Course Title: **ELT Seminar and Report Writing(PR)**
Course No. : Eng. Ed. 549 (Elective)
Level: M. Ed.
Semester: Fourth

Nature of the course: Practical
Credit hours: 3
Teaching hours 48

1. Course Description

The intent of this course is to provide students with opportunities to present and participate in the ELT seminars. This is a fully student-centered course in which the students take the full charge of their learning. Teacher will facilitate them to conduct and participate in the seminar. The course, first of all, introduces the students to the theoretical aspects of ELT seminars by engaging them in the process of identifying contemporary ELT issues that they would like to explore as a part of their course work. They will analyze the issue from multiple perspectives and present their observations in a class seminar.

2. General Objectives

General objectives of this course are as follows:

a) To familiarize students with the basic concepts of ELT seminars.
b) To help them explore the issues in English language teaching in Nepal and beyond.
c) To support them in preparing seminar paper.
d) To engage them in seminar presentations and discussion on the key ELT issues.
e) To enable them to write report of the seminar paper.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Define ELT seminar • Identify issues for ELT seminar • Explore topics for a seminar • Research for a seminar	**Unit One: Introduction to ELT Seminar (3)** 1.1 Introduction to the ELT seminar 1.2 Issues for ELT Seminar 1.3 Exploring a topic for ELT seminar 1.4 Researching for ELT seminar
• Organize a seminar • Participate in a seminar • Present a seminar paper • Provide feedback in the seminar presentations • Respond to the feedback in the seminar	**Unit Two: Organizing and Participating in Seminar (25)** 2.1 Organizing a seminar 2.2 Presenting PowerPoint slides for a seminar 2.3 Presenting a seminar paper 2.4 Providing feedback in the seminar 2.5 Responding to feedback
• List the components of a seminar report • Use appropriate language in the seminar report • Organize the seminar report in a coherent manner	**Unit Three: Writing a Seminar Report (8)** 3.1 Components of a seminar paper 3.2 The language of report 3.3 Organizing a seminar report
• Present outlines of seminar	**Unit Four: Practical Work on Seminar Report (12)**

report • Draft the seminar report • Edit the seminar report • Use proper citation in the report with correct references	4.1 Developing outlines of a seminar report 4.2 Writing the first draft 4.3. Editing and finalizing the report 4.4 Using citation and reference

Note: Fighers within parentheses indicate approximate teaching hours allocated for respective units.

4. Instructional approach

4.1 General techniques

- Lecture and discussion
- Tutorial
- Self-study
-

4.2 Specific Instructional Techniques

After a couple of input sessions by the tutor on the theoretical aspects of ELT issue and seminar, students will be asked to take the lead in the course. In order to prepare for the seminar it is important to identify the topic of the seminar. Thus, identification of a key ELT issue will be the starting point for students. Teacher can present some sample topics in class and hold discussion on the issues. There are several possible topics in ELT and teacher can encourage the students to pick up an issue that is debatable and controversial so that students can explore it in greater detail and practice their higher order skills. Some possible issues that teacher can float for the discussion are given in the box below.

ETE Issues

1) English as the medium of instruction in public schools of Nepal: practical considerations
2) Should English also be used as an official language or*linguafranca* in Nepal?
3) Is "English" affordable in our country or it is the property of the well-off people only?
4) Socio-cultural Identity of Nepalese English Teachers: how do they see themselves and how other see them
5) How to enhance ELT without compromising the learners' mother tongues?
6) Age factor in introducing English: When should we start English in Nepal?
7) Licensing and certification of ELF teachers in Nepal: EFL teachers need a special license to teach English in Nepal and professional organization such as NELTA should be authorized to certify the qualifications of EFL teachers.
8) Using textbooks in ELT kills the creatively of the students.
9) IELTS/TOEFL scores should be made mandatory to admit students in Universities in Nepal

Invite students to bring topics like these and discuss what and how they would like to explore in them. The topic could be either in the form of a question or a statement. Once the topic is

agreed between the students and the tutor, students will explore the topic in detail and prepare a seminar paper to be presented in class. Each student will choose a topic and prepare for the seminar. The seminar paper will broadly contain three key components/sections:

a) **Establish the issue:** In this section, students will convince the reader that the topic they have identified is really a hot topic and there are controversies in it. Students can do this by giving evidence from the related literature, from their own experience as language learner, from the context they have observed or any other visible means through. They need to justify that the topic they have chosen is something that needs to be explored.
b) **Explore the issue:** Here the students will look at the topic in detail by exploring it from multiple perspectives. Students will be encouraged to collect evidences both for and against the issue/topic. They can do it by presenting the evidences from the literature or by collecting the data from the field.
c) **Address the issue:** After the careful exploration of the issue/topic, students need to suggest the measures through which the issue can be address in the Nepali context. They can do it either by taking a position on the issue or suggesting the ways of addressing it as a neutral professional.

