Course Title: **Managing Diversities in Education**

Course No: Ed. PM 537 | Nature of course: Theoretical
Level: M.Ed. | Credit hours: 3
Semester: Third | Teaching hours: 48

1. Course Description

This course is designed to provide students with perspectives of diversities that are to be managed in education. It particularly acquaints the students with the performance, practices and factors of diversity management with emphasis on multicultural perspectives. Diversity technology, sources of diversity and managing diversities of people that result from different backgrounds that they come from are the focus of the course.

2. General Objectives

The objectives of this course are as follows:

- To acquaint the students with fundamental concept and dimensions of diversity management from different perspectives.
- To develop insights and ability to accommodate diversity in education for its management.
- To provide deeper knowledge on diversity and challenges in relation to the organization of education.
- To familiarize the students with different models of diversity management.
- To prepare the students for using technology to managing diversity.

3. Course Outlines

Specific Objectives	Contents	Teaching hours
• Draw the concept, need and importance of studying diversity in education. • Describe the dimensions of diversity in education.	**Unit One: Concept and Dimensions of Diversity in Education** 1.1 Meaning of diversity 1.2 Need and importance of studying diversity in education 1.3 Dimensions of diversity in education Gender Ethnicity and caste Language Economy Culture and religion Special needs Intelligence and ability	**8**
• Explore the need of multicultural curriculum in education	**Unit Two: Accommodating Diversity in Education** 2.1 Multicultural curriculum	**11**

• State the need to accommodate bilingual and multilingual approach to education • Enumerate the concept of inclusive education • Identify ways of changing school culture • State ways to ensure action for social justice • Highlight ways to accommodate local and school based curriculum	2.2 Bilingual and multilingual education 2.3 Inclusive education 2.4 Changing school culture 2.5 Action for social justice 2.6 Local and school-based curriculum	
• State structural diversity with its mechanism for managing it in education • Critique community based schooling from the perspective of diversity • State the need to foster public private partnership in education. • Illustrate multi culture as diversity in education • Identify contemporary challenges of ethnic diversity in educational organization. • Present the holistic model of total quality diversity in education.	**Unit Three: Diversity and Challenges in Organization of Education** 3.1 Structural diversity and mechanism for managing it in education 3.2 Community-based schooling 3.3 Public-private partnership 3.4 Multi culture as diversity 3.5 Contemporary challenges of ethnic diversity 3.6 A holistic model of total quality diversity	**12**
• Explain the assimilationist, differentialist and multiculturalist models of diversity management • List out ways of planning for diversity in education	**Unit Four: Models of Diversity Management** 4.1 Assimilationist model 4.2 Differentialist model 4.3 Multiculturalist model 4.4 Planning for diversity in education	**11**
• State the causes of low use of technology in diversity	**Unit Five: Technology in**	**6**

management • Suggest ways for increasing access, performance, opportunity and knowledge through technology to manage diversity.	**Diversity Management** 5.1 Use of technology 5.2 Access 5.3 Performance 5.4 Opportunity 5.5 Knowledge 5.6 Status	

Note: The number within parenthesis indicates the approximate teaching hours allocated to respective unit.

Instructional Techniques: General as well as specific instructional techniques are used while teaching this course.

4.1 General Instructional Techniques: These techniques include lecture preferably with multi-media projector, discussion, and question-answer. While using general instructional techniques, brain storming exercises may be preferable. Most importantly, participatory interactive classroom activities are strongly recommended.

4.2 Specific Instructional Techniques

To promote experiential learning in this course, following specific instructional techniques are recommended for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit Three: Diversity and Challenges in Organization of Education	**Experiential Exercises** • Form pairs of students to prepare a comparative picture on structural diversity and mechanism for managing education from diversity perspective. • Let them present the paper in the class and discuss to find out ways of managing diversity in education in Nepal. • Work out groups of students to study diversity in community based school setting, public private partnership, multi- cultural society, ethnic composition and holistic model of total quality. • Let them prepare brief reports and present them in the class followed by discussion.
Unit Five: Technology in Diversity Management	**Experiential Exercises** • Assign students in groups to draw the concept and use of technological access, performance, opportunity, knowledge and status for diversity in education.

	• Let them prepare brief reports with the ways of managing diversity through technology and present them in the class. • Let the class discuss after presentation of the report with appropriate feedback.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal evaluation will be based on the following criteria:
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

1. Attendance	05 points
2. Participation in learning	05 points
3. First assignment/assessment	10 points
4. Second assignment/assessment (Mid-term test)	10 points
5. Third assessment	10 points
	40 points

5.2 External Evaluation (Final Examination) 60%

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weight age
Multiple choice items	10	1 Mark	10 Marks
Short answer questions	6 questions	6x 5Marks	30 Marks
Long answer questions	2 questions	2x10 Marks	20Marks

6. References Books

Banks, J. A. (2006). *Cultural diversity and education: foundations, curriculum and teaching*. Boston, MA: Allyn and Bacon (Unit I to V)

Corson, D. (1998). Changing education for diversity. Buckingham: Open University Press (Unit I to V)

Inglis, C. (2008). *Planning for cultural diversity*. Paris: UNESCO/IIEP (Unit I to V)

Watson, C.W. (2002) Multiculturalism. New Delhi: Viva Books (Unit IV)

Pieter, J. V. (2011). *Diversity Management in Higher Education: A South African Perspective in Comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development. (Unit II, III and IV)

_____ (2004). *Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission. (Unit I, II and IV)

Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University. (Unit I, III and IV)

Course Title: **School Management** Nature of Course: Theoretical
Course No: Ed. PM 538 Credit Hours: 3

Level: M.Ed. Teaching Hours: 48
Semester: Third

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1. Course Description

This course is designed to provide the students with the recent approaches of managing public/community schools. This course specifically deals with theoretical and practical perspectives of school-based management and enriches the students' understanding of improving school effectiveness. The course also deals with school emergency management plan. Through experiential exercises the students gain insight into practical know-how of school-based management.

2. General Objectives

The general objectives of this course are as follows:

a) To enable the students in understanding the theoretical premises and sources shaped and reshaped school-based management (SBM).
b) To provide the students with a better understanding of experiences of selected countries with SBM and draw implications for improving SBM in Nepal
c) To enable students in developing insight into improving of school effectiveness, and
d) To familiarize the students with the school emergency management plan.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Clarify the meaning and definition of school-based management and self-managing schools • State the objectives of SBM • Elucidate the knowledge framework for internal school process for SBM. • Elaborate a conceptual framework for analyzing • school-based management • Show differences between four models of SBM • State the decentralization of budget to the school level • Explain the experiences of	**Unit 1: School-Based Management (SBM): Theoretical Perspective (12)** 1.1 Concept of SBM and self-managing schools 1.2 Objectives of SBM 1.3 New vision of SBM: A knowledge framework for internal school process 1.4 A Conceptual framework for analyzing School-Based Management 1.5 Models of SBM 1.5.1 Administrative-control SBM 1.5.2 Professional-control SBM 1.5.3 Community-control SBM 1.5.4 Balanced-control SBM 1.6 SBM as micro-level management 1.7 Applications of SBM in developing countries

application of SBM in developing countries	
• Shed light on challenges of SBM in the present context • State the needs and ways of building capacity for operating schools at local levels	**Unit II: Challenges of SBM in New Era** (6) 2.1 New educational paradigm 2.2 Tri-polarization in education (Globalization, Localization and Individualization) 2.2.1 New paradigm of learning 2.2.2 New paradigm of schooling
• State the experiences of selected where SBM is being practiced • Shed light on the significant experience of Australia with special reference its implementation in Victoria state • Explore and present how SBM is being practiced in Nepal	**Unit III: Experiences of Selected Countries with SBM (13)** 3.1 Concise experiences of Canada, Hong Kong (China), The United Kingdom, The United States of America 3.2 Australia 3.2.1 SBM as 'Schools of the Future' 3.2.2 Dimensions of 'Schools of the Future' 3.2.3 The School Charter 3.3 SBM in the context of Nepal: Community managed schools
• Clarify the concept 'school effectiveness' • Differentiate between school effectiveness and school efficiency • Explain four theoretical views on organizational effectiveness and draw implications for community schools of Nepal • Describe enhancing conditions of schooling for improving school effectiveness • Conduct the self-evaluation of schools	**Unit IV: Improving School Effectiveness (11)** 4.1 Concept of school effectiveness 4.2 Distinction between school effectiveness and school efficiency 4.3 Theoretical views on organizational effectiveness 4.3.1 Economic rationality 4.3.2 The organic system model 4.3.3 The human relations approach 4.3.4 The bureaucracy 4.4 Effectiveness-enhancing conditions of schooling 4.5 Concept of school self-evaluation 4.6 Types of school self-evaluation 4.6.1 Degree of internal versus external orientation 4.6.2 Choice of criteria to assess organizational effectiveness
• Clarify the concept school emergency management plan • Elaborate four types of emergency management	**Unit V: School Emergency Management Plan (6)** 5.1 Concept of school emergency management plan 5.3 Types of emergency management plan 5.3.1 Evacuations 5.3.2 Relocation 5.3.3 Isolation

plan	5.3.4 Expansion

Note: The number within parenthesis indicates the approximate teaching hours allocated to respective unit.

4. Instructional Techniques: General as well as specific instructional techniques are used while teaching this course.

4.1 General Instructional Techniques: These techniques include lecture preferably with multi-media projector, discussion, and question-answer. While using general instructional techniques, brain storming exercises may be preferable. Most importantly, participatory interactive classroom activities are strongly recommended.

4.2 Specific Instructional Techniques

To promote experiential learning in this course, following specific instructional techniques are recommended for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit III **Experiences of Selected Countries with SBM**	**Experiential Exercises** • Form pairs of students to prepare a comparative view of SBM in different countries and to find out successful cases • Let them present the paper in the class and discuss to find out implications for Nepal • Form pairs of students to study the management of community/public schools to analyze them from the SBM perspective. • Let them prepare brief reports and present them in the class and discuss.
Unit IV **Improving school effectiveness**	**Experiential Exercises** • Form pairs of students to develop self-evaluation tools and administer them in public schools • Let them prepare brief reports and present them in the class • Let the class discuss after presentation of the report

5. Evaluation

5.1 Internal Evaluation 40%

The concerned teacher will carry out the internal evaluation of the students based on the following criteria.

1. Attendance 05 points
2. Participation in learning 05 points
3. First assignment/assessment 10 points
4. Second assignment/assessment (Mid-term test) 10 points
5. Third assessment 10 points

Total	**40 Points**

5.2 External Evaluation (Final Examination) 60%

Examination section, Dean's Office, Faculty of Education will conduct final examination at the end of the semester. The number of items in each category of question and distribution of points to be included in the final examination paper are as follows:

1. Objective type questions (10 Multiple choice items x 1 point)	10 points
2. Short answer questions (5 questions x 6 points)	30 points
3 Long answer questions (2 questions x 10 points)	20 points
Total	**60 Points**

5. Recommended Books and Reference Materials

Recommended Books

Abu-Duhou, I. (1999). *School-based management*. Paris: International Institute for Educational Planning. (Unit III)

Barrera-Osorio, F., Fasih, T., Patrinos, H. A. & Santibáñez, L. (2009). *Decentralized Decision-Making in Schools: The Theory and Evidence on School-Based Management*. Washington DC: The World Bank. (Unit II)

Caldwell, B.J. (2010). *School-based management.* Paris: International Institute for Educational Planning. (Unit II)

Patricia, G. (1994) *School based management: theory and practice*.Virginia: National Association of Secondary School Principals. (Unit I & V)

Nova Scotia Department of Education. (2008). *School emergency management plan - planning guide*. Halifax, N.S.: Nova Scotia Department of Education (Unit IV)

Scheerens, J. (2000). *Improving school effectiveness*. Paris: International Institute for Educational Planning. (Unit IV)

Townsend, T. (1997) *Restructuring and quality: Issues for tomorrow's schools*. New York: Routledge

The World Bank. (2007). *What is school-based management.* Washington D.C.: Author (Unit I)

Volansky, A & Friedman I. A. (2003). *School-based management an international perspective*. Israel: Ministry of Education, Devora Ha-Niviah (Unit I& V)

References

By Lori Jo Oswald, L. J. (1995). School-based management. ERIC Digest 99 July 1995. Retrieved from https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/3320/digest099.pdf?sequence=1

Wohlstetter, P. and Briggs, K. L. (1994). The principal's role in school-based management. School Leadership. Retrieved from

https://www.usc.edu/dept/education/cegov/focus/leadership/publications/journals/The%20Principal's%20Role%20In%20School-Based%20Management.pdf

Course Title: **Social Justice Education**
Nature of course: Theoretical
Course No: Ed PM 539 **Credit Hours: 3**
Level: M Ed. **Teaching Hours: 48**
Semester: Third

1. Course Description

This course is designed to assist the potential educators to understand, appreciate and practice the essence of social justice in real life situation. It also intends to generate multiplier effect of social justice education extending from the master's level classroom to the realities of the households. It will assist students in familiarizing themselves with the issues of social justice by exploring their own assumptions and beliefs.

