieve specific learning outcomes.

- Some reference materials related to curriculum differentiation for children with special needs will be provided to each student and ask them to prepare a short note on how they conceptualize curriculum differentiation in relation to its concept, needs focusing with accommodations/adjustment, and modification for classroom presentation. Finally, feedback will be provided to each of them on a required basis by the instructor.

- Instructor will deliver the content related to curriculum differentiation for children with special needs through PowerPoint presentation and then students will be asked to give their viewpoints in oral mode in domains of curriculum differentiation in relation to content, product, environment, and the instructor will also deliver curriculum accommodations techniques, curriculum modification techniques, and expanded core curriculum based on the reading materials consulted by them.
- The class will be divided into different groups of 3 to 5 members each and a reading material related to curriculum accommodations techniques focusing with increase accessible reading materials, time extension and test scheduling, instructional accommodation, and alternative modes of expression and also curriculum medication techniques focusing with curriculum enrichment, acceleration, compacting, and alteration will be distributed to each group to draw the essence of the content given there. Finally, each group will be given an opportunity to share their findings in the class and feedback will be provided on a required basis by the instructor.
- Each student will be asked to identify curriculum differentiation for children with special needs in relation to concept and needs of curriculum differentiation, domains of curriculum differentiation, curriculum accommodations techniques, curriculum modification techniques, and extended core curriculum then they will be asked to share their ideas with a peer sitting nearby them on an individual basis and finally each pair will get a chance to share their conclusions among the class for additional clarification.

**Assignment**

**Individual Assignment, Assign-IV (Compulsory)**

This assignment is based on individual basis. Each student should asked to access to at least 5 persons from teachers, curriculum experts, university teachers, head teachers, and students through direct contact, telephone, mail, messenger to investigate how they conceptualize and implies curriculum accommodations/adjustment and modification techniques for children with special needs and its effective implementation in school system and then each group will be asked to prepare a short report by including findings and conclusions. Finally, they will be asked to share their findings in the class through PowerPoint presentations within specified time for additional clarification.

**Recommended Resources**

Argan, M., & Wehmeyer, M. (2005). *Mental retardation and intellectual disabilities: Teaching students using innovative and research-based strategies*. Boston: Merrill/Prentice Hall.

Best, S., Heller, K., & Bigge, J. (2010). *Teaching individual with physical or multiple disabilities* (6th ed.). Upper Saddle River, NJ: Pearson

Corn, A., & Erin, J. (Eds). (2010). *Foundation of low vision: Clinical and functional perspectives* (2nd ed.). New York: American Foundation for the Blind. Division on Visual Impairments Quarterly: Special Issue on Diversity; Volume 58, November 2, 2013.

Division for Learning Disabilities (2007). *Thinking about response to intervention and learning disabilities: A teacher's guide*. Alington, VA.

Goodman, S., & Wittgenstein, S. (Eds). (2002). *Collaborative assessment.* New York: American Foundation for Blind.

Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th edition). USA: Pearson Education, Inc.

Holbrook, M., & Koenig, A. (Eds). (2000*). Foundations of education: Volume. I. History and theory of teaching children and youths with visual impairments* (2nd ed.). New York: American Foundation for the Blind.

Jung, D. Y., Shiwakoti, R., Niure, D. P., & Shrestha, S. H. (2018*). Individualized education plan differentiated instruction, and transition planning*. South Korea: Changwon National University, LUPIC.

Kauffman, J. M., & Hallahan, D. P. (2011). *Handbook of special education*. New York, NY: Routledge.

Lerner, L., & Johns, B. (2010). *Learning disabilities and related mild disabilities: Teaching strategies and new directions* (12th ed.). Belmont, CA: Wadsworth Cengage Learning.

Mastropieri, M. A., & Scruggs, T. E. (2018). *The inclusive classroom: Strategies for effective differentiated instruction* (6th edition). USA: Pearson Education, Inc.

Mastropieri, M. A., & Scruggs, T. E. (2018). *The Inclusive Classroom: Strategies for effective differentiated instruction* (6th ed.). USA: Pearson Education.

Mesibov, G. B., Shea, V., & Schopler, E., (2005). *The TEACH approach to autism spectrum disorders.* New York: Kluwer Academy/Plenum.

Moores, D. F., & Martin, D. S. (Eds) (2006*). Deaf learners: Developments in curriculum and instruction*. Washington, D.C.: Gallaudet University Press.

Odom, S., Horner, R., Snell, M., & Blacher, J. (2007). *Handbook of Developmental Disabilities.* New York, NY: The Guilford Press.

Polloway, E., Patton, J., & Nelson, M. (2011). Intellectual and Developmental Disabilities. In J. Kauffman& D. Hallahan (Eds), *Handbook of Special Education* (Pp175-186). New York, NY: Routledge.

Snell, M., Brown, F. (2005). *Instruction of students with severe disabilities* (6th ed.). Baltimore: Brookes.

Spungin, S. (Ed.). *When you have a visually impaired child in your classroom: A Guide for teachers.* New York: American Foundation for Blind.

Tuttle, D., & Tuttle, N. (2004). *Self-esteem and adjusting with blindness: The process of responding to life's demands* (3rd ed.).

