

Third Semester Courses

प्राथमिक परियोजना कार्य  
कोल्लिपुर

*Valen*

  
Faculty of Education  
Office of the Dean  
Bhaktapur, Kathmandu

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Course Title: **Teaching Practicum**

Course No: DEd. 531

Nature of course: Practical

Semester: Third

Credit Hours: 3

### 1. Course Description

This course is designed to provide hands-on experience to the students to enable them to be competent teachers/professionals. It creates an opportunity to the students for professionalism through rigorous practice. The students will gain on-campus and off-campus professional experiences under the close supervision of faculty members. In this course, the students undertake the following activities in sequential stages: Micro teaching, Peer teaching, Teaching at School/College/Campus, Peer observation, Test construction, Action research and Overall report writing.

### 2. General Objectives

The general objectives of this course are as follows:

- To enable the students to get insight into the overarching aim and phases of teaching practice programme
- To provide adequate learning experiences to the students for making them competent in preparing effective lesson plans with appropriate teaching techniques and teaching aids, and teaching in different situation.
- To enable the students to construct, administer, analysis and interpret appropriate tests according to the contents to assess the effectiveness of their own teaching
- To provide the students an appropriate platform for sharing and learning different aspects of teaching practice with the school/campus subject teachers and their own peers
- To make them familiar with challenges and issues of teaching practice programme and ways to address them
- To develop skills of report preparation of teaching practice programme

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### 3. Specific objectives and Major activities

Specific Objectives	Major Activities
<b>Stage 1: Micro teaching (9 hours)</b>	
<ul style="list-style-type: none"> <li>● Prepare operational calendar, work plan and unit plan</li> <li>● Prepare micro lesson plans with teaching aids</li> <li>● Observe and record the teaching of peers</li> <li>● Analyse teaching of peers, compare and find the difference/similarities in their observation</li> </ul>	<p><b>1.1 Construction: Operational Calendar, Work &amp; Unit Plan</b></p> <ul style="list-style-type: none"> <li>● Preparation of operational calendar</li> <li>● Preparation of work plan</li> <li>● Preparation of unit plan</li> </ul> <p><b>1.2 Teaching</b></p> <ul style="list-style-type: none"> <li>● Preparation of at least 6 micro lesson plans using different teaching methods and teaching materials</li> <li>● Preparation of teaching aids</li> <li>● Micro-teaching practice (at least 3 lessons teaching)</li> </ul> <p><b>1.3 Peer class observation (1 lesson)</b></p> <ul style="list-style-type: none"> <li>● Observation of teaching by peers in the presence of campus supervisor/subject teacher</li> <li>● Analysis of teaching by peers and provide feedback</li> <li>● Give suggestions to their peer in the line of feedback given by campus supervisor/subject teacher</li> </ul>
<b>Stage 2: Peer Teaching (18 hours)</b>	
<ul style="list-style-type: none"> <li>● Prepare peer lesson plans with teaching aids</li> <li>● Observe and record the teaching of their peers</li> <li>● Prepare tests, administer, and analyse the results</li> <li>● Analyse teaching of peers, compare and find the</li> </ul>	<p><b>2.1 Teaching</b></p> <ul style="list-style-type: none"> <li>● Preparation of at least 10 peer lesson plans using different teaching methods and instructional materials (at least 5 lessons teaching)</li> </ul> <p><b>2.2 Peer Observation</b></p> <ul style="list-style-type: none"> <li>● Observation of teaching by peers (2 lessons) in the presence of campus supervisor/subject teacher</li> </ul>

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<p>difference/similarities in their observation</p>	<ul style="list-style-type: none"> <li>• Analysis of teaching by peers, give feedback to them and study the feedback/suggestions given by campus supervisor/subject teacher</li> </ul> <p><b>2.3 Practice of Test Construction</b></p> <ul style="list-style-type: none"> <li>• Test construction of subjective (long and short questions) and objective items (multiple choice)</li> </ul>
<p><b>Stage 3: Teaching at School/College/Campus (18 hours)</b></p>	
<ul style="list-style-type: none"> <li>• Prepare lesson plans with teaching aids</li> <li>• Observe and record the teaching of their peers</li> <li>• Analyse the teaching of peers, compare them with the peers and find the differences between their observation and that of with the observation of campus supervisor</li> <li>• Prepare tests, administer, and analyse them</li> <li>• Prepare an action research and execution in the classroom</li> </ul>	<p><b>3.1 Teaching</b></p> <ul style="list-style-type: none"> <li>• At least 12 lessons teaching in cooperating school/college/campus</li> <li>• Discussion with student-teacher for feedback</li> </ul> <p><b>3.2 Peer Observation</b></p> <ul style="list-style-type: none"> <li>• Observation of teaching by peers (2 lessons) with campus supervisor</li> <li>• Make an analysis of the reflection from the observation of peers and provide feedback to student teacher</li> <li>• Identification of good practices</li> </ul> <p><b>3.3 Test construction</b></p> <ul style="list-style-type: none"> <li>• One set test construction</li> <li>• Administration of test</li> <li>• Analysis and interpretation of test results</li> </ul> <p><b>3.4 Action research</b></p> <ul style="list-style-type: none"> <li>• Carry out action research in each format</li> <li>- Selection of problem</li> <li>- Collection of data</li> <li>- Analysis of data (Identifying the solution)</li> <li>- Action</li> <li>- Conclusion</li> </ul>

