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

Second Semester Curriculum

Third Semester Curriculum

Fourth Semester Curriculum



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

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Master in social studies education (MSSED)
An Integrated Sixth-semester Program
Course Structure and Cycle for II Semesters

Second Semester

Second Semester		
Sost. Ed. 521	Fundamentals of sociology	3
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Sost. Ed. 521: Fundamentals of Sociology
Code: Sost. Ed. 521
Level: Master of Social Studies Education (MSSSED)
Nature of Course: Theoretical

Semester: Second
Full Marks: 100
Credit Hrs: 3
Teaching hours: 48

1. Introduction

This course has designed to provide fundamental sociological knowledge to the students of master in social studies education (MSSSED) level. The students of this level are the prospective social studies teachers at the school and university levels. The 'Fundamentals of Sociology' is a theoretical course designed to provide general knowledge of selected components of sociological viewpoints on the individual and society, the structure of power, theoretical perspectives on government and power, social institutions, social problems and controls, and multiple outlooks on social change in the modern world. This course also highlights some selected social issues and cases of Nepal.

2. General Objectives

On completion of the Master of Social Studies Education course, the scholars will be able to:

- impart the knowledge to the study of sociology of education in social studies
- acquaint the understanding of individual and society
- enable students for dealing with social stratification and differentiation
- develop critical insights on the characteristics, types, and functions of social institutions
- acquaint multiple outlooks on social change and development

3. Specific Objectives and Contents

Specific objectives	Course contents
<ul style="list-style-type: none"> • Explain the concepts of sociology, education and sociology of education • Critically analyze the relationship between society, education and development. • Acquaint the approaches in the sociology of education • Discuss the importance of society, culture and construction of social reality • Critically analyze the role and process of socialization and education in society. • Explain the functions of education in society 	<p>Unit I Introduction to Sociology (10)</p> <p>1.1 Concepts of Sociology 1.1.1 Meaning, scope and nature 1.1.2 Sociology of education 1.1.3 Sociology and Education</p> <p>1.2 Relationship between Society, Education and Development</p> <p>1.3 Approaches in the Sociology of Education</p> <p>1.4 Understanding Society, Culture and Construction of Social Reality</p> <p>1.5 Socialization and education: Role of Family, Kinship, Education/School, and Mass Media</p> <p>1.6 Functions of Education in Society 1.6.1 Assimilation and transmission of culture/traditions 1.6.2 Development of new social patterns 1.6.3 Activation of constructive and creative forces</p>


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<p>Discuss the following theoretical perspectives of sociology of education:</p> <ul style="list-style-type: none"> • Structural functionalism • Conflict theory • Interaction and interpretive • Recent theories of in the sociology of education • New sociology of education; modern and post-modern • Feminist theory 	<p>Unit II Theoretical perspectives in sociology of Education (12)</p> <p>2.1 Structural Functionalism</p> <p>2.2 Conflict Theory</p> <p>2.3 Interaction and Interpretive</p> <p>2.4 Recent Theories in the Sociology of Education-</p> <p>2.4.1 Pedagogy of the Oppressed</p> <p>2.4.2 Critical Pedagogy</p> <p>2.5 New Sociology of Education- Modern and Post-Modern</p> <p>2.6 Feminist Theories in Sociology of Education</p>
<ul style="list-style-type: none"> • Discuss the sociological perspectives on the structure of power • Explain the process of social stratification in terms of class inequality, cast hierarchy, sex, sexuality and gender inequality, race and ethnicity, poverty, region and spatial differentiation and religion • Explain the role of power, politics and authority in society 	<p>Unit III Social Stratification & Differentiation (10)</p> <p>3.1 Concept of Social Stratification and Differentiation</p> <p>3.2 Forms of Social Stratification and Differentiation</p> <p>3.2.1 Class Inequality</p> <p>3.2.2 Caste Hierarchy</p> <p>3.2.3 Sex, Sexuality, and Gender Inequality</p> <p>3.2.4 Race, and Ethnicity</p> <p>3.2.5 Region and Spatial Differentiation</p> <p>3.2.6 Religion</p> <p>3.2.7 Education, Inequalities and Social Justice</p> <p>3.3 Concepts and Role of Power, Politics and Authority in Society</p>
<ul style="list-style-type: none"> • Discuss the direction of social change in the modern world • Explain the process of social and cultural change in terms of demography and population, the environment, social movement, urbanization, industrialization, Westernization, Sanskritization and globalization • Critically analyze the contemporary debates on education and development 	<p>Unit IV Social Change and Development (10)</p> <p>4.1 Concepts, Direction and Causes of Social Change</p> <p>4.2 Processes and Dynamics of social and cultural change</p> <p>4.2.1 Change in Demography and Population</p> <p>4.2.2 The Environmental Changes and Adaptation</p> <p>4.2.3 Social Movement</p> <p>4.2.4 Urbanization</p> <p>4.2.5 Industrialization</p> <p>4.2.6 Westernization</p> <p>4.2.7 Sanskritization</p> <p>4.2.8 Globalization/localization</p> <p>4.3 Approaches to Development</p> <p>4.3.1 Classical Approaches</p> <p>4.3.2 Modernization Approach</p> <p>4.3.3 World System and Dependency Approach</p>



	4.4 Contemporary Debates on Education and Development
<ul style="list-style-type: none"> • Prepare project report on social problems for classroom discussion and presentation • Distinguish between social problems and evils with reference to Nepal • Discuss the major social problems of Nepal • Critically analyze the impacts of social evils in Nepal 	Unit V Project works on Social Problems (6) 4.1 Concepts, Causes and Consequences of Social Problems and Evils 4.2 Major Social Problems of Nepal 4.2.1 Poverty 4.2.2 Hunger 4.2.3 Unemployment 4.2.4 Corruption 4.2.5 Illiteracy 4.2.6 Rape 4.2.7 Discrimination- caste, gender 4.2.8 Girls Trafficking 4.2.9 Superstitions 4.2.10 Crime (including cybercrime) 5.3 Social Evils of Nepal 5.3.1 Alcoholism and Drugs 5.3.2 Racism 5.3.3 Child abuse 5.3.4 Domestic Violence 5.4 Tradition Practice 5.4.1 Chaupadi pratha 5.4.2 Deuki/Jhuma pratha 5.4.3 Dowry pratha

Note: The figures parentheses in the brackets indicate the teaching hour for the respective units.

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|------------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project work | (e) Team teaching | (f) Question answer |

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Discussion on the concepts, development of sociology, individual and society, Group discussion on the functions and types of institutions in relation to marriage, family and kinships
II	Critical analysis of theoretical perspectives on sociology



III	Individual works for classroom presentation on the issues of social stratification and differences
IV	Group works and discussion on the power, politics and governance
V	Project work and group discussion on the social change and development
VI	Individual works for classroom presentation on the social problems and evils

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.1 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.2 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reference Materials

- Ballantine, J. H., Hammack, F. M., Stuber, J. (2017). *The sociology of education: A systematic analysis*. New York: Routledge (Unit I, II & IV)
- Bhushan, V. & Sachdeva, D. R. (2012). *Fundamentals of sociology*. New Delhi: Pearson education (Unit I, II, III, IV, & VI).
- Giddens, A. (2009). *Sociology*. UK: Polity Press (Unit I, II, III, IV, & VI).
- Giddens, A., Duneier, M., Appelbaum, R. P. & Carr, D. (2018): *Introduction to sociology*. New York: W. W. Norton & Company, Inc. (Unit I, II, III, IV).
- Gisbert, P. (1957). *Fundamentals of sociology*. Bombay: Orient Longman. (Unit I, II, III, IV).
- OpenStax College (2013). *Introduction to sociology*. Texas: OpenStax College (Unit I, II, III, IV).

MoI (2076). Nepal Parichaya. Kathmandu: Ministry of Information and communication Technology. (Unit V)

Ritzer, G. (2011). *Sociological theory.* New York: The McGraw-Hill Companies, Inc. (Unit II).

Satapathy, S. S. (n.d.) *Sociology of Education.* Retrieved from

https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-16.pdf (Unit I, II, III)

6.1 Recommended Books

Bista, D. B. (1989). *Fatalism and development: Nepal's struggle for modernization.* Patna: Orient Longman

Schneider, B. (ed.0 (2018). *Handbooks of Sociology and Social Research.* Switzerland: Springer, (eBook) <https://doi.org/10.1007/978-3-319-76694-2>

Turner, J. H. (2014). *Theoretical sociology: A concise introduction to twelve sociological theories.* New Delhi: SAGE Publications, Inc.



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Sost. Ed. 522 : World Regional Geography**Semester: Second****Level: MSSED****Code: Sost. Ed. 522****Nature of Course: Theoretical****Full Marks: 100****Credit Hrs. 3****1. Course Description**

World regional geography is a specialization course designed for a six-semester master of social studies education (MSSED) Degree of Tribhuvan University. This course has designed to provide students with knowledge of world regional geography. It has covered the meaning, scope, development of regional geography. In addition, concepts of region and basis of regionalization and physical and socio-economic conditions of the world regional geography are also included. It focuses on the identification of location, size and extent, physical features, climate and climatic zones, river system, types and spatial distribution of natural resources, natural hazards, growth distribution and density of population and economic activities, and society and culture of different regions (continents) of the world.

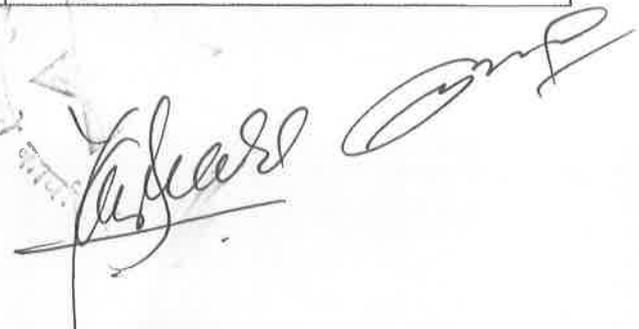
2. Course Objectives

On completion of the Master of Social Studies Education (MSSED), scholars will be able to:

- describe the concept of region and nature and scope of regional geography;
- acquaint the natural environment and socio-economic activities of Asia;
- explain the natural environment and socio-economic activities of Africa;
- discuss the natural environment and socio-economic activities of North America;
- describe the natural environment and socio-economic activities of South America;
- discuss the natural environment and socio-economic activities of Europe;
- explain the natural environment and socio-economic activities of Australia; and
- discuss the natural environment of Antarctica

3. Course Contents and specific objectives

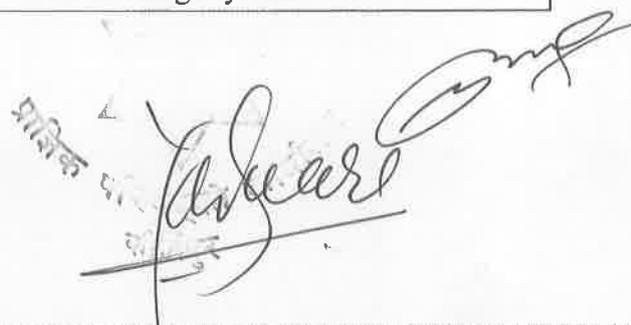
Specific objectives	Contents
<ul style="list-style-type: none"> • Discuss the concepts of region and regional geography. • Discuss the nature and scope of regional geography. • Explain the historical development of regional geography. • Critically analyze approaches to the study of regional geography. • List the basis of regionalization. 	Unit 1: Introduction to Regional Geography (8) 1.1 Concepts of region and Regional Geography 1.2 Nature and scope of Regional Geography 1.3 Historical development of Regional Geography 1.4 Approaches to the study of Regional Geography 1.5 Basis of regionalization
<ul style="list-style-type: none"> • Point out the location, size and extent of Asia on the world map. • Describe the natural environment of Asia. 	Unit 2: Asia (7) 2.1 Location, size and extent



<ul style="list-style-type: none"> • Discuss the socio-economic activities in Asia. 	<p>2.2 Natural environment</p> <p>2.2.1 Physiography</p> <p>2.2.2 Climate and natural vegetation</p> <p>2.2.3 Drainage system</p> <p>2.2.4 Natural resources management</p> <p>2.2.5 Natural hazards</p> <p>2.3 Socio-economic activities</p> <p>2.3.1 Population and settlement</p> <p>2.3.2 Agriculture</p> <p>2.3.3 Industry</p> <p>2.3.4 Trade & transportation</p> <p>2.3.5 Tourism</p> <p>2.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of Africa. • Describe the natural environment of Africa. • Discuss the socio-economic activities in Africa. 	<p>Unit 3: Africa</p> <p>(6)</p> <p>3.1 Location, size and extent</p> <p>3.2 Natural environment</p> <p>3.2.1 Physiography</p> <p>3.2.2 Climate and natural vegetation</p> <p>3.2.3 Drainage system</p> <p>3.2.4 Natural resources management</p> <p>3.2.5 Natural hazards</p> <p>3.3 Socio-economic activities</p> <p>3.3.1 Population and settlement</p> <p>3.3.2 Agriculture</p> <p>3.3.3 Industry</p> <p>3.3.4 Trade & transportation</p> <p>3.3.5 Tourism</p> <p>3.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of North America. • Describe the natural environment of North America. • Explain the socio-economic activities in North America. 	<p>Unit 4: North America</p> <p>(6)</p> <p>4.1 Location, size and extent</p> <p>4.2 Natural environment</p> <p>4.2.1 Physiography</p> <p>4.2.2 Climate and natural vegetation</p> <p>4.2.3 Drainage system</p> <p>4.2.4 Natural resources management</p> <p>4.2.5 Natural hazards</p> <p>4.3 Socio-economic activities</p> <p>4.3.1 Population and settlement</p> <p>4.3.2 Agriculture</p> <p>4.3.3 Industry</p>


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	<p>4.3.4 Trade & transportation</p> <p>4.3.5 Tourism</p> <p>4.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of South America. • Describe the natural environment of South America. • Discuss the socio-economic activities in South America. 	<p>Unit 5: South America</p> <p>(6)</p> <p>5.1 Location, size and extent</p> <p>5.2 Natural environment</p> <p>5.2.1 Physiography</p> <p>5.2.2 Climate and natural vegetation</p> <p>5.2.3 Drainage system</p> <p>5.2.4 Natural resources management</p> <p>5.2.5 Natural hazards</p> <p>5.3 Socio-economic activities</p>
	<p>5.3.1 Population and settlement</p> <p>5.3.2 Agriculture</p> <p>5.3.3 Industry</p> <p>5.3.4 Trade & transportation</p> <p>5.3.5 Tourism</p> <p>5.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of Europe. • Describe the natural environment of Europe. • Explain the socio-economic activities in Europe. 	<p>Unit 6: Europe</p> <p>(6)</p> <p>6.1 Location, size and extent</p> <p>6.2 Natural environment</p> <p>6.2.1 Physiography</p> <p>6.2.2 Climate and natural vegetation</p> <p>6.2.3 Drainage system</p> <p>6.2.4 Natural resources management</p> <p>6.2.5 Natural hazards</p> <p>6.3 Socio-economic activities</p> <p>6.3.1 Population and settlement</p> <p>6.3.2 Agriculture</p> <p>6.3.3 Industry</p> <p>6.3.4 Trade & transportation</p> <p>6.3.5 Tourism</p> <p>6.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of Australia. • Describe the natural environment of Australia. • Explain the socio-economic activities in Australia. 	<p>Unit 7: Australia (Oceania)</p> <p>(6)</p> <p>7.1 Location, size and extent</p> <p>7.2 Natural environment</p> <p>7.2.1 Physiography</p> <p>7.2.2 Climate and natural vegetation</p> <p>7.2.3 Drainage system</p>



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	7.2.4 Natural resources management 7.2.5 Natural hazards 7.3 Socio-economic activities 7.3.1 Population 7.3.2 Agriculture 7.3.3 Industry 7.3.4 Trade & transportation 7.3.5 Tourism 7.3.6 Heritage, society and culture
<ul style="list-style-type: none"> • Point out the location, size and extent of Antarctica. • Describe the natural environment of Antarctica. 	Unit 8: Antarctica (3) 8.1 Location, size and extent 8.2 Natural environment
	8.2.1 Physiography 8.2.2 Climate 8.2.3 Natural resources

Note: The figures in the parentheses indicate the approximate teaching hour for the respective units.

4. Instructional Techniques

The instructional techniques will be of two types general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

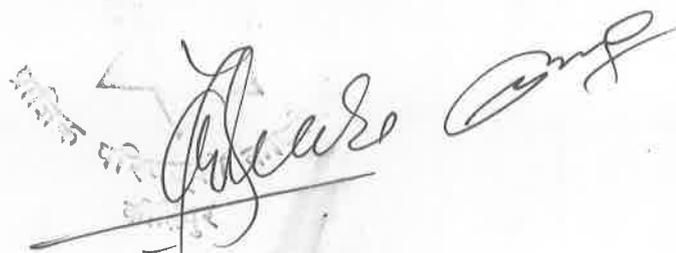
4.1. General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question answer |

4.2. Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Use charts to show different approaches of studying regional geography. Describe concept of region and basis of regionalization using different materials.
II	Discuss on physiography, climate, river system, resources and hazards using physical maps of Asia. Explain the socio-economic activities using socio-cultural map of Asia. Assign students to locate physiographic regions, climatic regions, major rivers and natural resources on outline map of Asia.
III	Discuss on physiography, climate, river system, resources and hazards using physical maps of Africa. Use socio-cultural map of Africa to show different socio-economic activities. Class presentation on location of major areas of socio-economic activities in outline map of Africa.
IV	Discuss on physiography, climate, river system, resources and hazards using physical maps of North America. Use socio-cultural map of North America to show different socio-economic activities. Locate major areas of natural hazards in outline map of North America.



- Malmström, V.H. (1971), *Geography of Europe: A Regional Analysis*, Prentice-Hall
- Mamoria C.B & Agrawal, M. K., (1978), *Asiako Pradeshik Bhugol*, Agra: Sahitya Bhawan
- Michael Bradshaw & others, (2011); *Contemporary World Regional Geography (4th Edition)*, McGraw-Hill Education
- Minns, W.J, (1984), *A Geography of Africa*, Macmillan
- North America: Physical geography*, <http://nationalgeographic.org/encyclopedia/north-america-physical-geography/>
- Richard, W. (1998), *Africa in Focus: A Physical, Human and Economic Geography*, Macmillan Senior,
- Michael, P. Olatunde Okunrotifa (1983), *A regional geography of Africa*, Longman
- Stamp, L.D., (1969), *Asia: A regional and economic geography*, London: Methuen and Company Ltd.
- Veblen, Thomas T. Kenneth R. Young & Antony R. Orme (Eds.) 2007, *The Physical Geography of South America*, Oxford University Press
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Sost. Ed. 523: Economic Development and Educational Financing**Course No: Sost. Ed. 523****Nature of the Course: Theoretical****Level: MSSSED****Credit hrs: 3****Semester: Second****Total period hrs: 48****1. Course description**

Economics of development and education is a specialization course designed for a six-semester master of social studies education (MSSSED) Degree of Tribhuvan University. This curriculum comprises to impart both theoretical and practical knowledge aiming to analyze the economic development and educational financing of the state. This course divides into two parts: the economics of development, and the economics of education. The first part enables students to understand economic development by introducing the meaning, indicators, and constraints of economic development, growth, key indicators of economic development, and the current periodic plan of Nepal. It has also expanded into economic development theories and sustainable development. The second part has been designed to impart knowledge of the economics of education concerning educational financing, cost-benefit analysis, and approaches to educational development. This part has also included field-based information collection, report preparation, and presentation for group discussion.

2. General Objectives

The general objectives are to:

- develop an understanding of the economics of development;
- acquaint a consideration of the current periodic plan of Nepal;
- discuss the notion of sustainable development, and critically examine the sustainable development policy of Nepal;
- explain the importance of the theories of economic development (Marxian, Harrod-Domar, and dependency theory);
- critically analyze the relationship between the economics of education and economics of development;
- discuss the role of the education financing and cost-benefit analysis; and
- critically analyze the approaches of educational planning

3. Specific Objectives and Contents

Part A: Economics of Development	
Specific Objectives	Contents



<ul style="list-style-type: none"> • Discuss meaning, definition and relationship between economic development and growth. • Explain the key indicators of economic development, such as per-capita income, gross domestic product, physical quality of life index, basic needs, human development index, economic growth rate, and human poverty index with reference to Nepal. • Critically analyze the economic obstacles of economic development like poverty, income inequality, unemployment, low capital formation, low investment, and low infrastructure development with reference to Nepal. 	<p>Unit I: Economic Development (9)</p> <p>1.1 Meaning and definition of economic development and growth</p> <p>1.2 Indicators of economic development (physical quality of life index, basic needs, human development index, human poverty index)</p> <p>1.3 Obstacles of Economic Development</p> <p>1.3.1 Economic Obstacles: poverty, income inequality, unemployment, low capital formation, low investment, and low infrastructure development</p>
<ul style="list-style-type: none"> • Examine the role of non-economic obstacles of economic development like socio-cultural, political, geographical, and administration, and technology with reference to Nepal. 	<p>1.3.2 Non-economic Obstacles: socio-cultural, political, geographical, administrative, education, and technological</p>
<ul style="list-style-type: none"> • Define the concept and objectives of sustainable development. • Explain the goals and targets of sustainable development. • Critically analyze the progress of sustainable development goals of Nepal. 	<p>Unit II: Sustainable Development (5)</p> <p>2.1 Concept and Objectives</p> <p>2.2 Goals and Targets</p> <p>2.3 Progress of Sustainable Development Goals of Nepal</p>
<p>Acquaint the importance of theories of economic development:</p> <ul style="list-style-type: none"> • Marxian • Darrod-Domar model • Dependency theory of underdevelopment. 	<p>Unit III: Theories of Economic Development (10)</p> <p>3.1 Marxian theory</p> <p>3.2 Harrod-Domar model</p> <p>3.3 Dependency Theory</p>
Part B: Economics of Education	
<ul style="list-style-type: none"> • Define the concept of economics of education. • Distinguish between economic and non-economic objectives of economics of education in terms of scope, goals and issues. • Analyze the impact of education on economic development. 	<p>Unit IV: Economics of Education (4)</p> <p>4.1 Concept of Economic Education</p> <p>4.2 Scope, Goals and Issues of Economic and Non-economic Objective of Education</p> <p>4.3 Impact of Education on Economic Development</p>
<ul style="list-style-type: none"> • Define the concept and criteria of education financing. • Assess the indicators of school financing plan with reference to school education. • Describe the financial aids like grants, loan and 	<p>Unit V: Education Financing (10)</p> <p>5.1 Concepts and criteria of education financing</p> <p>5.2 Principles-equity, equality and efficiency</p>



<p>voucher.</p> <ul style="list-style-type: none"> • Distinguish between loan and voucher system of educational financial aids. • Analyze the educational financing trends in Nepal (last ten years). • Describe the different types of education costs with reference to direct private and public, and indirect private and public • Explain the ingredient approach. • Show the relationship between earnings and education. • Explain the causes of earnings differentials and educational earnings function. 	<p>5.3 Indicators of school financing plan 5.4 Financial aids: Grants, loan and voucher system 5.5 Educational financing trends in Nepal 5.6 Costs of education 5.6.1 Direct private and public 5.6.2 Indirect private and public 5.6.3 Ingredient approach 5.7 Earnings of education 5.7.1 Relationship between earnings and education 5.7.2 Earnings differentials: causes 5.7.3 Educational earnings function</p>
<p>Critically analyze the features, merits and demerits of:</p> <ul style="list-style-type: none"> • Manpower requirement approach. • Cost-benefit approach. • Social demand approach. • Residual approach. • System approach. 	<p>Unit VI: Approaches of Education Development (8) 6.1 Manpower Requirement Approach (MRA) 6.2 Cost-Benefit Approach (CBA) 6.3 Social Demand Approach (SDA) 6.4 Residual Approach (RA) 6.5 System Approach (SA)</p>
<ul style="list-style-type: none"> • Prepare a research report based on educational costs-benefits or age-earnings profile collecting primary data from the schools or colleges or universities. 	<p>Unit VII: Academic Work (2) 7.1 Prepare a research report based on the following topics (any one) 7.1.1 Educational financing 7.1.2 Costs-benefits analysis 7.1.3 Age-earnings profile</p>

Note: The figures within the parenthesis indicate the approximate teaching hours allocated to respective units.