**Evaluation**

Internal – 60%

External – 40%

*Internal Evaluation*

10. *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.
11. *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.
12. *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:

| | | |
|---|---|---|
| 1) | Class participation | 6 |
| 2) | Workshop presentation | 10 |
| 3) | Two short term papers (2 x 12) | 24 |
| 4) | Long term paper/essay/project work | 20 |
| **i)** | Total | 60 |

**Assignment**

| | | |
|---|---|---|
| First assignment (short term paper) | Assignment from Module I | 12 |
| Second assignment (short term paper) | Any one from Assignment Module II or III | 12 |
| Third assignment (Long term paper) | Assignment from Model III or IV | 20 |

*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:

vii) Short answer questions (4 x 5 points) 20

viii) Essay type question (2 x 10) 20

Total

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

**Course Title: Marginalization, Power and Diversity Management in Inclusive Research**

Course code: Inc. Ed. 754 Credit hour:3
Semester: II Teaching hour: 48
Level: M.Phil./Ph.D.

**Course Description**

*Marginalization, Power and Diversity Management in inclusive research* aims to provide advanced knowledge on the processes of power, marginalization and diversity as factors in realizing inclusive education in the global society and research contexts. The course examines power structures and its implications for marginalization and inclusion. Through the theories and perspectives highlighted, the course will provide the students with a theoretical and philosophical framework on the barriers for inclusion, participation and democracy, to understand and analyze local, national and international challenges for inclusive research in education.

The course will provide the students with a theoretical, methodological and philosophical background to analyze structures, dilemmas and constrains within the research field of inclusive education. The aim is to provide an advanced basis for research on marginalization, participation, and inclusion in education and in society, globally and nationally.

*Marginalization, Power and Diversity Management in inclusive research* consists of four learning modules focusing on different perspectives on global research within the area of inclusion and inclusive education. The course's teaching and learning strategies are highly student oriented and challenge the student to reflect critically and debate extensively the research field of inclusive education.

**General objectives**

The course enables students to

- discuss and analyze fundamental questions and dilemmas within the inclusion and diversity debate in contemporary research and some of the main controversies in education, globally
- discuss and apply theoretical and philosophical perspectives on inclusive education in academic studies and research
- provide critical insights on the role of power for constructing social class, gender, disability and poverty for inclusive education research
- draw implication of theoretical and empirical aspects of inclusion and exclusion for special education/special needs education educational research and for the development of an inclusive education system and inclusive schools.

**Teaching Learning Activities**

This course will follow the principle of the "tutor lecture approach" used in central academic institutions such as Cambridge and Oxford university, UK. Each course will have a fixed structure where the students are presented with a series of articles that they should read in depth over a period of 4 weeks. On the basis of this reading the student should participate in reflections, debates and discussions on all topics presented in the course description.

Each topic is introduced by an introduction lecture outlying a general framework for how the students should work with the literature.

**Module 1:**

**POWER AND MARGINALIZATION AS EMPIRICAL DATA**

Teaching Hours: 12 hours (3 weeks)

**Module Objectives**

Power structures in education research define the ways in which political, civic, educational actors relate to one another and how their agencies of justice are conceived, addressed and practiced. The module focuses on the representation of power and marginalization of pupils with disability and other special needs in inclusive research. It also addresses ways in which gender, minority rights, language minorities ethnic, cast, religious, linguistic, and sexual minorities are addressed and included in research.

**Module Learning Outcomes**

- Provide insights in representations of humans, human rights and social justice in a globalized world through research articles.
- Critical insights on the representation of sociology of power and marginalization and exclusion regarding gender, social relations, language and religion within knowledge development.
- Critical insights on the division of disability research and special education research

**Content**

- Power structures and culture: how to challenge organizational and societal barriers
- The power of dominant voices in society; research on sociology of marginality and exclusion
- Intersectionality: how race, gender, disability, sexuality class and other characteristics intersect in research
- Disproportionality in special needs education

**Teaching Learning Activities**

| | Lecture activity | Student activity |
|---|---|---|
| Week 1: | 1h introduction for the module<br><br>The student will be provided with 15 articles representing different aspects of examples related to the content of the course. | Participation and Q&A<br><br>Read the articles |
| Week 2 | 2h lecture on insights in representations of humans, human rights and social justice in a globalized world through research articles.<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on how human humans, human rights and social justice are dealt with in these examples<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |
| Week 3 | 2 h lecture on the representation of sociology of power and marginalization and exclusion regarding gender, social relations, language and religion within knowledge development.<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on how gender, social relations, language and religion is represented<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |
| Week 4 | 2h lecture on the division of disability research and special education research<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on the division of disability research and special education research<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |

**Assignment 1**

One the background of previous courses. Create a presentation accounting for power structures in society, in Nepal or globally. In the presentation, raise a question on how justice is understood, addressed and practiced in education and/or in society – How should this be researched?

*Activity:* Individual or in pair of two, prepare a digital Power point presentation

*Student process:* Establishing focus on an actual challenge for inclusive education in a research context

**Recommended Readings**

Butler, J. (1988). Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. *Theatre journal (Washington, D.C.), 40*(4), 519-531.