The students are supposed to identify not only the local social justice issues but also relate and explore them at the national and international context. In this sense, the course intends to help the students situate themselves in the lived reality and connect with the macro environment around them with a critical perspective.

2. General Objectives

The general objectives of the course are as follows:

a. To enable students to identify the theoretical concept and principles of social justice.
b. To acquaint students the issues of liberty and citizenship related with social justice.
c. To prepare students to explore and address the distributive justice as a demand of social justice.
d. To provide students with knowledge and use of theoretical foundations of social justice education.
e. To explore and suggest the ways to address the issues and challenges of social justice education in Nepal

3. Course Outlines

Specific Objectives	**Contents**
• Describe the concept of justice and social justice • Explain evolution of social justice • Draw the main ideas of theory and justice • State the circumstances of justice delivery • List out the principles of justice • Identify the subject of justice • Explain moral theory and role of justice • State institutional and formal justice • Explain tendency of equality • Differentiate between equality and principles of difference • Define veil of ignorance and classical utilization of justice	**Unit I: Theoretical Concept of Social Justice (12)** 1.1 Concept of justice and social justice 1.2 Evolution of social justice 1.3 Main Ideas of theory and justice 1.4 Circumstances of justice 1.5 Two principles of justice 1.6 Subject of justice 1.7 Moral theory 1.8 Role of justice 1.9 Institutional and formal justice 1.10 Tendency of equality 1.11 Equality and difference principles 1.12 Veil of ignorance 1.13 Classical utilization

• Explain the concept of liberty and citizenship • Define equal liberty and equity/consumption • Describe the meaning of political justice and the constitution • State justice as fairness from the Kantian interpretation • Explain Aristotelian and morality principles	**Unit II: Liberty and Citizenship (7)** 2.1 Concept of liberty and citizenship 2.2 Equal liberty and equity or consumption 2.3 Political justice and the constitution 2.4 Kantian interpretation of Justice as Fairness 2.5 Aristotle principle 2.6 Morality of principles
• Describe the concept of justice in political economy • Explain the concept of institutions for distributive justice • Define the principles and approaches of natural duty, voiced and social justice • State the role of institutions and persons • Explain closed, open and plurality of impartiality reasons.	**Unit III: Distributive Justice as a Demand (10)** 3.1 Concept of justice in political economy 3.2 Institutions for distributive justice 3.3 Principles of natural duty 3.4 Approaches to justice 3.5 Voiced and social justice 3.6 Institutions and persons 3.7 Closed and open impartiality 3.8 Plurality of impartial reasons
• Identify pedagogical framework for social justice education • Explain education as a conservative force to change for social justice • Define education a transformative and reformative force for social justice • Define curricular role for social justice • State pedagogical role for social justice in classroom practice and inclusive participation of students • State the extra- curricular role of social justice • Explain critical domains of equity and equality	**Unit IV: Theoretical Foundations of social Justice Education (12)** 4.1 Pedagogical framework for social justice education 4.2 Education as a conservative force to change for social justice 4.3 Education as transformative force to change for social justice 4.4 Education as reformative force for social justice 4.5 Curricular role for social justice: 4.6 Pedagogical role for social justice: 4.6.1 Classroom practices 4.6.2 Participation and inclusion of students in the classroom 4.7 Extra -curricular role for social justice 4.8 Critical domains of equity and equality
• Define and differentiate equality, equity and inclusion of social justice education in Nepal • Critique the causes of domestic violence and analyze right based social movements of women, children, elderly	**Unit V: Issues and Challenges of Social Justice Education in Nepal (7)** 5.1 Equality 5.2 Equity 5.3 Inclusion 5.4 Challenges to address:

people, Dalits, deprived people, religious and language minorities group, special needs people and indigenous people.	-Domestic violence -Human rights based movements: Women, children, elderly people, Dalit, deprived people, religious and language minority groups, special needs people and indigenous people.

Note: The number within parenthesis indicates the approximate teaching hours allocated to respective unit.

4. Instructional Techniques: General as well as specific instructional techniques are used while teaching this course.

4.1 General Instructional Techniques: These techniques include lecture preferably with multi-media projector, discussion and question-answer. While using general instructional techniques, brain storming exercises may be preferable. Most importantly, participatory interactive classroom activities are strongly recommended.

4.2 Specific Instructional Techniques

To promote experiential learning in this course, following specific instructional techniques are recommended for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Units	Specific instructional techniques
Unit Four: Theoretical foundations of social justice education	**Experiential Exercises** Form pairs of students to prepare a comparative view on theoretical foundations of social justice education. Let them present the paper in the class and discuss and compare the different types of justice. Form pairs of students to study the different types of social justice and let them prepare brief reports and present them in the class and discuss.
Unit Five: Issues and challenges of social justice education in Nepal	**Experiential Exercises** Form pairs of students to draw issues and challenges of social justice education in Nepal. Let them prepare brief reports to come up with ways to address the challenges resulting from social justice movements and human rights of different groups. Let the class discuss after presentation of the report.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

1. Attendance 05 points
2. Participation in learning 05 points
3. First assignment/assessment 10 points
4. Second assignment/assessment (Mid-term test) 10 points
5. Third assessment 10 points

40 points

5.2 External Evaluation (Final Examination) 60%

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Mark	10 Marks
Short answer questions	6 questions	6x 5Marks	30 Marks
Long answer questions	2 questions	2x10 Marks	20Marks

Recommended Books and Reference Materials

Adams, M. (1997). *Pedagogical Frameworks for Social Justice Education.* In Teaching for Diversity and Social Justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.

Bell, L. A. (1997). *Theoretical Foundations for Social Justice Education.* In Teaching for Diversity and Social Justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.

Dumont, L. (1980). *Homo Hierarchicus: The Caste System and its Implications*. Chicago: The University Press.

Freire, P. (1970). *Pedagogy of the Oppressed***.** New York: Seabury Press

ILO Conventions: No.29 –*Forced Labor Convention* (1930), No. 87- *Freedom of Association and Protection of the Rights to Organize* (1948), No.98- *Right to Organize and Collective Bargaining Convention* (1949), No.100- *Equal Remuneration Convention* (1951), No.105- *Abolition of Forced Labor Convention* (1957), No.111- *Discrimination Employment and Occupation C*onvention (1958), No.138 –*Minimum Age Convention* (1973) and No.182- *Worst Forms of Child Labor Convention* (1999).

Jill, A. & Ernie, S. (2002). *Indigenous Knowledge, Indigenous Learning, Indigenous Research.* In What is Indigenous Knowledge: Voices from the Academy (edited by Ladislaus M. Semali and Joe L. Kincheloe). New York: Falmer Press.

John, R. (1999). *A Theory of Justice* (Revised Edition) .Cambridge: The Belknap Press of Harvard University Press.

Mahajan, G. (1998) (edit)**.** *Democracy, Difference and Social Justice.* New Delhi: Oxford University Press.

Sen., A. (2009). *The Idea of Justice*. Cambridge: The Belknap Press of Harvard University Press.

United Nations (2006). *Social justice in an open world: The role of United Nations.* New York: United Nations.

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Course Title: **Differential Geometry**
Nature of the Course: Theoretical
Course No.: Math Ed. 537 Chrs: 3
Level : M. Ed Teaching hours:48
Semester: 3rd

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1. Course Description

An analytical geometry is a great breakthrough in the advancement of synthetic geometry occurred through the work of Descartes and Fermat and later to differential geometry where application of calculus and vector are heavily used to study shapes and surfaces. The study of curvature for space curves and fundamental forms for surface are the complex and broad in scope in representing local and global geometry.

2. General Objectives

The aim of the course is to provide students with an introduction to a number of important aspects of modern differential geometry. The course will begin by looking at curves in space using function of several variable and end with surface.

On successful completion of the course the students should be able to:

- let the students understand the concept of a space curve and surface
- let students to apply basic results of calculus on space curve and surface
- let student to interpret the fundamental forms of surface
- let the students to calculate and explore the connection of curvature and torsion
- let students to investigate intrinsic and extrinsic properties of surface

3. Specific Objective of the content

Specific Objective	Content
Part I: Local and global geometry of space curves	
• Define, recognize and express space curves using calculus. • Identify class of space curve and use them in proving theorems. • Define and derive tangent to space curve. • Describe meaning of order of contact. • Define osculating plane and prove	**Unit 1: Curves in Space (15 Hrs)** 1.1 Explicit and implicit representation of space curve 1.2 Class of space curve 1.3 Tangent to the space curve 1.3.1 Unit vector along the tangent to the space curve 1.3.2 Equation of tangent line on a space curve 1.4 Order of contact between curve and surface 1.5 Osculating plane 1.5.1 Equation of osculating plane

related theorems. • Explain and identify fundamental planes and fundamental vectors. • Define and describe curvature and torsion. • State and prove Serret-Frenet formula. • Define helix and prove related properties. • State prove and describe fundamental theorem of space curve. • Define Osculating circle and osculating sphere and prove related properties • Define evolutes and involutes and deduce their curvature and torsion • Define Bertrand curves and deduce their properties	1.6 Normal lines 1.6.1 Principal normal and binormal 1.6.2 Equation of principal normal and binormal 1.7 Normal plane and rectifying plane 1.7.1 Equation normal plane and rectifying plane 1.8 Fundamental vectors and fundamental planes 1.9 Spin vector along fundamental vectors 1.10 Curvature, torsion and screw curvature 1.10.1 Curvature 1.10.2 Expression of curvature 1.10.3 Torsion 1.10.4 Expression of torsion 1.10.5 Screw-curvature 1.10.6 Expression of screw-curvature 1.10.7 Serret-Frenet Formula 1.11 Cylindrical helix 1.11.1 Characteristic property of helix 1.11.2 Circular helix 1.11.3 Expression for circular helix 1.12 Intrinsic equation 1.12.1 Fundamental theorem for space curve 1.12.2 Existence theorem 1.12.3 Uniqueness theorem 1.13 Osculating circle and osculating sphere 1.13.1 The center of osculating circle 1.13.2 Properties of locus of center of osculating circle 1.13.3 Center of osculating sphere 1.13.4 Properties of the locus of center of osculating sphere 1.14 Behavior of a curve in the neighborhood of a point 1.15 Evolutes and involutes 1.15.1 Involute of a given curve 1.15.2 Curvature and torsion of involute 1.15.3 Evolute of a given curve 1.15.4 Curvature and torsion of evolute 1.16 Bertrand curves and their properties 1.16.1 Properties of bertrand curves
Part II: Local and global geometry of surfaces	
• Define, recognize and express surface using calculus • Identify class of surface and use	**Unit 2: Surface , Envelopes, Developable and Ruled Surface(10Hrs)** 2.1 Implicit and explicit representation of surface 2.2 Class of surface 2.3 Regular (ordinary) point and singularities on a

then in proving theorems • Identify nature of point on surface • Define proper parameter transformation and its use • Define and deduce equation of tangent plane and normal to the surface with example • Define family of surface and describe Characteristic curve, Characteristic point, Envelope, Edge of regression and their properties • Define ruled surface and discuss its kind • Describe developable associated with space curves and prove related theorems	surface 2.4 Types of singularity 2.5 Transformation and its geometric significance 2.5.1 Proper transformation 2.6 Parametric curves 2.7 Tangent plane and normal to the surface 2.7.1 Equation of tangent plane to the surface $\vec{r} = \vec{r}(u, v)$ 2.7.2 Equation of tangent plane to the surface $f(x, y, z) = 0$ 2.7.3 Equation of normal line to the surface $\vec{r} = \vec{r}(u, v)$ 2.7.4 Equation of normal to the surface $f(x, y, z) = 0$ 2.8 Family of surface 2.8.1 Characteristic curve 2.8.2 Envelope and its property 2.8.3 Characteristic point 2.8.4 Edge of regression and its property 2.9 The ruled surface 2.9.1 Equation of ruled surface 2.10 Developable surface 2.10.1 Equation of developable surface 2.11 Developable associated with space curves
• Define fundamental forms of surface geometrically and prove related properties • State and verify relation of E,F, G, H • State and prove Weingarten equations • Define and describe direction coefficients and related results • Define Family of curves and Orthogonal trajectories • Explain double family of curves and its orthogonal condition	**Unit 3: Fundamental forms of the Surface(7Hrs)** 3.1 First fundamental form of surface 3.1.1 Geometrical interpretation of first fundamental form 3.1.2 Properties of first fundamental form 3.1.3 Relation among E,F, G, H 3.2 Second fundamental form 3.2.1 Geometrical interpretation of second fundamental form 3.3 Fundamental coefficients of surface 3.3.1 Monge's form of the surface 3.3.2 General surface of revolution 3.3.3 The conoidal surface 3.3.4 Saddle surface 3.3.5 The right helicoid surface 3.4 Weingarten equations 3.5 Direction coefficients and related results 3.5.1 Relation between (λ, μ) and (l, m) 3.5.2 Angle between two directions on the

