Master of Social Studies Education (MSSED)

(Six-Semester New Integrated Program)

Fifth Semester Curriculum

Tribhuvan University
Faculty of Education
Office of the Dean

Faculty of Education
Dean's Office
Balkhu

प्रमाणिक परिशुद्धको कार्यालय
कीर्तिपुर

List of Subjects

Course Title: Curriculum and Evaluation Practices 2

Course Title:Indigenous Culture, Knowledge, and Education 12

Course Title:Research Methods in Social Studies Education 19

Course Title: Gender and Sexuality 29

Course Title: Teaching Social Studies 34

Course Title: Seminar in Issues of Social Studies 41

Faculty of Education
Dean's Office
Balkhu

प्रमाणित गर्ने प्रमुखको कार्यालय
कीर्तिपुर

Master in social studies education (MSSED)
An Integrated Sixth-semester Program

Fifth Semester Courses			
SN	**Subject Code**	**Subject**	**Credit hours**
1	Ed. 551	Curriculum and Evaluation Practices	3
2	Ed. 553	Indigenous Culture, Knowledge, and Education	3
3	Ed. 554	Research Methods in Social Studies Education	3
4	Sost. Ed. 555	Teaching Social Studies	3
5	Sost. Ed. 556	Seminar in Issues of Social Studies	3 (1Th+2Pr)
6	Sost. Ed. 552	Gender and Sexuality	3
Total			**18**

प्रदेश परिषद्को कार्यालय
कीर्तिपुर

Tribhuvan University
Faculty of Education
Master of Social Studies Education (MSSED) Program

Course Title: Curriculum and Evaluation Practices
Code: Ed. 551
Level: Master of Social Studies Education (MSSED)
Semester: Fifth

Credit Hrs: 3
Nature of the Course: Theoretical
Teaching hours: 48

---

1. Course Description

This course has been meticulously designed to furnish students with a comprehensive understanding of various curriculum and evaluation concepts and their uses, the taxonomy of educational objectives, curriculum designs, and evaluation practices of school and higher education. Equally, it also provides the practical basis for developing test item development procedures communicating the revised version of the taxonomy of educational objectives. The focus of the course is on developing practical skills on test items using rubrics, answer key preparation, and the process and application of item analysis through hands-on activities.

The course provides students with ample opportunities to assess different curriculum designs critically and analyze them through the lens of design dimensions in order to enrich their horizon of knowledge. It expectedly offers the foundational knowledge and skills necessary to critically evaluate school-level and higher education curriculum, their current practices, and aspirations. Moreover, this course serves as a practical guide for students to acquaint themselves with national and local curriculum practices, and curriculum from different perspectives, including assessment and evaluation practices that are particularly being carried out within schools and universities.

2. General objectives

This course involves the following general objectives:

- Make the students familiar with the various concepts of the curriculum and enable them to assess these concepts critically to broaden their horizon of knowledge.
- Acquaint them with the concepts of test, measurement, assessment, and evaluation in multicultural and inclusive classroom settings.
- Make them able to formulate specific instructional objectives in relation to both knowledge and cognitive process dimensions corresponding to the revised taxonomy of educational objectives.
- Equip them with constructing test rubrics of both subjective type tests and objective type tests underpinning the taxonomy of objectives.

प्रज्ञा प्रतिष्ठान परिषद्को कार्यालय
कीर्तिपुर

Faculty of Education
Dean's Office
Balkhu

- Make them able to develop subjective type and objective type test items, their answer keys, and become familiar with the process of item analysis.
- Enable them to assess different curriculum designs encompassed within this course critically and then ample opportunities will be provided to them to analyze different curricula through the lens of design dimensions.
- Make them examine the practical rationale behind introducing local curricula in addition to the national framework.
- Help them examine school and higher education curriculum from different perspectives, and critically assess their development process, dissemination, and implementation.

3. Specific objectives and contents

Unit I: Conceptualization of Curriculum and Evaluation (10 hrs)		
Specific Objectives	**Specific Contents**	**Content Coverage**
• Acquaint students with different conceptions of curriculum. • Develop concepts on the curriculum for diversity and inclusion. • Enrich ideas on the post-modern view of curriculum. • Critically review the current Nepali curriculum based on these different conceptions they developed. • Comprehend the concept of test, measurement, assessment, and evaluation. • Scrutinize assessment and evaluation in multicultural and inclusive classrooms. • Prepare a critical review report on the assessment and evaluation system of school and higher-level education in Nepal	Concepts of curriculum 1.1.Curriculum in multicultural education and inclusive education 1.2. Curriculum in postmodern perspectives 1.3.Review of current school and higher-level Nepali curriculum 1.4.Test, measurement, assessment and evaluation 1.5.Reflection on different conceptions of curriculum and evaluation perspectives	1. Conceptualization of curriculum (Subject matters, plans, experiences, objectives, systems, integration of technology) 1.1. Curriculum in multicultural and inclusive education 1.2.Curriculum in Post-modern Perspectives 1.3.Review of the current Nepali Curriculum from the aforementioned Perspectives. 2. Conceptualization of evaluation (Test, Measurement, Assessment, Evaluation) 2.1. Assessment and evaluation in a multicultural setting 2.2.Assessment and evaluation in inclusive classroom setting. 2.3.Review of the current Nepali assessment and evaluation system from the aforementioned perspectives
Teaching Learning Strategies		
Teacher's Inputs (10 hrs.)	**Students' Efforts (20 hrs.)**	**Tasks for Activities**

प्रमाणित गरिएको
कीर्तिपुर
Faculty of Education
Dean's Office
Balkhu

• Provide learning resources such as articles, book chapters, links, power points discussing concepts of curriculum and evaluation. • Link the concepts exploring students' knowledge and understanding. • Raise discussion questions on the various concepts and ways how they could be linked with the Nepali curriculum and evolution system.	• Ensure students' easy access to the provided materials, and they will prepare the lessons to be discussed in the classroom • Become active working with groups, and participate in the discussion of the issues raised. • Write a short review of the school curricula, assessment, and evaluation practices based on concepts.	• Group divisions and tasks assigned to prepare for the discussion. • Discuss what and how they conceptualize curriculum, and how the teachers teaching their specialization course define and conceptualize curriculum. • Based on their readings, their contacts with teachers, and classroom discussions, they will share in the class.
Unit II: Use of Taxonomy of Objectives in School Test Construction and Assessment (16 hrs)		
Specific Objectives	**Specific Contents**	**Content Coverage**
• Review of Bloom's taxonomy in brief in relation to the revised Bloom's taxonomy. • Conceptualize different knowledge dimensions with examples. • Illustrate cognitive process dimensions with examples. • Apply and integrate taxonomy of objectives in school test construction and assessment. • Formulate a test rubric for subjective and objective test item construction. • Be able to develop answer keys for both subjective and objective tests through hands-on practices. • Analyze and Calculate item analysis and apply them to improve test. • Critically review on the current item writing, developing and	2.1 Review of Bloom's taxonomy and the revised Bloom's taxonomy 2.2 Knowledge and cognitive process dimensions 2.3 Application of taxonomy in school test construction 2.4 Construction of rubrics, test items, answer keys, and item analysis 2.5 Review on current schools' assessment and evaluation practices.	2.1. A Short Review of Bloom's Taxonomy 2.2. The context of the revised Bloom's taxonomy 2.2.1. Knowledge Dimension • Factual Knowledge • Conceptual Knowledge • Procedural Knowledge • Meta-Cognitive Knowledge 2.2.2. Cognitive Process Dimension • Remember • Understand • Apply • Analyze • Evaluation • Create 2.3. Application of Taxonomy in School Test Construction and Assessment 2.4 Construction of test Items i) Construction of Test

प्रदेश परिषद्को कार्यालय
कीर्तिपुर
Faculty of Education
Dean's Office
Balkhu

implementing test items for students' assessment.		Rubrics ii) Subjective Test Construction • Long Essay Type Items • Short Essay Type Items iii) Objective Test Construction • Multiple Choice items • Matching Items • Fill in the Blank • True-False Items 2.5 Practices in Developing Answer Keys • Subjective Answer Keys • Objective Answer Keys a. Item Analysis • Difficulty level • Discriminative Index • Power of Distractors b. Review of School Practices on Test Construction
Teaching Learning Strategies		
Teacher's Inputs (16)	Students' Efforts (32)	Tasks for Activities
• Provide materials, slides, questions, one taxonomy. • Give a short lecture before getting students to engage in activities. • Clarify the unit is not for grasping theoretical knowledge but for practical knowledge. • Ask students to prepare the objectives of each level of taxonomy of objectives in the groups or individually.	• Students read and participate in the group to prepare the objectives of their respective subjects. • Formulate the objectives and present them in the class with their justification on how they represent certain levels of cognitive process. • Engage students in the preparation of testing rubrics using a taxonomy of objectives and test items	• Students engaged in hands-on activities in groups or individually to develop ideas on taxonomy of objectives by developing objectives and test items in support of the teachers. • Students develop a test rubric based on their own interested subjects in the involvement of the teachers and construct subjective and objective