Brantlinger E. (ed) (2006). Who Benefits from Special Education? Remediating (Fixing) Other Peoples Children. Taylor & Francis (150p)

Brantlinger, E.A. (2001). Poverty, class, and disability: A historical, social, and political perspective. *Focus on Exceptional Children*, *33*(7), 1–24

Dunne, L. (2009). Discourses of Inclusion: a critique. *Power and Education* 1(1) 42-56

Hannus, S. & Simola, H. (2010). The effects of Power Mechanisms in Education: bringing Foucault and Bordieu together. *Power and Education* 2(1) 1-17.

Slee, R. (2014). Discourses of inclusion and exclusion: drawing wider margins. *Power and Education* 6(1) 7-17

**Module 2:**

**THE POSITION OF INCLUSION IN EDUCATION**

Teaching Hours: 12 hours (3 weeks)

**Module Objectives**

Developing inclusive education challenges the one-size-fits-all approach. The module aims to explore the positions of inclusion in education and special education, in governing documents, and in the research literature. The module provides knowledge on how tension between learner diversity, cultural diversity, education and special education are addressed by analyzing leading governing documents, reports, and selected research literature.

**Learning Outcomes:**

- Knowledge of the positions used to describe education, special education and educational contexts

- Knowledge to interpret and raise questions related to the positions taken in educational research and research designs within various research traditions
- Knowledge of ethical considerations in educational research and special education research

**Content for the Module**

- Positions and structures in reports and research educational practices
- Positions and structures regarding gender, diversity, interculturality and ethnicity in education

**Teaching Learning Activities**

| | Lecture activity | Student activity |
|---|---|---|
| Week 1: | 1h introduction for the module<br><br>The student will be provided with 15 articles representing different aspects of examples related to the content of the course. | Participation and Q&A<br><br>Read the articles |
| Week 2 | 2h lecture on insights in representations of the position paper within the fields of inclusion education<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on the position paper within the fields of inclusion education<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |
| Week 3 | 2 h lecture on the questions relating inclusive education studies and designs in relation to various research traditions<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on the questions relating inclusive education studies and designs in relation to various research traditions<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |

| | | |
|---|---|---|
| Week 4 | 2h lecture on the ethical aspects on research of inclusion education<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on the ethical aspects on research of inclusion education<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |

**Assignment 2**

Choose two governing documents or governmental reports on education or curricula for education, and analyze the given positions of gender, marginalized groups and pupils with special needs. Based on the analyses and ethical considerations, create a presentation accounting for how the positions are addressed.

Activity: Raise a research question and write a text of 1500 words on your analysis of the chosen documents

*Student process:* Link previous research to the problem defined in assignment 1 of this course

**Recommended readings**

Booth, T. og Ainscow, M. (2011). *Index for Inclusion: Developing Learning and Participation in Schools*. Cambridge: Index for Inclusion Network.

Garrels, V. (2022). Considering the boundaries of intellectual disability: Using philosophy of science to make sense of borderline cases. *Philosophical psychology*, 35(1), 6-21.

Goodlad, J. I. (1979). *Curriculum inquiry: the study of curriculum practice*. New York: New York, McGraw-Hill.

Lamichhane, K. (2017). Teaching students with visual impairments in an inclusive educational setting: a case from Nepal. *International journal of inclusive education*, 21(1), 1-13.

Robinson-Pant, A. (2020). Inclusive education: thinking beyond systems. *Compare*, 50(5), 619-638.

Veck, W. & Hall M., (2020) Inclusive research in education: dialogue, relations and methods, *International Journal of Inclusive Education*, 24:10, 1081-1096

**Module 3:**
**CHANGE AND DEVELOPMENT IN INCLUSION RESEARCH**

**Teaching Hours:** 12 hours (3 weeks)

**Module Objectives**

The module aims to provide knowledge on the processes of change and how to develop an inclusive education system by focusing on cultural and political dimensions in research. The

module will explore change and development of inclusion processes along two interconnected dimensions: creating inclusive cultures and producing inclusive policies.

**Learning Outcomes:**

- Provide critical insights in the processes of change and development of inclusive education through research
- Analyze the research processes of creating inclusive cultures
- Analyze the research processes of producing inclusive policies
- Analyze research on group dynamic, involvement, ownership and change management

**Content**

- Culture of change versus culture of stability in research
- Change and development in educational research systems, nationally and globally
- Policy goals and processes
- The interdependency of culture and policy of inclusive education research

**Teaching Learning Activities**

| | Lecture activity | Student activity |
|---|---|---|
| Week 1: | 1n introduction for the module<br><br>The student will be provided with 15 articles representing different aspects of examples related to the content of the course. | Participation and Q&A<br><br>Read the articles |
| Week 2 | 2h lecture on insights in the research processes of creating inclusive cultures<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on the research processes of creating inclusive cultures<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |
| Week 3 | 2 h lecture on the research processes of producing inclusive policies<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on processes of producing inclusive policies<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |
| Week 4 | 2h lecture on the research on group dynamic, involvement, | Participation and Q&A |

| | | |
|---|---|---|
| | ownership and change management.<br><br>3h tutor activity | On the basis of the 15 articles the students should develop work notes on group dynamic, involvement, ownership and change management research.<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |

**Assignment 3**

Choose two additional research articles and analyze the strategies used in providing knowledge in the change processes towards inclusive education. Focus on the coherence between the research question raised in the chosen article, and the design used to answer the question.