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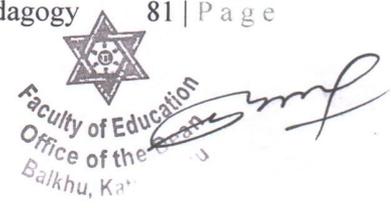
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	<ul style="list-style-type: none"> <li>• Preparation and execution of action research report</li> </ul>
<b>Stage 4: Overall Report Writing (3 hours)</b>	
<ul style="list-style-type: none"> <li>• Prepare an overall report of the teaching practice</li> </ul>	<p><b>4.1 Preparation of overall report of teaching practice in each format</b></p> <p><b>Preliminaries</b></p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Acknowledgments</li> <li>• Acronyms and Abbreviations</li> <li>• Abstract</li> <li>• Table of contents</li> </ul> <p><b>Chapter 1: Introduction</b></p> <ul style="list-style-type: none"> <li>• Background</li> <li>• Objectives</li> <li>• Methods</li> </ul> <p><b>Chapter 2: Analysis of operational calendar and plans</b></p> <p>Chapter 3: Micro Teaching</p> <p>Chapter 4: Peer teaching</p> <p>Chapter 5: Teaching at schools/colleges/campuses</p> <p>Chapter 6: Construction, administration, and analysis of test and interpretation of test results</p> <p>Chapter 7: Action research</p> <p>Chapter 8: Conclusion</p>



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#### 4. Evaluation of Teaching Practice

Distribution of Marks (Full Marks: 100)

		Micro	Peer	Teaching			Total
		Sup (10%)	Sup (20%)	Int (25%)	Cam (5%)	Ext (40%)	
<b>1</b>	<b>Teaching Performance</b>	10	20	19	5	20	74
1.1	Lesson plan	2	3	3		4	12
1.2	Teaching aids	1	2	2		2	7
1.3	Knowledge of subject matter	2	3	3		4	12
1.4	Teaching Strategies	3	3	3		4	13
1.5	Communication skills	1	2	2		3	8
1.6	Classroom management and assessment skill	1	2	2		3	8
1.7	Test construction		3				3
1.8	Peer Observation		2				2
1.9	Action research			4			4
1.1	Students teacher's impression				3		3
1.11	Regularity				2		2
<b>2</b>	<b>Overall Report writing</b>	0	0	6	0	20	26
2.1	Micro teaching			1		2	3
2.2	Peer- teaching			1		2	3
2.3	Peer Observation			1		1	2
2.4	Test construction, administration, analysis, and interpretation			1		4	5
2.5	Action research			1		7	8
2.6	Overall organization			1		4	5
<b>Total</b>		10	20	25	5	40	100

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Course Title: **Thesis Writing**  
Course No: Ed. Res. 544  
Proposal-2, Thesis-3 Cr Hrs.)  
Level: M.Ed.  
practical work)  
Semester: Fourth

Nature of the Course: Practical  
Credit Hours: 6 (A.W. - 1,  
Total Hours: 96 (teaching+

### 1. Course Description

This course is designed to provide the students with hands-on experience in preparing a research report in the form of a thesis work. The overall aim of this course is to enable students to acquire in-depth knowledge and skills for developing research proposal, conducting research and writing a research report as a thesis under the given format.