शैक्षिक परिषद्को कार्यालय
कीर्तिपुर
Faculty of Education
Dean's Office
Balkhu

• Present how the testing rubric is prepared inserting different taxonomy of objectives. • Give a short presentation on the development of answer keys of both subjective and objective tests. • Elaborate how item analysis is important and the way it is carried out.	according to their nature. • Ask to develop one set of test items for their specialization course, and prepare the answer keys to ensure accuracy. • Construct objective types of questions following the steps of carrying out items analysis. • Students share their constructs in the class.	test items underpinning the taxonomy of the objectives. • Ask them to share their all constructs, and encourage them to rationalize the test items in relation to taxonomy. • After the presentation of text rubrics, answer key and item analysis, the teacher will provide them with feedback and make them encourage to explore the schools' test construction practices to assess if they follow all these procedures.
Unit III: Curriculum Design (12 hrs)		
Specific Objectives	**Specific Contents**	**Content Coverage**
• Describe and conceptualize curriculum design with its major components. • Explore the relationship among various dimensions while devising a curriculum design. • Epitomize different types of curriculum designs. • Assess strengths and weaknesses of various curriculum designs. • Analyze and explore design dimensions that are maintained in the Nepali curriculum. • Analyze School level curricula in relation to various sources and design perspectives.	3.1. Curriculum design 3.2.1. Meaning, 3.2.2. Components 3.2.3. Sources 3.2.4. Dimensions 3.2. Different types of curriculum designs	3.1. Concept and Components of Curriculum design (Objectives, Contents, Methods, and Evaluation) 3.2. Sources of Curriculum (Philosophy, Society, Knowledge, Learner, and Technology) 3.3. Conceptual Framework: Vertical and Horizontal Organization 3.2. Dimension of Curriculum Design (Continuity, Sequence, Scope, Integration, Articulation, Balance) 3.4. Different Curriculum Design (Concept, Characteristics Strengths, and Weaknesses) 3.4.1. Subject-Centered

प्रशासकीय परिषद्को कार्यालय
कीर्तिपुर
Faculty of Education
Dean's Office
Balkhu

		Design (Discipline, Broadfield, Correlated) 3.4.2. Experience-Centered Design (Learner-Centered, Romantic) 3.4.3. Problem-Centered (Reconstructionist) 3.4.4. Post-Modern Influence Design.
Learning Strategies		
Teacher's Inputs (12)	**Students' Inputs (24)**	**Tasks for Activities**
• Provide essential references – chapters, articles, papers, and online links. • Ask to develop their concept based on the materials provided before coming to participate in the class. • Give a short overview on the contents ask students to make comments on the presentation.	• Read, think and prepare the material for discussion. • Engage and link the learned experiences with our curriculum contexts. • Do group activities in the classroom and make comments on them.	• Activities in the group are expectedly carried out by the students. Focusing on their early specialized curriculum (Geography, History, Political Science, and any other) they will analyze using the lens of curriculum design. • Students will also explore and assess their subject curriculum in terms of dimensions of curriculum. • Ask students to find the school curriculum and link them to which camps (subject-centered, learner-centered, problem-centered, etc.) they will fall with their justification.
Unit IV: Practical Consideration Curriculum Development in Nepali Context (10hrs)		
Specific Objectives	**Specific Contents**	**Content Coverage**
• Assess and comprehend the need for a national curriculum and the reasons behind its implementation. • Evaluate and compare the current national curriculum with neighboring practices in relation to its focus.	4.1. National curriculum framework and its need and focus 4.2. Local curriculum and its process and application 4.3. Critiques on school level and higher education curriculum 4.4. Assessment and evaluation practice of school-level and	4.1. Understanding the need for a National Curriculum Frameworks 4.1.1. Practical Reasons behind Implementing National Curriculum Frameworks 4.1.2. National Curriculum Framework and its Focus and Emphasis

प्रमाणित गरिएको
प्रमाणिक परिषद्को कार्यालय
कीर्तिपुर

• Conceptualize the local curriculum in terms of process and application. • Evaluate the current local curriculum practices carried out at the school level. • Critically appraise school and higher-level curricula in terms of their organization and development process. • Critically analyze students' evaluation system adapted by the school and higher-level curriculum. • Assess the current dissemination and implementation practices of school and higher-level curriculum. • Shortly shape the curriculum from sustainable, indigenous, Vaidik, Buddhist, and Islamic perspectives. • Develop a brief review report on the above-discussed perspectives locating them concerning policy, resource, and infrastructural available.	higher education curriculum framework 4.5. Shaping curriculum from a different perspective	i) Language, Culture, Ethnicity, Gender, Geography, Backwardness 4.2. Understanding Local Curriculum (Concept, process, and application) i) Assessing and Evaluating Local Curriculum Practices 4.3. Critiques and Evaluation on School Level and Higher-Education curriculum (Development Process, Dissemination, and Implementation) 4.3.1. Evaluation Practice of school level and higher education curriculum 4.3. Shaping curriculum from different Perspectives (Sustainable development, Indigenous (decolonial), Vaidik, Buddhist, Islamic) 4.4. A critical review of the foresaid different Practices.
Teaching Learning Strategies		
Teacher's inputs (12 hrs.)	**Students' Efforts (24 hrs.)**	**Tasks for Activities**
• Provide materials for reading and practice at home and in class on national curriculum frameworks, local curriculum, and current school system and higher education curriculum. • Assess the current curriculum from different perspectives to provide	• Learn materials, develop ideas, match different national curriculum frameworks of different neighboring courtiers, and conclude the need of a national curriculum framework them. • Test and check the school and higher education curriculum if they	• Students will work with groups on the national and local curriculum in terms of their needs, processes, and practices in the Nepali context. They will evaluate and assess to what extent they are appropriate and adequate to represent the current and contemporary

प्रमाणिक परिणद्को कार्यालय
कीर्तिपुर

Faculty of Education
Dean's Office
Balkhu

students with insights into them from Nepali context. • Provide guideline on developing local curriculum and ask to develop insights into how local curriculum practices are being carried out in schools. • Provide a short overview of school level and higher-education curriculum's development process, dissemination and implementation. • Provide some examples of assessment and evaluation practices of school level and higher-education to test the students' achievements. Try to collect students' experiences on the issues for the discussion. • Ask students prepare 2 pages of their reflection note on issues discussed.	adequately incorporate different contemporary perspectives. • Visit one or two schools or collect local curriculum by any means and critically assess and evaluate them from the guidelines and materials provided them to unveil if they are in line with the spirit of local curriculum. • Give their critiques and evaluation on their experiences and information about school level and higher-education curriculum' development process, dissemination and implementation. • Ask students to reflect on the assessment and evaluation system that schools and higher institutions are carrying out, and mark their good ethos and weaknesses.	local and global issues. • Students will visit nearby schools and collect information about the examination system, item construction process, and exam administration, and develop a 2-page report reflecting how such practices are being carried out. • Students and teacher both work on the information the students collected and present in the classroom to develop a critical lens on the existing curriculum practices, evaluation system and teachers' involvement at school level and higher-education level.

4. Delivery mode

- Curricular objectives
- Learning contents
- Pedagogical strategies

5.Evaluation Criteria (Internal 40%, External 60%)

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

Criteria	Marks	Remarks
Internal Assessment: The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80=3, 91-90=4, 91-100=5
Class participation	5	Presentation (Either in pairs or individually) based on the Unit II task in an original and natural style.
Assignment I (Individual task)	10	Any task from Units II or III
Assignment II (Group task)	10	Any task from IV

प्रमाणिक परिषद्को कार्यालय
कीर्तिपुर

Faculty of Education
Dean's Office
Balkhu

Assignment III (Individual test)	10	Written examination: Objective and subjective Items.
External Evaluation: The external evaluation of 60% of written tests 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)

4. Recommended Books and References

Anderson. L. W., & Krathwohl, D. R., (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* Addison Wesley Longman, Inc.

Banks, J. A., Cherry A., & Banks, M. (2016). *Multicultural education: Issues and Perspectives (9th Ed.).* Willey.

Bloom, B. S. and et al. (1956). *Taxonomy of educational objectives: Handbook I*: Cognitive domain. David McKay Company, Inc.

CDC (2019). *A national curriculum framework for school education in Nepa*l. Ministry of Education and Sports.

Ebel, R.L., & Frisbie,D. A.(1991). *Essential of educational measurement. (5th Ed.).* Printice Hall of India.

Grounlnd, N.E & Lin, R. L. (1990). *Measurement and evaluation in teaching (6th Ed.).* Macmillan Publisher Company.

Kluth, P., Straut, D. M., & Biklen, P. D. (2003). *Access to academic for a all students: Critical approaches to inclusive curriculum, instruction and policy.* Lawrence Erlvaum Associates, Publisher.

Lin, R. L., & Grounlnd, N.E (2000). *Measurement and assessemnt in teaching (8th Ed.).* Pearson Education.

Nicholls, A. & Nicholls, S. H. (1978). *Developing a curriculum: A practical guide*. Cox and Wyman Ltd.

Nind, M., Rix, J., Sheehy, K., & Simmons, K. (2013). *Curriculum and pedagogy in Inclusive education: Values and Practice.* Routledge.

Ornstein, A. C. & Hunkins, F. (2017). *Curriculum: Foundation, principles, and issues (7th edition).* Person Education, Inc.

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

Taba, H. (1962). *Curriculum development theory and practice.* Harcourt, Brace & World, Inc.

Ramsey, P., & William, R. L. (2000). *Multicultural education: A sourcebook (2nd Ed.).* Routledge.

प्रमाणिक परिषद्को कार्यालय
कीर्तिपुर

Faculty of Education
Dean's Office
Balkhu

Sindhu, K. S. (2005). *New approaches to measurement and evaluation.* Sterling Publisher.

Tanner, D., & Tanner, L. N. (1980). *Curriculum development: Theory into practice.* Collier Macmillan Publishers.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. University of Chicago Press. Walker, F. D., & Soltis, J. F. (1997). *Curriculum and aims.* Teachers College Press.