*Activity:* write a text of 1500 words on your analysis of the chosen research article

*Student process:* Link previous research to the problem defined in assignment 1 and 2 of this course

**Readings**

**Recommended readings**

Kotter, J.P. (2007). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review* (Reprint R0701j: HBR 1710), (March-April 1995), 96-103.

Fixsen, D., Naoom, S., Blase, K., Friedman, R., Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tamps, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network[ https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf]

Hagiwara, M., Shogren, K.A. & Leko, M. (2017). Reviewing Research on the Self-Determined Learning Model of Instruction: Mapping the Terrain and Charting a Course to Promote Adoption and Use. *Advances in Neurodevelopmental Disorders*, 1: 3–13. DOI 10.1007/s41252-017-0007-7

Rix, J. (2020). Our need for certainty in an uncertain world: the difference between special education and inclusion? *British Journal of Special Education.* Open access.

Schwab, J. J. (1983). The practical 4: Something for curriculum professors to do. *Curriculum Inquiry*, *13*(3), 239-265.

**Module 4:**

**RESEARCH AND POSITION IN INCLUSIVE EDUCATION**

Teaching Hours: 12 hours (3 weeks)

**Module Objectives**

This module aims to explore the nature of position papers and literature review in inclusive education. The module provides knowledge of the research in the fields: inclusive education, special needs education and disability studies in education as a field of debate and transformation. The course discuss how research participate in the political debate within and outside of the research field.

**Learning Outcomes:**

- Knowledge of the position paper within the fields of inclusion education
- Knowledge to interpret and to raise questions relating inclusive education studies and designs in relation to various research traditions
- Knowledge of ethical aspects on research of inclusion education
- Political positions within inclusive education

**Content**

- Research design in inclusive education
- Research strategies in inclusive education
- Writing up research in inclusive education

**Teaching Learning Activities**

| | Lecture activity | Student activity |
|---|---|---|
| Week 1: | 1n introduction for the module<br><br>The student will be provided with 15 articles representing different aspects of examples related to the content of the course. | Participation and Q&A<br><br>Read the articles |
| Week 2 | 2h lecture on insights in representations of the position paper within the fields of inclusion education<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on the position paper within the fields of inclusion education<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |

| | | |
|---|---|---|
| Week 3 | 2 h lecture on the questions relating inclusive education studies and designs in relation to various research traditions<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on the questions relating inclusive education studies and designs in relation to various research traditions<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |
| Week 4 | 2h lecture on the ethical aspects on research of inclusion education<br><br>3h tutor activity | Participation and Q&A<br><br>On the basis of the 15 articles the students should develop work notes on the ethical aspects on research of inclusion education<br><br>Students should present their work notes to peers and to the responsible lecturer – discussion. |

**Assignment 4**

From the basis of the total body of articles from this course and assignment 1, the student should develop one position paper on the status of inclusion in Nepali education. In the paper, raise a question on how equity is understood and used in a national context.

*Activity:* Develop one position papers on an individual defined topic (about 3000 words).

*Student process:* Individual or in pair of two, develop the basis for a research proposal

**Recommended readings**

Allan, J. & Slee, R. (2008) *Doing Inclusive Education Research (Studies in Inclusive education)*. Sense Publishers (115p)

Hausstätter, R. (2013) In Support of Unfinished Inclusion. Scandinavian Journal of Educational Research. 58(4) 424-434

Korsgaard, M.T. Larsen V, & Wiberg M. (2020) Thinking and researching inclusive education without a banister – visiting, listening and tact as a foundation for collective research on inclusive education, *International Journal of Inclusive Education*, 24:5, 496-512

**Evaluation**

Internal – 60%

External – 40%

*Internal Evaluation*

13. *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.
14. *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.
15. *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:

| | | |
|---|---|---|
| 1) | Class participation | 6 |
| 2) | Workshop presentation | 10 |
| 3) | Two short term papers (2 x 12) | 24 |
| 4) | Long term paper/essay/project work | 20 |
| | Total | 60 |

**Assignment**

| | | |
|---|---|---|
| First assignment (short term paper) | Assignment II | 12 |
| Second assignment (short term paper) | Assignment III | 12 |
| Third assignment (Long term paper) | Assignment VI | 20 |

| | Class presentation, participation – to be scored by subject teacher | Term paper – to be scored by subject teacher | Total marks by teacher | Minimum marks required to obtain grade | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **Maximum marks** | **Maximum marks** | **Maximum marks** | **A** | **A-** | **B+** | **B** | **B-** | **C** | **F** |
| **1st, 2nd and 3rd assignment** | 3 | 12 | 15 | 13.88 | 12.38 | 11.10 | 9.83 | 8.63 | 7.5 | |
| **4rd assignment** | 4 | 20 | 24 | 22.20 | 19.80 | 17.76 | 15.72 | 13.8 | 12.0 | |