The course is divided into three parts: Academic writing, proposal writing and writing of thesis. Academic writing introduces the basic concepts of writing for academic purpose; proposal writing presents the basic components of a research proposal and prepares the students to develop a proposal in the area of their interest in their major subject. The third part engages the students in actually writing a thesis in the area of their choice, probably on the theme already selected for the proposal. The students are therefore encouraged to prepare a proposal into the form of a thesis if they would like to extend, elaborate and develop the proposal into an actual research work- thesis. They are also required to prepare the proposal and present it for acceptance and evaluation. So is true with thesis which demands a systematic investigation of a problem/theme under the guidance and supervision of a thesis supervisor.

### 2. General Objectives

The general objectives of this course are as follows:

- To make the students conversant with basic concepts, processes and techniques of academic writing, proposal writing and thesis writing.
- To prepare the students to write a research proposal on a researchable problem.
- To enable the students to write a thesis report in a standard given format.
- To make the students able to apply different approaches and methods of research while writing a thesis.

### 3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"><li>• Clarify the concept of academic writing</li><li>• State the parameters of academic writing</li><li>• Discuss features of academic writing</li><li>• Explore the process of academic writing</li><li>• Identify the techniques of academic writing</li></ul>	<b>Unit I: Academic Writing (10)</b> 1.1 Concept of academic writing 1.2 Parameters and features of academic writing 1.3 Process of academic writing 1.4 Techniques of academic writing

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Faculty of Education  
Office  
E-mail: [mes@mandu.edu.np](mailto:mes@mandu.edu.np)

<ul style="list-style-type: none"> <li>• State the prerequisites of a research proposal</li> <li>• Explain the concept of a research proposal</li> <li>• Discuss the components of a research proposal</li> <li>• Identify a researchable problem with its research objectives/questions</li> <li>• Develop research design</li> </ul>	<p><b>Unit II: Prerequisites of a Research Proposal (10)</b></p> <p>2.1 Concept of a research proposal</p> <p>2.2 Components of a research proposal</p> <p>2.3 Language of a research proposal-the tense and sensitivity</p> <p>2.4 Identification of a researchable problem</p> <p>2.5 Developing the researchable problem into objectives</p> <p>2.6 Developing research questions</p> <p>2.7 The research design</p>
<ul style="list-style-type: none"> <li>• State the prerequisites of a thesis</li> <li>• Explain the concept of the structure of a thesis</li> <li>• Use language in a neutrally responsive way to avoid discrimination</li> <li>• Relate the review of the literature to the theme of the research</li> <li>• Explain the conceptual-theoretical framework</li> <li>• Derive themes from the objectives of the research</li> <li>• Draw implications/conclusions</li> </ul>	<p><b>Unit III: Prerequisites of Thesis Writing (10)</b></p> <p>3.1 Concept of the structure of the thesis-qualitative, quantitative, qual-quan. Structure(mixed )</p> <p>3.2 Language of the thesis: Tense, gender responsiveness, poverty sensitivity and non-discriminatory</p> <p>3.3 Relating the trio: objectives-themes of discussion and recommendations</p> <p>3.4 Reviewing the literature: how to relate it to the thesis</p> <p>3.5 The conceptual- theoretical framework</p> <p>3.6 Deriving themes and discussing them in relation to the objectives</p> <p>3.7 Drawing implications/conclusions</p>
<ul style="list-style-type: none"> <li>• Develop the skills of writing a research proposal with necessary components</li> <li>• Develop the research proposal</li> <li>• Present the proposal in a systematic way</li> <li>• Apply the APA style of writing the proposal in an organized way.</li> </ul>	<p><b>Unit IV: Proposal Writing (20)</b></p> <ul style="list-style-type: none"> <li>• <b>Cover page</b> of the proposal with title, details of the researcher and the level for which it is written.</li> <li>• <b>Table of contents</b></li> <li>• <b>Acronyms/ Abbreviations</b></li> <li>• <b>List of tables</b> (If necessary)</li> <li>• <b>List of figures</b>(If necessary)</li> <li>• <b>List of charts and graphs</b>(If necessary)</li> </ul> <p><b>CHAPTER ONE: INTRODUCTION</b></p> <p>1.1 Background of the study</p> <p>1.2 Statement of the problem</p> <p>1.3 Objectives of the study</p> <p>1.4 Research question/s (if necessary)*</p> <p>1.5 Significance of the study</p> <p>1.6 Delimitations of the study</p> <p>1.7 Definition of the key terms</p>