4.1 Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- (a) Lecture
- (b) Discussion
- (c) Inquiry
- (d) Project
- (e) Team teaching
- (f) Question answer

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Group discussion and lecture

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II	Group work and discussion
III	Group discussion and project work
IV	Group discussion and project work
V	Individual work and classroom presentation based on educational costs, earnings and earnings differentials
VI	Project work and preparation of research for classroom presentation

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.3 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.4 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reference Materials

6.1 Recommended Books

Ahuja, H.L. (2016). *Development economics: A critical study of economic growth, development and environment*. New Delhi: S. chand & company pvt. ltd. (For unit I, II & III).

Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education (3rd ed.)*. London: The National Bureau of Economic Research, University of Chicago Press, Ltd. (For unit IV, V & VI).



- Coombs, P.H. & Hallak, J. (1987). *Cost analysis in education: A tool for policy and planning*. London: The World Bank (For unit IV & V).
- Jhingan, M. L. (1994). *The Economics of development & planning*. Vikas Publishing House Pvt. Ltd (For unit I, II & III).
- Mishra, S. K. & Puri (2010). *Economics of development and planning*. New Delhi: Konark Publishers (For unit I, II & III).
- Psacharopoulos, G. (1975). Earnings and education in OECD countries. Paris: Organization for Economic Cooperation and Development (For unit V & VII).
- Psacharopoulos, G. (1988). *Higher education in developing countries: A cost-benefit analysis*. Washington, DC: The World Bank (For unit V & VI).
- Ray, D. R. (2004). *Development economics*. New Delhi: Oxford University Press (For Unit I, II & III).
- Siwakoti, D. R. & Paudel, M.R. (2016). *Economics of education*. Kathmandu: MK publisher and distributors (For unit IV, V & VI).
- Todaro, M.P. & Smith, S. C. (2012). *Economic Development, (Tenth edition)*. New Delhi: Pearson Education Asia: Addison- Wesley (For unit I, II & III).
- Woodhall, M. (1992). *Cost-benefit analysis in educational planning (3rd ed.)*. Paris: International Institute for Educational Planning, UNESCO (For unit V, VI & VII).
- 6.2 References**
- Fligstein, N. & Dioun, C. (2015). *Economy and Society*. California: Berkeley.
- Frank, W. B. & Albert, J.R. (1967). *Economic Planning*. New York: The Macmillan private company.
- Gupta, K.R. (2011). *Advanced Economics of Development (Vol I and II)*. New Delhi: Atlantic publisher and distributor private limited.
- Higgins, B. H. (1996). *Economic Development: Principles, Problems, and Policies*. New Delhi: Universal Book Stall.
- Lekhi, R. K. (2005). *Economics: Development and Planning*. New Delhi: Kalyani publication private limited.
- Lewis, W.A. (1990). *The Principal of Economic Planning*. New Delhi: George Allen & Unwin Ltd.
- Meier, G. M. & Rauch, J. E. (2007). *Leading Issues in Economic Development (8th Ed.)*. New Delhi: Oxford University Press.
- Neupane, P. (2020). Policy framework for education development in Nepal. *International Education Studies*, 13(1), 89-97. doi:10.5539/ies.v13n1p89.

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Sost. Ed. 524 : International Relations and Institutions
Code: Sost. Ed. 524
Level: Master in Social Studies Education (MSSSED)
Nature of Course: Theoretical

Semester: Second
Full Marks: 100
Credit Hrs. 3
Teaching hours: 48

1. Course Description

This course has designed to provide fundamental knowledge to the students of master in social studies education (MSSSED) level. The knowledge of international relations as an academic discipline is important for the students of social studies. So, it aims to provide theoretical knowledge and applied skills in various dimensions of international relations and institutions. It also provides knowledge relating the international community and organizations. It delivers understanding on the concept and development of international relations, the main theories of international relations, power, foreign policy and diplomacy, roles of the United Nations in international relations and role of the Non-Aligned Movement and regional organizations in the present global context.

2. General Objectives

The general objectives of this course are to:

- acquaint the students with the concept of international relations;
- familiarize them with the theories of international relations;
- enable them to explain the role of power in international relations;
- enrich the students with the understanding of foreign policy and diplomacy as the tools of conducting international relations;
- enable them to evaluate the presence and role of the UN within the relations of the nations; and
- provide knowledge related to the Non-Alignment Movement and regional organizations in the present context.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept, meaning, nature, and scope of international relation • Analyze the historical development of international relation • Describe the concept of international politics • Differentiate between international relation and international politics 	<p>Unit I: Introduction to International Relation (5 hours)</p> <p>1.1 Concept, meaning, nature, and scope of international relation</p> <p>1.2 Development of international relation</p> <p>1.3 Concept of international politics</p> <p>1.4 Difference between international relations and international politics</p>
<ul style="list-style-type: none"> • Describe the origin, concept, characteristics, and types of theories of international relations such as Realism, 	<p>Unit II: Theories of International Relation (7 hours)</p> <p>2.1 Realism</p>

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<p>Liberalism, Marxism, Game Theory, Critical Theory, Postmodernism, and Constructivism</p>	<p>2.2 Liberalism 2.3 Marxism 2.4 Game theory 2.5 Critical theory 2.6 Postmodernism 2.7 Constructivism</p>
<ul style="list-style-type: none"> • Discuss the concept of power • Analyze various types of determinants of national power • Explain power relations status among the nations - multipolar, bipolar, unipolar, unit veto systems and theory of balance of power 	<p>Unit III: Power in International Relation (6 hours)</p> <p>3.1 Concept of power 3.2 Determinants of national power 3.3 Power relations status among the nations 3.3.1 Multipolar system</p>
<ul style="list-style-type: none"> • Evaluate relation between power and arms in the context of armament, disarmament, and arms control process • Conceptualize power struggles and wars among the nations 	<p>3.3.2 Bipolar system 3.3.3 Unipolar system 3.3.4 Unit veto system 3.3.5 Balance of power 3.4 Power and arms 3.4.1 Armament 3.4.2 Disarmament 3.4.3 Arms control 3.5 Power struggles and wars</p>
<ul style="list-style-type: none"> • Describe the concept of foreign policy • Analyze the determinant factors of foreign policy such as geo-politics, socio-cultural factors, national interest, history, economy (including natural resources and industrial capabilities), leadership, ideology, public opinion, and international environment • State the concept and objectives of diplomacy • Discuss the immunities and privileges of diplomats • Classify the diplomacy - traditional and modern diplomacy, western and eastern diplomacy, democratic and despotic diplomacy, military diplomacy, track II diplomacy and conference and summit diplomacy 	<p>Unit IV: Foreign Policy and Diplomacy (10 hours)</p> <p>4.1 Concept of foreign policy 4.2 Determinants of foreign policy 4.2.1 Geo-politics 4.2.2 Socio-cultural factors 4.2.3 National interest 4.2.4 History 4.2.5 Economy (including natural resources and industrial capabilities) 4.2.6 Leadership 4.2.7 Ideology 4.2.8 Public opinion 4.2.9 International environment 4.3 Concept and objectives of diplomacy 4.4 Diplomatic immunities and privileges 4.5 Types of Diplomacy 4.5.1 Traditional and modern diplomacy 4.5.2 Western and eastern diplomacy 4.5.3 Democratic and despotic</p>

	<p>diplomacy</p> <p>4.5.4 Military diplomacy</p> <p>4.5.5 Track II diplomacy</p> <p>4.5.6 Conference and summit diplomacy</p>
<ul style="list-style-type: none"> • State the historical background of the establishment of the United Nations (UN) • Analyze the composition and functions of main bodies of the UN • Appraise the role and functions of the UN to maintain peace and security in the world, the establishment of human rights, conduct humanitarian aid, hold international law, and rising of the global issues • Evaluate the role of the UN 	<p>Unit V: United Nations (UN) as a Principal Actor of the International Relation (12 hours)</p> <p>5.1 Establishment of the UN</p> <p>5.2 Main bodies of the UN</p> <p>5.3 Works of the UN</p> <p>5.3.1 Peace and security</p> <p>5.3.2 Human rights</p> <p>5.3.3 Humanitarian aid</p> <p>5.3.4 International Law</p> <p>5.3.5 Global issues</p> <p>5.4 Appraisal of the role of the UN</p>
<ul style="list-style-type: none"> • Analyze the global situations that urged to establish Non-Alignment Movement (NAM) and evaluate the role of the NAM in the changing context of the world's situation. • Appraise the historical background of the establishment of The South Asian Association for Regional Cooperation (SAARC) and evaluate its status and role in present context. • Describe the historical background of The Association of Southeast Asian Nations (ASEAN) and asses its principles and functions • Discuss on establishment of The Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC) and examine its principles and functions 	<p>Unit VI: Role of NAM and Regional Organizations in the Relations of the Nations (8 hours)</p> <p>6.1 Establishment of NAM and its role in the changing context of the world's situation</p> <p>6.2 Establishment of SAARC and its status and role.</p> <p>6.3 ASEAN and its principles and functions</p> <p>6.4 BIMSTEC: Establishment, principles, and functions</p>

4. Instructional Techniques

The instructional techniques for this course are divided into two parts. The first part consists of the general instructional techniques applicable to most of the units. The second part consists of the specific instructional techniques applicable to the specific units.

4.1 General Instructional Techniques

- Lecture
- Discussion
- Question-answer
- Critical thinking strategies
- Interaction
- Assignment
- Self-study

4.2 Specific Instructional Techniques

Unit	Instructional techniques and students' activities
I	The main teaching learning strategies are lecture, individual work, group discussion.
II	The main teaching learning strategies are individual work, group discussion and seminar paper presentation
III	The main teaching learning strategies are question-answer, group discussion, and term paper presentation
IV	The main teaching learning strategies are lecture, group discussion and presentation
V	The main teaching learning strategies are visit www.un.org , group discussion, seminar paper presentation
VI	The main teaching learning strategies are lecture, critical thinking strategies, and term paper presentation, visit official websites of NAM (http://www.namstct.org), SAARC (https://www.saarc-sec.org), ASEAN (https://asean.org/), and BIMSTEC (https://bimstec.org)

5. Evaluation

5.1 Internal Evaluation (40%)

Course teacher based on following activities will conduct internal evaluation:

S.N.	Descriptions	Marks
1.	Attendance	5
2.	Participation in learning activities	5
3.	First assessment	10
4.	Second assessment	10
5.	Final examination	10

5.2 External Evaluation (Final Examination) (60%)

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

S.N.	Nature of Questions	Number of Questions	Marks
1.	Objective type questions (Multiple choice)	10 × 1	10
2.	Short answer questions (6 with 2 additional)	6 × 5	30



	[OR] questions × 5 points)		
3.	Long answer questions (2 with one additional [OR] question × 10 points)	2 × 10	20
	Total	18	60

Recommended Reading Materials

Balzacq, T., Charillon, F. & Ramel, F. (2020). *Global diplomacy: An introduction to theory and practice*. Palgrave Macmillan.

Barston, R. P. (2014). *Modern diplomacy* (4th edition). Routledge.

Baylis, J., Smith, S., & Owens, P. (2014). *The globalization of world politics: An introduction to international politics* (6th edition). Oxford University Press.

Burchill, S. & Linklater, A. (2005). *Theories of international relations* (3rd edition). Palgrave Macmillan.

Chatterjee, C. (2020). *Economic diplomacy and foreign policy-making*. Palgrave Macmillan.

Constantinou, C. M., Kerr, P. & Sharp, P. (2016). *The SAGE handbook of diplomacy*. Sage.

Hanhimaki, J. M. (2008). *The United Nations*. Oxford University Press.

Jackson, R. & Sørensen, G. (2013). *Introduction to international relations: Theories and approaches* (5th edition). Oxford University Press.

Mintz, A. & DeRouen, K. (2010). *Understanding foreign policy decision making*. Cambridge University Press.

Spandler, K. (2019). *Regional Organizations in International Society*. Palgrave Macmillan.

References

Beitz, C. R. (1979). *Political theory and international relations*. Princeton University Press.

Berridge, G. R. (2015). *Diplomacy: Theory and practice* (5th edition). Palgrave Macmillan.

Brown, C. (2005). *Understanding international relations* (3rd edition). Palgrave Macmillan.

Kissinger, H. (1994). *Diplomacy*. Simon & Schuster.

Golan, G. J., Yang, S. & Kinsey, D. F. (Eds.) (2015). *International public relations and public diplomacy: Communication and engagement*. Peter Lang.

Reus-smit, C. & Snidal, D. (Eds.) (2008). *The Oxford handbook of international relations*. Oxford University Press.

Weiss, T. G. & Daws, S. (Eds.) (2018). *The Oxford handbook on the United Nations* (2nd edition). Oxford University Press.



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Sost. Ed. 525 : Nepalese Civilizations and Cultural Heritage**Code: Sost. Ed. 525****Semester: Second****Level: Master of Social Studies Education MSSSED****Nature of Course: Theoretical****Full Marks: 100****Credit Hours: 3****Periods: 48 Hours****1. Course Description**

This course is designed to provide the knowledge of Nepalese Civilizations and Cultural Heritage to the students of master in social studies education (MSSSED) level. It intends to understand them and enhance in-depth knowledge regarding the origin and development of major Nepalese Civilizations and Cultural Heritage of Nepal.

2. Course Objectives

The general objectives of this course are to:

- Introduce the major hearth of Nepalese civilizations
- Acquaint knowledge on the cultural heritage of Nepal

3. Specific objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • State the relationship between the Nepalese civilization and naming in the history of Nepal. • Critically analyze the antiquity of Nepal with reference to civilization • Point out the major civilization hearths of Nepal 	Unit I: Introduction (3) 1.1 Naming of Nepal and Introduction of Civilization 1.2 Antiquity and Civilization of Nepal 1.3 Major Civilization Hearths of Nepal
i. Discuss the contribution of Kirat in Nepalese civilization through: <ul style="list-style-type: none"> • Origin, extent and dynasty • Administration • Socio-economic conditions • Religious conditions • International relations. ii. Discuss the contribution of Lichchhavi in Nepalese civilization through: <ul style="list-style-type: none"> • Origin, extent and dynasty • Administration • Socio-economic conditions • Religious conditions • International relations. 	Unit II: Kirat and Lichchhavi Civilization (13) 2.1 Kirat: Origin, extent and Dynasty 2.1.1 Administration Systems 2.1.2 Socio-economic Condition 2.1.3 Art and Architecture 2.1.4 Religious condition 2.2.5 International Relations 2.2 Lichchhavi: Origin, extent and Dynasty 2.2.1 Administration Systems 2.2.2 Socio-economic Condition 2.2.3 Art and Architecture 2.2.4 Religious condition 2.2.5 International Relations

<p>i. Discuss the contribution of Sinja/Khas in Nepalese civilization through:</p> <ul style="list-style-type: none"> • Origin, extent and dynasty • Administration • Socio-economic conditions • Religious conditions • International relations. <p>ii. Discuss the contribution of of Kapilvastu in Nepalese civilization through:</p> <ul style="list-style-type: none"> • Origin, extent and dynasty • Administration 	<p>Unit III: Sinja/Khas and Kapilvastu Civilization (5)</p> <p>3.1 Sinja/Khas: Origin, extent and Dynasty</p> <p>3.2.1 Administration Systems</p> <p>3.2.2 Socio-economic Condition</p> <p>3.2.3 Art and Architecture</p> <p>3.2.4 Religious condition</p> <p>3.2.5 International Relations</p> <p>3.2 Kapilvastu: Origin, extent and Dynasty</p> <p>3.2.1 Administration Systems</p> <p>3.2.2 Socio-economic Condition</p>
<ul style="list-style-type: none"> • Socio-economic conditions • Religious conditions • International relations. 	<p>3.2.3 Art and Architecture</p> <p>3.2.4 Religious condition</p> <p>3.2.5 International Relations</p>
<p>i. Discuss the contribution of Nepalmandal in Nepalese civilization through:</p> <ul style="list-style-type: none"> • Meaning, origin and extent • Administration • Socio-economic conditions • Religious conditions • International relations. <p>ii. Discuss the contribution of Mithila/ Karnatak in Nepalese civilization through:</p> <ul style="list-style-type: none"> • Origin and extent • Administration • Socio-economic conditions • Religious conditions • International relations. 	<p>Unit IV: Nepalmandal and Mithila Civilization (6)</p> <p>4.1 Nepalmandal: Meaning, Origin, Extent and Unifying Elements</p> <p>2.2.1 Administration Systems</p> <p>2.2.2 Socio-economic Condition</p> <p>2.2.3 Art and Architecture</p> <p>2.2.4 Religious condition</p> <p>2.2.5 International Relations</p> <p>4.2 Mithila/ Karnatak: Origin and Extent</p> <p>2.2.1 Administration Systems</p> <p>2.2.2 Socio-economic Condition</p> <p>2.2.3 Art and Architecture</p> <p>2.2.4 Religious condition</p> <p>2.2.5 International Relations</p>
<ul style="list-style-type: none"> • State the socio-cultural and economic conditions of Tharu, Magar, Tamu and Sherpas of Nepal. • Analyse the art and architecture of Tharu, Magar, Tamu and Sherpas of Nepal. 	<p>Unit V: Other Civilizations (Tharu, Magar, Tamu, & Sherpa) (6)</p> <p>5.1 Location and Extent</p> <p>5.2 Socio-cultural and Economic conditions</p> <p>5.2 Art and Crafts</p>



<ul style="list-style-type: none"> • Preparation of report and classroom discussion on the heritages of Nepal • Discuss the concepts of heritages • Differentiate the nature and types of Nepalese heritages- natural, cultural; material and non-material) • Analyze the importance of Nepalese heritages 	<p>Unit VI: Heritages of Nepal (14)</p> <p>6.1 Concepts of Heritages</p> <p>6.2 Types of Nepalese Heritages</p> <p>6.2.1 Natural and Cultural Heritages with special references of UNESCO World Heritage Sites in Nepal</p> <p>6.3 Importance of Nepalese heritages (Project Work and classroom discussion)</p>
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Note: The figures with the parentheses indicate the approximate teaching hour allocated to the respective units.

4. Instructional techniques

The instructional techniques will be of two types—general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question answer |

- Group work on social issues published in the journals and magazines and present reports in class room.

4.2 Specific Instructional Techniques

Units	Activities and Instructional Techniques
I	The main teaching learning strategies are lecture, individual work, group discussion, seminar paper presentation and term paper presentation
II	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation
III	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation
IV	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation
V	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation.
VI	The main teaching learning strategies are group discussion, seminar paper presentation and term paper presentation.
VII	The main teaching learning strategies are group discussion, seminar paper presentation and term paper presentation. Project Work and report preparation for classroom discussion.

Note: The objectives of the practical activities are report writing on what is history, make timeline to ease history teaching, make an account on the sources of history, make a description

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on impact of Nepalese Civilization on modern Nepal. The main teaching learning strategies are making group and let them to make report writing, individually making timeline, Group discussion on sources of history and presentation, conduct seminars on impact of ancient civilization on modern science and technology, arts, literature, law, political system and philosophy.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

2.3 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment (Project work)	10
Second assignment (Project work)	10
Third assignment	10
Total	40

2.4 External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

- Students need to secure minimum pass mark in each component (5.1 and 5.2) for the completion of the course.

Recommended Books and References

Recommended Books

- Adhikari, SM (2061). *Khas Samrajya Ko Itihas*. Kathmandu: Bhundi Puran Prakashan.
 Chalise, PR (2048). *Nepal Ko Purano Itihas Ra Sabhyata*. Kathmandu: Ratna Pustak Bhandar.
 Dahal, P (2054). *Nepal Ko Itihas*. Kathmandu: M.K. Publishers and Distributers.

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- Khanal, M. (2056). *Simraungadhko Itihas*. Kathmandu: Nepal Ra Asiyali Anusandhan Kendra, TU.
- Munakarmi, L. (2043). *Hamra Sanskritik Prava Ra Jatraharu*. Kathmandu: Dayaratna Shakya.
- Pandey, R and Regmi (2054). *Nepalko Pauranik Itihas*. Kathmandu: Nepal Ra Asiyali Anusandhan Kendra.
- Pokhrel, B. K. (2075). *Khas Jatiko Itihas*. Kathmandu: Finiix Books.
- Rai, B. (2071). *Kirat Sabhyta: Ubhaaauli/Udhauli Parva*. Kathmandu: Nepal Pragma Pratisthan.
- Sherpa, S. S (2073). *Sindhu Tatha Nepali Sabhyata Ra Sanskritika Nirmataharu*. Anusandhan Tatha Prakashan Bibhag Dawa Dinma Chholing Gumba.
- Yadav, PL (2056). *Nepal Ko Rajnaitik Itihas*. Rajviraj: Vijayakumar.
- Upadhyaya, SR (2064). *Nepal Ko Prachin Tatha Madhyakalin Itihas*. Kathmandu: Ratna Pustak Bhandar.

References

- http://himalaya.socanth.cam.ac.uk/collections/journals/ancientnepal/pdf/ancient_nepal_139_06.pdf
- http://himalaya.socanth.cam.ac.uk/collections/rarebooks/downloads/History_Ancient_Medieval_Nepal.pdf
- http://www.doa.gov.np/downloadfile/ancient_nepal_103_full_1497501733_1581402231.pdf
- <https://soscbaha.org/wp-content/uploads/2019/11/nepali-history-as-world-history.pdf>
- http://himalaya.socanth.cam.ac.uk/collections/journals/ancientnepal/pdf/ancient_nepal_147_full.pdf
- <https://www.adventurehimalayacircuit.com/blog/top-10-unesco-world-heritage-sites-in-nepal/>
- <http://nepal.gov.np:8080/NationalPortal/view-page?id=89>
- <https://www.welcomenepal.com/places-to-see/unesco-world-heritage-sites.html>



Sost. Ed. 526 : Population Health and Well-being
Semester: Second
Code: Sost. Ed. 526
Level: Master of Social Studies Education (MSSEd)

Nature of Course: Theoretical
Full Marks: 100
Credit Hrs: 3
Teaching hours: 48

1. Course Description

This course is designed to provide students concept, methods and measurement of population health through social perspectives. It deals with essential features and framework of population health including determinants and disparities in health. Key to this course is the role of epidemiological methods and tools in measuring population health. This course also deals with social construction of health and illness. This course is divided into six units. First unit deals with concept of population health and well-being, the second unit examines determinants of health and social inequalities, third unit introduces measurement of population health, unit four explains health and illness behaviour, unit five deals with planning and implementation of population health intervention, and the last unit focuses on health care systems.