**Marks and Grades Calculation**

**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:

| | | |
|---|---|---|
| ix) | Short answer questions (4 x 5 points) | 20 |
| x) | Essay type question (2 x 10) | 20 |
| | Total | 40 |

## Non-Credit Courses

**Non-Course Title: Fundamentals of Inclusive Special Education**

Course No: Inc. Ed. 755 Nature of course: Theoretical
Level: M. Phil/Ph.D. Credit:
Semester: Second Teaching Hours: 48

1. **Course Description**

This course primarily intents to provide learners general conceptual knowledge about inclusive special education for children with disabilities. Inclusive special education has a great importance for children with learning diversity because it provides them an equal opportunity in access to education in line with their unique needs. As the key areas the course covers of philosophical perspectives, sociological and cognitive aspects, policy and practices, developmental trends including the current issues of identification, and assessment, intervention and instruction as well as a multi-tiered system support approach of inclusive special education. Further to enhance learning skills students will experience group discussion, assigned reading, writing, presentation, case study and journal review as the major learning activities in the course.

2. **General Objectives**

General objectives of this course are as follows:

- To provide students comprehensive understanding about the philosophical perspectives and sociological aspects of Inclusive Special Education.
- To disseminate students with developmental trends, current needs, issues regarding support-services of Inclusive special Education abroad and in Nepal.
- To facilitate theoretical knowledge of students regarding the concept, nature and characteristics of various disabilities.
- To explain students the policies and practices of Inclusive Special Education at the national and international levels.
- To deliver students essential information about differential psychology of the learners with unique and diverse needs (special needs).

## MODULE I

## PHILOSOPHICAL PERSPECTIVES OF INCLUSIVE SPECIAL EDUCATION

### Module Objectives

This module precisely articulates students' theoretical understanding of educational philosophy of Inclusive Special Education and its implication for teaching to children with special needs in different settings. Further this module will facilitate students' general knowledge about the paradigm shift in special needs and inclusive education As well as

students are expected to master teaching- learning competencies and skills that is taken as one of the most important part throughout this module.

**Learning Outcomes**

After learning this module students are expected to realize the following learning outcomes:

- To explain the meaning of founding philosophy of Inclusive Special Education.
- To assess the global concept of Education for ALL and issues of Quality education for children with disabilities.
- To elucidate the relationship between philosophy and education.
- To comprehend the conceptual and philosophical differences among the general education, special needs education and inclusive education.

**Contents**

The contents of this module are as follows:

**Philosophical Perspectives of Inclusive Special Education: 12 hrs. (4 weeks)**

- Scope and Function of Inclusive Special Educational Philosophy
- Social Constructivism theory and Disability
- Paradigm Shifts in Inclusive Special Education
  - Segregation, Integration and Inclusion
  - Institutionalization and Deinstitutionalization
  - Quality of Services
- Quality Education for All: Present Scenario in Nepal
- Human Rights Based Approach in Education

**Suggested Teaching Learning Activities**

Each student has his own learning style; therefore to deliver the contents of this module teachers are suggested to include a variety of instructional methods such as general instructional techniques including of lecture, virtual or e mode classes, group discussion and quizzes. Also teachers are expected to realize for applying specific instructional activities that comprises of workshop ,case study, report writing ,journal review, project work, slide presentation by students, guided individual tutorial support for selected topics in this module in order to ensure students' active participation in teaching-learning process.

**Assignment(Critical reflection)**

Each students will be assigned an individual assignment to analyze critically the philosophical aspects, current policy and practices of Inclusive Special Education in Nepal; and they will present their assignment through power point text in the class followed by discussion and teacher's feedback.

**References/ Further Readings**

**Recommended Readings**

Alkire, S.( 2005) Needs and capabilities: In The philosophy of need, ed. S. Reader, 229–51. Royal Institute of Philosophy Supplement No. 57. Cambridge: Cambridge University Press

Anastasious,D., Kauffman.(2011) A Social Constructivist Appoach To Disability: Implication for Special Education. Exceptional Children, 77,367-384

and practice. London: Sage

Armstrong, A. C., Armstrong, D. & Spandagou, I. (2010) Inclusive Education: international policy

Baglieri, S., Valle,J.,Connor,D.,J., Gallagher,D.(2011.Disability Studies in Eduation: The Need for Plurality of Perspective on Disability. Remedial and Special Education,32,267-278.

Ben-Porath, S. (2012). Defending Rights in (Special) Education. Educational Theory, 62(1):25–39.

Kauffman,J.M. & Hallahan,D.P.(2005). Special Education: What it is and Why We Need It. Boston, MA: Allyn & Bacon

**Suggested Readings**

Akerberg, A. (2001) Human rights and persons with disabilities. Report from the SHIA human rights and disability network (Stockholm, SHIA).

Barton, L. 1988. The politics of special educational needs: An introduction. In The politics of special educational needs, ed. L. Barton, 1–9. London: Falmer.

Brodin, J., and P. Lindstrand. 2007. Perspectives of a school for all. International Journal of Inclusive Education 11, no. 2: 133–45.

FRA (2014) Human rights indicators on Article 19 of the CRPD, EU Agency for Fundamental Rights: Vienna.

Harpur, P. (2012) Embracing the new disability rights paradigm: the importance of the Convention on the Rights of Persons with Disabilities. Disability & Society, 27(1), 1–14.