Students will need a regular guidance in this journey and teacher can facilitate the process by asking students to report their progress in class on a regular basis. Once the journey of exploration is clear for the students they can work on their own and prepare a seminar presentation.

The presentation schedule will be shared with the students at the beginning of the semester and the students will be required to prepare a PowerPoint presentation for the seminar based on their exploration.

The seminar will be organized in an interactive mode. There will be a commentator who will critically review the slides of the PowerPoint presentation and share his/her observations in class after the presentation. This will be followed by a floor discussion and finally the tutor will sum up the discussion with his/her observations on the session.

Students will be encouraged to explore the topic in as much detailed as possible and organize the seminar paper in a systematic and coherent manner.

With this objective in mind, the class presentation will have the following the format:

Mode of the Seminar

a) Announcement of the Presenters and their topics. Every class will have a Master of Ceremony (MC) who will make announcement of the presenter and the commentator of the day.
b) Presentation by the presenter

c) Comments on the presentation by the commentator
d) Floor discussion on the issue
e) Response to the discussion by the presenter and the tutor
f) Tutor's feedback to the presenter and commentator

Students are expected to email their presentation slides to their tutor and commentator at least one day before the presentation date.

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 the discussion	5 points
3.	Quality of Power Point and contents in presentation	5 points
4.	Seminar Presentation (presentation skills)	15 points
5.	Comments on the assigned seminar paper	10 points
	Total	**40 points**

5.2 External Evaluation 60%

As the seminar paper, this course will follow a different assessment system. After the presentation, student will submit the seminar report to their tutor. The report will then be evaluated by the tutor and an external examiner appointed by the Dean's Office. The student will attend face-to-face interview and make a brief presentation on the report.

The performance of the students in this course will be assessed based on the following parameters:

a) Establish the issue/topic in the local context (relevance)
b) Exploration of the issues/topic (depth of the study with relevant literature)
c) Addressing the issue
d) Language of the report
e) Organization of the report
f) Citation and reference

Length of the report: 2000 – 3000 words

6. Recommended Books and References

Recommended Books

A & C Black (2005). *Give Great Presentations: How to speak confidently and you're your point*. London: A & C Black Publisher.

Feez, S., and Joyce, H. (2000). *Writing Skills Narrative and Non-fiction Text Types*. Putney: Phoenix Education Pty Ltd.

Jolles, R. L., (2005). *How To Run Seminars And Workshops: presentation skills for consultants, trainers, and teachers*. New Jersey: John Wiley and Son, Inc.

Murray, R. and Moore, S. (2006). *The Handbook of Academic Writing*.Berkshire.Open University Press.

Thody, A. (2006). *Writing and Presenting Research*. London: Sage Publications.

References

Since, the course will be fully student-centered and the focus will be on the discussion of the issues, there are no any prescribed textbooks. However, in order to be familiar with the current issues at the global ELT scenario and learn about how these issues are addressed, you are expected to read some of the references so that you can enrich yourself on the nature of the issues and their exploration procedures.

Brain, G. (2004) (Ed.).*Non-native Educators in English Language Teaching*. Mahwah, New Jersey: LEA

Canagarajah, A. S. (2003). *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press

Carter, R. and Nunan, D. (2001).*The Cambridge Guide to Teaching English to the Speakers of Other Languages*. Cambridge: Cambridge University Press.

Crystal, D. (2002). *English as a Global Language*. Cambridge: Cambridge University Press.

Davidson, J. and Moss, J. (Eds.) (2000).*Issues in English Teaching*. London. Routledge.

Douglas, D. (2010). *Understanding Language Testing*. London: Hodder Education.

Kim, Hye-Kyung. (2010). The Identity of Asian ESL Teachers: Negotiating "white" English, INTESOL Journal, 7(1), 69-84.

Nikolov, M. (2002).*Issues in English Language Education*. Bern. Peter Lang AG, European Academic Publishers.

O'Sullivan, M., Huddart, D. & Lee, C. (Eds.) (2016).The future of English in Asia. London: Routledge.

Pennycook, A. (2003). *The Cultural Politics of English as an International Language*. London: Longman.