Walker, R., & MacDonald, B. (1976). *Changing the curriculum.* London: Open Books Publishing Limited. Wiles, J. W. & Bondi, J. C. (2011). *Curriculum development a practice guide (8th edition)* Pearson.

Faculty of Education
Dean's Office
Balkhu

Tribhuvan University
Faculty of Education
Master in Social Studies Education (MSSED)

Course Title:Indigenous Culture, Knowledge, and Education

Course No.: Ed. 553	Nature of Course: Theoretical
Semester: Fifth	Credit Hours: 3
Level: Master of Social Studies Education (MSSED)	Total teaching hours: 48

1. Course Introduction

The course aims to explore and transfer Indigenous Knowledge (IK) and culture prevalent in Nepali society and its educational implications. The primary objective of the course is to enhance students' comprehension of IK vis-à-vis contemporary Western knowledge paradigms This curriculum addresses the concept of Indigenous knowledge, culture, and its existing practices in Nepal. Furthermore, the course encompasses exploring the Nepalese diverse cultural landscape, emphasizing the significance, cultural manifestations, and acknowledgment thereof. It provides an opportunity for critical examination of the hegemonic influence of Western culture. This entails understanding various forms of IK, its significance, challenges in preservation, and strategies for promotion and conservation.

Moreover, the course endeavors to deepen students' orientation to diverse realms of IK, encompassing entertainment, traditional medicine, cosmology, ecology, ethno-agro-veterinary practices, cultural norms and values, architectural traditions, worship practices, food habits, and artistic expressions. Practical activities are integrated into the course to augment students' understanding and proficiency in engaging with Nepal's Indigenous communities. These exercises are designed to foster interaction and collaboration, thereby enriching students' learning experiences. The course culminates with delineation of standards for both internal assessment and external evaluation processes.

2. General Objectives

The course aims to equip students with the following abilities:

- Conceptualize the nature and significance of Indigenous knowledge.
- Foster a deeper understanding of Indigenous culture.
- Recognize the prevalence of Indigenous knowledge practiced in Nepalese communities.
- Internalize the relationship between Indigenous knowledge and educational practices.
- Utilize Indigenous culture and knowledge in pedagogical practices.
- Conduct project work on Indigenous knowledge and education.

3. Course Details,

Unit I: Understanding of Indigenous Knowledge (10 hours)		
Specific objectives	**Contents**	**Content coverage**

शैक्षिक परिषदको कार्यालय
कीर्तिपुर
Faculty of Education
Dean's Office
Balkhu

• Conceptualize the indigenous knowledge and people • Describe the origin and development of indigenous knowledge and practices • Discuss the debate on Indigenous Knowledge	1.1.Concept of indigenous knowledge and people 1.2. Origin and development of indigenous knowledge and practices 1.3. Debate on Indigenous people and knowledge	1.1.Conceptualize indigenous knowledge and people, compare and contrast the concepts of indigenous knowledge, ethnic groups, minorities, race, caste, and nation; similarities and differences of these categories in Nepal 1.2.Identifying the origin and development of indigenous practices in Nepal; key national and international legislations and policy provision of indigenous peoples in Nepal 1.3. Debate on Indigenous Knowledge
Unit II: Practice of Indigenous Culture (16 hours)		
Specific objectives	**Contents**	**Content coverage**
• Conceptualize the meaning and importance of culture, • Explain the sources of cultural knowledge • Analyze the practices of indigenous culture • Describe the influence of oriental and Occidental culture	2.1.Concept and importance of culture 2.2. Sources of cultural knowledge 2.3. Practices of indigenous culture: agricultural practice, food practice, technological practice, health and healing practice, and practice of ritual ceremonies, festivals, and folk music. 2.4. The influence of oriental and Occidental culture	2.1. Concept and definition of culture and the significance of culture 2.2. Sources of cultural knowledge (Vedic, Buddhist, Christian Muslim, Mundhum, Masto) 2.3. Practices of indigenous knowledge and culture attached to ecology: Agricultural Practice: fertilizer, cultivation, seed protection, grain storage, pesticide, conservation of soil fertility..; Food Practice: special food of indigenous peoples, grain and vegetable processing, making yogurt and ghee, making pickles, making liquor, making *Gundruk/ Sinki*, making food for special festivals……; Technological Practice: specific musical instruments, *Dhiki-Jaato, paanighatta, Koal*... etc.

प्रमुख परिक्षाको कार्यालय
कीर्तिपुर

Faculty of Education
Dean's Office
Balkhu

		Health and Healing Practice: Dhami, Jhankri, Bijuwa, Guruwa, Amchi, Tantrik and Spiritual healing practice, and herbalism etc. Cultural Practice: Art and music (and dance), custom and dress up. Cultural Ceremonies: Festivals, social rites, and rituals (Chewar, Jhijhiya, Mithila art,…) from birth to death, …etc. Festivals: Celebration culture of different festivals prevailed in different Indigenous communities Folk music: specific musical instruments, folk dance and music 2.4.Influence of oriental and occidental culture on festivals, rituals, ceremonies, music, local technology, food and healing pratices.
Unit III: Indigenous Knowledge in Nepal (10 hours)		
Specific objectives	**Contents**	**Content coverage**
• Explore IK practices in Nepal • Elaborate the importance of Indigenous knowledge in Nepal • Analyze the challenges to preserving Indigenous knowledge • Suggest the ways for consecrating and innovating Indigenous knowledge	3.1.Exploration of IK practices in Nepal 3.2. Importance of IK 3.3. Challenges of preservation of IK 3.4. Ways of preservation and promotion IK	3.1. Conceptualize and practices of IK in Nepal (Yagya, Gotra, Veja, Rodhi, Guthi, Dhukuti, Badghar, Parma, Jhara and Dhami- Jhakri, Udhauli, Ubhauli, Jitiya……etc) 3.2. Importance of IK for education, climate resilience, and identity 3.3.Challenges created by the hegemony of Western knowledge, globalization, and modernity as colonialism; and Indigenous Knowledge policy challenges in Nepal 3.4. Ways of preserving and promoting IK: awareness development, addressing

प्रदेश परिषद्को कार्यालय
कीर्तिपुर

Faculty of Education
Dean's Office
Balkhu

		through rules, regulation, and policies
Unit IV: Indigenous Knowledge and Education (12 hours)		
Specific objectives	**Contents**	**Content coverage**
• Interrelate the relationships between indigenous knowledge and education • Explain the nature of indigenous education • Demonstrate understanding of pedagogical approaches of Indigenous education • Analyze the tensions between contemporary schooling and Indigenous knowledge in Nepal	4.1. Relationship between indigenous knowledge and education 4.2. Nature of Indigenous Education 4.3. Pedagogical approaches in Indigenous education 4.4. Indigenous education in contemporary school education in Nepal	4.1.Relationship between Indigenous knowledge and education 4.2.Nature of Indigenous education (knowledge-friendly school climate, curriculum, and learning resources) 4.3.Pedagogical approaches to indigenous education: Land-based pedagogy, Gurukul, Gumba, Madrasa, collective ways of knowing, culture-sensitive education, community engagement in education, ethical ways of learning, etc. 4.4. Indigenous education in contemporary school education in Nepal: provision of Indigenous education in constitution, educational rule and regulation, National curriculum framework, School Sector Education Plan (SSEP), present school curriculum.

4. **Delivery mode**
   - Curricular objectives
   - Learning contents
   - Pedagogical strategies
5. **Assessment strategies**

Evaluation Criteria (Internal - 40% and 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	Description
Attendance	5	70-80%=3, 81-90%=4, 91-100%=5
Class presentation	5	Each student will take part in a class presentation on a theme

प्रमाणिक परिणदको कार्यालय कीर्तिपुर

Faculty of Education
Dean's Office
Balkhu

		selected/provided.
Assignment I (individual task)	10	Note: Each student will identify different practices of local knowledge and critically analyze one of them to prepare a report in about 1500 words (interpreting how culture and Indigenous knowledge are practiced).
Assignment II (individual task) Project work	10	Note: Each student has to do a project work individually. Students will choose, plan, and implement a project under the supervision of the teacher and write a project report in about 1500 words. The plan of project work should be based on the fieldwork. Students should be engaged in the data collection process by observing the culture and technology of indigenous people or interviewing the indigenous people. Collected information/data should be transcribed, analyzed, and interpreted according to the teacher's instructions.
Assignment III (Individual test)	10	Written examination: Objective (8 items, 0.5 marks weightage) and subjective (3 analytical items with per item 2 marks weightage).
Total internal assessment	**40**	
External evaluation: The external 60% written test covers the following nature of test items and marks.		
Examination		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 and References

Adhikari, S. R (2020). "Dharma,Yagya ra Paryawaranma Samajsastriya Drishtikon (Sociological Insights on Religion, Yagya and Environment)" *Journal of Tribhuvan University Teacher's Association* 1. Kathmandu

Adhikari, S. R (2014). Construction of Gender in Vedic Period. Unpublished PhD Dissertation

Adhikari, S.R (2021). Aitihasik Sandarvama Vamsha ra Gotra (Lineage and Gotra in Historical context) & quot; Pragya Vol.122. Kathmandu: Nepal Academy.

Belbase, N. P. (2013). *Raute and Indigenous Knowledge*, Butwal, Ambika Belbase

Briggs, J. (2005). The use of indigenous knowledge in development: problems and challenges. *Progress in development studies*, *5*(2), 99-114.

Faculty of Education
Dean's Office
Balkhu

Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education*. Kivaki Press, 585 E. 31st St., Durango, CO 81301.

Coates, K., & Coates, K. S. (2004). *A global history of indigenous peoples*. Palgrave Macmillan UK.