Peters, S. (2003) Inclusive education: achieving education for all by including those with disabilities and special education needs (Washington, DC, Disability Group, World Bank).

Skrtic, T. (1995) Disability and democracy: reconstructing (special) education for postmodernity (New York, Teachers College Press

UN (2006) Convention on the Rights of Persons with Disabilities [A/RES/61/106], New York: United Nations.

UNESCO (2020). Global Education Monitoring Report 2020: Inclusion and Education: All Means All.

Winch, C. (1996). Key Concepts in the philosophy of education(1st edition). Routledge

## MODULE II

## DEVELOPMENT OF SPECIAL NEEDS EDUCATION AND INCLUSIVE EDUCATION

### Module Objectives

This module primarily aims to deliver learners a forward-thinking concepts **about** people with different types of disabilities, current trends and issues, policy and practices of inclusive special education abroad and in Nepal. *Forward thinking concept* is a process of anticipating bright future and wellbeing of persons with disabilities. Further it provides learners an opportunity to be familiarized with a brief case study of children with special needs.

### Learning Outcomes

After the completion of this module, the students will be able to:

- Explain the major historical phenomenon that laid to impact on the contemporary development of Special Needs Education and Inclusive Education.
- Recognize the concepts, causes, nature and prevalence of different types of disabilities.
- Investigate the current trends and issues of inclusive special education in relation with identification, assessment, intervention, instruction and multi-tiered system of supports approach.
- Analyze the exclusion to Inclusion practices of special needs education in society.

### Module Contents

In this module students will learn the following contents:

**Development of Inclusive Special Education: 12 hrs.(4 weeks)**

- Historical development of Inclusive Special Education
- From Exclusion to Inclusion Practices in Education and Society
- Understanding Different types of Disabilities
- Impairments, Disability and Handicap
- Concepts, types and causes ,prevalence
- Models of disability
- Current Trends and Issues in SNE and IE
    - Identification and Assessment
    - Intervention and Instruction
    - Multi-tiered System of Supports Approach
    - Inclusion in the future inclusive
- Policy and practices of SNE and IE

**Suggested Teaching Learning Activities**

- Teacher will apply an interactive teaching and learning strategies to engage in each content included in this module. Also, interactive teaching and learning strategies will provide students opportunities in order to apply their learned knowledge and skills to authentic, real-world tasks in assignments.
- Teacher will engage each students to prepare individual power point presentation on the module contents as outlined of developmental phenomenon of special needs and inclusive education. And the students will present their power point text in the class followed by discussion and teacher‘s feedback.
- Teacher will offer different learning materials and resources related to the module contents ,break up whole class into different groups, inquire learners to study the contents in collaboration , and then learners will be asked to present group or indivi dual project work in class followed by teacher's feedback
- Teacher will provide opportunities for students to receive module information through a variety of different sources, including indirect sources (e.g., scholarly resources and field observation)

**Assignment (Case Study and experience)**

In this module as an assignment students will visit an inclusive education classroom or special needs school or community based rehabilitation centers. And they will observe and compare

the case of children with different disabilities and each students will prepare case study report (format includes of introduction, objectives, methodology, findings, and conclusions) of two children with different types of disabilities. And then they will share their findings in the class through PowerPoint presentation followed by feedback from subject teacher.

**References and Further Readings**

**a) Recommended Readings**

Ekins, A. (2012) The Changing Face of Special Educational Needs: impact and implications for SENCOs and their schools. London: Routledge

Kauffman, J. M. & Badar, J. (2014a) 'Instruction, not inclusion, should be the central issue in special education: an alternative view from the USA', Journal of International Special Needs Education, 17 (1), 13–20.

Loreman, T., Deppeler, J. & Harvey, D. (2011) Inclusive Education: supporting diversity in the classroom (second edition). Crows Nest, Australia: Allen & Unwin.

UNESCO (2005). Guidelines for Inclusion: Ensuring Access to Education for All. Paris: UNESCO.

Winzer, M. A. (1993). The history of special education: From isolation to integration. Washington, DC: Gallaudet Press

Yell, M. L., Rogers, D., & Rogers, E. L. (2006). The history of the law and children with disabilities. In M. Yell (Ed.), The law and special education (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

**Suggested readings**

Bielinski J and.Ysseldyke J E, (2000) , Interpreting Trends in the Performance of Special Education Students, NCEO Technical Report 27, Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes,. Retrieved from the: http

Mitchell, D. R. (2014) What Really Works in Special and Inclusive Education: using evidence-based teaching strategies (second edition). London: Routledge.

Norwich, B. (2013) 'How does the capability approach address current issues in special educational needs, disability and inclusive education field?', Journal of Research in Special Educational Needs, 14 (1), 16–21.

UNESCO (United Nations Educational, Scientific and Cultural Organization) (1994) The Salamanca Statement and Framework for Action on Special Needs Education. New York: UNESCO.