	surface 3.5.3 Direction coefficients of parametric curves 3.6 Family of curves 3.6.1 Differential equation of family of curves 3.7 Orthogonal trajectories 3.7.1 Differential equation of orthogonal trajectories 3.8 Double family of curves 3.9 Condition for orthogonality of double family
• Explain intrinsic and non-intrinsic properties on surface with examples • Deduce normal curvature in terms of fundamental coefficients • State and prove Meusnier's theorem • Deduce equation of principal direction and use it to prove related theorems • Deduce equation of principal curvature and their related relations • Define minimal surface and developable surface and prove related theorems • Explain curvature and prove related properties • State and prove Euler's theorem	**Unit 4: Local non-intrinsic properties of surface(8Hrs)** 4.1 Local non-intrinsic property of surface 4.2 Oblique section and normal section of the surface 4.2.1 Normal curvature 4.2.2 Principal curvature 4.2.3 Principal section 4.2.4 Principal direction 4.3 Expression of normal curvature in terms of fundamental coefficients 4.4 Meusnier's theorem 4.5 Differential equation of principal direction 4.6 Differential equation of principal curvature 4.6.1 First curvature 4.6.2 Second curvature 4.6.3 Mean curvature 4.6.4 Minimal surface 4.6.5 Developable surface 4.7 Line of curvature and its properties 4.7.1 Differential equation of line of curvature 4.7.2 An important property 4.7.3 Line of curvature along parametric curves 4.7.4 Rodrigue's formula 4.7.5 Monge's theorem 4.7.6 Euler's theorem 4.7.7 Jochimsthal's theorem
• Define and describe conjugate direction and its properties • Define asymptotic lines and prove related theorems • State and prove Euler's theorem	**Unit 5: Conjugate directions, asymptotic lines fundamental equations of surface theory and parallel surfaces(8Hrs)** 5.1 Conjugate direction and its properties 5.1.1 Equation of conjugate directions 5.1.2 Condition to be conjugate direction 5.1.3 Principal directions and orthogonal

• Define The fundamental equation of surface and compute Christoffel coefficients • State and prove Gauss characteristic equation and Mainardi-codazzi equation • Define Parallel surface and prove related theorems • Define isometry and prove related theorems	conjugate 5.2 Asymptotic lines and related theorems 5.2.1Asymptotic lines 5.2.2Differential equation of asymptotic lines 5.2.3Condition for asymptotic lines to be orthogonal 5.3 The fundamental equation of surface theory 5.3.1Christoffel coefficients 5.3.2Gauss characteristic equation 5.3.3Mainardi-codazzi equation 5.4 Parallel surface and related theorems 5.4.1Equation of parallel surface 5.4.2Fundamental coefficients of parallel surface 5.4.3Gaussian curvature and mean curvature for the parallel surface when line of curvatures are taken along parametric curves 5.4.4Bonnet's theorem on parallel surface 5.5 Isometry

4. Instructional Techniques

General Instructional Techniques

Following instructional techniques will be adopted.

- Lecturers
- Discussion
- Question Answer

Specific Instructional Techniques

Unit	Activity and Instructional Techniques
1	Experiences will be shared between groups with a seminar
2	The Demonstration method will be involve both giving task to students and showing their task
3	Project assignment on some theorems
4	Group discussion with sharing
5	Guided Discussion

5. Evaluation

Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on the following activities:

1) Attendance 5 points
2) Participation in learning activities 5 points
3) First assignment/Assessment 10 points
4) Second assignment/Assessment 10 points

5) Third assignment/Assessment	10 points
Total	40 points

External Evaluation (Final Examination) 60%

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

1)	Objective Type Question (Multiple Choice 10×1)	10 points
2)	Short Answer Question (6 Question $\times$ 5 points)	30 points
3)	Long Answer Question (2 Question $\times$ 10 points)	20 points
	Total	60 points

6. Recommended Material

Recommended Books

1. Gupta, P. P., Mallik, G. S &Pundir, S. K., (2011). *Differential geometry*. Meerut: Meerut PragatiPrakashan.
2. Koirala S. P, & Dhakal B. P. (2068) *Differential Geometry*. Sunlight Publication, Kirtipur, Nepal

Reference Books

3. Carmo, M. P. (1976) *Differential Geometry of Curves and Surfaces*. Englewood Cliffs, NJ: Prentice-Hall
4. Lal, B., (1969). *The three dimensional differential geometry*. Delhi: Atma Ram and Sons.
5. Lipschutz, M. M., (2005). *Theory and problems of differential geometry- Schuam's outline series*. Delhi: Tata McGraw-Hill Publishing Company Ltd.
6. Wilmore, T. J., (2006). *An introduction todifferential geometry*. Delhi: Oxford University Press.

Course Title:Teaching Undergraduate Mathematics

Course No.: Math Ed.535

Credit Hours: 3 **Nature of the Course: Theory**

Course Introduction

This course is designed for Master's in mathematics education. It is expected that this course shall sharpen students in content knowledge for teaching in secondary and undergraduate level and provide knowledge in pedagogies. Basically, abstract algebra, analysis and geometry are considered as the foundation for learning other advance mathematics. This course is focused especially on these foundation course of mathematics to provide meaningful content learning and pedagogical skills and competencies necessary to run the courses in higher secondary and undergraduate level. Competent mathematics teachers are those who are able to reduce the learning contents into organized and reduced form of abstraction to make the student able to understand the abstraction. Therefore, this course intends to impart the students the mathematics that is particularly necessary to the teachers who are teaching at undergraduate level as well as at secondary level. This course is an enrichment course to the teachers to make them fit into dealing contents of schools mathematics and undergraduate mathematics meaningfully. The contents for this enrichment course will be the simplified and made meaningful for the purpose of teaching. Besides the content enrichment it provides undergraduate mathematics teaching instructional models to the students – an appropriate pedagogy for actionable learning. This course makes students able to design lessons for undergraduate courses using different instructional strategies.

Course Objectives

- Enrich the prospective teachers on the fundamental mathematical contents for teaching at schools and undergraduate level.
- Introduce different instructional strategies used in teaching undergraduate mathematics.
- Enhance competencies in using problem base learning/ project base learning like relevant teaching models suitable for schools and undergraduate level mathematics teaching.
- Boost the capacity of designing lessons for undergraduate courses using instructional theories and ICTs.

Course Contents

Unit I. Mathematical reasoning and Proof

a. Mathematical reasoning and conceptualization in undergraduate mathematics
b. Ways of mathematical reasoning and conceptualization

c. Research findings about mathematical reasoning and Conceptualization by undergraduate students
d. Fundamentals for Mathematical proofs and proving techniques for the undergraduate students: logic, operator, quantifier, qualifier etc.

Unit III. Problem-based learning for mathematics learning

a) Survey of different instructional strategies – based on different theories of learning
b) Rationale of PBL introduction in undergraduate mathematics teaching
c) Designlessons using different instructional strategy and problem base learning(PBL) in undergraduate mathematics teaching
d) Different models of PBL and some skeptics regarding PBL

Unit IV. Readings for the content enrichment of the following

a. Intuition and proof b. Basic of number theory c. theory of equation d. measurement area and volume e. building real number and complex number f. Function and modeling g. geometrical transformation h. data analysis and probability i. Trigonometry j. Non-Euclidean Geometry

Unit V. Selected readings for the content enrichment of Algebra

a. Structures of modern algebra and their teaching
b. The learning problems and measures to address modern algebra learning
c. Prepare some typical lessons for teaching

Unit VI: Selected readings for the Geometry and Analysis

a. Fundamentals of Real and complex analysis
b. Historical approach in real analysis
c. Analysis from real to complex
d. Four Pillars of Geometry
    a. Different systems of geometry

Content Elaboration and Instructional Strategies

Contents	**Objectives**
• Explain the philosophy of undergraduate mathematics education • Differentiate children learning and adult learning behaviours in mathematics learning • Explain the APOS Theory of learning mathematics • Demarcate the differences between concepts in other field of knowledge and mathematics	**Unit I: Philosophy and theories of mathematics learning 6pds** a. Philosophy of mathematics and mathematics education b. Learning theories: behaviourist, congnitive, constructivist **c.** Mathematical concept and its development **d.** Different instructional strategies for undergraduate mathematics

• Analyse the relevance of different instructional strategies for undergraduate mathematics teaching	
• Expose the system of mathematical reasoning as mathematicians do for generating mathematics. • Explain the ways of writing proofs of a theorem and solving mathematical problem • Analyse the mathematical writing using language of logic, operators, signifiers, qualifiers etc. • Teach writing language of mathematics – use of qualifier, quantifier and connecting ideas. Use different models of theorem proving for facilitating students in reading mathematics.	**Unit II. Mathematical reasoning and Proof10 pds** a. Mathematical reasoning and conceptualization in undergraduate mathematics b. Ways of mathematical reasoning and conceptualization c. Research findings about mathematical reasoning and Conceptualization by undergraduate students d. Fundamentals for Mathematical proofs and proving techniques for the undergraduate students: logic, operator, quantifier, qualifier etc.
• Sketch the development history of algebra and analysis for the purpose of teaching. • Examine the undergraduate students' possible encountered problems in learning abstract mathematics – analysis, abstract algebra, group theory, linear algebra etc. • Present write up as in the fundamentals of analysis and algebra.	**Unit III. Survey on mathematical proofs writing and problem solving**10 pds a. Historical development of algebra and analysis as abstract form of mathematics. b. Structure of proof in analysis and algebra c. Techniques of problem solving and the methods of writing mathematics d. Reading of some selected contents of analysis, linear algebra and abstract algebra to analyse the method of mathematics writing
• Review by contrasting different instructional strategies. • to use problem base learning in teaching mathematics at secondary and undergraduate level. • get experience on designing lessons based on PBL and use the designed lesson in classroom teaching as action research project and make reflection.	**Unit IV. Problem-based learning for mathematics learning 8 pds** a) Review of different instructional strategies used in mathematics teaching at undergraduate level b) Historical basis of PBL and its practices c) Rationale of PBL introduction in undergraduate mathematics teaching d) Designing and use of problem base learning(PBL) in undergraduate

• Reflect on instructional practices at colleges based on research studies. • Critically examine the relevance of different instructional strategies in undergraduate mathematics teaching. Use open courseware and ICTs in teaching undergraduate mathematics	mathematics teaching e) Models of PBL and some skeptics regarding PBL f) Use of computer, ICTs, software and open courseware in teaching undergraduate mathematics.
• Use ideas that are very relevant to reducing abstraction in course of teaching the mentioned contents at secondary schools and undergraduate level. • Utilize the fundamentals and basics of mathematics for developing a theorem and solving a problem in teaching and guiding the students solving problem. • Reconstruct the fundamentals of mathematics through extensive journey over the contents of mathematics that are usually taught in at secondary schools and undergraduate level. • Examine and analyse the missing links in teaching mathematics courses in the designated level.	**Unit V. Readings for the content enrichment of the following using both ordinary text and ICT generated text. 5 pds** a. Intuition and proof b. Basic of number theory c. theory of equation d. measurement area and volume e. building real number and complex number f. Function and modeling g. geometrical transformation h. data analysis and probability i. Trigonometry j. Non-Euclidean Geometry
• Present the mathematics into the form of reducing abstraction in course of teaching algebra, analysis, number theory, topology etc. • Present and fit the missing link between different mathematics in course of teaching some courses in the designated level.	**Unit VI. Selected readings for the content enrichment of Algebra 4 pds** a. Structures of modern algebra and their teaching b. The learning problems and measures to address modern algebra learning c. Prepare some typical lessons for teaching
• Present the mathematics into the form of reducing abstraction in course of teaching algebra, analysis, number theory, topology etc. • Present and fit the missing link between different mathematics in course of teaching some courses in the designated	**Unit VII: Selected readings for the Geometry and Analysis 5pds** a. Fundamentals of Real and complex analysis b. Historical approach in real analysis c. Analysis from real to complex d. Four Pillars of Geometry Different systems of geometry

level.	

General Instructional Strategy

This is a course expects active participation of the students through using the other media more and conventional approach of lecture and discussion. The given contents will be divided into different learning units and delivered to the students in a planned way. A course plan is made including contents, their respective teaching learning activities for teacher and students, time frame for conducting the lessons, assignments, projects and feedback mechanism.

Problem solving, observation of the undergraduate class, critical overview and preparing report and presentation, presentation sessions, discussion will be the instructional strategies.