Spendlove, D. (2011). *Putting Assessment for Learning into Practice.* London.

Spolsky, B. and Sung, K. (2015). Secondary School English Education in Asia. London. Routledge.

Course Title: English Language Teaching (ELT) Curriculum and Syllabus Designing

Course No. : Eng. Ed. 546 (Elective) Nature of the course: Theoretical
Level: M. ED. Credit Hours: 3
Semester: IV Teaching hours 48

3. Course Description

The intent of this course is to expose the students to the theories and practices of English language teaching curriculum and syllabus designing and help them develop syllabus to teach English at various levels of education. This is an elective course which can be taken instead of translation studies. The course consists of four units. The first unit familiarizes the students with the broader and specific process of English language teaching curriculum design while the second unit presents the process and approaches required for developing ELT materials. The third unit deals with the techniques and activities of preparing ELT courses and syllabus. The fourth unit is about the planning and designingELT curriculum and Syllabus.

4. General Objectives

General objectives of this course are as follows:

f) To familiarize students with the process of English language teaching curriculum design.
g) To help the students develop ELT materials.
h) To expose the students to the various studies of ELT course and syllabus development process.
i) To help the students plan the course and design ELT curriculum and syllabus.

3. Contents in Details

Specific Objectives	Contents	Periods
• Define curriculum and discuss its history • Discuss the process of curriculum development • Analyze needs and situation and plan goals and learning outcomes for curriculum development • Differentiate course planning from syllabus design • Discuss approaches to evaluation ELT curriculum	**Unit One:The English Language Teaching Curriculum** 1.5 Introduction to curriculum 1.6 History of language curriculum 1.7 Process of curriculum development - 1.3.1 Needs analysis - 1.3.2 Situation analysis 1.8 Planning goals and learning outcomes 1.9 Courses planning and syllabus design 1.10 Approaches to evaluation of ELT curriculum -	**10**
• Discuss the material development process • Develop materials for ELT program • Design lessons for teaching English	**Unit Two: ELT Materials** 2.1 The process of materials writing 2.2 The process of material evaluation 2.3 The process of material development	**10**

• Discuss the various aspects of self accesscenter materials	2.4 Designing worksheets 2.4.1 The functions of worksheets 2.4.2 Designing grammar exercise 2.4.3 Designing vocabulary exercise 2.5 Materials for self- accesscenters (SACS) 2.5.1Categories of materials 2.5.2 Learner involvement 2.5.3 Design criteria 2.5.4 Principles and models for materials design	
• Discuss the role of teachers and course development • Discuss the framework course developers • Discuss various case studies on course development • Discuss the management of curricular innovations • Present the course development process in Nepal	**Unit Three: Studies in ELT Course Development** 3.1 Teacher as a course developers 3.2 Framework of course development process 3.3 Case studies of course development 3.4 Managing curricular innovations 3.5 Managing short term and long term courses	**10**
• Explain the scope of syllabus design • Discuss factors affecting syllabus designing • Describe the various types of syllabus designing and types of syllabuses • Discuss the roles of teacher as syllabus designers and ethnographers • Design a syllabus EFL learners keeping in view the critical pedagogy	**Unit Four:Language Syllabus Design** 4.1The scope of syllabus design 4.2 Factors affecting in syllabus design 4.3 Types of syllabus design 4.4 Types of syllabus 4.5 Teacher as a syllabus designer and ethnographer 4.6 Designing a syllabus for EFL learners	**18**

-

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	Preparation of the materials to teach language aspects and skills	10
Three	Mini-project (case studies given in the prescribed book's chapters review followed by classroom presentation)	10
Four	Instructor-guided syllabus designing, individual preparation and presentation inseminar papers	18

4. Evaluation

5.1 Internal Evaluation 40%

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

7. Attendance	4 Points
8. Participation in learning activities	6 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.

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**
-

12. Recommended Books and References

6.1. Recommended Books:

Graves, K. (1996) (ed). Teachers as a course developers. Cambridge: CUP. (**Unit III**)

Markee, N. (1997). Managing curricular Innovation.New York: CUP***(Unit I, II, III, IV)***

Richards, J.C. (2008). Curriculum development in language teaching.Cambridge:CUP. ***(Unit I,)***

Tomlinson, B. (2007). Materials development in language teaching. Cambridge: CUP. ***(Unit II)***

Ur, P. (2013). A course in English language teaching. Cambridge. Cambridge University Press.***(Unit I, II III, IV***)

6.2. References

Bhatta, T. D. (2012). ELT curriculum, materials and management.Kathmandu. Intellectual Book Palace.(Unit I,II,III and IV)

McGrath, I. (2002). *Materials Evaluation and Design for Language Teachers*. Edinburgh: Edinburgh University Press. (Unit II)

Waters, A. (2009). Managing innovation in English language education. Language Teaching, 42:4, 421–458. (Unit IV)

Woodward, T. (2001).Planning lessons and courses. Cambridge: CUP.