Corntassel, J. (2003). Who is indigenous?'Peoplehood ethnonationalist approaches to rearticulating indigenous identity. *Nationalism and ethnic politics*, *9*(1), 75-100.

Fa, J. E., Watson, J. E., Leiper, I., Potapov, P., Evans, T. D., Burgess, N. D., ... & Garnett, S. T. (2020). Importance of Indigenous Peoples' lands for the conservation of Intact Forest Landscapes. *Frontiers in Ecology and the Environment*, *18*(3), 135-140.

Featherstone, M. (2012). Global and local cultures 1. In *Mapping the futures* (pp. 169-187). Routledge.

Feiring, B. (2013). Indigenous peoples' rights to lands, territories, and resources. *International Land Coalition, Rome*, *94*, 12-21.

Jacob, W. J., Cheng, S. Y., & Porter, M. K. (2015). Indigenous Education. *Language, Culture and Identity.*

King, L., & Schielmann, S. (2004). *The challenge of indigenous education: Practice and perspectives* (pp. 113-122). Paris: Unesco.

Kingsbury, B. (2008). Indigenous peoples. *International Law: A Constructivist Approach to the Asian Controversy*, 103-160.

Madden, B. (2015). Pedagogical pathways for Indigenous education with/in teacher education. *Teaching and Teacher Education*, *51*, 1-15.

Makondo, C. C., & Thomas, D. S. (2018). Climate change adaptation: Linking indigenous knowledge with Western science for effective adaptation. *Environmental science & policy*, *88*, 83-91.

May, S., & Aikman, S. (2003). Indigenous education: Addressing current issues and developments. *Comparative education*, *39*(2), 139-145.

Morris, B. (2010). Indigenous knowledge. *The Society of Malawi Journal*, *63*(1), 1-9.

Nash, A. (2019). Indigenous peoples. In *The Routledge Handbook to the History and Society of the Americas* (pp. 112-124). Routledge.

Ngulube, P. (2002). Managing and preserving indigenous knowledge in the knowledge management era: challenges and opportunities for information professionals. *Information development*, *18*(2), 95-102.

Ogbu, J. U. (1992). Understanding cultural diversity and learning. *Educational researcher*, *21*(8), 5-14.

जिल्ला परिषदको कार्यालय
कीर्तिपुर

Faculty of Education
Dean's Office
Balkhu

Petzold, J., Andrews, N., Ford, J. D., Hedemann, C., & Postigo, J. C. (2020). Indigenous knowledge on climate change adaptation: A global evidence map of academic literature. *Environmental Research Letters*, *15*(11), 113007.

Popova–Gosart, U. (2012). Indigenous peoples: Attempts to define. In *Biomapping Indigenous Peoples* (pp. 87-116). Brill.

Pratt, Y. P., Louie, D. W., Hanson, A. J., & Ottmann, J. (2018). Indigenous education and decolonization. In *Oxford Research Encyclopedia of Education*.

Sanders, D. E. (1999). Indigenous peoples: Issues of definition. *International Journal of Cultural Property*, *8*(1), 4-13.

Sarivaara, E., Maatta, K., & Uusiautti, S. (2013). Who is indigenous? Definitions of indigeneity. *European Scientific Journal*.

Semali, L. M., & Kincheloe, J. L. (2002). Introduction: What is indigenous knowledge and why should we study it? In *what is indigenous knowledge?* (pp. 3-57). Routledge.

Shah, R. K. (2020). Relevance of Foundation of Education Curriculum from Indigenous Knowledge Perspectives: Post-Graduation Teachers' and Students Opinions. *International Journal of Creative Research Thought*, 8 (11), 3606-3621

Sharma, J. L. (2058). Hamro Samaj Ek Adhyan, Kathmandu: Sajha Prakashan.

Tang, K., & Jardine, C. G. (2016). Our way of life: Importance of indigenous culture and tradition to physical activity practices. *International Journal of Indigenous Health*, *11*(1)

Upreti, L. (2021) Peasantry Under Capitalism in Contemporary Nepal: Macro and Micro Narratives, Kathmandu: Bina Khatiwada (Upreti).

Faculty of Education
Dean's Office
Balkhu

Tribhuvan University
Faculty of Education
Master in Social Studies Education (MSSED)

Course Title:Research Methods in Social Studies Education

Course No.: Ed. 554	Nature of Course: Theoretical
Semester: Fifth	Credit Hours: 3
Level: Master of Social Studies Education (MSSED)	Total teaching hours: 48

1. Course Introduction

The course aims to develop key tenets of knowledge tenets of research with additional online skills in quantitative, qualitative, and mixed-method designs using digital tools. In the first unit, the course begins with an introductory part focusing on the definition of research problems in social study, stating the identified problems in researchable form, formulating the research objective and purpose, generating research questions/hypotheses, and then, linking the philosophy and theory in literature review. The second unit is focused on quantitative research designs including the sampling procedure, development of instruments, data management, information processing, and analysis using digital tools. The entire third unit is invested in the introduction of qualitative approaches, especially, to an entire research process of case study. The fourth unit elucidates the concept of mixed method research and knowledge of action research including its application in social study. Finally, the fifth unit is concentrated on proposal and report writing.

2. General Objectives

The general objective of this course is to widen the horizon of methodological knowledge and skills of research in students. The specific objectives of the course are to:

- Identify and explore research problems using the gap and controversies of social life engaging in the discourse and debates of knowledge in the field of their interest;
- Problematize the identified topic with the formulation of research objectives, questions, and research hypothesis, and develop skills in reviewing different forms of literature;
- Develop methodological part linking philosophy, theory, and concept;
- Conceptualize and demonstrate the skill of sampling, tool development, and data analysis in quantitative, qualitative, and mixed-method research strategies; and
- Prepare proposal and research report maintaining ethical issues and quality standards in research.

4. Course Details (Learning Outcomes and Key Content Areas)

The course is organized into five units with the content, its elaboration, and the specific objective of each unit.

Faculty of Education
Dean's Office
Balkhu

Unit I: Understanding Educational Research (12 hrs)		
Specific objectives	**Contents**	**Content Coverage**
• Explain the basic concepts of research • Review different forms of literature, Apply the rule of citation and referencing based on APA guidelines • Generate research problems, write the objective/ purpose, formulate research hypotheses/questions • Describe and present examples of different types of literature • Describe the concept of the research paradigm and differentiate the assumptions of positivistic, interpretative, and critical paradigms • Select appropriate theory to develop conceptual diagrams of chosen problems	1.1 Basic concepts of research and educational research 1.2 Literature Review 1.3 Identification of research problem 1.4 Research paradigms 1.5 Theoretical and conceptual framework	1.1 Concept, meaning, and characteristics of research and educational research; concept of e-research 1.2 Concept, types, and way of developing review paragraph, Citing the source and preparing reference list manually and digitally (using EndNote, Zotero, or Mendeley), technical aspects of assignments, papers, and reports (pagination, heading rule, tabulation, font, line space, numbering, paraphrasing, etc as in APA 7th ed.) 1.3 Identification and exploration of research problems using social controversies and research gaps; writing statement of problem, formulating objectives/purpose, and developing research questions/hypothesis in quantitative and qualitative research. 1.4 Concept of positivist, interpretative, and critical paradigm with ontological, epistemological, axiological, and methodological assumptions of each. 1.5 Developing examples of theoretical and conceptual

परिषद्को कार्यालय
कीर्तिपुर
Faculty of Education
Dean's Office
Balkhu

		frameworks.
Teaching Learning Strategy		
Teacher's Effort (12 hrs)	**Student's Effort (24 hrs)**	**Assessment Tasks**
• Sharing ideas on content areas • Presenting the demos of the content in the required place • Engaging students in the activities and providing support and feedback • Supporting students with the required resources.	• Collect necessary resources and develop concepts on related topics by reviewing the materials individually • Engage in activities and discussion, conclude the ideas, and share them in a presentation session • Gets feedback from peers and teachers • Follow the guidelines of teachers.	• Select a research issue/title, formulate research objectives and research questions/hypotheses, and write the importance or rationale for doing this study. • Select a specific research issue, collect relevant literature, review the literature, and write a review paragraph. • Develop theoretical and conceptual framework.
Unit II: Designing Quantitative Research (10 hrs)		
Specific objectives	**Contents**	**Content coverage**
• Explain the concept and key characteristics of quantitative research • Identify research problems in own professional area fits for different quantitative study • Develop research designs for quantitative research • Prepare survey and experimental research proposal • Collect, manage, and analyze quantitative data using software • Illustrate ethical issues in	2.1 Concept, characteristics, and types of quantitative research 2.2 Research Designs 2.3 Survey research 2.3.1 Concepts and Types 2.3.2 Sampling in Survey 2.3.3 Instruments for Survey 2.3.4 Data organization using the digital tool (MS Excel, SPSS)	2.1 Concept, characteristics, and types of quantitative research with workout examples on the identification of research topics for each type. 2.2 Combination of research paradigms (positivism, interpretivism, and critical), approach (quantitative, qualitative, mixed), and methods (site, respondents, tools, data collection, and analysis) 2.3 Concept, types, and rationale for choosing survey; types of probability and non-probability sampling with size