2. Course Objectives

Objectives of this course are to:

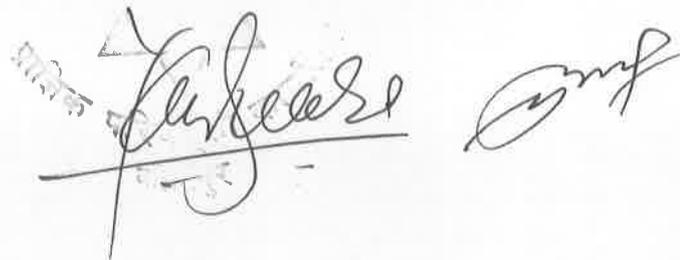
- Introduce students with the concepts of health, population health, public health, cultural views, and model and theories of health
- Make students familiar with social determinants of health, social inequalities in health, and relations of capitalism and social capital with health
- Enable students to determine morbidity and mortality rates, and measure physical and psychological well-being
- Enable students to analyze factors influencing health and illness behaviour including sexual behaviour of human beings
- Impart knowledge and skills required for planning, implementing and evaluating health promotion program through social perspectives among students
- Acquaint students with health care and health service systems of Nepal

3. Specific objectives and Course Contents

Specific objectives	Contents
<ul style="list-style-type: none"> • Describe concepts and dimensions of health and well-being • Discuss the concepts of population and public health • Outline the social history of health and illness • Explain lay concepts and cultural views 	<p>Unit I: Introduction to Population Health (5)</p> <p>1.1 Concepts and dimensions of health and well-being</p> <p>1.2 Concept of population and community health/public health</p> <p>1.3 Social history of health and illness</p> <p>1.4 Lay concepts and cultural views of</p>



<p>of health</p> <ul style="list-style-type: none"> • Compare medical and social model of health • Discuss theories of health 	<p>health</p> <p>1.5 Social model and theories of health</p>
<ul style="list-style-type: none"> • Describe biological, behavioural, sociocultural, economics and environmental determinants of health • Analyze social determinants of health • Conceptualize and analyze social inequalities in health by caste/ethnicity, gender, income and educational status • Discuss the dimensions and situation global health disparities 	<p>Unit II: Determinants of health and family health (9)</p> <p>2.1 Biological, behavioural, sociocultural, economic, political and environmental determinants of health</p> <p>2.2 Social determinants of health</p> <p>2.3 Social inequalities in health: caste/ethnicity, gender, income and educational status</p>
<ul style="list-style-type: none"> • Explore relation between class, capitalism and health • Explain how social capital contribute to health condition of people • Describe the concept of family health • Identify factors influencing family health and well-being • Discuss, happiness, life satisfaction and well-being 	<p>2.4 Dimensions of global health disparities</p> <p>2.5 Class, capitalism and health</p> <p>2.6 Link between social capital and health</p> <p>2.7 Concept of family health</p> <p>2.8 Family health and well-being</p> <p>2.9 Happiness, life satisfaction and well-being</p>
<ul style="list-style-type: none"> • Describe concept of epidemiology and epidemiologic methods • Discuss concept and importance of social epidemiology in population health • Calculate prevalence and incidence of diseases in a community • Calculate and describe standardized mortality rates and age specific mortality rate • Explain technique of measuring fertility • Discuss importance of various sources of data including census and sample survey • Prepare a tool for measuring subjective/self-reported physical health • Explain the use of different tools for measuring physical and psychological well-being 	<p>Unit III: Measuring Population Health (12)</p> <p>3.1 Concept of epidemiology and epidemiologic methods</p> <p>3.2 Concept and importance of social epidemiology</p> <p>3.3 Measuring morbidity: prevalence and incidence of diseases</p> <p>3.4 Measuring mortality: crude and standardized mortality rates, age specific mortality rates (child mortality, infant mortality and maternal mortality rate)</p> <p>3.5 Fertility: Crude Birth Rate, General Fertility Rate and Total Fertility</p> <p>3.6 Sources of data for health: Census/Demographic Data and sample survey</p> <p>3.7 Measurement of subjective/self-</p>



	<p>reported physical health</p> <p>3.8 Measurement of physical, psychological well-being and social well-being</p>
<ul style="list-style-type: none"> • Describe the concept of health behaviour • Explain social construction of TB, HI/AIDS, COVID-19, Lung cancer, chronic kidney diseases and mental illness in the social context of Nepal • Conceptualize illness and sick role behaviour • Explore social context of help-seeking behaviour of sick people in Nepal • Discuss and explain stages of illness behaviour and help-seeking behaviour • Describe sexual behaviour including sexual orientation, gender identity and LGBTIQ 	<p>Unit IV: Health and Illness Behaviour (7)</p> <p>4.1 Concept of health behaviour</p> <p>4.2 Social construction of illness: Tuberculosis, HIV/AIDS, dengue, COVID-19, lung cancer, chronic kidney diseases and mental illness</p> <p>4.3 Concept of illness and sick role behaviour</p> <p>4.4 Social context of help-seeking behaviour</p> <p>4.5 Stages of illness behaviour and help-seeking behaviour</p> <p>4.6 Sexual behaviour, sexual orientation and gender identity, LGBTIQ</p>
<ul style="list-style-type: none"> • Describe the concept of health promotion • Identify different setting for health promotion • Describe different approach to health promotion such as medical, educational, empowerment, behaviour change and social change • Discuss and analyze different strategies of health promotion such as educating/developing personal skill, reorienting health services, strengthening community action, media advocacy and developing healthy public policy • Describe the concept and steps of health promotion planning • Prepare a sample health promotion plan using planning cycle and PATCH approach • Discuss the importance of partnership, community organization, health education 	<p>Unit V: Planning and Implementing Health Promotion Program at the community level (8)</p> <p>5.1 Concept of health promotion and setting for health promotion</p> <p>5.2 Approaches and strategies to health promotion</p> <p>5.3 Concept of health promotion planning</p> <p>5.4 General steps of health promotion planning and health promotion planning cycle including planned approach to community health (PATCH)</p> <p>5.5 Implementation of health promotion program: community organization, resource mobilization, health education, and targeted interventions for changing existing situation</p>




<p>and resource mobilization in the implementation of health promotion interventions</p> <ul style="list-style-type: none"> • Describe concept of evaluation of health promotion • Explain the methods and techniques for process, impact and outcome evaluation 	<p>5.6 Evaluation of health promotion program: Input, process, impact and outcome evaluation</p>
<ul style="list-style-type: none"> • Describe the concept of health care systems • Describe models of health care systems • Explain an overview of health care systems in Nepal 	<p>Unit VI: Health Care system (7)</p> <p>5.1 Concept of health care systems</p> <p>5.2 Models of health care systems: Liberal, welfare and socialistic models</p> <p>5.3 Health care systems in Nepal</p>
<ul style="list-style-type: none"> • Sketch organogram of health services system in Nepal • Briefly describe major health programmes of Nepal 	<p>5.4 Organogram of health service system in Nepal</p> <p>5.5 Some major health programmes of Nepal: Child health and immunization, Safe motherhood and newborn health, family planning and reproductive health, adolescent sexual and reproductive health, Tuberculosis and HIV/AIDS control programmes</p>

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

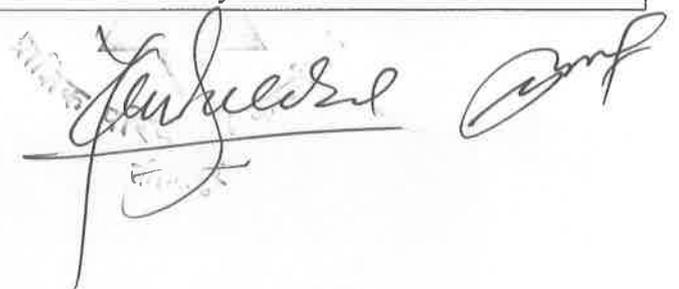
4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- (a) Lecture and question-answer (b) Discussion (c) Inquiry
 (d) Demonstration (e) Team teaching (f) Project work

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Group work and presentation: Students will be divided into several groups comprising 5 members. Each group will prepare few questions to collect ideas from local people on lay concepts and cultural view of health. Each group will go to the community and visit some local people including traditional healers and collect qualitative information about lay concepts and cultural views of health. Each group will present the ideas on lay concepts and cultural views of health. The presentation will be followed by the discussion and interaction



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II	Reading materials related to the contents of unit two will be provided to each student. Each student will be asked to write reflective notes after reading. Each student will present reflective note in the class. There will be discussion after the presentation
III	Individual work and presentation: Collecting data of particular diseases and illness from nearest health facility, and each student will be assigned to calculate the prevalence rate, incidence rate, odds ratio, age specific mortality rate using formula on the given data. Each student will be given an opportunity to present and share knowledge and skills about calculation of morbidity and rate in the class. Group work: Students will be divided into several groups and each group will comprise 6 members. Each group will visit the nears health facility to collect data on patient suffering from different diseases from patient registration for particular duration. Each group will also find out estimated population of the catchment. Each group will calculate the prevalence rate and present in the classroom.
IV	Individual reading and writing reflective notes: Reading materials will be provided to each student. Each student will read, prepare reflective notes and present their notes in the classroom. Group work/project work: Students will be divided into several groups: Each group will identify and interview a few people who were suffering from moderate to severe illness within the last three months. Each group will prepare a brief report about how local people seek help and what steps they follow in help-seeking during illness. Each group will present a brief idea about help-seeking behaviour of local people during illness.
V	Project work: Students will be divided into several groups. Each group will visit local people and discuss with them to identify their health needs. Based on community health needs, each group will prepare a sample health promotion (project) plan using planning cycle and PATCH approach. The sample project planning will be presented in the classroom.
VI	Group work and presentation: Students will be divided into several groups. Each group will be assigned to work on particular health programme of Nepal. Each group will review relevant reports and documents, and prepare a brief report on the given program. Each group will present their a brief report on the given health program. The presentation will be followed by discussion and interation.

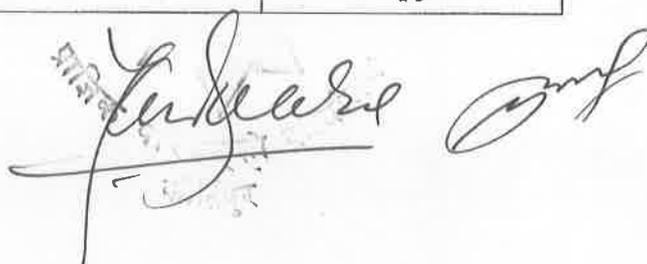
5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.1 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10



Second assignment	10
Third assignment	10
Total	40

5.2 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reading Materials

- Naidoo, J. & Wills, J. (2016). *Foundations for health promotion*. London: Elsevier
- Keheler, H., & MacDougall, C. (2016). *Understanding health* (4th Edition). South Melbourne, Victoria: Oxford University Press.
- Barry, A. & Yuil, C. (2002). *Understanding health: A sociological introduction*. London: Sage Publications
- Conrad, P. & Barker, K.K. (2010). The social construction of illness: Key insights and policy implications. *Journal of Health and Social Behaviour*, 51, S67, DOI: 10.1177/0022146510383495.
- Bird, C.E. and Rieker, P. (1999). Gender Matters: an integrated model for understanding men's and women's health. *Social Science & Medicine*, 48, 745-755.
- Kritsotakis, G. & Gamarnikow, E. (2004). What is social capital and how does it relate to health. *International Journal of Nursing Studies* 41, 43-50
- Nieminen, T. et al (2013). Social capital, health behaviours and health: a population-based associational study. *BMC Public Health*, 13:613.
- Young, T. K. (2004). *Population Health: Concepts and Methods*, Second Edition. New York: Oxford University Press.
- McKenzie, J.F., Neiger, B.L., & Thackeray, R. (2013). *Planning, implementing, and evaluating health promotion programs : a primer*. San Francisco: Pearson
- MoHP (2020). Annual report of Department of Health Services. 2076/2077 (2019/2020). Government of Nepal, Ministry of Health and Population, Department of Health Services, Kathmandu
- Cockerham, W.C. (2017). *Medical Sociology* (Fourth Edition). New York and London: Routledge.
- Phelan, J.C., Link, B.G, & Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: theory, evidence, and policy implications. *Journal of Health and Social Behaviour*, 51(S)S28-S40, 2010 DOI: 10.1177/0022146510383498.

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Honjo, K. (2004). Social Epidemiology: Definition, History, and Research Examples. Environmental Health and Preventive Medicine 9, 193-199

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Master in social studies education (MSSSED)
An Integrated Sixth-semester Program
Course Structure and Cycle for III Semesters

Third Semester

Third Semester			
SN	Subject Code	Subject	Credit hours
1	Ed. 531	Educational Philosophy	3
2	Sost. Ed. 532	Geography of Nepal and Statistical Techniques	3
3	Sost. Ed. 533	Nepalese Economy	3
4	Sost. Ed. 534	Constitution and Governance in Nepal	3
5	Sost. Ed. 535	Modern History of Nepal	3
6	Sost. Ed. 536	Twenty-first-century life skills	3
Total			18

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Ed. 531: Educational Philosophy
Code: Ed. 531
Level: Master of Social Studies Education (MSSED)
Nature of Course: Theoretical

Semester: Third
Full Marks: 100
Credit Hours: 3
Teaching hours: 48

1. Course Introduction

The course has been designed for the third semester of the Master in Social Studies Education (MSSED) program of the Faculty of Education (FoE), Tribhuvan University (TU). The course includes key Eastern and Western philosophical perspectives to develop students' competency for visualizing the educational processes from those perspectives. More specifically, it embraces Eastern ideas from *Vedic*, Buddhism, *Kirat Mundhum* and Islam, and other indigenous beliefs about education. Further, it consists of the assumptions and beliefs of constructivism and progressivism and transformative learning theories. These philosophical ideas help to develop the competencies of prospective teaching professionals, educational administrators, educational supervisors, curriculum developers, and educational planners.

2. General Objectives

The course aims to make students able to;

- Critically analyze the concept of philosophy from Eastern and Western perspectives;
- Assess educational processes and practices in Nepal from key Eastern and Western philosophies of education;
- Analyze the educational policies, programs, and practices of education in Nepal from the perspective of diversity and inclusive education;
- Analyze the educational practices in Nepal from a right-based approach to education; and
- Envision education from a sustainability perspective.

3. Course Details

Unit I: Basic understanding of philosophy (8 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Conceptualize the meaning and scope of philosophy from Vedic and Western perspectives; • Compare the scope of philosophy from Vedic and western perspectives; • Conceptualize the concept of educational philosophy; • Explore the functions of education and philosophy; • Explore the importance of educational philosophy in 	1.1 Meaning of Philosophy 1.2 Scope of Philosophy 1.3 Meaning of Education Philosophy 1.4 Functions of educational philosophy	1.1. Meaning of Philosophy from Vedic and Western Perspectives 1.2. Scope of philosophy from Vedic (Four vigor of life, <i>loka-paraloka</i> , <i>Atma-Paramatma</i> , <i>Sukha-Dukha</i> , <i>Gyan-Agyan</i> , <i>Karma-Akarma</i> , <i>Bandhan-Mukti</i>), and western (ontology, epistemology, axiology, and logic) perspectives 1.3. Meaning of educational philosophy 1.4. Functions of educational


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professional development.		philosophy (to define aims and goals of education, to determine roles of school, to design curriculum, to select pedagogical approaches, to determine teachers' and students' roles in teaching and learning, to develop assessment strategies)
Unit II: Eastern philosophies and education (15 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Introduce <i>Chanakya Neeti</i> • Assess the educational arguments of <i>Chanakya Neeti</i> • Introduce Buddhist philosophy • Analyze the educational aspect of Buddhism • Introduce Islam philosophy • Critically evaluate an educational aspect of Islamism • Conceptualize the basic ideas of <i>Kirat Mundhum</i> and its implication in education • Envision the role of indigenous knowledge in education 	<p>2.1 <i>Chanakya Neeti</i> and education</p> <p>2.2 Buddhist philosophy and education</p> <p>2.3 Islam Philosophy and Education</p> <p>2.4 <i>Kirat Mundhum</i> and education</p> <p>2.5 Indigenous knowledge</p>	<p>2.1. Introduction of <i>Chanakya Neeti</i>, the educational aspect of <i>Chanakya Neeti</i>.</p> <p>2.2. Introduction of Buddhism, the educational aspect of Buddhism (aims of education, learning contents, learning methods, teachers' and students' role)</p> <p>2.3. General introduction of Islamism, the educational aspect of Islamism (aims of education, learning contents, learning methods, teachers' and students' roles)</p> <p>2.4. General introduction of <i>Kirat Mundhum</i> and its educational aspect</p> <p>2.5. Introduction of Indigenous knowledge and its importance in education</p>
Unit III: Western philosophy and education (13)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Explain the key characteristics of Western modern education; • Envision the alternative possibilities of child-friendly pedagogies; • Envision more empowering 	<p>3.1 Modern Education</p> <p>3.2 Social constructivism</p> <p>3.3 Progressivism</p> <p>3.4 Transformative pedagogies</p>	<p>3.1. Brief historical background of Western modern education and its characteristics</p> <p>3.2. Orienting towards alternative pedagogies such as project-based, inquiry-based, and collaborative and shared learning (as informed by constructivism and</p>



pedagogical practices that facilitate to develop of critical thinking of the students;		progressivism) 3.3.Orientation toward banking problem-posing model of education 3.4.Reflective practice, dialogue, and critical thinking learning
Unit IV: Contemporary issues of education (12 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Explain the concept of diversity and inclusive education • Analyze the policies and practices of inclusive education in Nepal • Develop awareness of multicultural and multilingual education • Analyze the policies and practices of multicultural and multilingual education in Nepal • Describe the effort Nepal made through international commitments to education • Conceptualize sustainability education • Analyze education in Nepal from a sustainability perspective 	4.1 Diversity and inclusive education 4.2 Multicultural and multilingual education 4.3 Right-based approach to education 4.4 Sustainability Education	4.1.Concept of diversity and diversity in Nepal; the concept of inclusive education, policies, and practices of inclusive education in Nepal. 4.2.Concept of culture and multicultural education; perspectives of multicultural education; policies and practices of multicultural education; the concept of multilingual education; policies and practices of multilingual education in Nepal 4.3.Concept of human rights; international campaigns of education such as EFA, MDG, and SDG for promoting human rights-based education 4.4.Concept of sustainable development, SDGs, and education for sustainability

4. Instructional techniques

This course introduced student-centered learning approaches including lectures, discussion, inquiry, project work, sharing and presentation, and other collaborative technics of learning as per the nature of learning subjects.

5. Evaluation

The achievement of the students will be assessed through internal and end-semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent to the final Semester examination.

Internal Evaluation

Forty percent be allotted to internal evaluation. Course teachers based on the following criteria will score internal evaluation marks:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.3 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

3. Recommended books and references

- Ahmad, H. M. G. (2010). *The Philosophy of the Teachings of Islam*. Islamabad. Islam International Publications Ltd.
- Awasthi, L. D. (2004). *Exploring monolingual education practices in multilingual Nepal* (Unpublished doctoral dissertation). Danish University of Education, Copenhagen, Denmark.
- Brubacher, J. S. (2007). *Modern philosophies of education* (3rd ed.). New Delhi, India: Surjeet Publications.
- Dirkx, J. M. (1998). Transformative learning theory in the practice of adult education: An overview. *PAACE Journal of Lifelong Learning*, 7, 1-14.
- Freire, P. (1993). *Pedagogy of the oppressed*. London: Penguin Books.
- Mezirow, J. (2000). Learning to think like an adult. In J. Mezirow (Ed.), *Learning as transformation: Critical perspective on a theory in progress* (pp. 3-33). San Francisco: Jossey-Bass.
- Nasr, S. H. (2006). *Islamic Philosophy from Origin to the Present*. United State of America: State University of New York Press. Pp.31-47.
- Nyantiloka (1946). *The word of the Buddha*. Buddhist publication society.
- Ornstein, A. C. and Levine, D. U. (2008). *Foundations of Education* (10th ed.). USA: Houghton Mifflin Company. Pp.187 -185.
- Ozmon, A. H. and Craver, S. M. (2003). *Philosophical foundations of education* (7th ed.). New Jersey: Merrill Prentice Hall. [pp. 337 -269]. Pathakk, R. P. (2012). *Philosophical and Sociological Principle of Education*. Delhi: Pearson [pp. 65-76].

- Rai, I. M. (2020). *Indigenous knowledge and ways of knowing: An introduction. A working paper. Teacher Manual*. Tribhuvan University, Faculty of Education and Kathmandu University, Faculty of Education.
- Yamphu. H. P. R. (2016). *Pellam: A Cultural Way of Making Yamphu Themselves Self-sovereign People. Nepali Anthropology: New Direction and Contributions. Seminar Proceedings*. (B. Pokharel, J. Rai, M. S. Lama, edits.). Kathmandu: Central Department of Anthropology Tribhuvan University, Kirtipur.

चाम्लिङ, भोगीराज (२०७५) मुन्दुम के हो ? कति प्राचीन हो ? (प्रथम संस्करण) । कार्यपत्र । काठमाडौं: किरात राई संस्कृतिक कलाकार संघ, केन्द्रीय समिति ।

चेम्जोङ्ग, इमानसिंह (सम्बत २०५९) । *किरात मुन्दुम (किरातको वेद)* । ललितपुर: किरात याक्थुंग चुमुलुंग केन्द्रिय कार्यालय, महालक्ष्मी थान ।

राई, ज्ञानेश्वर र राई, शिवराम (सम्बत २०७३, संकलक) । चाम्लिङ, भोगीराज (सम्पादक) । मुन्दुम होसुंग ।

काठमाडौं : किरात राई चाम्लिङ, खाम्बातिम केन्द्रिय कार्य समिति । कोटेशोवर ।

प्रति


Sost. Ed. 532: Geography of Nepal and Statistical Techniques	Semester: Third
Code: Sost. Ed. 532	Full Marks: 100
Level: Master of Social Studies Education (MSSEd)	Credit Hrs: 3
Nature of Course: Theoretical	Teaching hours: 48

1. Introduction

This is a specialization course designed for the students of the Master of social studies education (MSSEd) program at the Faculty of Education, Tribhuvan University to provide basic knowledge of the Geography of Nepal and Statistical Techniques. The students of this level are the prospective social studies teachers at the school and university levels. The 'Nepalese Geography and Techniques' is a theoretical course designed to provide knowledge and a better understanding of the physical, regional, demographic, economic, social, and political dimensions of Nepalese geography. The focus has also intended to cover population resource relationships that determined to the localization of settlement patterns, and mobilization of potential resources for national development. It is mainly due to Nepal's topography changes from the alluvial plains suitable for agriculture to the frozen wastes of the Himalayan Mountains. The climate changes rapidly from the sub-tropical Tarai to the cool dry temperate and alpine conditions. This course has also highlighted the application of statistical techniques in the geographic study.