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	<p>CHAPTER TWO : REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK</p> <p>2.1 Review of related literature 2.2 Theoretical/Conceptual framework 2.3 Implications of the review for the research</p> <p>CHAPTER THREE:METHODS AND PROCEDURES</p> <p>3.1 Research design (qualitative, quantitative and mixed design) 3.2 Population and sample 3.3 Sampling strategy and procedures 3.3 Research tools 3.4 Sources of data (primary and secondary) 3.5 Data collection procedures 3.6 Data analysis procedures 3.7 Ethical considerations</p> <p>REFERENCES (APA format) APPENDICES (list of respondents, tools, raw data, tables etc.)</p>
<ul style="list-style-type: none"> <li>• State the ingredients of a thesis in a research way</li> <li>• Write the thesis by following the given format</li> <li>• Follow the APA style of research report writing while writing the thesis</li> <li>• Present the thesis in an organized way to face the viva voce in a confident way.</li> </ul>	<p><b>Unit V :Thesis Writing (46)</b></p> <p>CHAPTER ONE : INTRODUCTION</p> <p>1.1 Background of the study 1.2 Statement of the problem 1.3 Objectives of the study 1.4 Research question/s (if necessary) 1.5 Rationale of the study 1.6 Delimitations of the study 1.7 Definition of the key terms</p>
	<p>CHAPTER TWO:REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK</p> <p>2.1 Review of related literature 2.2Theoretical/Conceptual framework 2.3 Implications of the review for the research</p>
	<p>CHAPTER THREE :METHODS AND PROCEDURES</p> <p>3.1 Research design(qualitative, or quantitative or mixed method ) 3.2 Population and sample 3.3 Sampling strategy and procedures</p>

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	3.3 Research tools 3.4 Sources of data 3.5 Data collection procedures 3.6 Data analysis procedures 3.7 Ethical considerations
	CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS
	CHAPTER FIVE : DISCUSSION OF FINDINGS CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

**Note:** The research format is an outline of necessary components of a research report for writing the thesis. The format for writing the thesis report is given below:

- **Cover page** of the thesis with title, details of the researcher and the level for which it is written.
- **Recommendation letter** (letter head of the department/campus)
- **Approval letter** (letter head of the department/campus)
- **Acknowledgement** (Few words of gratitude to the contributors of the thesis )
- **Abstract** (include in not more than one and half pages or in 350 to 400 words an abstract of the thesis with the **topic, major objective, method and procedure, main findings and recommendations** of the study).
- **Table of contents**
- **Acronyms/ Abbreviations**
- **List of tables** (If necessary)
- **List of figures** (If necessary)
- **List of charts and graphs** (If necessary)

**4. Instructional techniques:** This course on thesis writing is divided between theoretical presentation of the requirements and ingredients of the thesis and actual writing of it for presentation and evaluation as a part of the degree program. The theoretical part of the thesis acquaints the students with the art and skills of preparing a thesis as a research work. The practical aspect of the course is related to the actual writing of the thesis in a given format by applying the skills of writing a research report. The students are therefore provided a thorough orientation to the art and skills of writing a thesis before they actually start writing it as a requirement of the degree program. The teacher therefore presents a detailed discussion on academic writing, proposal writing and thesis writing in order to prepare the students to write a proposal and present it for evaluation. This can be done either by the expected thesis supervisor or by any other teacher teaching research methodology course to the students.

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## 5. Evaluation

### 5.1 Internal Evaluation

60%

Internal evaluation will be conducted by the course teacher as following:

1	Academic writing assignment	10 points
2	Proposal writing including data collection tools (preparation and presentation)	20 points
3	Presentation of field and data analysis outlines	10 points
4	Writing and presentation of draft report	20 points
<b>Total</b>		<b>60 points</b>

### 5.2 External Evaluation (Final Examination) 40%

Examination Division, office of the Dean, Faculty of Education will conduct external examination of thesis.

a.	Presentation and viva	20 points
b.	Quality of thesis	20 points
<b>Total</b>		<b>40 points</b>

## 6. Recommended Books and Reference Materials

### Recommended Books

American Psychological Association.(2010). *Publication manual of American Psychological Association*.(6th ed.). Washington, DC: APA.

Cohen, L., Manion, L., & Morrioso, K., (2010). *Research methods in education*. Noida, India: Sirohi Brothers.

Creswell, John W. (2011). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). New Delhi: PHI Learning Pvt. Ltd.

### References

Best J.W., & Kahn J. V.(2012). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.

Denizen, N. K., & Lincoln, Y. S. (Eds.).(2017). *Sage handbook of qualitative research*. London: Sage Publication.

Hancock, B.(2002). *An introduction to qualitative research*. Nottingham: Trent Focus Group.



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