Specific Instructional Strategy

The students have to go through the text given in the course and some additional texts provided by the course teacher in detail based on the guidelines and project works assigned by the course tutor. The course tutor will provide projects to the individual students and the students have to complete the task and share to other friends. The interaction between students will be recorded and assessment scores will be provided. Some examples of the assignment and project themes are given here:

Instructional Strategy Unit I, II

1. Learning difficulty of undergraduate students in abstract algebra and possible pedagogical suggestion(Group project)
2. Writing mathematical proofs – challenges for the young learners.(Essay/term paper)
3. Different methods of writing proofs and the language of mathematics for writing.(Essay)

Instructional Strategy Unit III

a) Assignment of writing essays on different instructional strategies (individual contribution) and sharing with the friends using moodle platform for comments and suggestion and finalization of the paper.
b) Online discussion with the students in different instructional strategies and PBL.
c) Designing lessons on PBL and use them in classroom teaching and prepare a report reflecting the practice.(group work)

Instructional Strategies Unit IV

a) Readings and reflecting is the major activities with assignments for each content(different group will do work on different topics and inter groups sharing in seminar).

b) Sharing of the assignments to the community of learners.
c) Some open-book type tests given to the students to complete in a restricted timeframe as designed by the tutor/professor.

Instructional Strategy Unit V - VII

a) Readings and reflecting is the major activities with assignments for each content.
b) Writing of papers in different mathematical problem solving and the methods of solving.
c) Sharing of the assignments to the community of learners (on line, seminar, and presentation).
d) Some open-book type tests given to the students to complete in a restricted timeframe as designed by the tutor.
e) Preparation of teaching, learning and training modules under the guidance of instructor or main professor

Note: Unit V – VII are used for teaching preparation of the students. The students have to go through the text suggested for these units and prepare teaching, learning, and training modules in groups and use in peer teaching.

Evaluation Scheme

Both assessment and evaluation are used in the programme. Significant weightage is given to internal in semester activities. The course tutor has to make a detailed plan of assessment of the students. Based upon the assignments, projects, and activities the students participates and gain excellence on them. Based on these productions the internal assessment score will be provided. Thus the evaluation scheme is as follows:

In-semester assessment: 40%
End-semester exame : 60%

Internal Evaluation 40%

Internal evaluation will be conducted by the course teacher based on the following activities.

i.	Attendance	5%	
ii.	Participation in learning activities	5%	
iii.	First assignment/mid-term exam		10%
iv.	Second assignment/assessment		10%
v.	Third assignment/assessment	10%	
Total			**40 Points**

External Examination (Final examination) 60%

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

1. Objective questions (multiple choice 10 x1)	10 points
2. Short answer question (6 question x 5 points)	30 points
3. Long answer questions (2 questions x 10 points)	20 points
Total	**60 points**

Reference

1. Elena Nardi(2008).Amongst Mathematicians: Teaching and Learning Mathematics at University Level. Springer (Unit I and Unit II full reading)
2. Barbara J.Duch, Susan E.Groh, and Deborah E. Allen (eds)(2001). The power of problem-based learning. Springer Verlag.(Unit 1, Unit 4, Unit 5, Unit 19)
3. Alan Sultan and Alice F. Artzt (2011).The mathematics that every secondary school mathematics teacher needs to know. Routledge.
4. John Still Well(2010). Four Pillars of Geometry. Springer
5. ….. (2010)Complete Mathematics, Teach Yourself.
6. Barbara J.Duch, Susan E.Groh, and Deborah E. Allen (eds)(2001). The power of problem-based learning. Springer Verlag.(Unit 1, Unit 4, Unit 5, Unit 19)
7. Ulrich Daepp& Pamela Gorkin(2011). Reading, writing and proving: A closer look at mathematics. Springer
8. Sthal, S. (1999). Real Analysis: A historical approach. John Wiley & Sons, InC. New York.
9. Axler, S., Ribet,K.A.(2008). Undergraduate texts in mathematics: Readings in mathematics. Springer.
10. Erdman, J.M.(2011). Companion to Real Analysis. Portland State University.

Course title: **Measure Theory and Topology**
Course Number: Math.Ed. 538
Nature of the course: **Theoretical**
Level: MT Ed | Chrs: 3
Semester : Third | Teaching Hour: 48

Course Description

This course is designed to provide students with the sound knowledge of measure theory and topology. The topics on measure theory deal with the theory of measure and integration in the simple setting of Euclidean and abstract space. As a preliminary step, students study the Lebesgue measure and outer measure, measurable functions, Lebesgue integral, L^p classes and integration in Euclidean and abstract spaces. The topics in topology deal with the definition of metric spaces as topologies, generalized topological spaces and their properties.

Course Objectives

The general objectives of this course are as follows:

- Make students understand the basic concept of the Euclidean space R^n.
- Acquaint students with knowledge of the outer measure, Lebesgue measue and measurable functions with their properties.
- Develop the understanding of students with Lebesgue integrals.
- Let the students understand the proof and the properties of L^p space.
- Familiarize the students with the abstract treatments of Lebesgue measure and integration
- Have the students understand the concept of Euclidean space, metric space and topological space
- Let the students extend the metric space to more general concept of topological space
- Acquaint the students with the properties of a distance function and explore the fundamental and the useful aspects of metrics.
- Enable the students to prove the theorem related to connectedness and compactness in topological spaces.

Course Requirements

In order to take this course, students must have

- access to a computer
- continuous internet access
- ability to download and save files
- be competent in English language
- read the prescribed text books of levels lower than this course

Specific Objectives and Contents

Specific Objectives	Contents
• To define the points and sets in R^n • To prove the properties of outer measure • To prove the properties of Lebesgue measure • To prove the Caratheodory theorm	**Unit 1: Lebesgue Measure and Outer Measure (6 hours)** 1.1 Points and sets in R^n 1.2 Lebesgue outer measure 1.3 Cantor set 1.4 Lebesgue measurable sets 1.5 Two properties of Lebesgue measure **1.6** Caratheodory theorem
• To prove the properties of the measurable functions • To understand and prove Egorov's theorem • To prove the results related to convergence in measure	**Unit 2: Lebesgue Measurable Functions (6 hours)** 2.1 Lebesgue measurable function and its properties 2.2 Semi continuous function and its properties 2.3 Egorov's theorem 2.4 Convergence in measure and its properties
• To understand and prove the properties of Lebesgue integral • To establish the relation between Riemann and Lebesgue integrals	**Unit 3: Lebesgue Integrals (6 hours)** 3.1 Integral of non-negative functions 3.2 Properties of the integral 3.3 Integral of arbitrary measurable functions 3.4 Relation between Riemann and Lebesgue integrals
• To explain L^p spaces • To prove different inequalities in L^p space • To explain l^p classes • To prove the properties of l^p classes • To prove the fundamental properties of Hilbert space	**Unit 4: L^p Classes (5 hours)** 4.1 L^p classes 4.2 Holder's and Minkowski's inequalities 4.3 l^p classes 4.4 Banach and metric space properties 4.5 L^2 space 4.6 Orthogonality 4.7 Riesz-Fischer theorem 4.8 Hilbert space
• To state the properties of additive set function and measure • To prove the results related to measure	**Unit 5: Abstract Integration (5 hours)** 5.1 Additive set function, measures and their properties

space • To prove the results related to absolute continuity, singular set function and measure. • To prove Egorov's theorem	5.2 Measure space 5.3 Measurable function on measure space and its properties 5.4 Egorov's theorem Absolutely continuous and singular set functions
• To define metric in terms of distance function • To define open and closed sets on a general metric space To determine the fundamental and useful aspects of metric spaces	**Unit 6: Metric spaces (5 hours)** 6.1 Definition and examples of metric spaces 6.2 Open sets and closed sets in metric spaces 6.3 Interior, closure and boundaries 6.4 Continuous functions 6.5 Equivalence of metric spaces 6.6 Complete metric spaces
• To define topological space and its interior, closure and boundary • To define the basis and sub-basis and extension to topological space • To determine topologically equivalence spaces with the help of continuous functions To establish subspaces	**Unit 7: Topological Spaces (6 hours)** 7.1 Definition and some examples of topological spaces 7.2 Interior, closure and boundary 7.3 Basis and sub-basis 7.4 Continuity and topological equivalences **7.5** Subspaces
• To determine the properties of connected and disconnectedness • To prove theorems on connectedness and draw their applications • To establish the properties of locally connected and locally path connected spaces	**Unit 8: Connectedness (5 hours)** 8.1 Connected and disconnected spaces 8.2 Theorems on connectedness 8.3 Connected subsets of the real line 8.4 Applications of connectedness 8.5 Path connected spaces **8.6** Locally connected and locally path connected spaces
• To define compactness and establish it as a topological property • To use continuity in the compact spaces To derive the properties of compactness	**Unit 9: Compactness (4 hours)** 9.1 Compact spaces and subspaces 9.2 Compactness and continuity 9.3 Properties related to compactness 9.4 One point compactification

Recommended Books and References

Recommended Books

Wheeden, R. I. & Zygmund, A. (1977). *Measure and integral*. New York

Croom, F. H. (1998). *Principle of topology*. Orlando, Flogida

References

Jain, P. K. & Gupta, V. P. (1986). *Lebesgue measure and integration*. New Delhi

Cohn, D. L. (1993). *Measure theory*. Barkhauser. Boston.

Monkers, J. R. (1998). *Topology*. New Delhi: Prentice Hall of India.

Course Title: **Studies in Mathematics Education**
Course Number: Math Ed. 539 Nature of Course:Theoretical
Level: M. Ed. Chrs: 3
Semester: IV Total Period: 48

1. Course Description

This course aims at giving exposure to students about some of the books written in mathematics education that are used all over the world extensively. It also aims to let students pick up global issue which is locally important, write an essay and give seminar related to components of mathematics education, like nature of mathematics, pedagogies for mathematics, teacher development, assessment strategies and research agenda.

2. General Objectives

The general objectives of this course are as follows:

- To make the students knowledgeable about the strength of books written on Mathematics Education and enable them to appraise them.
- To provide students with in-depth exposures to different curriculum and their materials around the globe.
- To enable the students to present their opinion on the issues of mathematics education.
- To make the students able in preparing and presenting analytical write-ups related to the aspects of mathematics education.
- To enable the students to prepare for and participate actively in the seminar of mathematics education.

3. Specific Objectives and Contents:

Specific Objectives	Contents
• Explain different views on nature of mathematics and math education • Address different issues related to mathematical knowledge. • Illustrate the concept construction and nature of mathematical knowledge. • Explain the dialogical nature of mathematics. • Compare and xcontrast among the cultural nature of mathematics and different world views.	Unit 1: Nature of Mathematics and Mathematics Education **(9)** 1.1 Views on the nature of mathematics 1.2 Views on the nature of math education 1.3 Issues related to mathematical knowledge 1.4 Concept, construction and nature of mathematical knowledge 1.5 Dialogical nature of mathematics 1.6 Different world views: Newtonian, Einsteinium, Biomedical, Organic, and Chaotic
• Explain the different approaches to math curricula material and development in universities of Nepal. • Give critical appraisal of different math curriculum all around the globe. • Compare the components of different	Unit 2: Curriculum Studies **(9)** 2.1 Studies of IX to Bachelor's math curricula materials of selected universities of Nepal 2.2 Studies of grade VIII to bachelor mathematics curriculum of SAARC, USA, UK, Japan.

modules and lesson plans which are in practice material exercised. • Describe the statues of material used in mathematics teaching.	2.3 Components of lesson plan/modules 2.4 Status of materials used in mathematics teaching
• Explain the major shift in mathematics education research focusing the rule of cultural diversity. • Justify why social turn gained more attention in research work mathematics education research. • Make critical appraisal how individual experience, reflection can become a knowledge focusing on ethnography: unite ethnography and self study. • State mathematics literacy as a research issue.	Unit 3: Research in Mathematics Education **(9)** 3.1 Role of cultural diversity in mathematics education research 3.2 Strong social turn in mathematics education research 3.3 Ethnography, self-study, auto-ethnography 3.4 Mathematics literacy as a research issue
• Present the review of the assigned books. • Give critical appraisal of the assigned books.	Unit 4: Review and Appraisal of Selected Books **(9)** 4.1 Critical issues in mathematics education 4.2 Issues in mathematics teaching 4.3 What is mathematics really? 4.4 18 unconventional essays on the nature of mathematics 4.5 New mathematics education research
• Prepare and present analytical write-up related to the different aspects of mathematics education. • Conduct a seminar on the assigned issue of mathematics Education.	Unit 5: Analytical Write-up and Organization Seminar (12) 5.1 Book Review 5.2 Long Essays 5.3 Seminar

4. General Techniques

Understanding of any concept can be judged only when students demonstrate through reading, writing and advocating students' viewpoint. So, these general and specific techniques in each of unit are given below.

4.1 General Instructional Techniques

The general instructional techniques will be intensive and extensive reading, discussion, lectures, projects, seminars, and analytical writings.