Faculty of Education
Dean's Office
Balkhu

survey and experimental research	2.3.5 Data analysis and reporting 2.3.6 Developing survey research proposal 2.4 Ethical consideration in survey research 2.5 Experimental designs 2.5.1 Concepts and types 2.5.2 Validity in experimental research 2.5.3 Sampling procedure 2.5.4 Instrument development 2.5.5 Data organization and tabulation using SPSS 2.5.6 Data analysis 2.5.7 Ethical consideration in experimental research	determining formula; developing and collecting data using MS/Google form; managing data using MS Excel and SPSS; and developing survey research. 2.4 Concept and condition of experimental research; types of experimental designs; variables; validity threats; sampling and tool development; data management using SPSS, and analysis and interpretation of data.
Teaching Learning Strategy		
Teacher's Effort (10 hrs)	**Students' Effort (20 hrs)**	**Tasks for Assignment**
• Providing theoretical concepts on various aspects of quantitative research • Share the examples and models for quantitative research • Engage students working with the given concepts • Facilitate students for reflecting on the strategies	• Engage actively in the classroom activities • Participate in discussions and share ideas among the peers and facilitators • Presenting reflection on the ideas based on reading books and	• Choose an appropriate research design and make a plan about what issue you want to study using this design • Select a research problem for survey/experimental research and prepare a proposal for doing the research (using the format given by the research committee, FOE, TU). **(Assignment I)**

Faculty of Education
Dean's Office
Balkhu

for using appropriate design	papers • Work in pairs or groups and reflect on various designs • Identify problem appropriate for specified quantitative research	
Unit III: Designing Qualitative Research (10 hrs)		
Specific objectives	**Contents**	**Content Coverage**
• Compare the key points of quantitative research with qualitative • Explore researchable problems fit for different qualitative approaches • Explain sampling, data collection (interview, observation, and FGD), and analysis procedure of qualitative research • Prepare codes for qualitative data analysis using the given transcription • Conduct case study	3.1 Concept and characteristics of qualitative research 3.2 Qualitative research approaches 3.3 Sampling methods 3.4 Data collection procedures 3.4.1 (Structured, semi-structured, and Unstructured interview schedules 3.4.2 Participant observation (Participant and non-participant) 3.4.3 Focus group discussions 3.4.4 Field notes 3.5 Data analysis 3.6 Reliability and validity of information 3.7 Doing a case study 3.7.1 Planning for Study 3.7.2 Designing the Study	3.1 Differentiate qualitative research from quantitative in terms of their characteristics 3.2 Introduction and example of approaches (Case study, ethnography, narrative inquiry, phenomenology, and grounded theory) 3.3 Sampling procedure in qualitative research 3.4 Concept and process of data generation in qualitative research 3.5 Data management and analysis (transcribing, coding, comparing, grouping, theme generation, and meaning-making) 3.6 Methods of ensuring reliability and validity of qualitative information

Faculty of Education
Dean's Office
Balkhu

	3.7.3 Preparing for Study 3.7.4 Data collection 3.7.5 Data analysis	
Teaching Learning Strategy		
Teacher's Effort (10 hrs)	**Students' Effort (20 hours)**	**Tasks for Assessment**
• Support students in collecting learning resources • Facilitating students to learn contents and provide examples to clarify the concept • Provide feedback on the activities and assignments of students • Create a conducive environment for learning	• Keep active participation in the learning activities • Collect learning resources necessary for the unit • Read the resources provided about given content and reflect • Conduct case study research • Submit the assignment within the stipulated time given by your facilitator	• Select an appropriate issue for a case study and prepare a proposal for the case design (Assignment I) • Prepare of comparative table showing a clear picture of different qualitative approaches (Focus, objective, respondents, tools used, data collection process, analysis, and result) • Conduct interview, transcribe the record, prepare the codes, and craft the meaning of verbal data
Unit IV: Mixed Method and Action Research (10 hrs)		
Specific objectives	**Contents**	**Content coverage**
• Explain the concept, characteristics, and types of mixed-method research • Describe ethical issues in mixed-method research • Elaborate the process of action research • Prepare action research proposal and conduct action research	4.1 Concept, characteristics, and types of mixed method research 4.2 Rationale for choosing mixed method research 4.3 Ethical issues in mixed method research 4.4 Steps in conducting mixed method Research 4.5 Examples of mixed	4.1 Concepts, characteristics, types: convergent, sequential, embedded, transformative, and multiphase design. 4.2. Conditions of using mixed method designs, Quan-Qual, Qual-Quan. 4.3. Potential ethical issues-informed consent, confidentiality, trust, reciprocity, no manipulation of data, academic honesty, triangulation of data (qualitative, quantitative) 4.4. General steps useful to conduct mixed method research 4.5. Searching examples of mixed method research using

Faculty of Education
Dean's Office
Balkhu

	method research 4.6 Action research 4.6.1 Concept, types, and characteristics of action research 4.6.2 Steps in Conducting Action Research 4.6.3 Prepare an action research proposal	online/offline library/link 4.6 Identification of action research topic and preparing a proposal for action research; steps: selection of appropriate topic, locate the resource, identify information, collect data, analyze data, develop an action plan, implement the plan, and reflect.
Teaching Learning Strategy		
Teacher's Effort (10 hrs)	**Students' Effort (20 hrs)**	**Tasks for Assessment**
• Provide learning resources for the mixed method and action research • Engage students in the discussion, individual work, and group work. • Provide feedback for the student's work and assignment. • Present key ideas on mixed method research and action research • Explain the concept, characteristics, and types of mixed-method research	• Read the materials and resources provided by teachers and reflect on the different aspects of mixed-method research and action research • Engage actively in individual and group work in the class • Present, share, and reflect the ideas on action research • Select a topic and conduct an action research	• Visit your library or search the web, collect mixed-method research, and note the objectives, research questions, research paradigm, strategy, and research method. Share your key points in the class • Collect action research-related topics from different sources • Select a topic and prepare an action proposal (Assignment II) • Develop data collection tools for the mixed method research
Unit V: Writing Research Proposal and Report (6 hrs)		
Specific Objectives	**Contents**	**Content Elaboration**
• Explain the concept and need of the research proposal • Illustrate the basic components of research	5.1 Concept and need for research proposal 5.2 Basic components of Research proposal and report	5.1 Concept and need for research proposal 5.2 Components of Research Proposal and report: Introduction, Literature

Faculty of Education
Dean's Office
Balkhu

proposal and report • Steps in developing a research proposal • Maintain essentials of research proposal • Formatting research report/theses	5.3 Steps in developing a research proposal 5.4 Essentials of Report Writing 5.5 Formatting research Report/ thesis.	review, Research Methodology, Result and Discussion, Conclusion and Implication 5.3 Steps in developing a research proposal: background of the study, rationale of the study, problem statement, objectives/ research questions, limitation /delimitation, chapter organization, Literature review (Conceptual, Theoretical, and empirical), Methodology, and Ethical considerations. 5.4 Introduction, literature review, methodology, Analysis and interpretation of data, conclusion, and implications 5.5 Formatting research proposal/theses as prescribed by FOE Dean office, TU
Teaching Learning Strategy		
Teacher's Effort (6 hrs)	**Students' Effort (12 hrs)**	**Tasks for Assessment**
• Provide learning resources and online links for the research proposal and report writing • Present and share key ideas on the research proposal and research report • Demonstrate a sample of different research proposals and research reports. • Provide feedback for the improvement of student works • Manage student engagement in the learning activities	• Collect learning resources provided by the teacher and from other sources • Search different research proposals and research reports in your area and evaluate different components • Engage actively and practice the application of APA guidelines in research proposals and research reports.	• Choose a research title and prepare a research proposal in the area of your interest **(Assignment II)** • Do peer review and provide feedback using tracking mode for at least three research proposals/reports given by your teacher

Faculty of Education
Dean's Office
Balkhu

	• Collaborate in group work and produce research proposals and report writing. • Address the feedback provided by the teacher	

5. **Delivery mode**
   - Curricular objectives
   - Learning contents
   - Pedagogical strategies, and
6. **Assessment strategies**

Evaluation Criteria (Internal - 40% and External - 60%)

Students' learning will be evaluated based on 40% internal assessment and 60% external examination.

The internal assessment will be formative as well as summative. The internal marks will cover 40% and will be allocated based on the following criteria:

Attendance	5 %	Class attendance (5≥90; 89≥4.5≥85; 84≥4≥80; 79≥3.5≥75)
Class participation	5%	Presentation and participation in a learning activity
Assignment I	10%	Case Study (Individual work from units II, III, IV)
Assignment II	10%	Research Proposal/Research Report (Group work)
Assignment III	10%	Written test (Objective and subjective tests)

External examination (60%)

The external evaluation will be summative and will cover a 60% score. The external examination will be run by the Office of Dean, Faculty of Education at the end of the semester. The test items will be the following.

Group A	Objective items	10 q × 1 point = 10
Group B	Short answer type items (including two or questions)	6 q × 5 point = 30
Group C	Essay-type items (including one or a question)	2 q × 10 point = 20

References

Association, A. P. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association. https://doi.org/https://doi.org/10.1037/0000165.000

Belbase, N. P. (2016). Introduction to Research Methodology, Dikshyanta Publication

प्रधान परिषद्को कार्यालय
कीर्तिपुर
Faculty of Education
Dean's Office
Balkhu

Bryman, A. (2012). Social research methods. Oxford University Press.

Cohen, L., Manion, L., & Morrison, K. (2013). Research methods in education. Routledge

Creswell, J. W. (2015). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Pearson.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publication Inc.

Denzin, K. N., & Lincoln, S. Y. (2005). The Handbook of Qualitative Research. New Delhi: Sage Publication.

Gibson, W. J., & Brown, A. (2009). Working with qualitative data. Sage Publications Inc.

Hesse-Biber, S. N. (2010). Mixed methods research: Merging theory with practice. Guilford Press.