2. General Objectives

On completion of the Master of Social Studies Education course, the scholars will be able to:

- make students familiarize the concept of the physical and regional geography of Nepal;
- enable students for dealing with population patterns and demographic trends of Nepal;
- develop critical insights into the characteristics of the settlement geography of Nepal;
- acquaint students' knowledge of the social and political geography of Nepal;
- familiarize students with the patterns of economic activities with reference to resource mobilization; and
- impart knowledge and skills to compute basic statistical tools and techniques in social studies.

3. Specific objectives and contents

Specific objectives	Contents
Unit I: Introduction to the Geography of Nepal (9)	
<ul style="list-style-type: none"> • Point out the location, extent and boundary of Nepal in the globe • Distinguish between physiographic and ecological divisions of Nepal • Discuss the relationship between climate and vegetation of Nepal • Outline the major drainage patterns of Nepal • Explain the regional geography of Nepal including typology and regional planning 	<ul style="list-style-type: none"> 1.1 The Setting and Situation <ul style="list-style-type: none"> 1.1.1 Location 1.1.2 Size, Shape and Extent 1.1.3 Boundary 1.2 Nepal's Physical Environments <ul style="list-style-type: none"> 1.2.1 Physiographic Division 1.2.2 Ecological Division 1.3 Climate - types, monsoon patterns and climatic regions and impact of climate

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<p>strategies different regions</p> <ul style="list-style-type: none"> • Critically analyze the geographical diversities of seven Provinces 	<p>change and climate variability on human adaptation</p> <p>1.4 Vegetation</p> <p>1.5 Drainage Patterns</p> <p>1.6 Regional Geography of Nepal- Typology (Formal, Functional and Vernacular) and regional development strategy</p> <p>1.7 Geographical Diversity of Seven Provinces</p>
Unit II Population Patterns and Trends (8)	
<ul style="list-style-type: none"> • Critically analyze the patterns and trends of the population in Nepal 	<p>2.1 Patterns and Trends</p> <p>2.2 Population Growth, Distribution, and Density</p>
<ul style="list-style-type: none"> • Illustrate the situation of population growth, distribution patterns, and density in Nepal • Discuss the composition of the population in Nepal- - age, sex, literacy, caste and ethnicity, language, economic activity, rural-urban, in Nepal • Critically analyze the patterns, trends, and flows of migration in Nepal • Describe the impact of population resource relationships in the development of Nepal 	<p>2.3 Composition of the Population</p> <p>2.4 Migration- Patterns, Trends, and Flow, Labour migration</p> <p>2.5 Impact of population resource relationships</p>
Unit III: Settlement Geography (7)	
<ul style="list-style-type: none"> • Discuss the characteristics of the settlements of Nepal • Explain the factors affecting the development of settlements in Nepal • Describe the nature and characteristics of rural settlements in Nepal • Critically analyze the urban urbanization trends in Nepal • Discuss the living conditions (life) of different ecological regions of Nepal 	<p>3.1 Characteristics of Settlements</p> <p>3.2 Factors to the Development of Settlements</p> <p>3.3 Nature and Characteristics of Rural Settlements</p> <p>3.4 Urbanization Trends and Rural-Urban Interactions</p> <p>3.5 Life of different ecological regions</p> <p>3.5.1 Mountains</p> <p>3.5.2 Hills</p> <p>3.5.3 Tarai</p>
Unit IV Social and Political Geography (8)	
<ul style="list-style-type: none"> • Discuss the concepts, and importance of social and political geography in Nepalese society 	<p>4.1 Concept and Importance of Social and Political Geography</p> <p>4.2 Space and Society</p> <p>4.3 Nation and National Identity</p>



<ul style="list-style-type: none"> • Distinguish between space and society • Explain the importance of the nation and national identity in the multicultural society of Nepal • Explain the impact of geopolitics on power and politics in Nepal • Critically analyze the concept and dimensions of the geography of marginality in the context of Nepalese society 	<p>4.4 Impact of Geopolitics on Nepalese Society</p> <p>4.5 Geography of Marginalization-concept and Dimensions</p>
Unit VI Statistical Techniques (16)	
<ul style="list-style-type: none"> • Introduce the concept and use of statistical techniques in social studies curricula • List the levels of scale of measurements (nominal, ordinal, interval, and ratio) • Illustrate the graphic distributions of quantitative data • Compute the central tendencies- mean, median, standard deviation, and mean deviation • Explain the basic concepts of sampling distribution and probability • Compute the correlation and regression analysis 	<p>6.1 Introduction to the Use of Statistical Techniques</p> <p>6.2 Use the Scale of Measurement</p> <p>6.3 Construction of Graphic to show</p> <p style="padding-left: 20px;">6.3.1 Frequency distribution</p> <p style="padding-left: 20px;">6.3.2 Bar Graph, and Pie Chart</p> <p style="padding-left: 20px;">6.3.3 Categorical statistics</p> <p>6.4 Central Tendencies- Mean and Median</p> <p>6.5 Standard and Mean Deviation</p> <p>6.6 Sampling Distribution and Probability</p> <p>6.7 Correlation and Regression Analysis</p>

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:

- | | | |
|---------------------------------|-------------------|------------------|
| (a) Lecture and question-answer | (b) Discussion | (c) Inquiry |
| (d) Demonstration | (e) Team teaching | (f) Project work |

4.2 Specific Instructional Techniques

Specific technique has given in teaching learning strategies of related unit.

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Activities	Pedagogical implications
<ul style="list-style-type: none"> The instructor will provide learning materials to the prospective teachers in the classroom, and be given the task of reviewing the text, curriculum, and national curriculum framework to develop their critical understanding of the geography of Nepal that is related to teaching social studies. The instructor will deliver the subject areas (contents) using PowerPoint, 	<ul style="list-style-type: none"> Critical thinking about the different dimensions of the Geography of Nepal study Develop a critical understanding of the concepts, nature, scope, and importance of the geography of Nepal in social studies curricula at various levels. Construct different types of maps, charts, and diagrams to show population resource-relationships
<p>followed by question-answer and group discussion methods in the classroom.</p> <ul style="list-style-type: none"> The prospective teachers will take part in class presentations on the given subject matter and critically assess the class presented by their peers. The instructor will evaluate the class presentation and provides feedback for further improvements. 	<ul style="list-style-type: none"> Develop an understanding of the themes and approaches to develop critical insights into the characteristics of the settlement geography of Nepal; Construct knowledge and understanding of the social and political geography of Nepal. Employ the knowledge to compute basic statistical tools and techniques in social studies.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent to the final/semester examination.

5.4 Internal Evaluation

Forty percent of marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted	Description
Attendance	5	70-80=3, 81-90=4, 91-100=5
Classroom activities	5	Each student will take part in class presentation on a theme selected/provided.
First assignment	10	Any one task from Unit 1 or 2 or 3 or 5.
Second assignment	10	Task from Unit 3
Third assignment	10	Written examination: Objective and subjective items
Total	40	

5.5 External Evaluation (Final Examination)



Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reading Materials

- Central Bureau of Statistics [CBS] (2014). *Population monograph of Nepal*. Kathmandu: Author
- Del-Casino Jr, V. J., Thomas, M. E., Cloke, P. & Penelli, R. (eds.) (2011). *A Companion to Social Geography*. UK: John Wiley & Sons. (Unit IV)
- Friedman, J. and Alouse W. (eds.) (1974). *Regional policy*. Cambridge: MIT Press. (Unit I)
- Government of Nepal [GoV], (2019). *Fifteenth plan (2019-2024)*. Kathmandu: National Planning commission [NPC].
- Gupta, S. P., (1987). *Statistical Methods*. New Delhi: Sultan Chand and Sons (Unit VI)
- Hagen, Toni (1998). *Nepal: The Himalayan Kingdom*. The Hague: Leiden. (Unit I, II, III, IV, and V)
- Karan, P. P. (1960). *Nepal: Cultural and Physical Geography*. USA: University of Kentucky press. (Unit I, II, III, IV, and V)
- Panday, R. K. (1984). *Physical Geography of Nepal (in Nepali)*. Lalitpur: Tethys Panday. (Unit I, and II)
- Panday, R. K. (1995). *Development disorders in the Himalayan heights challenges and strategies for environment and development altitude geography*. Kathmandu: Ratna Pustak Bhandar.
- Panday, R. K. (2009 BS). *Nepalko Manab Bhugol*. Kathmandu: Ratna Pustak Bhandar.
- Perspectives on Geographical Marginality*. <https://www.springer.com/series/15046> (Unit IV)
- Shrestha, Buddhi Narayan. (nd). *Nepal ko Simana*. Kathmandu (Unit I)
- Shrestha, C. B. (1981). *Cultural Geography of Nepal*. Bhaktapur: K.K. Shrestha and K.L. Shrestha. (Unit II, and IV)
- Shrestha S. H. (1998). *Economic Geography of Nepal*. Kathmandu: Educational Enterprise Pvt. Ltd. (Unit I, II, III, IV, and V)
- Qualitative data R Tutorial, (nd) retrieved from <http://www.r-tutor.com/elementary-statistics/qualitative-data> (Unit VI)
- Trudeau & McMorran, 2011. (2011). The geographies of marginalization. <https://doi.org/10.1080/14616688.2018.1477171> (Unit IV)
- Valentine, G. (2001). *Social geographies space and society*. London: Pearson Education Ltd (Unit IV)

Reference Books/Materials

- Bhandari, S. (2059). *Geography of Nepal*. Kathmandu: Ratnapustak Bhandar

Examination Division
Faculty of Education
Nepal College of Education
Kathmandu

- Panday, R.K. (1987). *Altitude Geography: Effects of Altitude on the Geography of Nepal*. Kathmandu: The Himalayan Book Distribution.
- Shrestha, C. B. & Rijal, S. P. (2016). *Cultural geography of Nepal*. Kathmandu: Prakash Shrestha and Sunil Shrestha
- Rijal, S. P. (2016). *Nepalko Bhugol*. Kathmandu: Shanta Rijal
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शान्ता रिजाल
Shanta Rijal

Sost. Ed. 533: Nepalese Economy
Code: Sost. Ed. 533
Level: Master of Social Studies Education (MSSSED)
Nature of Course: Theoretical

Semester: Third
Full Marks: 100
Credit Hrs: 3
Teaching hours: 48

1. Course Description

The course is designed to impart general knowledge of the Nepalese economy to the students of Master's Degree in Social Studies. The course comprises two parts: natural resources and economic activities and major issues of the Nepalese economy. The first unit natural resources and covers major basic concepts of the Nepalese economy, the natural resources of Nepal including land resources, forest resources, water resource, and mineral resources, and major economic activities and their contribution. The second part includes major issues of the Nepalese Economy that comprises major social and economic issues. Social issues address unemployment, foreign employment, social security, and corruption while economic issues include globalization, linkage among private, public, and cooperatives, and foreign trade.

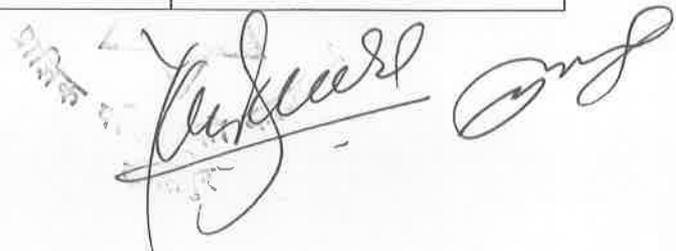
2. Course Objectives

Objectives of this course are to:

- Introduce students to the basic concepts of the Nepalese economy.
- Make students able to understand the guiding principles of the state.
- Describe the natural resources of Nepal including land, forest, mineral, and water resources.
- Make students familiar with major economic activities including the agriculture sector, manufacturing sector, and service sector.
- Impart knowledge of unemployment and foreign employment with their size and magnitude.
- Review of the social security system, its dimension, and limitations.
- Introduce the problem of corruption.
- Able students to examine the impact of globalization in different sectors.
- Enable students to define globalization, and public-private-cooperative partnerships.
- Enable students to describe direction, size, structure, major trading commodities, and NTIS.

3. Specific Objectives and Course Contents

Specific objectives	Contents	Content Elaboration
Part I: Natural Resources and Major Economic Activities (23)		
<ul style="list-style-type: none"> • Explain the characteristics of the Nepalese Economy. • Describe the guiding principles of the Nepalese economy. • Review the linkage between Society and economic development in Nepal. 	Unit I Introduction to Nepalese Economy (5) 1.1 Concept and Characteristics 1.2 Guiding Principles 1.3 Society and Economic Development	Unit I: Introduction to Nepalese Economy (5) 1.1 Concept and Characteristics (Social and Economic) 1.2 Guiding Principles of the State: political, socio-



		cultural, and economic objectives (Article 50-1, 2, and 3) of the Constitution of Nepal). 1.3 Nepalese Society and Economic Development (salient features of Nepali society and development practices).
<ul style="list-style-type: none"> • Explain the concept and types of resources: renewable and nonrenewable. • Argue the importance, availability, and problems of land, forest, mineral, and water resources. • Prepare reports of resources available in their own provinces and ecological belts. 	Unit II Resources of Nepal (10) 2.1 Concept and Types of Resources. 2.2 Importance, availability, and problems of land, forest, mineral, and water resources. 2.3 Distribution of Resources among ecological belts and Provinces.	2.1 Concept and Types of Resources (renewable and Non-renewable). 2.2 Importance, availability, and problems of land, forest, mineral, and water resources. 2.3 Distribution of Resources among ecological belts and Provinces.
<ul style="list-style-type: none"> • Dig out agricultural activities of major food crops, cash crops, fruits, and vegetables; and livestock. • Review industrial activities. • Explain service sector activities. • Prepare a report related to the main economic activity of his or her parents. • Prepare a case study report related to tourists' activity/destination places in their locality. 	Unit III Major Economic Activities (8) 3.1 Agricultural Activities and Challenges of the Production of major food crops, cash crops, fruits, and Vegetables. 3.2 Industrial Activities: Manufacturing Industry. 3.3 Service sector activities: Tourism 3.4 Report Preparation and classroom presentation 3.5 Report Preparation and classroom presentation	Unit III: Major Economic Activities and their Challenge (8) 3.1 Agricultural Activities: major food (maize, paddy, millet, wheat); cash crops, fruits, and vegetables; and livestock. 3.2 Industrial Activities: Number of registered industries, capital investment, and employment generation, 3.3 Tourist arrival, Hotels, tourists' expenditure, and their stay and foreign exchange earnings. 3.4 Report Preparation and classroom presentation



Part II: Major Issues of Nepalese Economy (25)		
<ul style="list-style-type: none"> • Review the unemployment situation in Nepal. • Describe the concept, importance, and problems of foreign employment and remittance in the Nepalese economy. • Prepare a case study report related to foreign employment. • Explain the concept and types of social security measures. • Prepare a report related to benefits of the social security to their neighbors. 	<p>Unit IV: Social Issues (13)</p> <p>4.1 Unemployment: Concept, types, and Magnitude of Unemployment in Nepal.</p> <p>4.2 Foreign Employment: Concept, importance, and Problems of Remittance and Foreign Employment in the Latest Plan.</p> <p>4.3 Social Security: Concept, types, magnitude, and merits of the social security system.</p> <p>4.4 Corruption: Concept, magnitude, causes, and remedial measures.</p>	<p>Unit IV: Social Issues (13)</p> <p>4.1 Concept and Types of Unemployment. The extent of unemployment in Nepal.</p> <p>4.2 Importance and Problems of foreign employment. Remittance and its uses, Foreign Employment policy in the latest Plan.</p> <p>4.3 Definition, types, and magnitude with reference to Nepal, merits of the social security system.</p> <p>4.4 Definition of causes, magnitude, and Remedial measures of corruption.</p>
<ul style="list-style-type: none"> • Critically analyze the impact of globalization on the Nepalese economy and society. • Explain the role of public, private, and cooperative sectors in the Nepalese economy. • Discuss the size and direction of foreign trade in relation to major exports and imports commodities, and the balance of trade. • Introduce the concept of the Nepal Trade Integration Strategy (NTIS). 	<p>Unit V: Economic Issues (12)</p> <p>5.1 Concept of Globalization and its Impact.</p> <p>5.2 Role of Public, private, and cooperative sectors in the Nepalese Economy.</p> <p>5.3 Foreign Trade and its various dimensions, Trade deficit, and its causes.</p> <p>5.4 Concept of NTIS.</p>	<p>Unit V: Economic Issues (12)</p> <p>5.1 Globalization: Concept, impact on Nepalese Economy and Society.</p> <p>5.2 Role of the Public, private, and Cooperative Sectors in the Nepalese Economy.</p> <p>5.3 Foreign Trade: Concept, size, direction, exports, and imports with major commodities, and causes of trade deficit.</p> <p>5.4 Concept of NTIS.</p>

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:



- (a) Lecture and question-answer.
- (b) Discussion.
- (c) Inquiry.
- (d) Project Work.

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Introduced the basic concepts and principles of Nepalese economy
II	<ul style="list-style-type: none"> • Students will be assigned to prepare general reports of resources available in their local community, provinces and ecological belts.
III	<ul style="list-style-type: none"> • Students will be assigned to prepare a report related to the main economic activity of their households. • Students will be assigned to prepare detailed reports related to tourists' destination places.
IV	<ul style="list-style-type: none"> • Students will be assigned to prepare a case study report related to the person involved in foreign employment. • Students will be assigned to prepare a descriptive report related to how their neighbors' benefitted from the social security scheme. • Students will be directed to organize an essay competition on the Extent of Corruption in Nepal and its Remedial Measures.
V	<ul style="list-style-type: none"> • Students will be assigned to prepare a case study report of any exportable commodity included in NTIS.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.6 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.7 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Distribution of Questions based on Cognitive Level

Cognitive Level	Weightage given %	Question number			Marks Given			Marks & percentages given in the question paper
		MCQ	SAQ	LAQ	MCQ	SAQ	LAQ	
Knowledge	23.33	4	2	-	4	10	-	14 (23.33)
Understanding	26.67	1	1	1	1	5	10	16 (26.67)
Application	23.33	4	2	-	4	10	-	14 (23.33)
Higher-ability	26.67	1	1	1	1	5	10	16 (26.67)
Total	100	10	6	2	10	30	20	60 (100)

6. Recommended Books and Reading Materials

For Unit 1

For Unit 1.1: Jhingan, M. L. (2012) The Economics of Development and Planning (40th ed.). New Delhi: VRINDA PUBLICATIONS (P) LTD.

For Unit 1.2: Law Books Management Board (2072). The Constitution of Nepal. Author.

For Unit 1.3: Royal Norwegian Embassy in Kathmandu, Nepal and Kathmandu University School of Education (KUSOED), Hattiban, Lalitpur, Nepal (2015). Nepali Society and Development: Relevance of the Nordic Model in Nepal. Author. (Pages: 3-5)

For Unit 2

For Unit 2.1: Amit K. Singh and Dr. Deepak Singh (2019): STUDY MATERIAL FOR COMPULSORY COURSE ON ENVIRONMENTAL STUDIES. New Delhi, India: Department of Environmental Studies Deshbandhu College, University of Delhi.

For Unit 2.2: Shrestha, B. P. (1981). An Introduction to Nepalese Economy. Kathmandu: Ratna Pustak Bhandar.

For Unit 2.3: Shrestha, B. P. (1981). An Introduction to Nepalese Economy. Kathmandu: Ratna Pustak Bhandar.

For Unit 3

Ministry of Finance (2079). Economic Survey 2078/79. Singh Darbar, Kathmandu: MoF.

Nepal Rastra Bank (2079). Economic Activity Study Report (2078/79). Baluwatar, Kathmandu: Nepal Rastra Bank. (Website: [https://www.nrb.org.np/contents/uploads/2023/01/EAR Integrated 2078.79.pdf](https://www.nrb.org.np/contents/uploads/2023/01/EAR_Integrated_2078.79.pdf))

Central Bureau of Statistics (2021). National Economic Census 2018, Analytical Report: Tourism. Thapathali, Kathmandu: CBS

For Unit 4

For Unit 4.1: Nafziger, E. Wayne (2006). Economic Development, FOURTH EDITION - Economic Development. Cambridge University Press.

For Unit 4.1: Diulio, E. (2019). Macroeconomics, 3rd edition Paperback. **MC GRAW HILL INDIA.**

For Unit 4.2: Government of Nepal, Ministry of Labour, Employment and Social Security (2020). Nepal Labour Migration Report 2020. Singh Darbar, Kathmandu: MoLESS.

For Unit 4.2: Government of Nepal, Ministry of Labour, Employment and Social Security (2022). Annual Progress Report 2022. Singh Darbar, Kathmandu: MoLESS.

For Unit 4.3: Government of Nepal, National Planning Commission (2012). Assessment of Social Security Allowance Program in Nepal. Singh Durbar, Kathmandu: NPC.

For Unit 5

For Unit 5.1: James F. Fisher, J. F. (2011). Globalisation in Nepal: Theory and Practice. Battisputali, Kathmandu: Social Science Baha.

For Unit 5.1: CONTEXTUAL NEPAL (2021). What are the Impacts of Globalization in the Context of Nepal? (Website: <https://www.suyogghimire.com.np/2021/07/what-are-impacts-of-globalization-in.html>).

For unit 5.2: Role of Public Sector, Private Sector and Cooperative in Economic Development (2020). (website: <https://loksewameq.com/blog/section-officer-administration/contemporary-issues/economic-issues/2-3-role-of-public-sector-private-sector-and-cooperative-in-economic-development/>)

For Unit 5.2: <https://egyankosh.ac.in/bitstream/123456789/19127/1/Unit-14.pdf>

For Unit 5.3: Thapa, S. B. (2018). Determinants of Foreign Trade of Nepal: An Empirical Analysis. A Unpublished Dissertation Submitted to Faculty of Humanities and Social Sciences of Tribhuvan University in Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Economics.

For Unit 5.3: Government of Nepal Ministry of Commerce (2016). Nepal Trade Integration Strategy 2016 (NTIS 2016). Singh Durbar, Kathmandu: Ministry of Commerce.

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Sost. Ed. 534: Constitution and Governance in Nepal

Nature of the Course: Theoretical

Level: Master (MSEED)

Course No: Sost. Ed. 534

Semester: Third

Credit hours: 3

Teaching hours: 48

Full Marks: 100

1. Course Description

The main objective of this course is to provide knowledge to the students regarding the constitutional development of Nepal. It has not been long since the beginning of the constitutional development of Nepal; however, in this short period of about 7 decades, 7 constitutions have been enacted in Nepal. This course intends to provide knowledge about the past constitutions of Nepal. The Constitution of Nepal promulgated in 2015 is the latest constitution of Nepal. Various aspects are covered in the course regarding this constitution. Federalism, which has been incorporated in the constitution along with federal, provincial, and local governments, is covered in detail in the course. Similarly, it aims to provide knowledge about the electoral system, political parties, and other components of democracy.