## MODULE III.

## SOCIOLOGICAL ASPECTS OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

### Module Objectives

This module aims to facilitate the students in order to conceptualize that how the sociological and biological aspects such as attitude, stigma, cultural and social practices and globalization impact on the understanding of children those regarded as having special educational needs, disabilities and difficulties in learning; and overall providing them a meaningful access from home to education and social rehabilitation. Further this module also explores the *Sociology of Inclusive Special Education through* sociological perspective on the education system that surrounds issues of support services for children with diverse needs.

### Learning Outcomes

After completing this module, students will be able to:

- Explain the sociology of Inclusive Special Education through social perspectives
- Describe the social aspects such as aattitude, cultural stigma and social practices and globalization influence on the life of people with disabilities.
- Explore the social and biological discourse to the understanding of people with disabilities and disability.
- Elucidate the issues and challenges of Disability Inclusive Education in the context of Nepal.

### Module Contents

In this module students will learn the following contents:

**Sociological Aspects of Inclusive Special Education: 12 hours ( 4 weeks)**

a) Sociology of Inclusive Special Education
b) Society, Culture and Education
c) Social and Biological Discourse of Understanding Disability
d) Cultural Stigma and Disability
e) Globalization and Social Changes
f) Issues and Challenges of Disability Inclusive Education
g) Transition from Education to Vocational and Social Rehabilitatio

**Teaching Learning Activities**

- Lecture, discussion and question-answer quiz , tutorial support , guided individual study , group or individual assignment , webinar discussion and power point presentation are suggested as teaching learning activities for this module. Active participation of students is mandatory while using these techniques to make the teaching interactive.

**Assignment ( critical reflection )**

- Students will prepare short report on current issues and challenges of Disability inclusive education in Nepal as of Nepal Government initiatives on acts and policies for people with disabilities in the light of UNCRPD. and their presentation will be assessed as followed by the feedback from subject teacher

**References and Further Reading**

**Recommended Readings**

**Jeanne H. Ballantine &** Joan Z. Spade(2009). *Schools and Society: A Sociological Approach to Education*.(3rd Edition), Publisher : Pine Forge Press.

Sally Tomlinson (2017). *A Sociology Of Special And Inclusive Education : Exploring The Manufacture Of Inability*. Publisher :Abingdon Routledge.

Yadav, Anusuya K. (2014). Inclusive Education a promise yet to translate. Edutrack vol 13 no 5

Fleischer, Doris, and Zames, Frieda. Disability Rights Movement : From Charity to Confrontation (2nd Edition). Philadelphia, PA, USA: Temple University Press.

**Suggested Reading**

Archer, M. S. (2012). The Social Origins of Education Systems. 2nd ed. London: Routledge.

Armstrong, Derrick, Armstrong, Ann Cheryl, Spandagou, et al. (2011) Inclusion: By choice or by chance? International Journal of Inclusive Education 15(1): 29-39.

Blanchett, W. J. 2008. "Educational Inequities: The Intersection of Disability, Race and Class." In Urban Narratives: Portraits in Progress, Life at the Intersection of Learning Disability, Race and Class, edited by D. J. Connor, Preface. New York: Peter Lang.

Steger, M. (2013). 1: Globalization: A contested concept. In Globalization: A very short introduction (3rd ed., pp. 1-16). Oxford: Oxford University Press.

Woods, P.(2011). Pupil Strategies: Explorations in the Sociology of the School(Vol. 207). Routledge

## MODULE IV

## DIFFERENTIAL PSYCHOLOGY AND SUPPORT-SERVICES

### Module Objectives

This module aims to provide graduate students personal and professional experiences and insights to explore the psychology of individual differences with reference to diverse learners particularly learners Inclusive Special Education needs .Furthermore, this module addresses the field of differential psychology in term of cognition, sensation, perception and attention, memory and learning styles including support-services issues of children with special needs that is concerned with understanding how and why people differ, despite broad similarities shared by all human kind. It reviews major cognitive and learning theories, research findings and how these translate into practices in the fields of inclusive special education.

### Learning Outcomes

After completing this module, students will be able to:

- Explain the concept of individual difference in terms of cognition, sensation, perception ,attention and
- Describe individual differences that is related to human behavior and motivation learning styles.

- Be familiar with the areas of different kinds of human ability based on the approach of Multiple Intelligence.
- Understand how individual differences can be applied to improve an understanding of diverse learners.
- Elucidate support- services options for children with Inclusive Special Education.

**Module Contents**

In this module students will learn the following contents:

**Differential Psychology And Support-Services: 12hrs (4 weeks)**

a. Individual differences : Concepts and Contributing Factors :Biological, Cognitive and Environmental
b. Educational Implication of Individual Differences
c. Children with disabilities and Cognitive processing
    - Cognition, Sensation, Perception and Attention,
    - Memory, Thinking and Concept Formation
    - Reasoning, Problem Solving and Creativity
d. Multiple intelligence theory and Learning styles
e. **Support- Services** options for children with Special Needs
    - Guidance and Counseling
    - Therapeutic services
    - Transition Education Services
    - Continuity of Related Services

**Teaching Learning Activities**

- In this module teaching learning activities will be supported by summative exercises that test module content and tutorials that extend material and contents covered in lectures and throughout this module.
- Likewise this module will be delivered through lectures, seminars and tutorials. Students will be expected to work collaboratively, and to present their work together in small groups after each section of the module has been taught. The presentations will be based on students' own learning and reflections on what they have gained from reading, lectures, discussions in class and from their own research.