4.2 Specific Instructional Techniques

Unit	Specific Activities and Distractinal Techniques.
I	Internet browsing followed by discus.
II	Bringing curriculum of different countries and compare and contrast among their key ingredients.
III	Internet browsing for the sample of different researches on social and cultural aspects

	of mathematics.
IV	Intensive and extensive reading of different seminal textbook written on the issues of mathematics education.
V	a) Book Review (1000 words approx 4 pages): The following key features must be included: i. General information (Author, date, title, publisher, place of publication) ii. Summary of key sections of the book iii. Summary of key issues presented in each sections/chapter of the book iv. Information about the Potential reader of the book b) Long Essays (4000 words approx 16 pages): Students are expected to select an issue of global/local in nature in mathematics education and address it with sufficient facts figures and arguments in their own style. Conventional as well as unconventional way of writing is desired. c) Seminar: (1500 words approx 6 pages): Brainstorming session is required in order to students' exposure to select a good and burning issue in mathematics education. For example: Should we prepare world citizen through our mathematics education course?

5 Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities

1) Attendance	5 Points
2) Participation in learning activities	5 Points
3) First assignment/ midterm exam	10 Points
4) Second assignment/assessment	10 Points
5) Third assessment	10 Points
Total	40 Points

5.2 External Examination (Final examination) 60%

Examination Division of the Dean's office will conduct final examination at the end of the semester

1. Objective questions (multiple choice items 10×1)	10 points
2. Short answer question (6 questions $\times$ 5 points)	30 points
3. Long answer questions (2 questions $\times$ 10 points)	20 points
Total	**60 points**

6. Recommended Books and References

Recommended Books

Doll, W. E. (1993). *A post-modern perspective on curriculum.* New York: Teachers College Press. (Unit II)

Ernest, P., Greer, B. & Shreeraman, B. (Ed). (2009). Critical issues in mathematics education. Charlottte, NC: Information age publishing. (Unit V)

Gates, P. (2001). *Issues in mathematics teaching.* London and NY: Routledge and Falmer (Unit I, IV)

Hersh, R. (Ed) (1997) *What is mathematics really?* NY: Oxford University Press. (Unit I, IV)

Hersh, R. (Ed.) (2006). *18 unconventional essays on the nature of mathematics.* NY: Springer. (Unit I)

Maaz, J. & Schloeglmann, W. (Ed) (2006). *New mathematics education research and practice*. Rotterdam, The Netherlands: Sense (Unit III)

References

Bachman, D. (2007). *Advance Calculus Demystified: A self-teaching guide.* New York: Mcgrow Hill. (Unit II)

Baumslag, B. (2000). *Fundamentals of teaching mathematics at University level*: Imperial College press. (Unit II)

Handa, Y. ( ). *What does understanding mathematics mean for teachers? Relationship as a metaphor for knowing.* Routledge (Unit I)

Nardi, E. & Iannone, P. ( ). : *How to prove it: A brief guide for teaching proof to year 1 mathematics graduates.* Norwich, UK: (Unit II)

PISA (2010). *Mathematics teaching and learning strategies in PISA*: OECD (Unit II)

Robert, A. W. (1996). *Calculus: The dynamics of change.* Mathematical Association of America (Unit II)

Upadhyay, H. P. (2013). A dialogue: mathematics as an umbrella concept unifying all disciplines. Kathmandu: *Council of mathematics Education*. (Unit V)

Course Title: English Language Teaching (ELT) Pedagogy and Materials

Course No. : Eng. Ed.535 Credit Hours: 3

Nature of the course: Theoretical Teaching hours 48

Semester: III

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1. Course Description

The intent of this course is to expose the students to the theories and practices of English language teaching and help them develop materials to teach English at various levels of education. The course consists of five units. The first unit familiarizes the students with the broader and specific contexts of English language teaching while the second unit presents the overview of the ELT methodology. The third unit deals with the techniques and activities of teaching English language aspects and skills. The fourth unit is about the planning and assessment in ELT while the fifth unit provides the critical perspectives of language education and its pedagogy.

2. General Objectives

General objectives of this course are as follows:

a) To familiarize students with the macro and micro contexts of English language teaching.
b) To expose the students to the wide array of ELT methodology that include the approaches, methods, techniques and strategies.
c) To enable the students to teach the language aspects and skills effectively.
d) To help the students plan the course and design classroom tests.
e) To engage the students to have critical perspectives in English language teaching and its practices

3. Contents in Details

Specific Objectives	Contents	Periods
• Explain the contexts of language teaching • Relate English language teaching with the sociolinguistic and political context • Present the overview of the history of language teaching • Discuss the framework for teaching and learning	**Unit One: English Language Teaching Context** 1.1 Language Teaching 1.2 The social and sociolinguistic contexts of language learning and teaching 1.3 The politics and policies of language and language teaching 1.4 History of language teaching 1.5 Teaching by principles 1.6 A framework for teaching and learning 1.6.1. Learners and learning, classroom and	**10**

• Implement the principles of learner autonomy in class	contexts 1.6.2. The communicative classroom 1.6.3. Learner autonomy and learner training	
• Present the overview of the various approaches of language teaching • Contextualize communicative and task-based language teaching • Use the various techniques of language teaching in class • Identify various learning strategies of students and facilitate them for enhanced learning	**Unit Two: Methodology of English Language Teaching** 2.1 Overview of the following approaches: 2.2.1 Behavioristic approach 2.2.2 Nativist approach 2.2.3 Functional approach 2.2.4 Natural approach 2.2.5 Multiple intelligence 2.2.6 Neuro-linguistics programming 2.2.7 The lexical approach 2.2.8 Content and language integrated teaching 2.2 Communicative language teaching (CLT) 2.3 Task-based language teaching (TBLT) 2.4 The post method pedagogy 2.5 Project-based language teaching 2.6 Techniques 2.6.1 A taxonomy of techniques 2.6.2 Classroom interaction – patterns of classroom interaction, questioning, group work, individualization, pair work, the selection of appropriate activation techniques 2.7 Learning strategies 2.7.1 Learning strategies vs. communication strategies 2.7.2 Types of communication strategies 2.7.3 Good language learners strategies 2.7.4 Types of learning strategies: direct and indirect	**22**
• Categorize the aspects and skills of language from pedagogic perspectives • Teach vocabulary and grammar • Identify and address the learners' errors • Design activities for teaching receptive and productive skills	**Unit Three: Teaching Language Aspects and Skills** 3.1 Teaching vocabulary 3.2 Teaching grammar 3.3 Teaching listening skills 3.4Teaching speaking skills 3.5Teaching reading skills 3.6Teaching writing skills 3.7Error correction	**25**
• Plan courses and lessons • Manage classroom interaction	**Unit Four:Planning and Assessing Learning** 4.1 Course design	10

in class • Maintain discipline while teaching English • Develop tests and administer them in class • Identify learner differences and address them accordingly	4.2 The syllabus 4.3 Materials 4.4 Teaching content 4.5 Classroom interaction 4.6 Classroom discipline 4.7 Learner differences 4.2 Classroom assessment	
• Describe second language education from multiple perspectives • Discuss identity issue in second language education • Research second language education critically • Critically review the teacher's role in second language education	**Unit Five: Critical Pedagogy** 5.1 Reconceptualizing second language education 5.2 Challenging identities 5.3 Researching critical practices 5.4 Educating teachers for change	8

3. Instructional approach

4.1 General techniques

- Lecture and discussion
- Seminar
- Guided study
- Tutorial
- Self study
- Project work

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques	Teaching Hours (48)
One	Mini-project (Review of the articles, participate in the discussion, relate their experience)	10
Two	Mini-project (articles and book chapters review followed by classroom presentation)	10
Three	Preparation of the materials to teach language aspects and skills	10
Four	Instructor-guided lesson plan preparation, peer teaching and seminar papers	8
Five	A review (critical) paper	10

4. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

1.	Attendance	4 Points
2.	Participation in learning activities	6 points
3.	First assignment/midterm exam	10 points
4.	Second assignment/assessment (1 or two)	10 points
5.	Third assignment/assessment	10 points
	Total	**40 points**

Note:

- First assignment/assessment might be in the form of an assignment or book review or article review or a term paper on specific issue/topic and/or class quizzes depending on the nature of the content.
- Second assignment/assessment might be project work, case study, seminar, survey/field study and individual/group report writing, term paper based on the secondary data or review of literature or documents etc.
- Third assignment/assessment might be mid-term exam + assignment or a term paper on specific issue/topic or unit test according to nature of course.

5.2 External Evaluation (Final Examination) 60%

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

1.	Objective type question (Multiple choice 10 × 1 =	10 points
2.	Short answer questions(5 questions × 6 points) =	30 points
3.	Long answer questions (2 questions × 10) =	20 points
	Total	**60 points**

6. Recommended Books and References

6.1. Recommended Books:

1) Brown, H. D. (2001). Teaching by principles. London. Longman. ***(Unit I)***
2) Harmer, J. (2007). The practice of English language teaching. London. Pearson Education Limited. ***(Unit I, II, III, IV)***
3) Hedge, T. (2008). Teaching and learning in the language classroom. Oxford. Oxford University Press. ***(Unit I, IV)***

4) Long, M. H. and Doughty, C. J. (2009). Handbook of English language teaching. Oxford. Wiley-Blackwell.***(Unit I)***
5) Norton, B. and Toohey, K. (Eds.) (2004). Critical pedagogies and language learning. Cambridge. Cambridge University Press. ***(Unit V)***
6) Richards, J.C. &. Rodgers, T.S. (2009). Approaches and methods in language teaching. Cambridge: CUP. ***(Unit II)***
7) Ur, P. (2013). A course in English language teaching. Cambridge. Cambridge University Press.***(Unit III, IV***)

6.2. References

1) Beckett, G. H. & Miller, P. C. (2006). Project-based second and foreign language education. Connecticut: Information Age Publishing.
2) Bhatta, T. D. (2012). ELT curriculum, materials and management. Kathmandu. Intellectual Book Palace.
3) Brown, H. D. (1994). Principles of language learning and teaching. London: Prentice Hall.
4) Chambers, A. &Bax, S. (2006). Making CALL work: Towards normalisation. System, 34, 465–479.
5) Cook, V. (2008). Second language learning and language teaching. London: Arnold.
6) Davies, P. &Pearse, E. (2008). Success in English teaching. Oxford: OUP.
7) Ellis, R. (2003). Task-based language learning and teaching. Oxford: OUP.
8) Kumaravadivelu, B. (2001). Toward a post-method pedagogy. TESOL Quarterly, 35/4, 537-560.
9) Levy, M. (2007). Research and technological innovation in CALL. Innovation in Language Learning and Teaching, 1/1, 180-190.
10) McGrath, I. (2002). *Materials Evaluation and Design for Language Teachers*. Edinburgh: Edinburgh University Press. (Unit V)
11) Nunan, D. (1998). Language teaching methodology. New York: Prentice Hall.
12) Nunan, D. (Eds.). (2003). Practical English language teaching. New York: McGraw Hill.
13) Reagan, T. G. & Osborn, T. A. (2002). The Foreign Language Educator in Society: Toward a Critical Pedagogy. London. Lawrence Erlabaum Associates Publishers.
14) Richards, J. C. &Renandya, W. A. (2003). Methodology in language teaching. Cambridge. CUP.
15) Scrivener, J. (2005). Learning teaching. Oxford: Heinemann.
16) Underwood, M. (1989). Teaching listening. London: Longman.
17) Waters, A. (2009). Managing innovation in English language education. Language Teaching, 42:4, 421–458. (Unit IV)
18) Woodward, T. (2001). Planning lessons and courses. Cambridge: CUP.

Course Title: **Dimensions of Teacher Development**
Course No: Eng. 539 **Nature of the course**: Theoretical
Level: M. Ed. **Teaching Hours:** 48
Semester: Third **Credit Hours**: 3

1. Course Description

'Dimensions of Teacher Development' is a course beyond methodology and it covers the key concepts of English language teaching as a professional and various dynamics of teacher development. It addresses the fundamentals of teacher development such as beliefs, maxims and identities. It also discusses the teacher learning theories, their features and their applications to English language teaching. The course makes an attempt to empower the students to operationalize various teacher learning models and approaches. It also enables them to design and deliver training sessions. Thus, the course aims at producing professionally competent English language teachers and trainers.