2. General Objectives

The general objectives of this course are to:

- Provide knowledge to the students regarding the constitutional history of Nepal along with ancient and medieval Hindu polity.
- Familiarize them with the political situations, making process, preamble, and characteristics of the constitutions of Nepal.
- Enable them to evaluate the foundational factors of the constitution of Nepal (2015).
- Enable them to explain governmental organs and their interrelationships.
- Acquaint them with the elections, electoral systems, and electoral processes adopted by the constitutions.
- Enrich the students with an understanding of political parties, their roles, and responsibilities to enhance the democratic culture in the country according to constitutional provisions.

3. Specific Objectives and Contents

Unit I: Constitutional History of Nepal (Class Hour = 10)	
Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the ancient and medieval Hindu polity as a root of Nepalese constitutional development • Analyze the political situation, making process, preamble, and characteristics of seven constitutions of Nepal from 1948 to 2015. 	1.1 Ancient and Medieval Hindu Polity 1.2 Political situation, making process, preamble, and characteristics of constitutions of Nepal 1.2.1 The Rana Period and Government of Nepal Act 1948 AD 1.2.2 Interim Constitution 1951 AD 1.2.3 The Constitution of the Kingdom of Nepal, 1959 AD




	<p>1.2.4 Nepal's Constitution, 1962 AD</p> <p>1.2.5 The Constitution of the Kingdom of Nepal 1990 AD</p> <p>1.2.6 Interim Constitution 2006 AD</p> <p>1.2.7 Constitution of Nepal, 2015 AD</p>
Unit II: Foundations of Constitution of Nepal (2015) (Class Hour = 6)	
Specific Objectives	Contents
<ul style="list-style-type: none"> Explain the citizenship in the base of the Constitution of Nepal (2015) along with the concept of citizenship, citizens and residents, nationality and citizenship, Nepal's arrangements for citizenship, civic obligations and responsibilities, and patriotism Examine the theory of Unity and integrity of the nation, rule of law, cultural pluralism, social justice, fundamental rights, social security, social inclusion, federalism, state restructuring, constitutionalism, separation of powers and checks and balances, and the principle of popular sovereignty on basis of the Constitution of Nepal (2015). 	<p>2.1 Citizenship</p> <p>2.1.1 Concept of Citizenship</p> <p>2.1.2 Citizens and Residents</p> <p>2.1.3 Nationality and Citizenship</p> <p>2.1.4 Natural born and naturalized citizenship</p> <p>2.1.5 Nepal's Arrangements for Citizenship</p> <p>2.1.6 Civic Obligations and Responsibilities</p> <p>2.1.7 Patriotism</p> <p>2.2 Unity and Integrity of the Nation</p> <p>2.3 Rule of law</p> <p>2.4 Cultural pluralism</p> <p>2.5 Social justice</p> <p>2.6 Fundamental rights</p> <p>2.7 Social security</p> <p>2.8 Social inclusion</p> <p>2.9 Federalism and State Restructuring</p> <p>2.10 Constitutionalism, Separation of Powers and Checks and Balances</p> <p>2.11 Popular sovereignty</p>
Unit III: Governmental Organs and Interrelationships (Class Hour = 16)	
Specific Objectives	Contents




<ul style="list-style-type: none"> • Analyze the formation, functions, responsibilities, and authority according to the Constitution of Nepal (2015). • Examine the executive - federal/provincial and local structure and functions - along with the president, prime minister and council of ministers, the governor of the province, chief minister and council of ministers of the province, village/municipality executive, and bureaucracy • Asses the legislature - Structure and functions - federal, provincial, and local 	<p>3.1 Formation, Functions, Responsibilities, and Authority</p> <p>3.2 Executive (Federal/Provincial and Local Structure and functions)</p> <p>3.2.1 president</p> <p>3.2.2 Prime Minister and Council of Ministers</p> <p>3.2.3 The Governor</p> <p>3.2.4 Chief Minister and Council of Ministers</p>
<ul style="list-style-type: none"> • Describe the judiciary - structure and functions - Supreme Court, Court of Appeals, District Court, Village/Municipal Court, Quasi-judicial bodies, and General and Special Jurisdiction • Find the interrelationships among the Executive, Legislature, and Judiciary • Explain the Constitutional bodies/organs, their Structure and functions, especially the Attorney General, Commission for the Investigation of Abuse of Authority, Auditor General, Public Service Commission, Election Commission, National Human Rights Commission, National Natural Resources and Fiscal Commission, and other Commissions provisioned in the Constitution of Nepal (2015). 	<p>3.2.5 Village/Municipality Executive</p> <p>3.2.6 Bureaucracy</p> <p>3.3 Legislature (Structure and Functions)</p> <p>3.3.1 Federal Parliament</p> <p>3.3.2 Provincial Parliament</p> <p>3.3.3 Local Legislation</p> <p>3.4 The Judiciary (Structure and Functions)</p> <p>3.4.1 Supreme Court</p> <p>3.4.2 Court of Appeals</p> <p>3.4.3 District Court</p> <p>3.4.4 Village/Municipal Court</p> <p>3.4.5 Quasi-judicial bodies</p> <p>3.4.6 General and Special Jurisdiction</p> <p>3.5 Interrelationship among Executive, Legislature, and Judiciary</p> <p>3.6 Constitutional Bodies/Organs (Structure and Functions)</p> <p>3.6.1 Attorney General</p> <p>3.6.2 Commission for the Investigation of Abuse of Authority</p>

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	<p>3.6.3 Auditor General</p> <p>3.6.4 Public Service Commission</p> <p>3.6.5 Election Commission</p> <p>3.6.6 National Human Rights Commission</p> <p>3.6.7 National Natural Resources and Fiscal Commission</p> <p>3.6.8 Other Commissions</p>
Unit IV: Political Process (Class Hour = 8)	
Specific Objectives	Contents
<ul style="list-style-type: none"> • Discuss on electoral systems adopted by the Constitution of Nepal (2015); Type of elections, Electoral Constituency, Voting Behavior, Electoral Process (From the gathering of voter lists to the announcement of the results), Theory of Franchise, and Code of Conduct. • Examine the election process of the president vice president, prime minister, members of the House of Representatives/national assembly, members of the provincial assembly, and local authority according to the Constitution of Nepal (2015). 	<p>4.1 Electoral System</p> <p>4.1.1 Type</p> <p>4.1.2 Electoral Constituency</p> <p>4.1.3 Voting Behavior</p> <p>4.1.4 Electoral Process (From the gathering of voter lists to the announcement of the results)</p> <p>4.1.5 Theory of Franchise</p> <p>4.1.6 Code of Conduct</p> <p>4.2 Election Process</p> <p>4.2.1 President Vice President</p> <p>4.2.2 Prime Minister</p> <p>4.2.3 House of Representatives / National Assembly</p> <p>4.2.4 Provincial assembly</p> <p>4.2.5 Local authority</p>
Unit V: Party System (Class Hour = 5)	
Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the political party, the role of major political parties in Nepal, and the role of the leader 	<p>5.1 Political Party</p> <p>5.1.1 Role of Major Political Parties in</p>

<ul style="list-style-type: none"> Examine the Political stability and party system in Nepal 	<p>Nepal</p> <p>5.1.2 Role of Leader</p> <p>5.2 Political Stability and party system in Nepal</p>
Unit IV: Good governance (Class Hour = 3)	
<ul style="list-style-type: none"> Describe good governance, its principles, governance and public policy, fact-based policy making, and rights to information and public bodies' obligations 	<p>6.1 Principles of good governance</p> <p>6.2 Governance of Public Policy</p> <p>6.3 Fact-based policymaking</p> <p>6.4 Rights to Information and Public Bodies' Obligations</p>

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question-answer |

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	The main teaching-learning strategies are lectures, individual work, group discussion, and report presentation
II	The main teaching-learning strategies are individual work, group discussion, and term paper presentation
III	The main teaching-learning strategies are individual work, group discussion, seminar paper presentation
IV	The main teaching-learning strategies are individual work, group discussion, and term paper presentation
V	The main teaching-learning strategies are individual work, group discussion, and project work and presentation.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent to the final/semester examination.

5.8 Internal Evaluation

Forty percent of marks are allotted to internal evaluation. Course teachers based on the following activities will conduct an internal evaluation:

S.N.	Descriptions	Marks
1.	Attendance	5
2.	Participation in learning activities	5
3.	First assessment	10
4.	Second assessment	10
5.	Third assessment	10

5.9 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Distribution of Questions based on Cognitive Level

Cognitive Level	Weightage given %	Question number			Marks Given			Marks & percentages given in the question paper
		MCQ	SAQ	LAQ	MCQ	SAQ	LAQ	
Knowledge	23.33	4	2	-	4	10	-	14 (23.33)
Understanding	26.67	1	1	1	1	5	10	16 (26.67)
Application	23.33	4	2	-	4	10	-	14 (23.33)
Higher-ability	26.67	1	1	1	1	5	10	16 (26.67)
Total	100	10	6	2	10	30	20	60

6. Recommended Reading Materials and References

Reading Materials

- Adhikari, S.M. (1995). *Nepalma prajatantrik andolan ko ithas*. New Delhi: Nirala Publications.
- Baral, L. K. (2012). *Nepal nation-state in the wilderness (managing state democracy and geopolitics)*. New Delhi: sage publications.
- Bhandari, S. (2014). *Self-determination & constitution making in Nepal: Constituent assembly, inclusion, & ethnic federalism*. Springer.



- Dhungel, S. P., Adhikari, B., Bhandari, B. P., & Murgatroyd, C. (1998). *Commentary on the Nepalese Constitution* (First). DeLF Lawyer's Inc.
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- Whelpton, J. (2008). *History of Nepal*. Cambridge University Press
- भट्टराई श्यामकुमार (Ed.). (२०७७). *संवैधानिक कानून, स्रोत सामग्री* (दोस्रो संस्करण). महान्यायाधिवक्ताको कार्यालय.
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- Deveaux, M. (2018). *Cultural Pluralism and Dilemmas of Justice*. Cornell University Press.
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- Lawati, M. (Ed.) (2008). *Contentious politics and democratization in Nepal*. New Delhi: Sage Publications Pvt. Ltd.
- Nepāla, J. (2072). *Pahilo samśad: BīPī-Mahendra ṭakarāva* (Samskaraṇa pahilo). Sāṅgrilā Pustaka Prā. Li.
- Rose, L. E., & Scholz, J. T. (1980). *Nepal: Profile of a Himalayan kingdom*. Westview Press.
- Schmid, C. L. (2001). *The politics of language: Conflict, identity and cultural pluralism in comparative perspective*. Oxford University Press.
- Shah, R. (2006). *Nepal politics: retrospect and prospect (Second edition)*. New York: Oxford University Press.
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- Shrestha, N. R., & Bhattarai, K. (2017). *Historical dictionary of Nepal* (Second edition). Rowman & Littlefield.
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White, R. E., & Cooper, K. (2015). *Democracy and its discontents: Critical literacy across global contexts*. Sense Publishers.

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निरौला, नृपध्वज. (२०७७). नेपालमा संवैधानिक विकासक्रम: एक विश्लेषण. In *संवैधानिक कानून, स्रोत सामग्री* (दोस्रो संस्करण, p. २७-५०). महान्यायाधिवक्ताको कार्यालय.

https://ag.gov.np/storage/postFile/Saibandhanik%20book%202077._1600754765.pdf

शाक्य, पूर्णमान. (२०७७). संविधानवाद. In *संवैधानिक कानून, स्रोत सामग्री* (दोस्रो संस्करण, p. १९-२६). महान्यायाधिवक्ताको कार्यालय.

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Sost. Ed. 535: Modern History of Nepal
Nature of the course: Theoretical
Level: MSSSED
Code No. Sost. Ed. 535

Semester: Third
Full Marks: 100
Total Period: 48
Credit Hours: 3

1. Course description

This course is prepared to familiarize the students with the major events of the history of unified Nepal up to 1768-1950. It deals with the contextual condition of the unification of Nepal, the rise of the Gorkha State and the unification of Nepal, explore the major events during the Rana period, makes a historical review of foreign relations of Nepal, and explores the local and regional history of Nepal surrounding the students' living places.

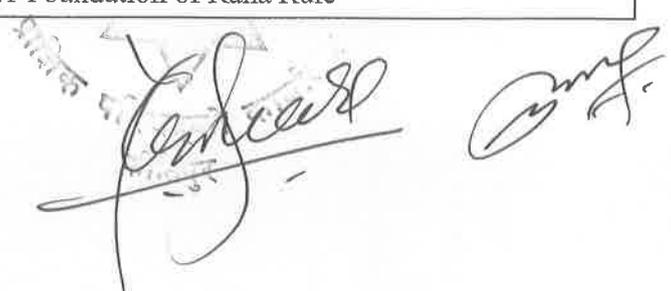
2. General Objectives:

The general objectives of this course are as follows:

- ~~To provide the background of the Unification of Nepal.~~
- To describe the rise of the Gorkha State and the Unification of Nepal.
- To explore the major events during the Rana period.
- To make a historical review of the foreign relations of Nepal.
- To explore the local and regional history of Nepal.

3. Specific Objectives and Contents

Specific Objective	Contents
Unit I Introduction to the Unification of Nepal (6)	
<ul style="list-style-type: none"> • Discuss the concept and situations of the Unification of Nepal • Describe the socio-economic condition of Kathmandu Valley on the eve of the Gorkha conquest. • Explore the interstate relations among the Principalities • Explain the geographical influence on the modern history of Nepal. 	1.1 Concept and Situation of the Unification 1.2 Geographical Influences on the History of Nepal 1.3 Socio-economic conditions of the Principalities of Kathmandu, <i>Baise</i> , <i>Choubise</i> , <i>Sen</i> 1.4 Socio-economic condition of Kathmandu Valley on the eve of the Gorkha conquest. 1.5 Interstate Relations among the Principalities
Unit II Rise of Gorkha and Unification of Nepal (10)	
<ul style="list-style-type: none"> • Acquaint the role of Dravya Shah in the founding of the Gorkha state. • Examine the socio-economic reforms of Ram Shah • Explain the unification of Nepal. • Analyze the Rise and Socio-Economic reforms of Bhimsen Thapa 	2.1 Rise of Gorkha state- Dravya Shah. 2.2 Socio-economic Reforms of Ram Shah 2.3 Unification of Nepal 2.4 Rise and Reforms of Bhimsen Thapa
Unit III Major Events During Rana Period (14)	
<ul style="list-style-type: none"> • Explore the foundation of the Rana Rule. 	3.1 Foundation of Rana Rule



<ul style="list-style-type: none"> • Explain and analyze the Muluki Ain. • Describe the Social conditions of Nepal During the Rana period. • Examine the major educational reforms and their impact on Nepalese society. • Evaluate the fall of the Rana Rule in Nepal 	3.2 Legal reform (Muluki Ain). 3.3 Social Conditions: child marriage, widow re-marriage, Sati System, slavery System, bonded labour, women's right to property. 3.4 Major educational reforms and its impact in Nepalese Society 3.5 Fall of Rana Rule in Nepal
Unit IV Historical Review of Foreign Relations of Nepal (8)	
<ul style="list-style-type: none"> • Examine the relationship between Nepal and United Nations Organization. • Explain the role of Nepal in the SAARC. • Evaluate the Nepal and non-alignment policy. 	4.1 Nepal and United Nations Organization 4.2 SAARC and Nepal 4.3 Nepal and non-alignment policy
Unit V Local History of Nepal 10)	
<ul style="list-style-type: none"> • Draw the concept of local and regional history. • Make the project work on the local history of Nepal. • Present the project work on the surroundings of students. 	5.1 Concept of Local History 5.2 Project work on the local history of Nepal 5.3 Presentation of project work

Note: the figures in the parenthesis indicate the approximate periods for the respective units.

4. Methods /Instructional Techniques:

Due to the theoretical nature of the course, teacher-directed guided instructional techniques will be mostly adopted, to impart the required knowledge of the concerned units to students. The teacher will adopt the following methods/techniques:

1. Lecture.
2. Discussion - individual and group discussion
3. Preparation and presentation of project paper.
4. Inquiry and question Answers.
5. Brainstorming and Buzz session.
6. Library work- assignment and report writing

All the above-mentioned methods/techniques can be implemented either in groups or individually according to the class situation and the number of students.

4. Instructional techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:

- | | | | |
|-------------|-------------------|---------------------|-----|
| (a) Lecture | (b) Discussion | (c) Inquiry | (d) |
| Project | (e) Team teaching | (f) Question-answer | |

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- Group work on social issues published in journals and magazines and present reports in the classroom.

4.2 Specific Instructional Techniques

Units	Activities and Instructional Techniques
I	The main teaching-learning strategies are lectures, individual work, group discussion, and report presentation
II	The main teaching-learning strategies are individual work, group discussion, and term paper presentation
III	The main teaching-learning strategies are individual work, group discussion, seminar paper presentation
IV	The main teaching-learning strategies are individual work, group discussion, and term paper presentation
V	The main teaching-learning strategies are individual work, group discussion, and project work and presentation.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent for the final/semester examination.

5.10 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment (Project work)	10
Second assignment (Project work)	10
Third assignment	10
Total	40

5.11 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Distribution of Questions based on Cognitive Level

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Cognitive Level	Weightage given %	Question number			Marks Given			Marks & percentages given in the question paper
		MCQ	SAQ	LAQ	MCQ	SAQ	LAQ	
Knowledge	23.33	4	2	-	4	10		14 (23.33)
Understanding	26.67	1	1	1	1	5	10	16 (26.67)
Application	23.33	4	2	-	4	10	-	14 (23.33)
Higher-ability	26.67	1	1	1	1	5	10	16 (26.67)
Total	100	10	6	2	10	30	20	60

Students need to secure a minimum pass mark in each component (5.1 and 5.2) for the completion of the course.

Recommended Books

Acharya, B. (2002 B.S.). *Nepal ko Samchhipta Britanta*. Kathmandu: PromodShamsher and Neer Bikram Pyasi.

Nepal, G. (2050 B.S.). *Nepal Ko Mahabharat*, Kathmandu: SajhaPrakashan.

Nepali, C. (2035 B.S.). *General Bhemsenthapa Ra Tatkalin Nepal*. 3rd edition, Kathmandu: Ratna Pustak Bhandar.

Nepali, C. (2044 B.S.). *Shree Panch Rana Bahadur Shah*. 2nd edition, Kathmandu: Ranta Pustak Bhandar.

Sangraula, N.P. (2064 B.S.). *Aadhunic Nepal Ko Itihas*. Kahtmandu: Bidharthi Pustak Bhandar.

Sharma, B.C. (2008 B.S.). *Nepal Ko Aitihasiik Ruprekha*. (New edition). Baranashi: Krishna K. Devi.

Upadhaya, S.P. (2055 B.S.). *Nepal Ko Samichayatmak Itihas*. Lalitpur: Sajha Prakashan.

Upadhtaya, S.P. (2075), *Naya Nepal Ko Adhunik Itihas*, Lalitpur: Sajha Prakashan.

Yadav, P. L. (2062 B.S.). *Nepalko rajnaitik itihas*. Rajbiraj: MahanthiYadav.

<https://treaties.un.org/doc/publication/ctc/uncharter.pdf>

<https://nepal.un.org/en/about/about-the-un>

<https://mofa.gov.np/statement-by-hon-mr-pradeep-kumar-gyawali-minister-for-foreign-affairs-at-the-conference-on-nepals-contributions-to-un-peacekeeping/#:~:text=Nepal%20has%20thus%20far%20participated,political%20missions%20in%202011%20countries.>

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<https://mofa.gov.np/wp-content/uploads/2016/03/Revised-SAARC-Brief.pdf>

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6.2 References

- Acharya, B. (2024 B.S.). Shree Panch Badamaharajdhiraj Prithvinarayan Shah ko Samshipta Jiwani, 4 vols. Kathmandu: His Majesty's Press Secretariat, Royal Palace.
- Rose, L.E. (1973). Nepal: Strategy for survival. Delhi: Oxford University Press.
- Samsher, P. (2059 B.S.). Shree tinharuko Tathya Brinta, 2 vols. Kathmandu: Bidhyarthi Pustak Bhandar.
- Sever, A. (1993). Nepal under the Ranas. New Delhi: Oxford and BH Publishing Co. Pvt. Ltd.
- Stiller, L.F. (1975). The rise of the house of Gorkha. Rachi: Patna Jesuit Society.
- Vajracharya, B. (1992). Bahadur Shah: The regent of Nepal. New Delhi: Anmol Publications
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Sost. Ed. 536: 21st Century Life Skills
Nature of course: Theoretical
Level: MSSSED
Course No.: Sost. Ed. 536

Semester: Third
Credit Hour: 3 hours
Teaching Hour: 48 hours

1. Course Description

The course aims to focus on developing the skills such as critical thinking, problem solving, communication, digital literacy, and collaboration. We will explore how these skills can be applied in various social science fields, such as sociology, political science, and economics as well as being a responsible and ethical citizen in the digital age. After completing this course, the student will have a better understanding of how to apply these skills in their future career and how to navigate the rapidly changing world we live in today.

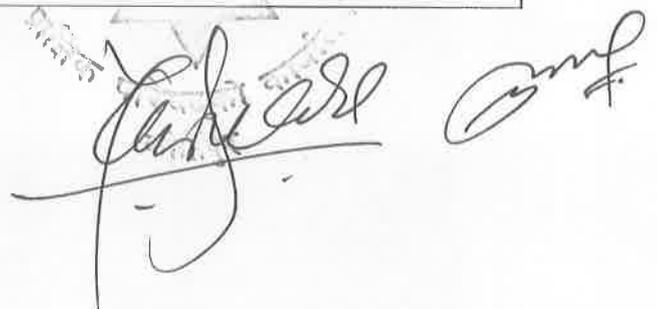
2. General Objectives

After the completion of this course, the students should be able:

- To increase digital literacy, including proficiency in the use of technology and understanding of its impact on society.
- To develop critical thinking and problem-solving skills, which will enable students to analyze complex social issues and develop effective solutions.
- To improve communication skills, including written, verbal, and digital communication, which will allow students to effectively convey their ideas and engage with diverse audiences.
- To promote collaboration and teamwork, which will prepare students for working in diverse and dynamic environments?
- To enhance ethical and civic responsibility, by discussing the impact of technology on society, and encouraging students to become active and engaged citizens in the digital age.