Merriam, S. B., & Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). USA: John Wiley and Sons, Inc.

Lester, James D. & Lester, Jr James D.(2018). Writing Research Papers: A Complete Guide (16th ed.). Pearson.

Taylor, P.C. & Medina, M. (2011). Educational research paradigms: From positivism to pluralism. College Research Journal, 1(1), 1-16. Assumption College.

Yin, R. K. (2016). *Qualitative Research from Start to Finish* (2nd ed.). The Guilford Press.

Faculty of Education
Dean's Office
Balkhu

Tribhuvan University
Faculty of Education
Master of Social Studies Education (MSSED) Program

Course Title: Gender and Sexuality
Code: Sost. Ed. 552
Level: Master of Social Studies Education (MSSED)
Nature of Course: Theoretical

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

---

1. Introduction

This course is designed to provide fundamental knowledge of gender to the students of the Master in Social Studies Education (MSSEd) level. The students of this level are the prospective social studies teachers at the school and university levels. This course aims to understand the body and organic structure of females and males as well as to help students acquire the basic knowledge of sex, sexuality, gender, violence, patriarchy, gender construction, gender socialization, cultural and religious dimensions of gender relationships. It helps to gain knowledge of theoretical perspectives on gender relationships such as social perspective, structural-functional perspective, conflict perspective, feminist perspective, and patriarchal perspective. This course highlights also major gender issues and cases of the social structure of Nepal.

2. General Objectives

The general objectives of this course are to:

- explain the fundamental concepts of sex and gender-related terminologies.
- critically analyze the theoretical perspectives and gender relationships.
- understand the body and organic structure of females and males.
- describe the construction of gender, sexuality, violence, and violence-related policies in Nepali society.
- analyze the differences of sex and gender, gender-based stratification.
- explain the gender relationships in cultural and religious perspectives.
- discuss gender sensitivity and gender intersectionality.
- critically analyze the gender-related major issues of Nepali society.
- prepare a project work and a project report on the gender issues of contemporary society in Nepal.

Faculty of Education
Dean's Office
Balkhu

3. Specific Objectives and Contents

Specific objectives	Course contents
• Explain the concepts of Sex, sexuality, gender, gender expression, gender identity, and gender fluidity. • Differentiate the concept and nature of gay, lesbian, and intersex. • Identify the different categories of sexuality. • Discuss the construction of sex and sexuality. • Analyze basic concepts of masculinity, femininity, patriarchy, equality, equity and Comprehensive sexuality education.	**Unit 1: Concepts of Gender and Sexuality 8 hrs** 1.1. Gender, sex and sexuality 1.2. Construction of sex and sexuality 1.3. Forms of sexuality (homosexuality, bisexuality…) 1.4. Gender identity, gender expression, gender fluid, and transgender 1.5. Masculinity, femininity and patriarchy 1.6. Gender equality and equity 1.7. Comprehensive sexuality education
• Explore the context, assumptions, application, and critique of the different perspectives of the social aspect, structural functionalism, conflict, feminism, and patriarchy. • Analyze the gender relationships of the contemporary social structure of Nepali society based on the listed theoretical perspectives.	**Unit 2: Theoretical Perspectives on Gender 10hrs** 2.1 Sociobiological perspective and gender relationship 2.2 Structural functional perspective and gender relationship 2.3 Conflict perspective and gender relationship 2.4 Feminist (Liberal, Marxist, Socialist, Radical, Black…) perspective and gender relationship 2.5 Patriarchal perspective and gender relationship
• Discuss the understanding of the body and organic structure of female and male • Differentiate between sex and gender. • Explore gender construction in a changing context. • Discuss gender differentiation and social stratification • Analyze the gender socialization. • Explain the gender relations in cultural and religious perspectives. • Assess the gender and intersectionality (interlinkage between gender, class, and caste…)	**Unit 3: Construction of Gender, Sexuality and Violence 12 hrs** 3.1 Understanding of the body and organic structure of female and male 3.2 Differentiation between sex and gender 3.3 Construction of gender in eastern and western concept and changing context 3.4 Gender socialization 3.5 Gender differentiation and social stratification 3.6 Gender relationships in cultural and religious perspectives 3.8 Gender intersectionality (interlinkage between gender, class, and caste…) 3.9 Social approach to understanding violence

Faculty of Education
Dean's Office
Balkhu

• Discuss the social understanding of the violence and violence against men and women in the contemporary society of Nepal. • Analyze the gender-based violence (between spouses, kin group, working group, professional group, business group ….) • Explore the gender violence policy.	against men and women 3.10 Gender-based violence (between spouses, kin group, working group, professional group, business group ….) 3.11 Gender sensitivity in the classroom 3.12 Policy response
• Analyze the contemporary gender issues and inequality in Nepali society such as education, health, employment and wage, citizenship, parental property, reproductive rights, marriage and divorce, cultural participation, social mobility, and inclusion	**Unit 4: Contemporary Gender Issues and Inequality in Nepali Society 10hrs** 4.1 Educational opportunity and participation 4.2 Health consciousness, facility and treatment 4.3 Employment opportunity, category, and wage 4.4 Citizenship right 4.5 Parental property rights, practice, and problem 4.6 Reproductive health, right and decision 4.7 Marriage, divorce and remarriage 4.8 Cultural participation 4.9 Social mobility 4.10 Social inclusion
• Find out the gender issues of your locality. • Prepare a case report on gender problems for classroom discussion and presentation	**Unit 5: A case study of contemporary gender issues in Nepali society, case writing, presentation, and interaction. 8 Hrs**

Note: The figures in parentheses in the brackets indicate the teaching hours 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 include:

(a) Lecture (b) Discussion (c) Inquiry

Faculty of Education
Dean's Office
Balkhu

(d) Project work (e) Team teaching (f) Question-answer

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Discussion on the concepts of sex and gender-related terminologies.
II	Critical analysis of theoretical perspectives and gender relationships.
III	Individual works for classroom presentation on the gender issues of cultural and religious dimensions.
IV	Group works and discussions on contemporary gender issues and inequality.
V	Project work and group discussion on the case report of gender problems.

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.

5.1 Internal Evaluation

Forty percent of marks are allotted to internal evaluation. Internal evaluation will be conducted by the 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 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***

Faculty of Education
Dean's Office
Balkhu

6. Reference Materials

Adhikari, S.R (2014) *Construction of Gender in Vedic Period (Vedkalin Samajma Laingikatako Nirman)* PhD Dissretation of Sociology, Tribhuvan University, Kathmandu, Nepal.

Adhikari, S. R. (2018). "Construction of Masculinity in Vedic Society: A Sociological Analysis". *Current Dynamics in Transforming Nepal,* New Delhi, Adroit Publishers.

Adhikari, S.R (2020) "Gender issues in Vedic social structure" *Tribhuvan University Journal, 35(1),* 193-208, DOI: https://doi.org/10.3126/tuj.v35i1.35881

Adhikari, S.R (2022)ू प्राचीन आर्य समाज एवं संस्कृतिमा पुरुषत्व (Masculinity in ancient Aryan culture and society) Nepalese CultureVol. 15 : 115-124, 2022Central Department of NeHCA, Tribhuvan University, Kathmandu, Nepal DOI: https://doi.org/10.3126/nc.v15i1.48549

Bhasin, K. (1993) *What is Patriarchy*? New Delhi: Kali for Women.

Farley and Flota (2018) *Sociology, New York:* Rutledge pp238-282

Gerda, L. (1986). The Creation of Patriarchy. New York: Oxford University Press Inc.

Giddens, A. (2009) *Sociology,* U.K: Polity Press PP575-626

Bhasin, K. (2000). Understanding Gender. New Delhi: Pauls Press.

Lorber, J. (1994*). Paradox of Gender*. New Heaven: Yale University Press.

Nelson, J. M. *Sex and Gender in Society*. Colorado: University of Colorado.

Nepal Law Commission (2007) *Human Trafficking and Transportation (Control) Act, 2064(2007)*, Kathmandu.

Nepal Law Commission (2009) *Domestic Violence (Offence and Punishment) Act, 2066 (2009)*,Kathmandu.

Ollenburger, J. C. and Moore, H. (1992). *A Sociology of Women*. New Jersey, America: Prentice Hall.

OPM and CoM (2012), *Ending Gender Based Violence and Gender Empowerment: National Strategy and Action Plan, 2012*, Kathmandu: Office of the Prime Minister and Council of Ministers (text inNepali).

Beauvoir, S. de, (original publication by Lirairie Gallimard, France in 1949). The Second Sex. Translated and edited by H.M. Parshley (1989). New York: Vintage Books Edition.

Walby, S. (1991). *Theorizing Patriarchy.* USA, Cambridge, Basil Blackwell Ltd.,

एन्गेल्स, फ्रेडरिख (२०५६). *परिवार, निजी स्वामित्व र राज्यको उत्पत्ति,* (राजेन्द्र मास्के, अनु.) काठमाडौं: प्रगति प्रकाशन ।

भासिन, कमला, खान, निघत, सईद (....) । *नारीवाद के हो ?* । काठमाडौं, स्त्री शक्ति ।

कार्की, सुशिला (२०६८)। लैंगिक समानता, काठमान्डौ पैरवी प्रकाशन ।

Faculty of Education
Dean's Office
Balkhu

Tribhuvan University
Faculty of Education
Master of Social Studies Education (MSSED) Programme

Course Title: Teaching Social Studies	Semester: Fifth
Code: Sost. Ed. 555	Full Marks: 100
Level: Master of Social Studies Education (MSSED)	Credit Hrs: 3
Nature of the Course: Theoretical	Teaching hours: 48

---

1. Course Description

This course is designed to provide students with the knowledge and skills required for effective teaching of social studies education for the students of the Master in Social Studies Education (MSSEd) Program. It intends to provide them with a better understanding of the social studies curriculum and textbooks. It also deals with instructional planning, teaching materials, evaluation techniques, and supplements in teaching social studies.