2. General Objectives

General objectives of this course are as follows:

a) To make students familiar with the basic concept of English teaching and teacher development;
b) To acquaint them with the fundamentals of teacher development;
c) To help the students link various learning theories with ELT teaching situations;
d) To provide students with the concept and skill in using the various teacher learning models, approaches and teachers' roles;
e) To enable the students design and deliver training sessions

3. Specific Objectives and Course Contents

Specific Objectives	Contents
• Present the basic concept of teaching profession, language teaching and language teacher development • Discuss the characteristics and perspectives of teacher development • Explain the scope of teacher development • Analyze the teacher career cycle • Review the English teachers' development in Nepal	**Unit One: Conceptualizing teacher development (14)** 1.1. Teacher learning and teaching as a profession 1.2. English language teaching and teacher development 1.3. Characteristics and perspectives of teacher development 1.4. Scope of teacher development 1.4.1. Pre-Service teacher education 1.4.2. Teacher induction 1.4.3. In-service teacher education and trainings 1.4.4. Experiential learning 1.4.5. Self-initiated learning 1.5. Teacher career cycle (Huberman, DreyFus and DreyFus) 1.6. Historical sketch of English teacher development in

	Nepal
• Define the teachers' beliefs, maxims and identities • Present the types of teacher maxims and their implications in language teacher education • Overview the concept and sources of teacher belief • Analyze the teacher identity formation process	**Unit Two: Fundamentals of Teacher Development (6)** 2.1 Teacher's beliefs, their sources and belief about English language, learning, teaching, programs and curriculum and language teaching as a profession 2.2 Teachers' maxims, their types and implication to ELT 2.3 Reconstructing teacher identities after their initial teacher education
• Differentiate adult learning from child learning • Discuss various theories of adult learning • Relate psychological theories with learning	**Unit Three: Learning Theories and their Implications in ELT (9)** 3.1 Difference between adult learning and child learning 3.2 Adult learning theories 3.2.1. Maslow's theory of motivation 3.2.2. Rogers's non-directive intervention 3.2.3. Gagne's conditions of learning 3.2.4. Deway's reflective thinking 3.2.5. Kolb's experiential learning 3.2.6. Knowles's principles of andragogy 3.2.7. Hase and Kenyon's heutagogy 3.2.8. Difference between pedagogy, andragogy and heutagogy 3.3 Psychological theories of learning 3.3.1. Behaviorism/ Mechanistic Theory 3.3.2. Humanism 3.3.3. Cognitive constructivism 3.3.4. Social constructivism/ socio-cultural perspective (Their Concept, features, implications to language teaching and criticisms)
• Analyze the various models, approaches and roles of teachers • Prepare the portfolio collecting various practical work on journal writing, project work, action research, critical incidents analysis, feedback giving and receiving, etc. • Explain teachers' roles while applying teacher development models and approaches.	**Unit Four: Teacher Development Models, Approaches and Teacher's Roles (9)** 4.1 Craft, Applied Science, Reflective models and the Dynamic Interactions between providers, teachers, tasks and contexts 4.2 Teacher development approaches: workshops, seminars, journal writing, teacher support group, cases and critical incidents analysis, action research, mentoring, classroom observation, supervision, portfolio collection, etc. 4.3 Teachers' roles: Passive Technicians, transformative intellectuals and reflective practitioners.
• Design a framework for training	**Unit Five: Trainers' development (10)**

• Work in groups for training • Explain the practical process of training session • Discuss and use the ways of feedback, assessment and evaluation in teacher training • Provide feedback in training	5.1 A framework for training 5.2 Working with groups in training 5.3 Working with participants' experience 5.4 New and shared experiences in training 5.5 Creating meaning: New learning 5.6 Planning for action 5.9 Feedback, assessment and evaluation in training

4. Instructional approach

4.1. General techniques

- Lecture and discussion
- Group, pair and individual work
- Self study
- Presentation

4.2. Specific Instructional Techniques

Unit	**Activity and Instructional Techniques**
Unit One	Individual reflection and narrative writing
Unit Two	Pair and group discussion on teacher development issues, beliefs etc.
Unit Three	Pair work and small group discussion on the review and analysis the models and theories
Unit Four	Portfolio collection and individual assignment
Unit Five	Individual assignment on training session design

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

7. Attendance 5 Points
8. Participation in learning activities 5 points
9. First assignment/midterm exam 10 points
10. Second assignment/assessment (1 or two) 10 points
11. Third assignment/assessment 10 points

Total 40 points

Note:

- First assignment/assessment might be in the form of an assignment or book review or article review or a term paper on specific issue/topic and/or class quizzes depending on the nature of the content.
- Second assignment/assessment might be project work, case study, seminar, survey/field study and individual/group report writing, term paper based on the secondary data or review of literature or documents etc.
- Third assignment/assessment might be mid-term exam + assignment or a term paper on specific issue/topic or unit test according to nature of course.

5.2 External Evaluation (Final Examination) 60%

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

4. Objective type question (Multiple choice 10 × 1 = 10 points
5. Short answer questions(6 questions × 5 points) = 30 points
6. Long answer question (2 questions × 10 points) = 20 points

Total 60 points

1. Recommended books and References

6.1. Recommended books

Awasthi, J.R. (2009). Teacher education with special reference to English language teaching in Nepal.In S. Manshoor, N. Hussain, A. Sikandar& N. Ahsan (Eds.).*Emerging issues in TEFL: Challenges for South Asia*. USA: Oxford University Press. (Unit 1)

Burns, A. & Richards, J.C (Eds.).(2009). *The Cambridge guide to second language teacher education*. Cambridge: CUP. (Units 1, 2, 3, 4)

Diaz-Maggioli, G. (2004). Teacher-centered professional development. Alexandria: ASCD. (Unit 1)

Head, K & Taylor, P. (1997).*Readings in teacher development*. Oxford: Heinemann ELT. (Units 1, 2, 3, 4)

Richards, J. & Farrell, T.S.C. (2008).*Professional development for language teachers*. Cambridge: CUP. (Units 1, 4)

Richards, J.C. & Lockhart, C. (2005).*Reflective teaching in second language classroom*. Cambridge: CUP. (Unit 2)

Roberts, J. (1998). *Language teacher education*. London: Arnold. (Unit 3)

Tickle, L. (2000). *Teacher induction: The way ahead*. UK: Open University Press. (Unit 1)

Villegas-Reimers, E. (2003). Teacher professional development: An international review of the literature. Paris: UNESCO (Unit 1)

Wallace, M.J. (2001). *Training foreign language teachers*. Cambridge: CUP. (Unit 4, 5)

Wright, T & Bolitho, r. (2007). *Trainer development*. London: www.lulu.com. (Unit 5)

6.2. References

Cohen, L., Manion, L. & morrisan, K. (2008).*A guide to teaching practice*. London: Routledge Falmer.

Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London and Philadelphia: Falmer Press.

Day, C (2005). *A passion for teaching*. London/New York: Routledge Falmer.

Kumaravadivelu, B. (2003). *Beyond method: Macrostrategies for language teaching*. NewHaven, Co. Yale University Press.

Parrott, M. (1997).*Tasks for language teachers*. Cambridge: CUP.

Randall M. with Thornton, B. (2001).*Advising and supporting Teachers*. Cambridge: Cambridge University Press.

Rijal, R. (2014). *Constructivist perspective on teacher development*. Kathmandu: Subhakamana Publication, Pvt. Ltd.

Tsui, A.B.M. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge: CUP.

William, M. & Burden, R.L. (1997).*Psychology for language teachers*.Cambridge CUP.

Course Title: **ELT Research and Testing**

Nature of Course: Theoretical

Code No.: Eng Ed.538 Credit Hours: 3

Semester: Third Teaching Hour: 48

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1. Course Description

This course is divided into two sections: Research and Testing in ESL. The first section presents glimpse (what, why and how) of different research designs in ESL. It aims at providing the students with overall understanding of research works in general, and the specific research activities carried out in English language teaching and learning in particular. This section is divided into two units. The first unit focuses on developing theoretical perspective of different research designs. For this different research articles will be used as resources. The second unit emphasizes the application of different research designs discussed in the first unit. For this the students are required to produce a research article by using one of the designs discussed in the first unit. The second section, language testing, aims at providing theoretical knowledge on language testing, and skills and abilities for developing and using the English language tests for assessing and reporting students' achievement and proficiency in the English language. They discuss the current status of language testing followed by the theoretical aspects. The units from three to five deal with the practical aspects of language testing offering students the procedures for using language tests for enhanced teaching and learning of the English language.

2. General Course Objectives

The general objectives of the course are as follows:

- To acquaint the students with the basic concepts of different research designs.
- To enable the students to apply different research designs in the field of ELT.
- To enhance students' ability to understand the quality of language tests.
- To enable the students to design various types of tests to assess language skills and aspects.
- To expose them to the analysis, interpretation and use of the information generated through testing with a view to enhance their testing skills and abilities.

3. Specific Objectives and Contents

Specific Objectives	Contents
• To enable the students to conceptualize research problems, aims and methodology of different research designs.	**Unit One: Research in ESL** 1.1 Theory of Research designs 1.1.1 Action research 1.1.2 Auto-ethnographic research 1.1.3 Case study research 1.1.4 Correlational research 1.1.5 Ethnographic research 1.1.6 Experimental research 1.1.7 Historical research 1.1.8 Narrative inquiry 1.1.9 Survey research
• To make students able to prepare a research proposal in any of the research design of their choice. • To enable the students to write a research article based on the research they conducted.	**Unit 2: Application of research designs** 2.1 Preparing a research proposal based on the format 2.1.1 Beginning the research proposal • Selecting the topic (introduction) • Deciding the background of the study • Stating the research problem • Specifying the objectives • Postulating research questions • Presenting significance of the study • Delimiting the study • Identifying key terms and defining them 2.1.2. Developing literature review and conceptual framework • Reviewing theoretical literature • Reviewing empirical literature • Drawing implications of the reviewed literature • Developing conceptual framework 2.1.3 Identifying methods and procedures of the study

	• Selecting design and methods of the study • Identifying population, sample and sampling strategy • Deciding on study area/field • Selecting data collection tools and techniques • Describing data collection procedures • Presenting data analysis and interpretation procedures 2.1.4. Mentioning process of data analysis and interpretation 2.1.5. Presenting conclusion deriving process and process of recommendation 2.1.6. Citing and referencing the consulted sources on the basis of APA format 2.1.7 Appending tools, lesson plans, graphs and charts. 2.1.8 Drafting, editing, proof-reading, rewriting and finalizing proposal 2.2 Writing a research article • Conducting a mini-research within a group • Preparing a research article on the basis of the mini-research and following the design of the articles they reviewed
• To distinguish language teaching from language testing. • To define various tests and talk about their effects, also correlate their practicality, reliability and validity • Discuss the current issues in language testing.	**Unit Three: Introduction to language testing** 3.1 Testing and teaching 3.2 Why test, characteristics and types 3.3 Testing language skills 3.4 Testing language elements 3.5 Problems of sampling 3.6 Washback, the washback hypothesis 3.7 Practicability, reliability and validity 3.8 Current Issues in Classroom Testing • New views on intelligence • Traditional and alternative assessment • Computer based testing
• To assess the language tests in terms of reliability, validity, practicality and their usefulness	**Unit Four: Basic considerations in test design** 4.1 The concept of validity • Construct validity • Content validity

• To design and construct a test.	• Face validity • Washback validity • Criterion related validly • How should a test be known? 4.2 The concept of reliability 4.3 Validity reliability – an inevitable tension? 4.4 Test efficiency 4.5 Designing a test 4.6 The construction of a proper test
• To design tests for testing various language skills. • To analyse test items and test their reliability and validity	**Unit Five: Test methods** Testing language comprehension 5.1.1 Testing reading comprehension • Multiple Choice questions (MCQ's) • Short answer questions • Cloze 5.1.2 Testing listening Comprehension • Testing extensive listening skills Phoneme discrimination tests Tests of stress and intonation 5.1.3 Testing Writing • Indirect methods for assessing linguistic competence • The direct methods of writing • Analytical and general impression marking Holistic scoring • Further considerations in designing writing tasks for inclusion in a test battery 5.1.4 Testing Speaking • Verbal Essay • Oral Presentation • The free interview • Role Play • The training and standardization of oral examiners 5.2 Item analysis, test validity and reliability

4. Instructional approach

4.1 General Techniques

- Lecture and discussion
- Reading, discussing, writing and sharing
- Demonstration
- Explanation and illustration
- Self-study

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
Unit One	• Reading, discussion and reflective writing • Teacher's presentation of review of one article of each design in terms of objectives, design, methodology and findings. • Students' group discussion and presentation of one or two articles of each design in terms of objectives, design, methodology and findings
Unit Two	• Students write research proposal on the basis of teachers instruction • Students conduct a mini-research and write a research article utilizing the data they collected. • Group discussion and classroom presentation, reflective writing
Unit Three	Self-study, instructor-guided-reading, discussion, comparison and presentation (Different articles are prescribed for each of these sub-units, and teaching should be based on them.)
Unit Four	Individual/pair/ group work: Sample Texts and Presentation of findings, Project work: The students will apply varieties of texts as practical activities (Different articles are prescribed for each of these subunits, and teaching should be based on them)

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

12. Attendance	4 Points
13. Participation in learning activities	6 points
14. First assignment/midterm exam	10 points
15. Second assignment/assessment (1 or two)	10 points
16. Second assignment/assessment (1 or two)	10 points
Total	40 points

5.2 External Evaluation (Final Examination) 60%

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

1. Objective type question (Multiple choice 10 × 1) = 10 points
2. Short answer questions(5 questions × 6 points) = 30 points
3. Long answer questions (2 questions × 10) = 20 points
4. Total 60 points

6. Sample Assignments

Assignment 1: Preparing a research proposal using any of the designs they studied.