3. Course Outlines:

Specific Objectives	Contents
Unit I Introduction to 21st Century Skills (CS) (8)	
<ul style="list-style-type: none"> • Describe the concept of 21st CS skills. • Explain the 21st CS component of 4C, IMT and FLIPS. • Define the ATCs 21 CS Skills. • Practice appropriate 21st-century skills in social studies education 	1.1 Concept of 21st Century Skills 1.2 Importance of 21 st CS in Social Science 1.3 Components of 21st CS: 4C, IMT, FLIPS 1.4 ATC21s 21st Century Skills 1.5 21st-Century Skills and Social Studies Education
Unit II Digital Literacy (10)	
<ul style="list-style-type: none"> • Define digital literacy. • Demonstrate the use of a word processor to prepare reports. 	2.1 Introduction to digital literacy 2.2 Use of a word processor to prepare reports 2.3 Use of presentation application to prepare a



<ul style="list-style-type: none"> • Demonstrate presentation contents using presentation applications. • Search the educational content and select appropriate content. • Use social media to create share and publish content. • Explore mobile apps to support social studies learning. 	<p>presentation</p> <p>2.4 Searching learning resources using search engine</p> <p>2.5 Use of social media to create, publish and share learning resources.</p> <p>2.6 Use of mobile apps for social studies learning</p>
Unit III Critical Thinking and Creativity (12)	
<ul style="list-style-type: none"> • Explore the argument, logic, and reasoning practices. • Apply rational discussion to the critical thinking process. • Demonstrate a critical thinking activity in the classroom. • Explain creativity. • Demonstrate creative activities in the classroom. 	<p>3.1 Concept of Critical Thinking</p> <p>3.2 Concept of Argument, logic, and Reasoning</p> <p>3.3 Example of good vs bad argument</p> <p>3.4 Rational discussion and reply rationally to an argument</p> <p>3.5 Deductive arguments vs non-deductive arguments</p> <p>3.6 Critical thinking activities in the classroom using social media.</p> <p>3.7 Concept of Creativity and Process</p> <p>3.8 Problem-Solving through critical thinking</p> <p>3.9 Classroom Activities of creativities</p>
Unit IV Communication and Collaboration Skills (12)	
<ul style="list-style-type: none"> • Explore effective communication practices. • Explain interpersonal communication techniques. • Explain the different modes of collaboration. • Demonstrate the social media for creating, publishing, share learning materials 	<p>4.1 Basics of effective communication</p> <p>4.2 Interpersonal and Interpersonal communication skills</p> <p>4.3 Collaboration and Teamwork</p> <p>4.4 Communication in virtual teams</p> <p>4.5 Social Skills: Leadership</p> <p>4.6 Application of creating, publishing, and sharing audio, and video materials using mobile, social media, and cloud drives.</p>
Unit V Social and Cross-Cultural Interaction (6)	
<ul style="list-style-type: none"> • Define the social and cross-culture learning environment. • Explore the ethical issues in the cross-culture learning environment. • Classroom Activities on ethical issues, privacy, and freedom of expression on online behaviors. 	<p>5.1 Concept of digital culture and global villages</p> <p>5.2 Ethical Issues of cross-culture Interaction</p> <p>5.3 Digital Citizen and Netiquettes</p> <p>5.4 E-safety in Cyberspace</p> <p>5.5 Privacy and Freedom of Expression in the digital world</p> <p>5.6 Classroom Activities on ethical issues, privacy, and Freedom of Expression on online behaviors.</p>

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4 Instructional Techniques

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

4.1 General Instructional Techniques

- Introductory presentation on each topic of the unit by the teacher
- Use of lecture, question answer, discussion, brainstorming, and buzz sessions for the theoretical contents.

4.2 Specific Instructional Techniques

Unit	Suggested specific Instructional Techniques
II	• Students will create one-to-one digital skills activities and reviews with your peers
III, IV, V	• Students are divided into groups. The groups will create and give 21 st CS activities. Each group prepares a short report/presentation and presents it in class.
VI	• Students work in pairs and discuss different case studies about 21 st CS and draw the educational implications from 21 st CS for classroom teaching in their social science areas.

5 Evaluation

5.1 Internal Evaluation 40%

The subject teacher based on the following activities will conduct internal evaluation:

1) Attendance	5
2) Class participation	5
3) First assignment (Group work based on unit I, II, III, IV, V)	10
4) Second assignment (Pair work based on Unit VI)	10
5) Third assignment (Written test: objectives and subjective)	10
Total	40

5.2 Final/Semester Evaluation 60%

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

Objective type question (Multiple choice 10 x 1 points)	10
Short answer questions with two OR optional (6 questions x 5 points)	30
Long answer questions with one OR optional (2 questions x 10 points)	20
Total	60

5. Recommended books and References materials (including relevant published articles in national and international journals)



Recommended books:

21st Century Skills: A Handbook, Central Board of Education, Delhi, 2020

References materials:

Trilling, B., & Fadel, C. (2009). *21st21st-century: Learning for life in our times*. Jossey-Bass, a Wiley Imprint.

Walter Sinnott Armstrong and Robert Fogelin, *Understanding Arguments: An Introduction to Informal Logic*. 8th Ed. Wadsworth Cengage Learning.

Bellanca, J. A. (Ed.). (2015). *Deeper learning: Beyond 21st21st-century*. Solution Tree Press.

Lamri, J. (2019). *The 21st-century skills: How soft skills can make all the difference in the digital era*.

Weverka, P., & Wade, M. (2021). *Office 365 all-in-one for dummies, 2nd edition (2nd ed.)*. John Wiley & Sons Inc.

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Tribhuvan University
Faculty of Education
Master in Social Studies Education (MSEED)
(Six-Semester New Integrated Programme)

Course Cycle

Fourth Semester

SN	Code	Subjects	Credit Hours
1	Ed. 541	Education psychology	3
2	Ed. 542	Education, development and society	3
3	Sost. Ed. 543	Spatial Information & Communication Technology	3
4	Sost. Ed. 544	Public Finance and Entrepreneurships	3
5	Sost. Ed. 545	Social Justice and Civic Education	3
6	Sost. Ed. 546	Democratic Nepal	3
Total			18




Ed.541: Educational Psychology**Course No.: Ed.541****Level: M. Ed.****Semester: IV****Nature of course: Theoretical****Credit Hours: 3 cr. hrs.****Teaching Hours: 48 hours****1. Course Introduction**

This is a compulsory course for Master in Social Studies Education (MSSSED) in Tribhuvan University. The course subsumes five units focusing on theoretical and practical aspects of developmental and educational psychology with classroom application. The first two units are related with developmental psychology and adolescent psychological development and its classroom application. Units III and IV are about some contemporary learning theories and their implications in teaching and learning. The fifth unit is about learning difficulties, disadvantaged and gifted learners. There are mainly two purposes to offer this course. One purpose is to make the MSSSED students capable of understanding teenage learners' psychology and deal with them accordingly at home and or in school. Second purpose is to make them familiar with learning theories and learners characteristics so that they will be able to use that knowledge and understanding in formal and informal teaching and learning situations.

2. Learning Outcomes of the Course

The learning outcomes of this course are listed in this section. After the completion of this course the learners will:

- Conceptualize the concept, issues, and approaches of human development
- Identify concept, meaning, and importance of developmental and educational psychology.
- Learn to critically reflect on the cognitive, emotional, social, personality and moral development of adolescence.
- Understand potential challenges of adolescent development and search the ways to promote healthy development
- Conceptualize behaviorist, humanistic, and cognitivist schools of learning theories and their classroom implications
- Gain knowledge about constructivist learning theories with their educational implications for teaching and learning
- Delineate the social approaches to teaching in relation to in the broader constructivist context and situated cognition.
- Comprehend the concept, meaning and causes of general and specific learning difficulties.
- Know about the specific learning difficulties of learners with disabilities in relation to Dyslexia, ASD, ADHD and also present the other specific learning conditions.
- Find out the educational issues of children with disabilities and educating strategies for gifted children

3. Course Contents and Specific Objectives

This section includes the following five units of this course and their specific objectives intending to achieve the learning outcomes:

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Part I: Developmental Psychology		
Unit I: Understanding Developmental Psychology (9 hours)		
Specific Objectives	Contents	
<ul style="list-style-type: none"> • Define the concept of human development • Exemplify the issues in human development • Illustrate the behaviorist, psychoanalytic, cognitive approach and ecological contextual approaches of human development 	1.1. Concept of Human Development 1.2. Issues in Human Development 1.2.1 Nature vs. nurture 1.2.2 Stability vs. change 1.2.3 Continuity vs. discontinuity 1.3. Approaches to Human Development 1.3.1 Behaviorist view: B. F Skinner 1.3.2 Psycho-analytical approach: Sigmund Freud 1.3.3 Cognitive approach: Piaget's view 1.3.4 Ecological contextual approach: Urie Bronfenbrenner	
Teaching Learning Strategies		
Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Provides learning materials to the students and ask them to suggest ideas for classroom discussion. • Gives a short lecture and conceptual presentation on the issues and theories before the class discussion. • Forms groups for discussion. • Organize debate on the issues. • Summarizes the discussion 	<ul style="list-style-type: none"> • Prepare discussion questions. • Participate in the group discussion equally and draw ideas. • Get involved in debate for and against the human development issues and theories. • Raise questions about the contents and issues that were not well understood 	<ul style="list-style-type: none"> • Student need to prepare a four-page reflective report based on discussion in the group and their experience of the debate. • To prepare this report, students consult the books and articles available in the library as well as online materials.
Unit II: Understanding Adolescence (9 hours)		

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<ul style="list-style-type: none"> • Describe the cognitive development of adolescence and its educational implications • Explain the emotional patterns and competences of adolescence • Sketch the socio-emotional development of adolescence and its classroom implication. • Illustrate the patterns of personality development during adolescence 	<p>2.1. Cognitive Development of Adolescence and its Educational Implications</p> <p>2.2. Emotional Development in Adolescence</p> <p>2.2.1 Emotional pattern</p> <p>2.2.2 Emotional competence</p> <p>2.2.3 Emotional characteristics and its educational implications</p> <p>2.3 Social Development</p> <p>2.3.1 Role seeking</p> <p>2.3.2 Development of identity</p> <p>2.4 Personality Development: Personality trait and temperaments</p> <p>2.5 Moral Development During Adolescence</p> <p>2.5.1 Kohlberg's theory</p>
<ul style="list-style-type: none"> • Describe the moral development during adolescence • Clarify the Kohlberg's theory of moral development 	<p>2.5.2 Domains and context of moral development</p> <p>2.6 Potential Challenges of Adolescent Development and Strategies to Promote Healthy Development</p>

Teaching Learning Strategies

Teacher's' Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Assists the students by elaborating the contents and the nature of the topics. • Highlights the major growth and developmental characteristics and changes. • Prepares a list of possible problems and issues faced by adolescents in contemporary society through classroom discussion. • Encourages students to explore strategies and methods to promote adolescents' well-being as a classroom implication. 	<ul style="list-style-type: none"> • Prepare the presentation of five to seven minutes in the group focusing on the cognitive and emotional characteristics and changes with implications. • Actively participate in the class discussion on problems and challenges that are to be faced during adolescence. • Share their work with each other. 	<p>Two major tasks the students will accomplish in the unit:</p> <p>a) Individually students must write a three-page reflective note as a summary of chapter compulsorily.</p> <p>b. Specifically, as instructed by teachers, students will carry out certain number of presentations covering the course contents.</p>

Part II: Learning Theories

Unit III: Behaviorist, Humanistic and Cognitivist Learning Theories (12 hours)

<ul style="list-style-type: none"> • Identity and explain the basic concept of behaviorism. • Describe the major theoretical concepts related to Guthrie's contiguous conditioning 	<p>3.1. Behaviorism</p> <p>3.1.1. Behaviorist learning theories</p> <p>3.1.2. E. R. Guthrie's contiguous conditioning</p> <ul style="list-style-type: none"> • Major theoretical concepts – one law of learning, learning in one trial, the recency principle, movement produced stimuli, role of practice
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<ul style="list-style-type: none"> • Define the concept of associative interference, forgetting and breaking of habits • Exemplify Guthrie's view on motivation, reward and punishment and its educational implication for teaching and learning. • Illustrate the humanistic approaches to learning and its educational implication • Clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning 	<ul style="list-style-type: none"> • Associative interference, forgetting and breaking of habits • Guthrie's view on motivation, reward and punishment • Implications for teaching and learning <p>3.2.Humanistic Approaches to Learning</p> <ul style="list-style-type: none"> • Concept of humanism and its relationship with psychology • Proponents of humanistic approaches (Maslow and Rogers) and their theories • Implications of these approaches in education and learning • Strengths and limitations of humanism in the classroom
<ul style="list-style-type: none"> • Explain purposive behaviorism based on Tolman's experiments 	<p>3.3.Cognitive Learning</p> <p>3.3.1. Cognitive process of learning</p> <p>3.3.2. Cognitive theories</p> <p>3.3.3. Wertheimer's theory of learning</p> <ul style="list-style-type: none"> • Productive thinking • Phi-phenomenon • Concept and principle of perception • Implications for teaching and learning <p>3.3.4. Tolman's purposive behaviorism</p> <ul style="list-style-type: none"> • Major theoretical concepts - what is learned, confirmation vs. reinforcement, vicarious trial and error, and emphasiser vs. motivation • Experiments on purposive behaviorism– Reward expectancy, place and latent learning • Implication for teaching learning

Teaching Learning Strategies

Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Assists to conceptualize the different schools of learning theories • Encourages students to design teaching learning activities based on the concepts provided. • Manages classroom for students' presentation. • Summarizes all different schools of learning theories. 	<ul style="list-style-type: none"> • List out the major characteristics, contributors and essence of different schools of learning theories. • Consult library to elaborate the concepts and ideas given in the classroom. • Each group prepares a 7-to-10-minute presentation and share their presentations with 	<ul style="list-style-type: none"> • Library work of the group will be a key contribution to updating their learning theories and breaking their mind set. • Major task is students' presentation of 7 to 10 presentation. • Prepare unit's summary on different school of learning theories and their strategies and methods informing classroom teaching and

	each other after drawing conclusions.	learning.
Unit IV: Constructivist Learning Theories (9 hours)		
<ul style="list-style-type: none"> • Identity and explain the basic concept of constructivism • Analyze the premises of rational constructivism • Draw the educational implications of rational/cognitive constructivism • Define social constructivism and its premise • Present the educational implications of Vygotsky's social constructivism • Explain the social constructivist approaches to teaching in relation to broader constructivist context and situated cognition. 	<p>4.1. Constructivism</p> <p>4.2. Piaget's Rational Constructivism</p> <p>4.2.1. Premises of rational constructivism</p> <p>4.2.2. Implicit theories and knowledge construction process</p> <p>4.2.3. Basic features - schema, assimilation accommodation, and equilibration</p> <p>4.2.4. Implication for teaching and learning</p> <p>4.3. Vygotsky's Social Constructivism</p> <p>4.3.1. Premises of social constructivism</p> <p>4.3.2. Vygotsky's theories of learning</p> <p>4.3.3. Implication for teaching and learning</p> <p>4.4. Social Constructivist Approaches to Teaching</p> <p>4.4.1. Social constructivism in the broader Constructivist Context</p> <p>4.4.2. Situated cognition</p>	
Teaching Learning Strategies		
Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Assists to conceptualize the different schools of constructivist learning theories • Encourages students to design teaching learning activities based on the concepts provided. • Manages classroom for students' presentation. • Summarizes all different constructivist learning theories. 	<ul style="list-style-type: none"> • List out the major characteristics, contributors and essence of constructivist learning theories. • Consult library to elaborate the concepts and ideas given in the classroom. • Each group prepares a 7-to-10-minute presentation. • Share their presentations with each other after drawing conclusions. 	<ul style="list-style-type: none"> • Library work of the group will be a key contribution to updating their constructivist learning theories and breaking their mind set. • Major task is students' presentation of 7 to 10 presentation. • Prepare unit's summary on different constructivist learning theories and their strategies and methods informing classroom teaching and learning.
Unit V: Difficulties with Learning (9 hours)		
<ul style="list-style-type: none"> • Explain the concept and causes of learning difficulties • Clarify the concept of specific 	<p>5.1. Concept, Definition of General Learning Difficulties</p> <p>5.2. Causes of Difficulties</p> <p>5.3. Specific Learning Difficulties</p>	

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<p>learning difficulties</p> <ul style="list-style-type: none"> • Exemplify the specific learning difficulties of children with disabilities in relation to Dyslexia, ASD, ADHD. • Describe other specific learning conditions e.g., Down Syndrome, Cerebral Palsy Semantic Pragmatic Disorder, Obsessive Compulsive Disorder, Attachment Disorder, Fragile X, Williams Syndrome, Tourette's Syndrome that affect learning 	<p>5.3.1. Dyslexia, its identification, and strategies to deal with it</p> <p>5.3.2. Autistic Spectrum Disorders, Asperger's Syndrome, its characteristics, problems experienced by those with Asperger's Syndrome and dealing with it in the classroom</p> <p>5.3.3. Attention deficit and hyperactivity disorder, symptoms of behavior and ways of dealing in the classroom</p> <p>5.3.4. Other conditions that affect learning- Down's Syndrome, Cerebral Palsy, Semantic Pragmatic Disorder, Obsessive Compulsive Disorder, Attachment Disorder, Fragile X, Williams Syndrome, Tourette's Syndrome</p>
<ul style="list-style-type: none"> • Analyze the educational issues involving learners with disabilities • Elaborate the characteristics, life courses, and educating strategies for gifted learners 	<p>5.4. Educational Issues of Learners with Disabilities</p> <p>5.4.1. Legal aspects</p> <p>5.4.2. Technology and special Needs learners</p> <p>5.5. Gifted Learners</p> <p>5.5.1. Characteristics of gifted learners</p> <p>5.5.2. Life courses of gifted learners</p> <p>5.5.3. Educating children who are gifted</p>

Teaching Learning Strategies

Teacher's' Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Assists in conceptualizing difficulties with learning • Demonstrates how specific learning difficulties impact to the children. • Introduces essential guidance program • Mentions the educational issues of learners with disabilities and also mention gifted learners. 	<ul style="list-style-type: none"> • Actively participate in the classroom discussion. • Work in group on how specific learning difficulties impact to the children. • Perform roles as a slow learner. • List out the essential educational issues of learners with disabilities and gifted learners. 	<ul style="list-style-type: none"> • Visit the schools and collect information about the 'students' difficulties. Then prepare a support plan to support the students • Prepare a report as a plan for actions to support children with disabilities with their educational difficulties.

4. **Mode of Delivery:** The mode of course delivery consists of open and distance (Online/Offline) of the course is designed to deliver on online mode. The delivery mode of the course consists of online in regular classes but examination conducted by faculty of education is face to face.
5. **Evaluation Criteria (Internal 40%, External 60%)**

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

Criteria	Marks	Remarks
Internal assessment: The internal assessment will be formative as well as summative in nature which includes following activities.		
Attendance	5	80-90=4, 91-100=5
Class participation	5	Presentation (either in pair or individual).
Assignment I (Individual task)	10	Any one task from Units I or II.
Assignment II (Group task)	10	Any one task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items (from unit I, II, III and IV)
External evaluation: The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10×1) = 10 Group B: Short answer type items (6×5) = 30 (including two or questions) Group C: Essay type items (10×2) = 20 (including one or question)

6. Recommended Books

- Duchesne, S. & MacMaugh, A. (2016). *Educational psychology for learning and teaching 5th Edition*. Australia: Cengage Learning Australia Pty Limited (Units III, IV, & V)
- Hurlock, E.B. (2007). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill. (Unit I, II & V)
- Illeris, K. (2018). *Contemporary Theories of Learning, Second Edition*. New York: Routledge (Unit III & IV)
- Oslon, M. H. & Hergehahn, B.R. (2010) *An introduction to theories of learning VIII ed*. New Delhi: PHI Learning Private Limited. (Unit III & IV)
- Pritchard, A. (2009). *Ways of Learning: Learning theories and learning styles in the classroom Second Edition*. USA and Canada: Routledge (Unit V)
- Santrock J.W. (2011). *Educational Psychology, IV ed*. New Delhi: Tata McGraw-Hill Publishing Company Limited (Unit III & IV)
- Santrock, J.W. (2018). *A topical approach to life-span development Ninth edition*. New Delhi McGraw-Hill Education (Unit I & II)
- Sigelman C.K. & Rider E.A. (2012). *Lifespan human development, 7th ed*. USA: Wadsworth, Cengage Learning (Unit I & II)
- Woolfolk, A. (2008). *Educational psychology*. India: Pearson Education. (Unit III & IV)

7. Reference Books



- Arnett, J.J. (2018). *Adolescence and Emerging Adulthood: A Cultural Approach 6th edition*. USA: Pearson Education Inc (Unit I & II)
- Cavanaugh, C. Robert, V.K. & John, C (2019). *Human Development: A Life-Span View, 8th edition*. Australia • Brazil • Mexico • Singapore • United Kingdom • United States: Copyright 2019 Cengage Learning (Unit I & II)
- Driscoll, M. P. (2014). *Psychology of Learning for Instruction*. England and Associated Companies throughout the world: Pearson Education Limited (Unit III, IV & V)
- Elizabeth, D.H. (2019). *Dimensions of human behavior: the changing life course, 6th edition*. Thousand Oaks, California: SAGE (Unit I & II)
- Salvin, R.E. (2018). *Educational Psychology: theory and practice 12th edition*. USA: Pearson Education Inc (unit I, III, IV & V)
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- Schunk, D.H. (2012). *Learning Theories: An Educational Perspective 6th edition*. England and Associated Companies throughout the world: Pearson Education Limited (Unit III & IV)
- Smith, P. K. (2016). *Adolescence: A Very Short Introduction*. UK: Oxford University Press (Unit I & II)

Ed. 542: Education and Development

Course No: Ed. 542

Level: MSSSED

Semester: Fourth

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 48 hours

1. Course Introduction

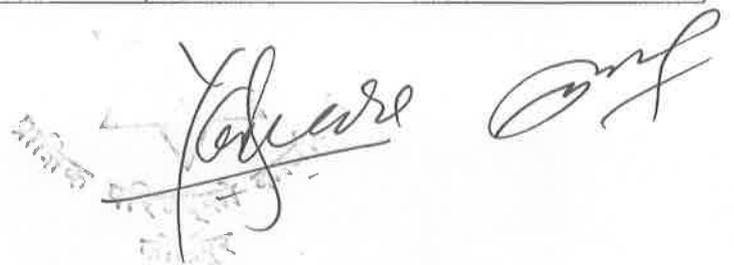
This course is designed as a core course for the Master in Social Studies in Education (MSSSED) fourth semester. It intends to make students familiar with areas of development and the role of education to these areas. The course will provide the concept of economic, social and human resource development with linkage with social practice. To provide theoretical concept on development perspectives it aim to link theoretical understanding in education. In order to create awareness and implication of sustainability in development it focuses on education for sustainable development in terms of its evolving perspectives, phases, dimensions, goals, progress, and indigenous practice in Nepal. This course deals about concept, process, and the role of peace education for sustainability and respect to human right. It also provides some concepts on modern issues in education such as right to development, right to education; role of governance in development, and ways of reducing extremism for development.

2. General Objectives

- To acquaint students with the concept of development and role of education in development;
- To assist students to conceptualize and visualize the connections of education and different approaches of development;
- To enable students to develop the understanding of sustainable development as alternative perspective of development and explain the role of education for sustainability;
- To acquaint students with Nepal's efforts in peace education, and their relation with the development;
- To familiarize students with role of education to right base approaches and modern trends in development.