2. General Objectives

The general objectives of this course are as follows:

- familiarize the students with the concept and relevance of teaching social studies in the 21st century.
- enable them to evaluate social studies curriculum and textbooks.
- make the students apply different types of instructional planning.
- make them able to apply various instructional strategies and use teaching materials in teaching social studies.
- enable them to apply various tools of evaluation in teaching social studies.
- explain the importance of teaching supplements in teaching social studies.

Faculty of Education
Dean's Office
Balkhu

3. Specific objectives and contents

Specific objectives	Contents
Unit I: Concept of Teaching Social Studies (6)	
• Discuss the meaning and importance of teaching. • Explain the concept of social studies and teaching social studies. • Discuss the pedagogical nature of social studies subjects that are designed for different levels in schools. • Able to reason out the relevance of teaching social studies in the 21st century • Critically analyze the scientific basis of teaching social studies at different levels.	1.1 Meaning and importance of teaching 1.2 Concept of teaching social studies 1.3 Pedagogical nature of social studies curricula 1.4 Relevance of teaching social studies in the 21st century 1.5 Scientific basis of teaching
Unit II: Curriculum and Textbook of Social Studies (8)	
• Discuss the concepts and nature of the social studies curriculum. • Critically analyze the types of secondary-level social studies curriculum design. • Prepare taxonomical orders of the learning objectives of the existing secondary-level social studies curriculum for classroom discussion. • Critically analyze the sources of subject matters for designing social studies curriculum different sources (NCSS themes & NCF of Nepal). • Evaluate the current secondary-level social studies curriculum of Nepal. • Prepare a model curriculum of social studies for any one grade of secondary level following principles and approaches to curriculum design • Discuss the concepts and importance of qualities social studies textbook. • Overview the secondary level social studies textbook.	2.1 Concepts and Nature 2.1.1 Concept of curriculum 2.1.2 Nature of social studies curriculum 2.2 Design to develop social studies curriculum 2.2.1 Subject 2.2.2 Discipline 2.2.3 Correlated 2.2.4 Broad-field or interdisciplinary 2.3 Taxonomical orders of learning objectives 2.4 Selection of subject matters in the social studies curriculum 2.5 Analysis of current secondary level social studies curriculum 2.6 Preparation of a model of social studies curriculum for any one grade of secondary level 2.7 Concept and importance of social studies textbook 2.8 Overview of secondary level social studies textbook

Faculty of Education
Dean's Office
Balkhu

Unit III: Instructional Design and Planning (6)	
• Discuss the concepts and needs of instructional design in teaching. • Analyze the planning and organization of instruction • Analyze the criteria for the construction of an annual plan, unit plan, and lesson plan. • Construct and use of annual plan, unit plan, and lesson plan based on the secondary-level social studies curriculum of Nepal	3.1 Concepts and needs of instructional design 3.2 Planning and organization of instruction planning 3.3 Types of instructional planning 3.3.1 Annual plan 3.3.2 Unit plan 3.3.3 Lesson plan (components of behavioral and constructivist models of lesson planning) 3.4 Preparation of instructional plan for teaching social studies, b) preparation of the annual and unit plan, c) exercise for writing behavioral objectives according to Bloom's taxonomy planning, and d) preparation of model lessons plan, and presentation
Unit IV: Teaching Strategies and Methods in Social Studies (10)	
• Explain the concept and importance of teaching strategies and methods. • Practice the different student-teacher interactions in classrooms. • Practice the different teacher and student-centered teaching methods in teaching social studies. • Explain the concept and importance of team teaching and microteaching. • Implement innovative ideas in teaching social studies.	4.1 Concept and importance of teaching strategies and methods 4.2 Methods of student-teacher interactions 4.3 Overview of different teaching methods 4.3.1 Teacher-centered methods (lecture, question-answer, and demonstration) 4.3.2 Student-centered methods (project work, observation, inquiry, case study, role-playing, problem-solving, discussion, value clarification) 4.4 Team teaching 4.5 Microteaching 4.6 Innovative ideas in teaching social studies
Unit V: Instructional Materials in Social Studies (6)	
• Prepare and use maps, graphs, charts, pictures, models, and timelines in the social studies classroom. • Collect and use historical documents,	5.1 Preparation and use of maps, graphs, charts, pictures, models, specimens, timeline 5.2 Use of historical documents

Faculty of Education
Dean's Office
Balkhu

supplementary reading materials, bulletin boards, and scrap boards in teaching social studies. • Use radio, television, websites, mobile, smart board, and LMS as materials in the social studies classroom.	5.3 Use of supplementary reading materials 5.4 Use of bulletin board and a scrap board 5.5 Use of radio, television, websites, mobile, computer, smart board, LMS
Unit VI: Evaluation of Teaching Social Studies (8)	
• Explain the concepts and purpose of evaluation in teaching social studies. • Describe the different types of evaluation in teaching social studies. • Construct and use the teacher-made test. • Prepare and apply a specification chart and marking scheme. • Apply the attitude tests, and skill tests in the social studies classrooms. • Explain the concept of sociometry test and participatory evaluation.	6.1 Concept and purpose of evaluation 6.2 Types of evaluation 6.3 Construction and use of teacher-made test 6.3.1 Written test (Objective and subjective test) 6.3.2 Specification chart and marking scheme- concept and application 6.4 Attitude test and skill test 6.5 Sociometry test 6.6 Participatory evaluation
Unit VII: Supplements of Social Studies Teaching (4)	
• Use the different community resources in teaching social studies. • Manage properly the social studies classroom. • Discuss the importance of current events and controversial issues in teaching social studies. • Describe the qualities, roles, and problems of social studies teachers.	7.1 Community resources 7.2 Social studies classroom 7.3 Current events and controversial issues 7.4 Social studies teacher

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

5 Instructional Techniques

The teacher can apply the following instructional technique as and when required as per the nature of unit-wise contents.

5.4 General instructional techniques

Lecture, discussion, question-answer, brainstorming, preparation, and presentation of papers on selected topics will be adopted in the class. The students will be assigned to prepare test items to measure skills related to social studies.

Faculty of Education
Dean's Office
Balkhu

4.2 Specific instructional techniques

Unit I: Describe the concept of teaching social studies, explain the teaching principles, and discuss teaching as a system in teaching social studies. The students will be assigned to prepare appropriate teaching methods based on available resources.

Unit II: The elements of the social studies curriculum will be explained. Various approaches to developing social studies curricula will be discussed. The students will be assigned to have an analytical study of the current secondary-level social studies curriculum. The qualities of a good social studies textbook will be identified. The students will be assigned to evaluate current secondary-level social studies textbooks.

Unit III: Discuss the concept, needs, and importance of planning, the process, and types of instructional planning. The teacher will prepare one model lesson plan and ask students to prepare: an annual work plan, unit plan, and lesson plan

Unit IV: The concept of teaching methods, theories of teaching-learning, and ways of communication in social studies classrooms will be introduced, and strategies used in teaching will be discussed.

Unit V: Construct and use deferred instructional materials in teaching social studies.

Unit VI: The need for evaluation in social studies will be identified. Various techniques of evaluation in social studies will be discussed. The students will be asked to construct a specification chart and point out its importance in teaching social studies. Various types of tests used in social studies teaching will be discussed and applied in classroom teaching.

Unit VII: Manage community resources, social studies classrooms, current events, and controversial issues in teaching social studies. Discuss the role of a social studies teacher.

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.

5.3 Internal Evaluation

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

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

Faculty of Education
Dean's Office
Balkhu

Third assignment	10
Total	***40***

5.4 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***

6. Recommended Books and Reference Materials

Recommended Books

CDC/GON (2071 B.S.). *Secondary and Basic level curricula.* Curriculum Development Centre. **(For units II)**

Kochhar, S.K. (2012). *The Teaching of Social Studies*. Sterling Publishers, Pvt. Ltd (Unit I, & III)

Mangal, S. K. and Mangal, U. (2008). *Teaching of Social Studies*. PHI Learning Private Ltd. (Unit I to Unit VII)

Stephen J. Thornton, Nel Noddings(2004). *Teaching Social Studies That Matters: Curriculum for Active Learning*, Teachers College Press (Unit III & V)

References

Agrawal, J. C. (2013). *Teaching of social studies*. Vikash Publishing.

Bining and Bining (1952). *Teaching the Social Studies in Secondary Schools.* Mac Graw Hill.

Faculty of Education
Dean's Office
Balkhu

Bining and Bining (2001). *Principle and methods of teaching* (Nineteenth ed). Sterling Publishers, Pvt. Ltd

Crawford, A. et. al. (2005). *Teaching and learning strategies for the thinking classroom.* The International Debate Education Association.

Jarolimek, J. et al. (2011). *Reading for social studies in elementary education.* Macmillan.

Sharma, B. L. & Maheshwari, B. K. (2013). *Teaching of Social Science* Meerut, India: Vinay Rakheja.

Sharma, R. A.,(2014). *Teaching of Social Science.* Vinay Rakheja.