Assignment 2: Writing a research article on the basis of the research they conducted. (Minimum 2000 words)

7. Prescribed Articles/Books

Selected Research Articles

Action Research

Bruke, B.M. (2013). Experiental professional development: A model for meaningful and long-lasting change in classrooms. *Journal of experiential education.* Vol. 36 (3). pp. 247-263

Mohar, K.A.J. (20 04). English as an accelerated language: A call to action for readers. *The reading teacher* Vol. 58(1).

Schoen, S.F. & Schoen, A.A. (2003). Action research in the classroom. *Teaching exceptional children.* Vol. 35(3). pp. 16-21.

Autoethnographic

Polanco. M. (2011). Autoethnographic means to the end of decolonizing translation. *Journal of systemic therapies*, Vol. 30(3), pp. 42–56

Tomaselli, K.G. (2013). Visualizing different kinds of writing: Auto-ethnography. Social science. *Visual anthropology*, Vol-26, pp.165–180,

Case Study

Choi, Jin-Sook (2013) Language ideology as an intervening process in language shift: The case of bilingual education in Guatemala. *Asian journal of Latin American studies.* Vol. 26(3), pp. 55-73.

Lei, L. & Huang, C (2012). Learning English through musicals: A case study of social economically disadvantaged aboriginal students in eastern Taiwan. *International journal of humanities and arts computing* Vol.6(1–2), pp.204–210

Wong, C. (2012). A case study of college level second language teachers' perceptions and implementations of communicative language teaching. *The professional educator,* Vol-36 (2).

Correlational

Ali, I., Rajpoot, R. , Shah, S.M.H & Jabeen, M. (2011). Correlational study of the relationship between age and basic literacy skills of adult learners. *International journal of academic research.* Vol. 3(6).

Baltaci, H.S. & Demir, K. (2012). Pre-service classroom teachers emotional intelligence and anger expression styles. *Educational sciences: Theory and practice.* Vol. 12(4).

Schappe, J.F. (2005). Early childhood assessment: A correlational study of the relationships among student performance, student feelings and teacher perceptions. *Early childhood educational journal,* Vol.(3).

Ethnographic

Anderson, F.E. (2000). Language development in social context: Ethnographic, sociohistorical and biological perspectives. *Reviews in anthropology.* Vol. 28, pp.289-308.

Foley, W.A (2011). Gender and language in ethnographic and evolutionary perspectives. *Reviews in anthropology.* Vol.40. pp.82-106.

Jackson, J. (2004). Language and cultural immersion: An ethnographic case study. *Regional language centre journal.* Vol.35(3).

Experimental

Altay,M. & Tilfarlioglu, F.Y. (2012). Building up a learner corpus through creative non fiction prose: An experiment research. *Electronic journal of social sciences.* Vol. 11(39).

Legg, R. (2009). Using music to accelerate language learning: An experimental study. *Research in education.* Vol.82 (1). pp.1-12.

Shapiro, M.B. (2010). Using Bad undergraduate research to foster good attitudes. *College teaching.* Vol. 58, pp. 47-51.

Historical

Henning, D. (1993). Foreign-language teaching in the Baltic Republics in the past and present. *Padagogik und Schule in Ost und West* Vo.1(1), pp. 27-33.

Ter-Minasova, S.G. (2005). Traditions and innovations: English language teaching in Russia. *World Englishes.* Vol. 24, No. 4, pp. 445-454.

Yaguchi, M. (2010). The historical development of the pharse there's: An analysis of the Oxford English dictionary data. *English studies.* Vol. 91, (2), pp. 203-224.

Yasien, M. (1998). Teaching Arabic in South Africa: Historical and pedagogical trends. *Journal of Muslim minority affairs*, Vol. 18(2).

Narrative Inquiry

Baden, M. & Niekerk, L.V. (2007). Narrative inquiry: Theory and practice. *Journal of geography in higher education,* Vol. 31(3), pp.459–472.

Ellen, L. (2001) Narrative interviews: An approach to studying teaching and learning in English classrooms. *High school journal.* Vol. 84(3).

Rushton, S.P. (2004). Using narrative inquiry to understand a student-teachers' practical knowledge while teaching in a inner school. As in *The urban review.* Vol. 36.(1).

Tammy, F. (2010). English-major community College Presidents: A Narrative inquiry. *Community college review*, Vol. 37(3).

Survey

Caries,S. Almeida,L. & Vieira,D. (2012). Becoming a teacher: Student teachers' experiences and perceptions about teaching practice, *European journal of teacher education.* Vol.35 (2). pp.163-178.

Davari, H. Iranmehr, A. Erfani, S.M. (2012). A survey on the Inranian ELT community's attitudes to critical pedagogy. *English language teaching.* Vol.5(2).

Lin, A.M. (1999).Doing English lessons in the reproduction or transformation of social worlds?. *TESOL quarterly.* Vol. 33 (3).

Prescribed Books

Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education (7th edition)*. London: Routledge. (Unit I &II)

Johnson, D.M. (1992). *Approaches to research in second language acquisition*. London: Longman. (Unit I &II)

Larsen-Freeman, D. and Long, M. (1991) *An introduction to second language acquisition research.* London: Longman. (Unit I &II)

Nunan, D. (2008). *Research methods in language learning.* Cambridge: Cambridge University Press. (Unit I &II)

Brown, H. Douglas (2004). *Language assessment*: *Principles and classroom practices*. White Plains, NY: Pearson Education. 324 pp.

Castillo, J. & Rodríguez, A. (2012). Construction of a proper test - SlideShare www.slideshare.net/ReijiNakashi/the-construction-of-a-test-3

Cohen, L., Manion, L. & Morrison, K. (2010). *Research methods in education (6th edition)*. London: Routledge. (Unit I &II)

Fulcher, G. & Davidson, F. (2007). Language testing and assessment

Fulcher, G. and Davidson, F. (2007). *Language Testing and Assessment*. London & New York: Routledge.

Harris, D.P. (1969). *Testing English as a second language*. N.Y., McGraw-Hill.

Heaton, J.B. (1975). Writing English language tests, Longman group limited, London

Johnson, D.M. (1992). *Approaches to research in second language acquisition*. London: Longman. (Unit I &II)

Larsen-Freeman, D. and Long, M. (1991) *An introduction to second language acquisition research.* London: Longman. (Unit I &II)

Nunan, D. (2008). *Research methods in language learning.* Cambridge: Cambridge University Press. (Unit I &II)

Sharma, A.K. (2001). *Teaching and testing English grammar*. New Delhi: Bahri Publications.
Weir, C.J. (1990). Communicative language testing, Prentice Hall

8. References

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: APA.
Best, J.W & Kahn, J.V. (2009**).** *Research in education (10th Edition).* New Delhi: Prentice-Hall of India.
Blakeslee, A. & Fleischer, C. (2007). *Becoming a writing research*. London: Lawrence Erlbaum Associates, Publishers.
Brown, J.D & Rodgers, T. (2000). *Doing second language research.* Oxford: Oxford University Press.
Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: CUP.
Burns, R.B. (1997). *Introduction to research methods*. London: Longman.
Dornei, Z. (2007). *Research methods in applied linguistics*. Oxford: OUP.
Flowerdew, J. & Peacock, M. (2001). *Research perspectives in English for academic purposes*. Cambridge : CUP
Hatch, E & Lazaraton, H. (1982). *Research design and statistics for applied linguistics*. Rowley Mass: Newbury House.
Krashen, S. & Scarcella, R. (1980). *Research in second language acquisition*. Rowley Mass : Newbury House.
Kumar, R. (2005). *Research methodology*. India: Porling Kindersley.
McDonough, J. & McDonough, S. (2008). *Research methods for English language teachers.* London: Hodder Arnold. (All units)
Mckay, A & Gass, S.M. (2005). *Second language research.* New Jersey: Lawrence Erlbaum Associates.
Mckay, S.L. (2006). *Researching second language classrooms.*New Jersey: Lawrence Erlbaum Associates.
Norton, L.S. (2009). *Action research in teaching and learning*. London: Routledge.
Patton, M. Q. (2002). *Quantitative research and evaluation methods.* New Delhi: Sage Publications.
Seliger, H. W. & Shohamy, E. (1999). *Second language research methods*. Oxford: Oxford University Press.
Wallace, M. (2000). *Action research for language teachers.* Cambridge: Cambridge University Press.

Course Title: **Financing of Education**
Nature of the course: Theoretical
Course No.: Ed PM 536 Credit hours: 3
Level: M. Ed Teaching hours: 48
Semester: Third

1. Course Description

This course on Financing of Education aims at orienting about conceptual basis and modes of education financing with particular reference to school education to higher education students. It intends to provide knowledge about the way education in general and school education in particular are financed and regulated. The course also orients students about different practices of ensuring financial accountability in education sector. Thus this course encourages students to have a broader conceptual clarity about financing of education.

2. General Objectives

The general objectives of this course are as follows:

- To enable students to conceptualize and explain the basic philosophies behind education financing.
- To enable students to understand and explain the multiple sources of education financing and the ways these sources operate simultaneously.
- To enable students to conceptualize and explain how different trends and modalities of school education financing operate and interact particularly in the case of Nepal.
- To make students knowledgeable about the techniques of financial resource management in education
- To familiarize students with the economic analysis of education financing.

3. Course Outlines

Specific Objectives	Contents	Teaching hrs (48)
• Describe the basic principles behind education financing.	**Unit 1: Economics of Education Finance** 1.1 Principle of education finance 1.1.1 Definition 1.1.2 Scope 1.2 Objectives of financing of education 1.3 Approaches to financing of education 1.4 Investment Decision 1.5 Risk, return, and the opportunity cost of schooling 1.6 Conditional cash transfer 1.7 Subsidization in Education	12

• Identify and explain the indicators education financing. • Understand and explain the multiple sources of education financing and the ways these sources operate simultaneously.	**Unit 2:Indicators and Sources of Financing of Education** 2.1 Indicators of financing of education 2.1.1 Educational expenditure and GDP/GNP/GNH 2.1.2 Educational expenditure and national budget 2.2 Sources of school finance 2.3 Concept of cost sharing and cost recovery in school finance	8
• Explain the general trends and modalities of education financing • Explain trends and modalities of school education financing in the context of Nepal. • Outline the critical issues on financing modalities of the government.	**Unit 3: Trends and Modalities of Financing of School Education** 3.1 Trends (National and International) 3.2 Modalities of government expenditure on education 3.2.1 Block grants/lump-sum grants 3.2.2 Per capita funding 3.2.3 Matching fund 3.2.4 Ear marked Scheme 3.2.5 Performance based scheme 3.3 Critical issues on financing modalities	12
• Describe critically the techniques of financial resource management in education. • Explain some critical issues of managing educational resources.	**Unit 4:Financial Resource Management** 4.1 Concepts and practices 4.2 Resource generation & its administration 4.3 Resource planning and targeting 4.4 Some critical issues related to managing educational resources	8

• Analyze financing of education from economic perspective • Explain different ways of auditing in education. • Explain role of different types of audit in ensuring financial discipline.	**Unit 5: Economic Analysis of Financing of Education** 5.1 Allocation of resources in education sector (both governmental and non-governmental) 5.2 Equity and efficiency in public expenditure on education 5.3 Efficiency in public expenditure on education 5.4 Auditing and efficiency of public expenditure with reference to school financing 5.4.1 Concept of audit and social audit 5.4.2 Objectives of audit 5.4.3 Types of audit (internal, external, social) 5.4.4Financial auditing and performance auditing	8

4. Instructional Techniques: Two types of instructional techniques- general and specific will be used to deliver the course. Specific techniques will be used to deliver the specific units selected by the teacher in consultation with the students. General techniques are briefly described below.

4.1 Lecture and tutorial support on the difficult content, and assignment can be used as specific instructional techniques by the teacher. Types of learning activities that the teacher is expected to facilitate will range from ensuring attendance to lectures, performing specific assignments, writing papers, initiating independent private study, reading and reviewing books, journals and papers, learning how to give constructive criticism, and peer group study.

5. Evaluation: Evaluation of students' performance is done on two-way system of internal and external evaluation. Internal evaluation will take the form of formative assessment of students' performance, grades on which will be added to the grades of external evaluation.