3. Course Details

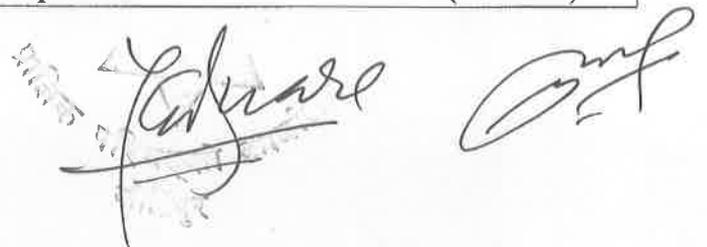
Unit I: Education for Development (10 hours)		
Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Clarify the concepts of development • Describe the concept of economic development • Elaborate the approaches and models of economic development • Explain how different ideas of development evolved over time • Provide examples of social and HRD 	1.1 Changing concept of economic development 1.2 Approaches of economic development 1.3 Education for economic development 1.4 Education and social development 1.5 Education for	1. Concept of development, changing concept from quantitative to qualitative, Growth models (Classical theory, Marxist theory, Rostow model), 2. Approaches of economic development (Correlational, residual approach, economic return), 3. Role of education for economic development, 4. Concept and indicators of social development (Copenhegan



<ul style="list-style-type: none"> Relate education with the evolving development concepts 	<p>Human Resource Development</p> <p>1.6 Educational efficiency and productivity</p>	<p>conference), role of education for social development</p> <p>5. Concept, ways/processes of HRD; role of education in HRD</p> <p>6. Concept and factor of productivity</p>
Teaching Learning Strategies		
Teacher's Input (10 hrs.)	Students' Efforts (20 hrs.)	Tasks for Assignments
<ul style="list-style-type: none"> Provide learning materials Facilitate classroom discussion/interaction Sharing ideas on the contents Providing feedback on class presentation 	<ul style="list-style-type: none"> Access the learning resources (papers, books, online sources, and power point slides) Engage in discussing on ideas of development and role of education in development Group presentation in classroom 	<ul style="list-style-type: none"> Preparation of presentation schedule by teacher and students together.
Unit II: Development Perspectives and Education (10 hours)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> Explain different perspectives of development and education Visualize the development and education practices in Nepal from different perspectives Develop critical thinking on how the local ideas and practices are getting suppressed Describe implications of different perspectives development in education. 	<p>2.1 Neoliberalism and education</p> <p>2.2 Modernization and modern schooling</p> <p>2.3 Dependency model and schooling</p> <p>2.4 Globalization, localization, and glocalization</p> <p>2.5 Gender perspective of development (WID, WAD and GAD)</p> <p>2.6 Education in capitalist and socialist model of development</p> <p>2.7 Actor oriented approach and post-development approach</p>	<p>1 Milton Friedman's ideas of free and competitive market (marketization and commodification of education)</p> <p>2 Modernization (rejection of traditionalism, centrality, rigidity, structured processes) in development and education (practices of mass education)</p> <p>3 Exploitative core and periphery relations in development and education</p> <p>4 Global spread of economy, culture, knowledge, skills; domination on local ideas and practices of development and education; creating justice via glocalization (synergy building)</p> <p>5 Concept of feminism and shifting ideas of Gender (WID, WAD, GAD) on development and education</p> <p>6 Stressing on trickle down approach of development and social ownership and operation of the means of production</p> <p>7 Emphasizing on respecting the agency (knowledgeability, willingness, skills, interest) of local people for development of their own, education</p>
Teaching Learning Strategies		
Teacher's Input (10 hrs.)	Students' Efforts (20hrs.)	Tasks for Assignments
<ul style="list-style-type: none"> Provide reading 	<ul style="list-style-type: none"> Access the learning 	<ul style="list-style-type: none"> Generate a case of local

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<ul style="list-style-type: none"> materials Facilitate classroom discussion/ interaction 	resources (papers, books, e-resources and power point slides)	development practice of your community and analyze the case applying relevant perspective above
<ul style="list-style-type: none"> Providing feedback on classroom presentation 	<ul style="list-style-type: none"> Engage in discussing on ideas of development linking with education Group ii presentation 	<ul style="list-style-type: none"> Prepare a reflective note of infrastructure development activities in your locality and explain the phenomena using certain perspective above Case report
Unit III: Education for Sustainable Development (SD) (10 hours)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> Clarify the concept of SD and the changes that occurred in its understanding over a period of time. Explain the dimensions of SD. Elaborate the current SD goals with its implication in Nepali context. Describe how different forms of education can promote SD. Describe indigenous forms of SD. Conceptualize need based approach of development 	3.1 Evolving perspectives of sustainable development 3.2 Phases of SD discourse 3.3 Dimensions of SD 3.4 SD goals, targets, and progress in Nepal 3.5 Education for SD 3.6 Indigenous knowledge and practices of SD 3.7 Implication of SD agendas in Nepali context 3.8 Education and Need Based Approach to Development	1. Emergence of concept of sustainable development 2. Phases (environmental awareness, environment and development, and sustainable development) 3. Dimensions (environment, economy, and socio- cultural), what to do in locality? 4. SDGs in general and goal related to education in particular. 5. ESD (Formal, non-formal, and informal) 6. Examples of indigenous practices for SD (Work of Guthi, religious organization, clubs, aama samuha,) 7. Linking SD dimensions in development of Nepal 8. Focusing on the concept of need based approach of development and how education can play a catalytic role for fulfilling the basic needs of people
Teaching Learning Strategies		
Teacher's Input (12 hrs.)	Students' Efforts (24 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> Provide reading materials Moderate classroom discussion/ interaction Sharing ideas of sustainable development Providing feedback on classroom presentation 	<ul style="list-style-type: none"> Access the learning resources (papers, books, e-resources, and power point slides) Engage in discussing on ideas of sustainable development and education Group iii presentation 	<ul style="list-style-type: none"> Review a school curriculum and analyze the content of the curriculum from sustainable development perspective (Student work) Review the education policies (any two) and identify the notions of education for SD (Student work)
Unit IV: Education for Peace and Development (10 hours)		



Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> Describe the concept of peace and peace education 	4.1 Peace and peace education	1. Understanding of Peace and peace education, types (maximal and minimal concept), Galtung division
<ul style="list-style-type: none"> Describe intra and inter personal peace. Elaborate the content and process of peace education. Discuss the contextual meaning of peace education linking it with content and process. 	4.2 Content and process of peace education 4.3 Contextual understanding of peace education 4.4 Holistic framework of peace education 4.5 Institutionalization of peace education	2. National and international peace education related issues; process as integration in formal, non-formal and informal education 3. Forms of peace education to respond to different natures of conflict in different context and times. 4. Components of holistic peace (Inter, intra and nature peace) 5. Integrating peace in content and process; and teacher preparation for institutionalizing peace education.
<ul style="list-style-type: none"> Conceptualize and explain holistic framework and institutionalization process of peace education. Analyze contribution of peace education to social development Describe legal provisions made by state and their implementation. 	4.6 Peace education and social development (participation, empowerment, equity, equality) 4.7 State obligations and efforts relating to right to education for peace.	6. Peace education as transformative approach- transforming individual through participation, empowerment, equity, equality, etc. for social harmony and development. 7. Basic principles that guide states to ensure right to education for peace; Nepal's effort to ensure right to education and their contribution to establishing peace.

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Teaching Learning Strategies		
Teacher's Input (10 hrs.)	Students' Efforts (20 hrs.)	Tasks for Assignments
<ul style="list-style-type: none"> • Provide learning materials • Facilitate classroom discussion/ interaction • Sharing ideas of peace and peace education for development • Providing feedback on classroom presentation 	<ul style="list-style-type: none"> • Access the learning resources (papers, books, e-resources, and power point slides) • Engage in discussing on ideas of peace/education for development • Group IV presentation 	1. Observe teacher-student-student interaction in a public school of your locality. Prepare a succinct description of the phenomena and analyze the culture from peace perspective.
Unit V: Modern Trends in Development (8 hours)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Describe the concept of right to development • Present the provisions of education in different right based movement and conferences • Explain the concept and principles of good governance • Exemplify the prevailing extremism in education and suggest the ways to overcome from it. 	5.1 Right to development (RTD) <ul style="list-style-type: none"> • Evolution of RTD • Content of RTD • Issues in RTD 5.2 Right to education <ul style="list-style-type: none"> • Education as right in international documents • Education as the right in national legislation • State obligation and efforts 5.3 Good governance for development <ul style="list-style-type: none"> • Principles of governance • Governance practice in education 5.4 Reducing extremism for development <ul style="list-style-type: none"> • Issues of extremism • Role of education to reduce extremism 	1 Clear concept on how development get established as right; Content (understanding of RTD, process of RTD, vector approach); Issues (realization of priority for development, justifiability of plan, international pact, monitoring, return rate, etc.) 2 Right to education (education in human right declaration, right of economic and cultural development, women right, child right, labor right, right of the disable people, right of the health , food, shelter) 3 Governance (concept of good governance, principles of good governance given by British Ombudsman Association, practice of governance at school on these principles 4 Extremism (concept, different forms in society, and issues)
Teaching Learning Strategies		
Teacher's Input (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for Assignments
<ul style="list-style-type: none"> • Provide learning resources • Facilitate classroom activities • Conclude the discussion on right 	<ul style="list-style-type: none"> • Access the learning resources (papers, books, e-resources, and power point slides) • Engage in classroom discussion and draw 	5 Engage in group work to discuss on the issues of right to development and the role of education to utilize the right. 6 Visit a school as per your convenience and prepare a

based approach • Providing feedback on classroom presentation	ideas on the influence of education on right based approach to development. • Engage in group work	7 reflective note on the principles of governance. Observe a school and list the kind of extremism.
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4. Evaluation Criteria: (Internal 40%, External 60%)

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

Criteria	Marks	Remarks
Internal assessment: The internal assessment will be formative as well as summative in nature which includes following activities.		
Attendance	5	70-79.9=3, 80-89.9=4, 90-100=5
Class participation	5	Presentation (either in pair or individual) on the given themes from within the content areas in an original and natural style.
Assignment I (Individual task)	10	Any one task from Units I or II.
Assignment II (Group task)	10	Any one task from Units III or IV.
Assignment III (Individual test)	10	Pre-board written examination conducted by department: Objective and subjective items
External evaluation: The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions, or questions will be from the same unit) Group C: Essay type items (10× 2) = 20 (including one or question from the same unit)

Note: Relaxing above mentioned criterion for first and second assessment, students may interchange the units specified above considering the practicability of the classroom situation.

5. Recommended Books and References

Anjum, M. R. (2017). Concept of peace in World's major religions: An analysis. *International Journal of Scientific and Research Publications*, 7 (4), 248-259.

Cornwall, A., Harrison, E., & Whitehead, A. (2007). *Feminisms in development: Contradictions, contestations and challenges*. London and New York: Zed Books.

Education Regulation 2059 (With 9th Amendment 2075). Kathmandu: Kanun Kitab Byabstha Khana.

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

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- Long, N. (2001). *Development sociology: Actor perspectives*. London and New York: Routledge.
- Navarro-Castro, L., & Anti-Balaka, J. (2008). *Peace education: A pathway to a culture of peace*.
- Marks, Stephen. (2004). *The right to development: A primer*. London: Sage Publication (pp.21-38).
- O,Reilly, Emily. (2009, October). *Guide to principles of governance*. Britain: British and Irish Ombudsman Association.
- Osmani, S. R. (2013). The human rights-based approach to development in the era of globalization. In *Realizing the Right to Development: Understanding the Right to Development*. Geneva: United Nations.
- Osmani, S. R. (2016). *The capability approach and human development: Some reflections*. USA: Human Development Report Office.
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- Peet, R., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, and alternatives* (2nd ed.). London and New York: Guilford Press.
- Philippines: Center for Peace Education.
- Pieterse, J. N. (2010). *Development theory: Deconstructions/reconstructions* (2nd 3d.). Thousand Oaks, California: SAGE Publications Ltd.
- Rapley, J. (2007). *Understanding development: Theory and practice in the third world*. USA: Lynne Rienner Publishers.
- Roosa, S. A. (2008). *Sustainable development handbook*. London: The Fairmont Press.
- Ross, E. W., & Gibson, R. (2006). *Neoliberalism and education reform* (Eds). New Jersey: Hampton Press Inc.
- Sheehan, John. (1973). Educational efficiency and productivity. In *The Economics of Education*. London: George Allen &Unwin Ltd.
- Sosyal, Y.N. & Strang, D. (1989). Construction of the first mass education systems in nineteenth century Europe. *Sociology of Education*, 62, 277-288.
- Tanabe, J. (2016). Exploring a Buddhist peace theory. *Cultural and Religious Studies*, 4 (10), 633- 644 doi: 10.17265/2328-2177/2016.10.004
- Todaro, P. M. (1993). *Economic development in the third world*. Hyderabad: Orient Longman Ltd.
- UN. (1986). *The right to development*. Geneva: Third World Center (CTTIM), Geneva.
- UN.(1948). *The UN declaration of Human right*. UN Digital Library.
<file:///C:/Users/personal/Downloads/201921114732319.pdf>
- UNESCO.(nd). *Preventing vilolent extremism through education*. <https://www.unesco.org/en/preventing-violent-extremism>
- United Nations Educational, Scientific and Cultural Organization (2012). *Education for sustainable development: Sourcebook*. France: Author.

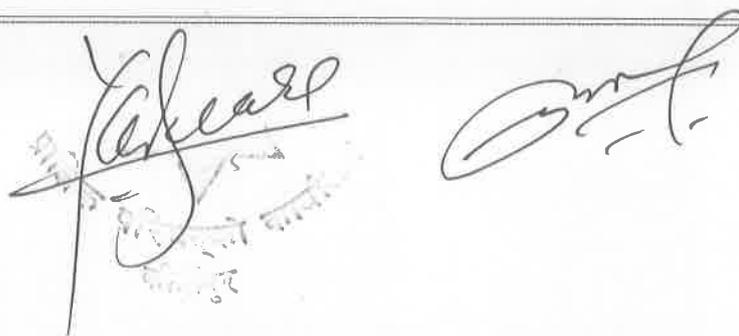
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Webel, C., & Galtung, J. (2007). *Handbook of peace and conflict studies*. London and New York: Routledge.

Wood, H. B. (1965). *Development of education in Nepal*. Washington D.C.: Office of Education.

Willis, K. (2005). *Theories and practices of development*. London and New York: Routledge.

Ziai, A. (2007). *Exploring post-development: Theory and practice, problems and perspectives*.

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Sost. Ed. 543: Spatial Information & Communication Technology**Nature of the course: Theory +Practical****Full Marks: 100****Course: Sost. Ed. 543****Credit Hours: 2+1****Level: MSSSED****Total Period: 32 +32****Semester: Fourth****1. Course Description**

This course has been designed for the students of master level of social studies education to provide general knowledge of map reading and practical skills for developing map and its communication. It deals with spatial and attributes data, their sources, and techniques of data acquisition, data classification including designing and transferring map. Application of Global Positioning System

(GPS) for spatial data acquisition and transfer data into map using Geographical Information System (GIS) is an also important aspect of this course. This course consists of two parts (theory and practical). Two credit hour weightage is given for theoretical aspect and one for practical aspect.

2. Course Objectives

The general objectives of this course are to:

- Introduce students to different types of maps and map-making techniques.
- Make students capable of data acquisition and classification of map data.
- Familiarize students with the different characteristics of data and measurement scales used in geographical data analysis.
- Impart knowledge for map reading and develop skills required for the production of maps using geographical data,
- Develop skills to handle the Global Positioning System (GPS) for collecting geographical data, and
- Make students able to handle the Geographical Information System (GIS), prepare thematic maps by acquiring both spatial, and attribute data from GPS and other sources.

3. Specific objectives and Course Contents***Part one: Theoretical works***

Specific objectives	Contents
<ul style="list-style-type: none"> • Describe the origin, development, and characteristics of the map. • List the different types of maps and their characteristics. • Discuss cartography and map-making 	Unit I: Introduction of Map and Mapmaking (6) 1.1 Introduction of map 1.2 Types of map




<p>techniques.</p> <ul style="list-style-type: none"> • Explain recent developments in cartographic techniques. 	<p>1.2.1 General/Reference map</p> <p>1.2.2 Thematic map</p> <p>1.3 Map making and cartography</p> <p>1.3.1 Analogue cartography</p> <p>1.3.2 Digital cartography</p> <p>1.4 Recent developments in cartography</p>
<ul style="list-style-type: none"> • Describe the nature and types of data. • List the characteristics and measurement scales of the data. • Explain different sources of data and data acquisition techniques. • Classify different sets of data for displaying map contents. 	<p>Unit II: Data Acquisition and Classification (8)</p> <p>2.1 Nature and types of data</p> <p>2.1.1 Characteristics of data</p> <p>2.1.2 Scales of data (Nominal, Ordinal, Interval and Ratio)</p> <p>2.2 Data acquisition/Sources</p> <p>2.2.1 Terrestrial surveys</p> <p>2.2.2 Aerial photographs</p> <p>2.2.3 Satellite imageries</p> <p>2.2.4 Socio-economic surveys</p> <p>2.2.5 Existing maps</p> <p>2.2.6 Other sources</p> <p>2.3 Data overview and classification</p>
<ul style="list-style-type: none"> • Explain the general characteristics of selected map projections. • List out the different components of the map. • Explore the techniques of map generalization. 	<p>Unit III: Map Designing (8)</p> <p>3.1 Map projections</p> <p>3.2 Components of map</p> <p>3.2.1 Coordinate system</p>

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<ul style="list-style-type: none"> • Differentiate between types of symbols and their uses. • Explain the importance of color in mapping and its conversional use. • Differentiate between the font, size, and orientation of map text. • List out marginal map information. 	<p>3.2.2 Map sale</p> <p>3.2.3 Other components</p> <p>3.3 Level of generalization</p> <p>3.4 Symbolization</p> <p>3.4.1 Point symbol</p> <p>3.4.2 Line symbol</p> <p>3.4.3 Area symbol</p>
	<p>3.5 Colour use</p> <p>3.6 Map text</p> <p>3.7 Marginal information</p>
<ul style="list-style-type: none"> • List out the characteristics of a topographic or general map. • Differentiate between Choroplething and Isolething maps. • Construct different types of diagrams and cartograms. • Prepare flow charts using traffic flow data. • Explain the features of a relief map. • List out the characteristics of social maps. • Explain the techniques of map production. • Elaborate map transfer and communication techniques 	<p>Unit IV: Map Production & Communication (10)</p> <p>4.1 Topographic or general maps</p> <p>4.2 Thematic maps</p> <p>4.2.1 Choropleths maps</p> <p>4.2.2 Isoleths maps</p> <p>4.3 Diagrams and cartograms</p> <p>4.4 Flow chart</p> <p>4.5 Relief map</p> <p>4.6 Social map</p> <p>4.7 Map production</p> <p>4.7.1 Hardcopy maps</p> <p>4.7.2 Digital maps</p> <p>4.8 Map transfer and communication</p>




Part Two: Practical Works

Specific objectives	Contents
<ul style="list-style-type: none"> • Handle Geographic Information System (GIS) software • Collect spatial data using the Global Positioning System (GPS). • Manipulate spatial and attribute data for mapping. • Prepare thematic maps. • Prepare the project work assigned by the class teacher. 	Unit V: Application of GIS and GPS (32) 5.1 Application of GIS software in mapping 5.2 Spatial data collection using GPS 5.3 Manipulation of spatial and attribute data 5.4 Thematic map preparation 5.5 Project work

4. Instructional Techniques

The instructional techniques consist of two types- general and specific. General techniques are common to all the units whereas the specific techniques that can be applied for specific unit/sub-unit are discussed below.

4.1 General Instructional Techniques

Different methods/techniques can be adopted for teaching this course. The main techniques/methods applicable to this course include lecture, question-answer, inquiry, discussion, demonstration and project work.

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Discuss on different aspects of map. Students will be assigned for the collection of hard copies of resource maps and thematic maps of different categories and these will be presented in the class. Map making techniques will also be discussed.
II	Students will be divided into different groups, assigned works related to the identification of different components of maps and the information therein, and asked for presentations. Different components of maps will be discussed and presented.
III	Class exercise for data observation and classification. Class exercise for statistical analysis of data.
IV	Class exercise on production of diagrams and cartograms using different statistical data. Presentation of digital maps in the class.
V	Field practices for handling of GPS and spatial data collection. Class exercise for the operation of GIS software and production of different thematic maps using different data sets.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.12 Internal Evaluation

This course contains both theoretical and practical aspects. Out of the total marks (25 of the 40 marks allotted for theory and 15 for practical aspects) are allotted for internal evaluation. The course teacher, based on the following activities, will conduct an internal evaluation:

Activities	Marks allotted for Theory	Marks allotted for practical
Attendance	3.5	1.87
Classroom activities	3.5	1.88
First assignment	6.0	3.75
Second assignment	6.0	3.75
Third assignment (Textbook review)	6.0	3.75
Total	25.0	15

Internal evaluation marks for theoretical and practical aspects will be submitted along with the rules of office of the deans.

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5.13 External Evaluation (Final Examination)

Examination Division, office of the Dean will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. However, the course contains theory and practical aspects, the final examination cover 40 percent theory (written examination) and 20 percent practical work. Both modes of examination need to pass independently, but percentage will be counted together. The types and number of questions to be included in the final examination are as follows:

Types of questions	Total questions	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Total			40

5.3 Practical Examination (20 marks external)

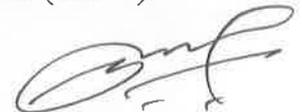
Since 15 marks are allotted to the internal evaluation of the practical section. The course teacher will prepare a project related to the prescribed course. The students will submit a project report allotted by the course teacher before the final exam of the theoretical part. The final external evaluation for the practical examination is as follows:

Activities	Marks
1. Project work	15
2. Viva-voce	5
Total	20

6. Recommended Books and Reference Materials

Recommended Book

- Brewer, C. A. (2016). *Designing better maps: A guide for IS users*, (2nd ed.). Esri Press. (Unit I, II, III, IV & V).
- Dent, B. D., Torguson, J. S., & Hodler, T. W. (2009). *Cartography: Thematic map design*, (6th Ed.). McGraw-Hill. (Unit I, II, III, IV & V).
- International Center for Integrated Mountain Development (ICIMOD). (2001). *GIS for beginners*. (Unit V)
- Kimerling, A.J, Buckley, A. R., Muehercke, P. C., & Muehrcke, J. O. (2016). *Map use: Reading, analysis, interpretation*, (8th Ed.). Esri Press. (Unit I, II, III, IV)
- Singh, R. L. & Singh, R. P. B. (1993). *Elements of practical geography*. Kalyani Publications. (Units I, II, & III).
- Gopi, S. Sathikumar, R. & Madhu, N. (2018). *Advanced surveying: Total station, GPS, GIS and Remote Sensing*, (2nd Ed.). Pearson India Education Services Pvt. Ltd. (Unit V).

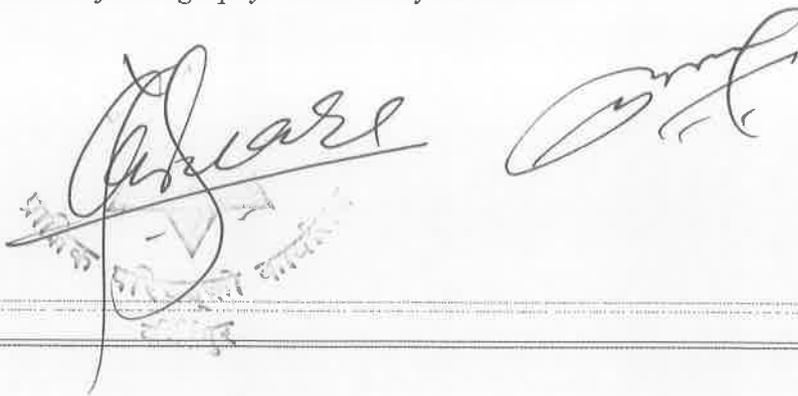



References

Kates, J. S. (1989). *Cartographic design and production*. Longman Group Ltd.