**Assignment( Peer Review Experience)**

- Students will freely choose an article from international recognized journal of Inclusive Education under the topic psychology of individual difference and they will review and write a critical report note and present power point presentation on how psychology of individual differences impacts on individual learning styles for learners with diverse needs.

**References and Further Readings**

**a) Recommended Readings**

Carroll, J. B. (1997a). *Psychometrics, Intelligence, And Public Perception.* Intelligence, 24, 25–52.

Feltham, C.. & Horton, I. (Ed.). (2010). *The Sage Handbook of Counselling and Psychotherapy*. London: Sage Publications.

John, Maltby, Liz, Day, Ann, Macaskill (2010). *Personality, Individual Differences and Intelligence* .(2nd edition),Pearson Education Ltd.

Sitlington, Patricia L., Neubert, Debra A., Clark, Gary, M.(2009).*Transition Education and Services for Students with Disabilities* (5th Edi.) USA:Pearson Publications

**b) Further Readings**

Ainscow, M. et al. (2003). Making sense of the development of inclusive practices. European Journal of Special Needs Education, Vol. No. 2, pp. 227- 242.

Blacher, J., Kraemer, B. R., Howell, E. J. (2010). Family expectations and transition experiences for young adults with severe disabilities: Does syndrome matter? Advances in Mental Health and Learning Disabilities, 4, 3-16.

Bundy, A. C. (Ed.). (1991). A conceptual model of practice for school system therapists - Making a difference: occupational therapists and physical therapists in schools. Chicago: University of Illinois.

Duckett, S., Gray, L., & Howe, A. (1995). Designing a finding system for rehabilitation services. Part 1: Rationale and recent developments. Australian Health Review, 18(3): 30-44.

Kellems, R. O., Springer, B., Wilkins, M. K., & Anderson, C. (2016). Collaboration in transition assessment: School psychologists and special educators working together to improve outcomes for students with disabilities. Preventing School Failure: Alternative Education for Children and Youth, 60, 215-221. doi: 10.1080/1045988X.2015.1075465

Matthews, G. (2008). Personality and information processing: A cognitive-adaptive theory. In G. J. Boyle, G. Matthews, & D. H. Saklofske (Eds.), Sage handbook of personality theory and testing: Volume 1: Personality theories and models (pp. 56–79). Thousand Oaks, CA: Sage

Wehmeyer, M. L., & Palmer, S. B. (2003). Adult outcomes for students with cognitive disabilities three-years after high school: The impact of self-determination. Education and Training in Developmental Disabilities, 38, 131-144.

**Evaluation**

Internal – 60%

External – 40%

*Internal Evaluation*

1. *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.
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* (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:

| | | |
|---|---|---|
| 1) | Class participation | 6 |
| 2) | Workshop presentation | 10 |
| 3) | Two short term papers (2 x 12) | 24 |
| 4) | Long term paper/essay/project work | 20 |
| **i)** | Total | 60 |

# Independent Study

## Non-Course Title: Independent Study

Course No.: Ed. 755 | Nature of Course: Theory and Practice

Level: MPhil in Education | Credit hours: 3

Semester: First | Teaching Hours: 48

**Introduction**

This course aims to help students identify and review key readings, including books, theses, articles, and policy documents in the proposed areas of their MPhil thesis and lays a theoretical and conceptual ground work for their research in the 3rd semester. In addition, this course enables students to prepare a proposal for their MPhil theses. To this goal, the following steps along with the internal assessment (60% are to be followed.

Step 1

- The GSE provides provisional supervisor (s) to each student.
- Selecting a research area and topic- the students will select a broader area and topic for their thesis.
- Prepare a concept paper (short proposal)- the students will write concept paper reviewing some literature (e.g. research methodology book, previous research studies, major policies) and submit the concept paper to GSE.

  (Presentation of concept paper to the Supervisor-Assessment 1 (10 marks)

Step 2

The students will prepare regarding lists (previous thesis, articles, books, policies) and submit them to supervisor. The supervisor and student will agree on the list of relevant literature to be annotated and reviewed. The minimum number of literature source includes

- Research Methodology book (2)
- Content-related books (5)
- Theses (3)
- Published Article (10)
- Policy documents and paper an annotated report
- (Presentation of the review report to the supervisor- Assessment 2 (20 Marks)

Step 3

- The students will prepare a detailed proposal with the consultation of the supervisor.

- The students will finalize the proposal and submit it to the supervisor and GSE. (Presentation of the proposal to the Supervisor-Assessment 3 (20 Marks)
  10 marks for procedures including regularity and Participation)

Step 4: External Evaluation (40%)

- Each student presents their review paper and proposal in a seminar (proposal Viva), followed by a Q/A by the external examiner and supervisor. The committee to conduct the seminar is composed of GSE Director, the supervisor, and an expert. The criteria for providing scores in the final presentation in the seminar are as follows:

- Content of review report and proposal (16 marks)
- Presentation (12 Marks)
- Q/A, Defense (12 Marks)

The supervisor and external examiner provide marks separately and the average is calculated for the final Marks.