5.1 Internal Evaluation - 40%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written essay and examination (unit tests), quizzes, paper-pencil/ test will take the form of continuous assessment. Internal evaluation will be conducted by the course teacher based on the following activities:

Attendance	5 points
Participation in learning activities	5 points
First assignment/midterm exam	10 points

Second assignment/assessment (1 or two)	10 points
Third assignment/ assessment	10 points
Total	**40 points**

5.2 External Evaluation (Final Examination) - 60%

External evaluation will be conducted by Examination Division of the Dean's office, Faculty of Education as final or end of semester examination with a focus on the following types of questions:

Objective type questions (Multiple choice items 10x1)	10 points
Short answer questions (6questions x 5points)	30 points
Long answer questions (2 questions x 10 points)	20 points
Total	**60 points**

6 Recommended Readings

Alain, de J. & Elisabeth S. (2004). *Conditional cash transfer programs: Are they really magic bullets?*

Baker, B. D., Green, P. E. & Richards, C. E. (2007).*Financing Education Systems*. Prentice Hall

Benson, C.S. (1995). Educational financing. In Martin Carnoy (Ed.).*International encyclopedia of economics of education*. New York: Elsevier Science Ltd.

Chaudhry, S. &Uboweja, A. (2014).*Partnerships in school education. Learning and insights for India*. India: Central Square Foundation.

Gaspar, F. & Claudia, V. (2010).*Conditional cash transfers: A global perspective*. MDG Insights Issue 01.

Grigoli, F. (2014).*A hybrid approach to estimating the efficiency of public spending on education in emerging and developing economies.*IMF Working Paper.http://www.imf.org/external/pubs/ft/wp/2014/wp1419.pdf

Hartog, J. &Diaz-Serrano, L. (2014). *Why Do We Ignore the Risk in Schooling Decisions?* Institute for the Study of Labor, Bonn.

Hasan, A. (2010). *Gender-targeted conditional cash transfers. Enrolment, spillover effects and instructional quality.* Washington D.C.: The World Bank.

Human Development Unit, South Asia Region (2014).*Public expenditure tracking and quantitative service delivery surveys in Nepal's education sector*. Washington DC: World Bank.

Janssen, M.C.W., E. M, &Kamphorst, E. M. (2004).*The Economics of demand-side financing.* The Netherlands: SEOR-ECRI.

Janssen, M.C.W., E. M, &Kamphorst, E. M. (2004).*The Economics of demand-side financing.* The Netherlands: SEOR-ECRI.

Jesper, S. &Henrik, F. L. (2005).*Conceptual basis for performance based grant systems and selected international experiences.* National Stakeholder Workshop in Nepal, Kathmandu 31 May 2005.

Koirala, M.P. & Koirala, A. (2014). Dilemmas and perspectives of financing Nepal's school education. *Academic Voices,* Vol. 4, No. 1, p.29-36.

Lamsal, H. (2014). *Financing in primary education in Nepal from equity perspectives and its role in social change*.

LaRocque, Norman (2008). *Public-private partnerships in basic education: An international review*. London: CfBT Education Trust.

Robertson, S.L. and Verger, A. (2012) *Governing Education Through Public Private Partnerships*, published by the Centre for Globalization, Education and Societies, University of Bristol, Bristol BS8 1JA, UK at: http://susanleerobertson.com/publications/

Santwona Memorial Academy, Educational Research Centre (2009).*A study on the financial management of department of education, District Education Office, school; and tracking of school grants (especially, sip and rahat grants)*.Sanothimi: Department of Education

School of Education (Unpublished doctoral dissertation).Kathmandu University, Dhulikhel.

The institute of internal auditors (2012).*Supplemental Guidance: The role of auditing in public sector governance*. www.globaliia.org/standards-guidance

UNESCO (2008).Equity and inclusion in education. Tools to support education sector planning and evaluation. www.unesco.org/bpi/pdf/iatt_equity_inclusion_tools_042008_en.pdf

Course title: Readings in Literary Genres

Course No.: 536 Nature of the course: Theoretical

Level: M.Ed. Credit Hours: 3

Semester: III Teaching Hours: 48 hrs

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1. Course Description

Readings in Literary Genres is an advanced literature-based course which builds on Readings in English Part-I (Eng Ed 517) of the second semester. This course follows the genre-based classification of literature and its analysis and interpretation from different critical perspectives. Units from first to fifth comprise long fictions, short fictions, poetry, prose and dramas, whereas the last unit entails major schools of literary criticisms. The course offers some carefully selected fiction and non-fiction writings in English that enrich students with critical insights in varieties of the English language, its cultures, and that motive them in creative writing.

2. General Objectives

The course exposes students to literary writings in English and is motivated by the twin goals of reading and writing. The general objectives of the course are as follows

- To orient students to English literary world through the sampled literary masterpieces
- To develop students' skills in reading and interpreting literary texts
- To develop their skills in responding to the texts through the lenses of literary criticisms and express their observations in writing.
- To help them produce their own creative writings in different genres.
- To help them apply critical and creative insights from literature in English language teaching.

3. Contents Outlines:

Specific Objectives	Contents	Teaching Hours (48)
• Read and summarize the novels • Trace the western history of knowledge • Distinguish between fact and fiction in the literary work • Critically appreciate the novels in terms of their plots, themes, settings and	**Unit 1:** **Readings in Long Fiction** 1. The Sorrows of Young Werther – *Johann Wolfgang von Goethe* 2. Sophie's World – *JosteinGaarder* 3. Alice's Adventure in the Wonderland – *Lewis Carroll* 4. To Kill a Mockingbird – *Harper Lee*	**10 hrs**

characters. • Compare and contrast between techniques of different writers • Apply the relevant literary criticism to analyze the novels • Present their reflection on the novels through writing • Write reviews for the novels • Select extracts from the novels and develop teaching learning activities for their studies		
• Read and summarize the story • To analyze the stories in terms of plot, theme, setting and characters • Apply the relevant literary theories to interpret the stories • Write short stories drawing on their own experiences • Select the stories or extracts and develop teaching learning activities for their students	**Unit 2:** **Readings in Short Fiction** 5. My First Goose – *Isaac Babel* 6. The Lottery in Babylon – *Jorge Luis Borges* 7. Martha – *Khalil Gibran* 8. The Lady in the Looking-Glass: A Reflection – *Adeline Virginia Woolf* 9. The Feathered Orge – *Italo Calvino* 10. A Very Old Man with Enormous Wings – *Gabriel Garcia Marquez* 11. Everything That Rises Must Converge – *Flannery O'Conner* 12. The Cask of Amontillado – *Edgar Allan Poe* 13. Lullaby – *Leslie Marmon Silko* 14. The Chrysanthemums – *John Steinbeck* 15. The Enemy – *V.S. Naipaul* 16. Vanka – *Anton Chekhov* 17. The Garden Party – *Katherine Mansfield* 18. The Whale – *WitiIhimaera* 19. Five Fingers – *Lee Kok Liang* 20. Myself in India – *Ruth PrawerJhabvala* 21. August, 2026: There Will Come Soft Rains – *Ray Bradbury*	**9 hrs**

	22. The Father – *BjornsterneBjornsen* **23.** Lost Forests – *Johannes v. Jensen*	
• Read and summarize the poem • To interpret the poems in terms of literary devices • Apply relevant literary theories to critically appreciate the poems • To select the poems and develop teaching learning activities for their studies	**Unit 3:** **Readings in Poetry** 24. The Garden of Love – *William Blake* 25. A Red Red Rose – *Robert Burns* 26. I Wandered Lonely as a Cloud – *William Wordsworth* 27. I had No Time to Hate, Because – *Emily Dickinson* 28. The Second Coming – *William Butler Yeats* 29. Landscape with the Fall of Icarus – *William Carlos Williams* 30. Mek Four – *John Agard* 31. An Introduction – *Kamala Suraiyya* 32. Letter from Mama Dot – *Fred D'Aguiar* 33. The Fisherman Mourned by His Wife – *Patrick Fernando* 34. Phenomenal Woman – *Maya Angelou* 35. Atman – *Robert Goslin* 36. Children – *Khalil Gibran* 37. To Autumn – *John Keats* 38. Certainty – *Octavio Paz* 39. Sonnet No. 5 – *Laxmi Prasad Devkota* 40. Visiting a Country Churchyard – *GopiSapkota*	**9 hrs**
• Read and summarize the dramas • To analyze the drama from the perspective of performance • To distinguish between readability and playability of the drama • To analyze the dramas in terms of their key elements: dialogues, setting,	**Unit 4:** **Readings in Drama** 41. The Rising of the Moon – *Lady Gregory* 42. The Cherry Orchard – *Anton Chekhov* 43. The Glass Menagerie – *Tennessee Williams*	**8 hrs**

characters, plots and themes. • To apply the relevant literary theories to critically analyze the dramas • To produce their own drama drawing on their own experiences or based on the stories they have read		
• Summarize the interviews • Rewrite some portions of the interviews in the form of narrative description • Compare and contrast between different writers in terms of their views on creative writing and writing styles. • Develop interview questions and interview the Nepalese writers	**Unit 5:** **Face-to-face with writers at work** 44. Jorge Luis Borges – *Ronald Christ* 45. Simone de Beauvior – *Madeleine Gobeil* 46. Boris Pasternak – *Olga Carlisle* 47. V.S. Naipaul – *Jonathan Rosen, TarunTejpal* 48. Haruki Murakami – *John Wray* 49. William Faulkner – *Jean Stein*	**4 hrs**
• Summarize each literary criticism • Compare and contrast between the literary theories in terms of their views on language, creativity, society and culture, and reader-writer relation. • To apply the literary theories to critically appreciate the given literary texts.	**Unit 6:** **Essays** 50. Why I Write – *George Orwell* 51. With an Imaginary Tourist – *Jamaica Kincaid* 52. He Who Devoted His Whole Life – *Bal Ram Adhikari (Trans.)* 53. Enduring the Disastrous Moments of a Great Havoc – *GR Bhattarai*	**4 hrs**
•	**Unit-7:**	**4 hrs**

	Literary Criticisms and their application 54. New Criticism 55. Russian Formalism and the Bakhtin School 56. Reader-oriented theories 57. Structuralist theories 58. Marxist theories 59. Feminist theories 60. Poststructuralist theories 61. Postmodernist theories 62. Postcolonial theories 63. Post-theory text	

4. Instructional Approaches:

4.1 General Instructional Techniques

- Lecture and discussion
- Book Discussion Club (Single-title discussion, multi-titles discussion)
- Book Reading Club
- Online Clubs in Social Networks (e.g. Facebook Club, Yahoo Club, Blogs)
- Read, discuss, write and share (ReDWis)
- Demonstration
- Explanation and illustration
- Instructor-guided self-study

4.2Specific Instructional Techniques

Unit	**Activities and Instructional Techniques**	**Teaching Hours (48)**
Unit One	Project Work on Writers and Their Writings, Critical Appreciation, Book Review	10
Unit Two	Critical, Reflective and Creative Writing	9
Unit Three	Reflective Creative Writing	9
Unit Four	Argumentation	8
Unit Five	Mini-survey and Document Analysis	4
Unit Six	Writing Reminiscences and Memoirs	4
Unit Seven	Argumentation	4

5. Evaluation:

5.1 Internal Evaluation 30%

Internal evaluation will be conducted by course teacher based on following activities:

17. Attendance 4 Points
18. Participation in learning activities 6 points
19. First assignment/midterm exam 10 points
20. Second assignment/assessment (1 or two) 10 points

Total 30 points

Note: First assignment/assessment might be mid-term exam + assignment or book review or article review or first term paper on specific issue/topic, midterm exam or unit test and quiz etc. according to nature of curse. Second assignment/assessment might be project work, case study, seminar, survey/field study and individual/group report writing, term paper based on secondary data or review of literature or documents etc.

First and second assignment/assessment may include one or two types of assessment. For instance, one home assignment/book/article review + midterm exam or only mid-term exam. In the second assessment may include only one project work/term paper or two type of assignment according to nature of the course.

5.2 External Evaluation (Final Examination) 70%

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

Objective type question (multiple choice 11 × 1)	= 11 points
Short answer questions (5 questions × 7 points)	= 35 points
Long answer questions (2 questions × 12)	= 24 points
Total	**70 points**

21. Recommended books and reading materials

Prescribed book **Critical Reading Texts** *Compiled and Edited by G R Bhattarai, AnjuGiri, AnjanaBhattarai, Bal Ram Adhikari, 2015*

Charters, A. (1995).*The Story and its Writer (*4th ed.). Boston: Bedford Books.

Ferguson, M. Salter, M. J. &Stallworthy, J. (2005) *The Norton Anthology of Poetry* (shorter, 5th ed.)

Jacobbus, L.A (2001). *The Bedford Introduction to Drama* (4th ed.). New York: Bedford/St. Martin

Paris Interview (Different issues).http://www.theparisreview.org/interviews/

Seldan, R. (1988). *The Theory of Criticism: A Reader*. London: Longman