Monkhouse, F. J. (1980). *Maps and diagram*. B. I. Publication.

Robinson, A. H. (1995). *Elements of cartography*. John Wiley & Sons Inc.



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Sost. Ed. 544: Public Finance and Entrepreneurship
Code: Sost. Ed. 544
Level: Master of Social Studies Education (MSSSED)
Nature of the Course: Theoretical

Semester: Fourth
Full Marks: 100
Credit Hrs: 3
Teaching hours: 48

1. Course Description

This course is designed to provide students theoretical concept and practical knowledge on public finance and entrepreneurship through social perspectives. The course is divided into two parts and six units and each part consists of three units. The first part deals with public finance and the second part is related to entrepreneurship. The first part deals with introduction to public finance, instruments of public finance and budgetary process. The second part deals with introduction to entrepreneurship, business plan and social entrepreneurship.

2. Course Objectives

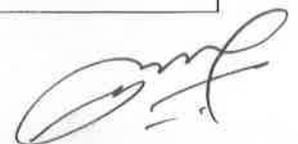
Objectives of this course are to:

- Introduce students with the concepts, importance and subject matter of public finance.
- Make students familiar with the instruments of public finance.
- Enable students to analyze public budget.
- Acquaint students with the concept of entrepreneurship.
- Facilitate students to analyze social entrepreneurship.
- Impart knowledge and skills required for developing business plan.

3. Specific objectives and Course Contents

Specific objectives	Contents
Part I: Public Finance (24)	
<ul style="list-style-type: none"> • Define the concept of public finance and its subject matter. • Distinguish between public and private finance. • Critically analyze the functions of the government. 	Unit I: Introduction to Public Finance (6) 1.4 Concept of public finance. 1.5 Public vs private finance. 1.6 Fiscal functions of the government.
<ul style="list-style-type: none"> • Explain the instruments of public finance. • Discuss the importance of public expenditure. • Explain the increasing nature of public expenditure. • Discuss the importance and sources of public 	Unit II: Instruments of Public Finance (12) 2.1 Public Expenditure. 2.2 Public Revenue.





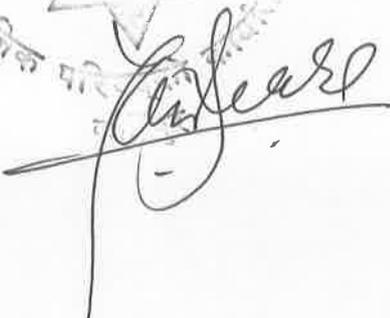
revenue. • Prepare a case study report based on revenue of own municipality.	
• Define the concepts of public budget. • Explain the importance and budget formulation process.	Unit III: Analysis of public budget (6) 3.6 Concept and importance of public budget. 3.7 Budget formulation process.
Part II: Entrepreneurship (24)	
• Define the concepts, characteristics and types of entrepreneurship. • Critically analyze the role of entrepreneurship in economy. • List the problems of entrepreneurship development in Nepalese economy and prepare a case study report based on the entrepreneurship in different sectors.	Unit IV: Introduction to Entrepreneurship (8) 4.5 Concept, characteristics and types of entrepreneurship. 4.6 Role of entrepreneurship. 4.7 Problems of entrepreneurs.
• Define social entrepreneurship. • Explain types of social entrepreneurship. • Discuss the steps of starting business. • Prepare an evaluation report of social enterprises.	Unit V: Overview of Social Entrepreneurship (8) 5.1 Concept of social entrepreneurship. 5.2 Types of social entrepreneurship. 5.3 Steps of starting business.
• Define business plan. • Explain the steps of preparation of Business Plan. • Prepare proposal of a Business Plan.	Unit VI: Developing Business Plan (8) 6.1 Business Plan. 6.2 Preparation of Business Plan.

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:




- (a) Lecture and question-answer.
- (b) Discussion.
- (c) Inquiry.
- (d) Project Work.

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Lecture and group discussion.
II	• Students will be assigned to prepare a case study report on revenue of students' municipality/rural municipality.
III	• Students will be assigned to prepare a short analysis report by each student related to their local level budget.
IV	• Students will be assigned to prepare a case study report on the problems faced by Nepalese entrepreneurs of different sectors.
V	• Students will be assigned to prepare a case study report of any social enterprise.
VI	• Students will be assigned to prepare proposal of a Business Plan.

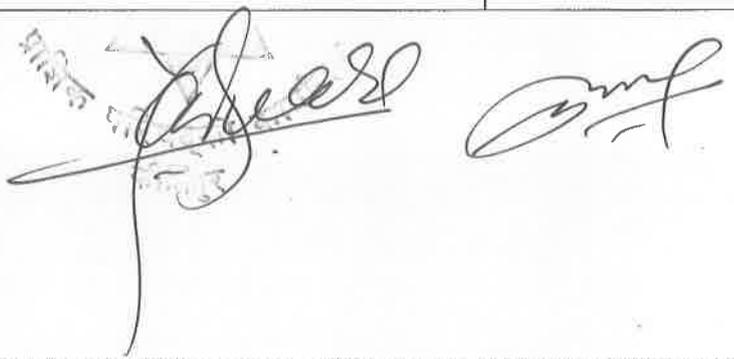
5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.14 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10



Total	40
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5.15 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reading Materials

For Unit 1

For Unit 1.1: Singh, S. K. (2010). *Public finance in theory and practice*. S Chand and Publishers.

For Unit 1.2: Bhatia, H. L. (2018). *Public Finance*. Vikash Publishing House.

For Unit 1.3: Musgrave, R.A & Musgrave, P. B. (1989). *Public finance in theory and practice*. McGraw-Hill Book Company.

For Unit 2

For Unit 2 : Singh, S. K. (2010). *Public finance in theory and practice*. S Chand and Publishers.

For Unit 3

Lekhi, R. K. & Singh, J. (2015). *Public finance*. Kalyani Publisher.

For Unit 4

Sudhamathi, S. (2019). *Entrepreneurship*. Shanlax Publications.

For Unit 5

Bygrave, W. & Zacharakis, A. (2011). *Entrepreneurship*. John Wiley & Sons, Inc.

For Unit 6

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Hisrich, R., Peters, M. & Shepherd, D. (2016). *Entrepreneurship*. McGraw-Hill, IRWIN.

Reference

Bhatia, H. L. (2018). *Public finance*. Vikash Publishing House.

Bygrave, W. & Zacharakis, A. (2011). *Entrepreneurship*. John Wiley & Sons, Inc.

Dalton, H. (1929). *Principles of public finance*. Routledge & Kegan Paul Ltd.

Frederick, H. H., Kuratko, D. F. & Hodgetts, R. M. (2006). *Entrepreneurship: Theory, process and practice*, Asia-Pacific edition. Thomson.

~~Hisrich, R., Peters, M. & Shepherd, D. (2016). *Entrepreneurship*. McGraw-Hill, IRWIN.~~

Lackéus, M. (2015). *Entrepreneurship in Education*. OECD and European Commission.

Lekhi, R. K. & Singh, J. (2015). *Public finance*. Kalyani Publisher.

Musgrave, R.A & Musgrave, P. B. (1989). *Public finance in theory and practice*. McGraw-Hill Book Company.

Singh, S. K. (2010). *Public Finance in Theory and Practice*. S Chand and Publishers.

Email of katuwal: narendrakatuwal@gmail.com

Sost. Ed. 545: Social Justice and Civic Education

Nature of the course: Theoretical

Full Marks: 100

Code: Sost. Ed. 545

Credit Hours: 3

Level: Masters in Social Studies Education (MSSSED) Total Period: 48

Semester: Fourth

1. Course Description:

This course is designed for the sixth-semester master's in social studies education (MSSSED) program at the Faculty of Education, Tribhuvan University. It provides a comprehensive understanding of the intertwined concepts of social justice, human rights, and civic education. The course has delved into both theoretical and practical aspects of social justice and civic education in the social studies curriculum. It helps equip students with knowledge of the principles that underpin equitable societies and also helps promote civic education. It provides a broader outlook for the global and local contexts of historical, legal, and social movements in contemporary society. This course will also help students acquire knowledge for critical analysis, advocacy, and active participation in democratic society.

2. General Objectives:

By the end of this course, students will be able to:

- To understand the fundamental concepts of social justice, human rights, and civic education.
- To analyze the importance of women and right-based movements to address social disparities and fairness in society.
- To examine the major achievements of the movements of the Madhesi, Indigenous people, and Dalits in Nepal in the context of social justice.
- To acquaint students with the concept and evolution of safe human rights, the Universal Declaration of Human Rights, and UN Conventions.
- To analyze the rights of indigenous peoples, LGBTQ+ individuals, persons with disabilities, refugees, and migrants in inclusive societies.
- To examine the provisions of human rights and social justice in the Constitution of Nepal.
- To understand the concepts, scope, goals, principles, and trends of civic education in democratic societies.
- To explain the role of technology in promoting civic engagement and social justice.
- To practice effective pedagogical methods for fostering critical thinking in civic education.

3. Specific Objectives

Specific Objectives	Content
<ul style="list-style-type: none"> Define the concept, scope, and importance of social justice for creating a fair and equitable society. Critically analyze subjects related to social justice, such as economic disparities, discrimination, and privilege. Differentiate between equality and equity and recognize their roles in achieving social justice. Examine the gender equality movement and women's rights advocacy, understanding their 	<p>Unit I: Introduction to Social Justice (10)</p> <p>1.1 Concepts, scope and importance of social justice</p> <p>1.2 Subject related to social justice</p> <p>1.3 Equality and equity</p> <p>1.4 Gender equality and women's rights movements</p>
<ul style="list-style-type: none"> impact on society. Critically analyze the significance of movements led by social groups like the Madhesi, Indigenous people, Dalits, etc. in Nepal's quest for social justice. 	<p>1.5 Movements of Madhesi, Indigenous people, Dalit, and other social groups of Nepal</p>
<ul style="list-style-type: none"> Define the concepts, nature, scope and evolution of human rights for all individuals. Analyze the mechanisms put in place to protect human rights at both the national and international levels. Explain the importance of the Universal Declaration of Human Rights and its influence on shaping human rights principles globally. Identify key UN conventions related to human rights and social justice and discuss their impact on various issues. 	<p>Unit II: Human Rights: Concept and Context (10)</p> <p>2.1 Concepts of human rights</p> <p>2.2 Nature and scope of human rights</p> <p>2.3 Evolution of human rights</p> <p>2.4 Protection mechanism of human rights</p> <p>2.5 International practice of human rights</p> <p>2.6 The Universal Declaration of Human Rights and its significance</p> <p>2.7 UN Conventions relating to human rights and social justice</p>
<ul style="list-style-type: none"> Examine the rights of indigenous peoples and the significance of cultural preservation in the context of human rights and social justice. Analyze LGBTQ+ rights and activism and understand their role in promoting inclusivity and combating discrimination. 	<p>Unit III: Social Justice, Human Rights and Marginalized Populations (6)</p> <p>3.1 Rights of indigenous peoples and cultural preservation</p>

<ul style="list-style-type: none"> • Evaluate the rights of people with disabilities and the necessity of building inclusive societies that cater to their needs. • Explore the challenges faced by refugees and migrants in terms of their human rights and discuss ways to address these issues on a global scale. 	<p>3.2 LGBTQ+ rights and activism</p> <p>3.3 Disability rights and inclusive societies</p> <p>3.4 Refugee and migrant rights in a global context</p>
<ul style="list-style-type: none"> • Critically analyze the provisions of social justice and human rights in the constitution of Nepal. • Examine the legal system for upholding human rights and social justice in Nepal. • Critically analyze the role and functions of parliamentary committees and constitutional bodies for promoting social justice and human rights in Nepal. 	<p>Unit IV: Promoting Human Rights and Social Justice the Constitution of Nepal (6)</p> <p>4.1 Provision of social justice and human rights in the constitution</p> <p>4.2 Legal system for promoting social justice and human rights</p> <p>4.3 Role and functions of parliamentary committees and constitutional bodies to promote social justice and human rights</p>
<ul style="list-style-type: none"> • Define the concepts, scope, and nature of civic education for developing informed and responsible citizens. • Explain the importance of civic education for shaping democratic societies. • Acquaint students with the principles and goals of civic education to foster a well-informed citizenry. • Examine the various agencies responsible for providing civic education and their approaches to disseminating civic knowledge. • Critically analyze the government policies that promote civic education in Nepal to foster an informed and engaged citizenry. • Explain the role of technology in enhancing civic engagement and awareness. • Compare global trends in civic education and adapt best practices to the Nepalese context. • Select an effective pedagogical method for delivering civic education content. 	<p>Unit V: Implementing Civic Education Programs (16)</p> <p>5.1 Concepts of Civic Education</p> <p>5.2 Scope of Civic Education</p> <p>5.3 Importance of Civic Education</p> <p>5.4 Principles and goals of civic education</p> <p>5.5 Agencies to provide Civic Education</p> <p>5.6 Government policy in civic Education</p> <p>5.7 Using technology for civic engagement and awareness</p> <p>5.8 Global trends in civic education</p> <p>5.9 Teaching methods and pedagogies for civic education</p>

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5 Instructional techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question answer |

Group work on social issues published in the journals and magazines and present reports in class room.

4.2 Specific Instructional Techniques

Unit I	Self-study, group discussion, visual aid
Unit II	Sorting activity, case study, comparative analysis
Unit III	Guest lecture, group discussion, case study
Unit IV	Timeline activity, constitution and legal analysis
Unit V	Panel discussion, group discussion

5. Evaluation

5.1 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Course teacher based on the following activities will conduct internal evaluation:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment (Project work)	10
Second assignment (Project work)	10
Third assignment	10
Total	40

5.16 External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Students need to secure minimum pass mark in each component (5.1 and 5.2) for the completion of the course.

6. Recommended Books and References:

Recommended Books

- Adams, M. (1997). Pedagogical frameworks for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.). *Teaching for diversity and social justice*. Routledge.
- Basu, R. (2004). *United Nations, Structure and Functions of an international organization*. Sterling Publishers Pvt. Ltd.
- Bell, L. A. (1997). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.). *Teaching for diversity and social justice*. Routledge.
- Chaydhari, J. (2004). *Handbook of human rights*. Dominant publishers and Distributers.
- Government of Nepal (2015). *Constitution of Nepal*. Author.
- Mohanty, J. (Ed.) (2008). *Human rights education*. Deep and Deep publication pvt.ltd
- Phuyel, S. P. (2018). *Contemporary politics and civic education (in Nepali)*. Sunlight Publication.
- United Nations (2022). *Key international human rights instruments*. <https://www.un.org/en/hate-speech/resources/key-international-human-rights-instruments>
- Yasin, A., & Upadhyay, A. (2004). *Human rights*. Arkansa Publishing House.

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- Biswal, T. (2008). *Human rights gender environment*. Viba Books Pvt. Ltd.
- Donnelly, J. (2013). *Universal Human Rights in Theory and Practice* (2nd ed.) Cornell University Press.
- Goodhart, M. (2013). *Human Rights Politics and Practice* (2nd ed.). Oxford University Press.
- Human Rights Commission (2059 B.S.). *Emergency and human right* (Human right monitoring report). Author.
- Ishay, M. R. (2004). *A history of human rights* (From ancient times to the globalization era). Orient Longman.

Sost. Ed. 546: Democratic History of NepalNature of the course: **Theory**Course Code: **Sost. Ed. 546**Level: **MSSSED**Semester: **Fourth****Full Marks: 100****Pass Marks: 40****Total Period: 48****Credit Hours: 3****1. Course Description**

This is a theoretical course for those students who specialize in the sixth semester of Social Studies Education (MSSSED) at the faculty of education. It intends to acquaint the students with the major historical events, such as the anti-Rana movements, the democratic revolution (2007), the clashes with monarchy for democracy (Panchayat System), the people revolution, the forces in conflict (2036, 2046/47), the great democratic revolution (2062/63), and the limitations of enlightened democracy (at present) in Nepal.

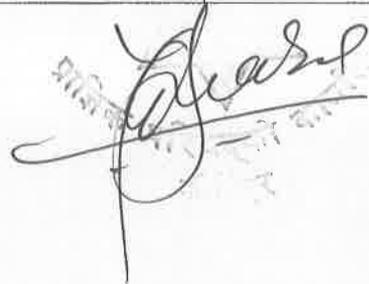
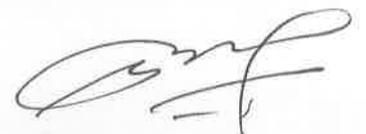
2. General Objectives

The general objectives of this course are as follows:

- To enable the students to examine the anti-Rana movement.
- To enable the students to analyze the Parliamentary System 2007–2017 BS.
- To enable the students to understand the panchayat system.
- To acquaint the Movement of 2046 B. S.
- To familiarize the students with the causes of the Maoist Insurgency, the causes of Jana Andolan 2062–63 B.S., and the re-establishment of parliament.

3. Specific Objectives and Contents

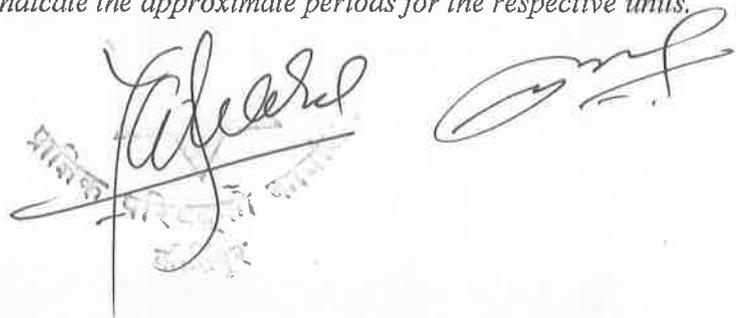
Specific Objective	Contents
<ul style="list-style-type: none"> • Define the concepts and background of the democratic movements in Nepal • Explain the major anti Rana movements in Nepal. • Critically analyze the cause and consequences of democratic movement 2007 • Discuss the success of people movements and formation of interim government in 2007 B.S. 	Unit I: Anti Rana Movement 1950 (12) 1.1. Concepts and Background of the Democratic Movement 1.2. Major anti-Rana Movement 1.3. Democratic Movement in 2007 1.3.1 Causes of Movement 1.3.2 Consequences of Delhi Samjhuta 1.4 Democracy and Interim Government
<ul style="list-style-type: none"> • Critically analyze the political instability 	Unit II: Parliamentary System

<p>before the 2015 election.</p> <ul style="list-style-type: none"> Assess the first general election to the formation of the first elected government Explain the major reforms of the first elected government. Discuss the major conspiracy against the fall of parliamentary system in 2017 BS. 	<p>(8)</p> <p>2.1 Political situation (2007- 2015 B. S).</p> <p>2.2 General election and formation of government.</p> <p>2.3 Reforms of the first elected government</p> <p>2.4 Causes of the fall of parliamentary system</p>
<ul style="list-style-type: none"> Explain the causes of the establishment of the panchayat political system in 2017. Discuss the major socio-economic conditions in the panchayat political system. Acquaint students with the major reforms 	<p>Unit III: Panchayat system (8)</p> <p>a. Establishment of Panchayat system 2017 B.S.</p> <p>b. Socio-Economic conditions in the Panchayat System</p> <p>c. Reforms of the Panchayat system</p> <p>d. Drawbacks of the Panchayat system</p>
<ul style="list-style-type: none"> of the panchayat political system. Critically analyzes the drawbacks of the panchayat political system. 	
<ul style="list-style-type: none"> Explain the underlying factors of the people's movement in 2046 B.S. Discuss the major socioeconomic changes after the reestablishment of Democracy (2047-2062). Critically analyze the major causes and consequences of the people's movement in 2046 B.S. 	<p>Unit IV: Movement of 2046 B. S (12)</p> <p>4.1 Background of the people's movement in 2046</p> <p>4.2 Socioeconomic conditions</p> <p>4.3 Causes and consequences of the people's movement in 2046.</p>
<ul style="list-style-type: none"> Critically analyze the socioeconomic reforms after the reestablishment of democracy. Discuss the factors leading to the Jana Andolan in 2062–63 B.S. Assess the major achievements of the Jana Andolan in 2062–63. Explain the role of the constitutional assembly election to declaration of the Republic of Nepal. Critically analyze the limitations of enlightened democracy (at present) in Nepal. 	<p>Unit V: Jana Andolan & Republic Nepal (8)</p> <p>5.1 Socioeconomic condition reforms after the reestablishment of democracy</p> <p>5.2 Causes of Jana Andolan 2062/63 B.</p> <p>5.3 Effects of the Jana Andolan</p> <p>5.4 Constitutional Assembly election and declaration of Republic.</p> <p>5.5 The limitations of enlightened democracy.</p>

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Instructional techniques



The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question answer |
- Group work on social issues published in the journals and magazines and present reports in class room.

4.2 Specific Instructional Techniques

Units	Activities and Instructional Techniques
I	The main teaching learning strategies are lecture, individual work, group discussion and report presentation
II	The main teaching learning strategies are individual work, group work report presentation and term paper presentation
III	The main teaching learning strategies are individual work, group discussion, seminar paper presentation.
IV	The main teaching learning strategies are individual work, group discussion and term paper presentation
V	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and research paper presentation.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.1. Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment (Project work)	10
Second assignment (Project work)	10
Third assignment	10
Total	40

5.2. External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Students need to secure minimum pass mark in each component (5.1 and 5.2) for the completion of the course.

6. Recommended Books and References

- Acharya, B. (2022 B.S.). *Nepal Ko Sanchipta Britanta*. Kathmandu: Promod Shumsher and Distributors
- Dhakal, G.P. (2049 B.S.). *Jana Andolan: 2046*. Kathmandu: Bhupendrapurush Dhakal.
- Gurung D. & Subedi. (2066). *Ganatantra Unmukh Nepal*, Kathmandu: K.P. Pustak Bhandar.
- Kandel, S. (2077 B.S.). *Nepal Ka Pramukh Andolanharu: Ek Simhabalokan*. Kathmandu: Bishnu Kumari.
- K. C., G. (2064 B.S.). *Jana andolan- 2 Ra Janaghosanahar*. Kathmandu: Pairabi Prakashan.
- Mirshra, T. P. (2052 B.S.). *Adhunik Nepalko Itihas*. Kathmandu: M.K. Publishers and Nir Birkram "Pyasi."
- Nisthuri, B. (2063 B.S.). *Unnish Din – Jana andolandairy*. Kathmandu: Modern Books
- Regmi, D. R. (1975). *Modern Nepal Vol I & II*. Calcutta: Firma K.L. Mukhopadhyya.

Sharma, B. C. (2008 A.D.). *Nepalko Aitihasik Ruprekha*. Banaras: Krishna Kumari Devi
Upadhyaya, S. R. (2056). *Nepal Ko Samikshyatmak itihās*. Katmandu: Sajha Prakashan
..... (2076 B.S.). *Naya Nepal Ko Adhunik Itihās*. Kathmandu: Sajha Prakashan.
Yadav, P. L. (2062 B.S.). *Nepalko rajnaitik itihās*. Rajbiraj: MahanthiYadav.

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