कैयुम, अब्दुल (२०७१), सामाजिक अध्ययन शिक्षण, प्रशान्ति पुस्तक भण्डार,

घिमिरे, इन्द्रविलास (२०७३), सामाजिक अध्ययन शिक्षण, हाइल्याण्ड प्रकाशन प्रा.लि.,

ढकाल, केशवराज (२०७८), सामाजिक अध्ययन शिक्षण, क्वेस्ट पब्लिकेशन ।

पण्डित, दिननाथ (२०७१), सामाजिक अध्ययन शिक्षण । श्रीमती राजकुमारी पण्डित ।

पाँडे रामकुमार (२०५४), सामाजिक शिक्षा सिद्धान्त र शिक्षण । रत्नपुस्तक भण्डार ।

Faculty of Education
Dean's Office
Balkhu

Tribhuvan University
Faculty of Education

Master of Social Studies Education (MSSED) Programme

(Six-Semester New Integrated Programme)

Course Title: Seminar in Issues of Social Studies	Semester: Fifth
Code: Sost. Ed. 556	Full Marks: 100
Level: Master of Social Studies Education (MSSED)	Credit Hrs: 3 (1+2)
Nature of the Course: Theory (1 Cr) & Practical (2 Cr)	Teaching hours: 16+64

1. Course Description

This course has been designed for the students of the Master of Social Studies Education (MSSEd) Program under the Faculty of Education. This course aims to enhance global consciousness by examining social issues, focusing on cultural contexts like environmental practices, gender, race, poverty, labor laws, and welfare states for designing seminar papers independently focusing on such issues and problems. This course also delves into contemporary social issues, examining their origins, causes, and contextualization within sociocultural, economic, and political spheres, addressing issues like inequality, health care, crime, conflict, and environmental issues in Nepal. This course consists of two parts: theoretical, covering contemporary social issues, and practical, focusing on 35% theory and 65% practical work. This theory and practical course aims to produce trained teachers, educational planners, and researchers with extensive pedagogical knowledge and research skills for societal well-being.

2. General objectives of the course

The general objectives of this course are to:

- familiarize students with the concepts, types, and role of seminar papers,
- enable students to understand fallacies of social issues and problems in relation to seminar papers,
- familiarize them with the elements and different types of social issues that exist in the community or society,
- enable students to list the steps of preparing seminar paper,
- develop skills in designing, and preparing seminar reports for classroom discussion and final examination.

Faculty of Education
Dean's Office
Balkhu

3. Specific Objectives and Contents

Part I: Theoretical Aspect (16hrs)

Specific objectives	Contents
Unit I Introduction to Seminar paper (8)	
• Introduce the concept of the seminar paper • Differentiate seminar paper and academic paper • Divide seminar papers into different types, such as empirical papers, theoretical papers, review papers, historical papers, issues-based papers • Explore the theoretical perspectives on social issues. • Prepare a structure or steps for writing a seminar paper	1.1 Concepts of seminar paper 1.2 Seminar and academic paper 1.3 Types of seminar paper 1.4 Theoretical perspectives on social issues 1.5 Structure of a seminar paper 1.5.1 Preliminary section- title page, table of contents, list of tables, list of figures, and abbreviations 1.5.2 Main section- Introduction, issues and objectives, literature review, methodology, findings and discussions, and conclusions 1.5.3 Reference section- references, appendix for additional tables, figures, proofs, and derivations
Unit II Understanding Social Issues and Problems (8)	
• Discuss the concepts and nature of social issues • Apply the functionalist, Marxist, and Gandhian approaches to the study of social issues • Recognize fallacies on social problems and social issues. • List the major social issues for preparing a seminar paper	2.1 Concepts and nature- generic and contemporary 2.2 Approaches- functionalist, Marxist, and Gandhian. 2.3 Fallacies of social problems and issues 2.4 Major social issues 2.4.1 Generic issues- economic, social disorganization, public health, age discrimination, social inequality, education and public schools, work and occupations, environmental racism, debate on

Faculty of Education
Dean's Office
Balkhu

	abortion) 2.4.2 Contemporary issues: food security, poverty and unemployment, gender inequality, labor migration, and remittance, population growth and urbanization, environmental degradation, disaster management, impact of science and technology, social disputes and conflict, inequality in education, health, care system, social media and cybercrime, social and cultural transformation, social justice and civic education, social inclusion, human trafficking, religious beliefs, social stratification, marriage, divorce and remarriage
Planning and Preparation of Seminar paper *(64 Hrs)*	
• Develop a plan for designing the seminar paper. • List the steps for preparing seminar work (selection of topic, review of relevant literature, select methodology and data sources .....) • Prepare and share a proposal for a seminar paper in the classroom. • Develop tools and collect data from different sources • Prepare seminar paper- prewriting or brainstorming, outlining or writing an exposé, drafting (writing a first draft), redrafting and revising, proofreading or polishing writing. • Submit and present seminar paper for classroom discussion and final	3.1 Planning for designing seminar paper 3.2 Steps of preparing seminar paper (topic selection, review of literature, selection of methodology, and data sources .....) 3.3 Proposal preparation 3.4 Tools development, data collection and analysis 3.5 Ethical consideration 3.6 Writing of seminar paper 3.7 Submission, and presentation of seminar paper

Faculty of Education
Dean's Office
Balkhu

examination	

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

4. Instructional Techniques

Different approaches and methods can be applied to achieve the expected outcomes of the course. However, the major methods and techniques applicable to this course are question answer, interaction, group discussion, field observation, and paper/report writing and presentation.

Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Define the concept of seminar paper, and list out its types with examples. Make sure to produce the number of required pages indicated in the syllabus of the seminar. That number refers to the length of the text and does not include tables, figures, indexes, or appendices. A seminar paper consists of the following elements (in order): page, table of contents, lists of tables, figures, and abbreviations (where necessary), main text, list of references, and appendices (where necessary).
II	Discuss the social issues by presenting short films/ YouTube videos in the class. Presentation on social issues and fallacies (mistaken beliefs) of social issues encountered in the local community.
III	Students' preparation and presentation of social issues. Involved in the preparation and piloting of data collection tools, and collecting necessary data/information from the areas assigned by the department. Editing, processing, and analyzing data using appropriate software (if necessary). Report preparation, presentation in the classroom, and submission of final examination.

5. Evaluation

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:

Faculty of Education
Dean's Office
Balkhu

Internal Evaluation

Evaluation	Nature	Points	Criteria (Points)	Description
Internal (40%)	Theory	15	Attendance (5) Written Test (10)	The percentage of attendance in theory class and participation in the workshop will be rewarded as 70-80=3, 81-90=4, 91-100=5 points. The subject teacher will conduct an internal written test which consists 2 questions each of 5 points.
	Practical	25	Participation (5) Review (5) Seminar paper (15)	The supervisor will provide 25 points based on students' regularity on the proposal, review work, and effort in developing the seminar paper. The seminar paper will be evaluated based on the use of APA, review, and reflection of selected documents. The seminar paper will be evaluated based on the technical aspect (5), analytical aspect (5), and overall report (5).

External Evaluation

Evaluation	Nature	Written Examination Points	Criteria (Points)	Description
External (60%)	Theory	20		Faculty of Education, Dean's Office will conduct a written examination at the end of the semester. The test will consist of 5 multiple choice questions each of 1 point and 3 subjective questions with 1 or question, each of 5

Faculty of Education
Dean's Office
Balkhu

				points.
	Practical	40	External Evaluation and Viva	A. Structure and component of the report (20 points) 1. Technical aspects: Cover page, report uniformity, language error, page setting, margin, indentation, heading, etc. (5) o Content coverage and organization (8) 3. Sufficient literature, citation, and linkage with reference (7) B. Presentation (20 points) 1. Ability to communicate the objectives and method (10) 2. Ability to communicate findings and conclusion/reflection (10)

Note:

1) The number of students for the practical classes (seminar paper writing and instruction including student guidance, supervision, and other practical activities) will be 25 per group per teacher. The sections will not break up to 30 students, and the sections will be broken when the number crosses 31.

2) Students should compulsorily submit the assigned work/task to the department before the final practical examination.

3) Students need to secure minimum pass marks in both internal and external evaluation/examinations for the completion of the course.

Recommended Books

Gupta, S. (2005). *Research methodology and statistical techniques*. New Delhi: Deep and Deep Publications Pvt. Ltd. (**Unit Unit IV and V**)

Lauer, R. H. & Lauer, J. C. (2014). *Social problems and the quality of life*. (Thirteenth Edition) New York: McGraw Hill. **(Unit II and III).**

Faculty of Education
Dean's Office
Balkhu

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Harlow, England: Pearson Education Limited. **(Unit IV, and V).**

Neuman, W. L. (2014). *Social research method: Quantitative and qualitative approaches.* (Seventh Edition). Harlow: Pearson Education Limited. **(Unit V).**

Newton, R. (2016). Project management step by step: How to plan and manage a highly successful project. (Second Edition). Harlow: Pearson **(Unit I, IV, and V).**

Sullivan, T. J. (2016). *Introduction to social problems*. (Tenth Edition). Boston: Pearson Education, Inc. **(Unit II and III).**

Vincent N. Parrillo, Encyclopedia of Social Problems (Two Volume Set), SAGE Publication **(Unit I, IV, and V).**

References

a. Internet search for scholarly articles on the concepts related to the content areas.

b. Important and relevant policy papers/ documents/materials (e.g., visit websites of different agencies). All the materials may not be available on the websites. Therefore, visiting the libraries of the organizations is also necessary.

c. Dissertations and other research reports related to the issues.

d. Daily newspapers, monthly and weekly social issues related to authentic print as well as online magazines, newspapers/portals.

e. Any other authentic resources and sources in addition to the above. Wikipedia and other similar sources are not acceptable.

Faculty of Education
Dean's Office
Balkhu