Course Title: Academic Writing

Course No. : Eng. Ed. 548 (Elective)
Level: M.Ed.
Semester: Fourth

Nature of the course: Theoretical
Credit hours: 3
Teaching hours: 48

1. Course Description

This course is designed to introduce the knowledge and skill of academic writing to the students so that they can enter into this genre comfortably and come out with end products like abstracts, seminar papers, research articles, dissertation, etc. The course is divided into three units. The first unit introduces the academic writing, while the second unit takes the students into this genre equipping the students with various skills. Finally, the third unit involver them in writing various texts creatively and academically.

2. General Objectives

General objectives of this course are as follows:

a) To introduce the students to the world of academic writing.
b) To sharpen the students' skills in the styles and formats of academic writing
c) To make the students in volveinto the process of different types of academic writing.
d) To enable the students to write for publication.

3. Contents in Details

Specific Objectives	Contents
• Define various types of writings • Describe the nature of academic writing • Discuss the disciplinarity in academic writing • Identify salient features of academic writing	**Unit I: Approaching Academic Writing (8)** 1.1 Defining and understanding academic writing, literary writing, scientific writing, journalistic writing 1.2 The nature of academic writing 1.3 Advancing and retreating in academic writing 1.4 Disciplinarity in academic writing 1.5 Salient featuresof academic writing in terms of tone, coherence, cohesiveness, objectivity, person and tense
• Involve into the process of academic writing • Read as a writer and write as a reader • Formulate a thesis in writing • Revise and edit writing	**Unit II: Academic Writing as an Inquiry Process (20)** 2.1. Starting the inquiry process in writing 2.2. From reading as a writer to writing as a reader 2.3. From identifying claims to analyzing arguments 2.4. From identifying issues to forming 2.5. From formulating to developing a thesis 2.6. From finding to evaluating sources 2.7. From summary to synthesis 2.8. From ethos to logos 2.9. From introduction to conclusions

	2.10. From revising to editing
• -Write different genres of academic writings. • Use the techniques of academic writing • Write bids and funding applications • Write for study purposes • Follow the techniques of writing • Follow style of academic writing	**Unit III: Genres of Academic Writing (15)** 3.1 Writing academic articles, dissertations, conference papers • Writing reports: Research report, Observation report, Interview report and Case study report • Writing reviews: Film/movie, Book/Journal and E-materials 3.2 Writing for bids and funding applications 3.3 Writing for publicity, newsletters, and press release 3.4 Writing for study purposes 3.5 Writing techniques a. Focus sentence b. Narration c. Description d. Comparison - contrast e. Illustration f. Cause and effect g. Classification/division h. Definition Parallelism 4.5 Style in Academic writing a. No split infinitives b. No dangling modifiers c. No wordy sentence d. No redundancy e. No hollow phrase f. No wordy sentences g. No sexist language h. No plagiarism
• Use technology to produce and edit writing	- **Unit IV: Technology in Writing (5)** 4.1 Spell checker 4.2 Grammar checker 4.3 Formatting 4.4 Referencing 4.5 Editing

Note: Fighers within parentheses indicate approximate teaching hours allocated for respective units.

4. Instructional techniques

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

4.1 General techniques

- Lecture and discussion
- Exercises
- Guided study
- Tutorial
- Project work

4.2 Specific instructional techniques

Some specific techniques are suggested to ensure the active engagement of the students.

Unit I	**Group work** • The class will be divided in to groups. Each group will collect samples of academic, literary, scientific and journalistic writings, and find the features of them. • Each group will produce five texts of each type.
Unit II	Individual practice, small group discussion and pair work.
Unit III	**Project work** • Students, in groups, are assigned different tasks, then they come up with their writings. • Presentation
Unit IV	**Practical work using technology** • Students will edit their documents using online software such as wiki Google docs sharing, and use the available facilities such as referencing, citation, track change, etc.

-

5. Evaluation

5.1 Internal Evaluation 40%

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

13. Attendance	5 Points
14. Participation in learning activities	5 points
15. First assignment/midterm exam	10 points
16. Second assignment/assessment (1 or two)	10 points
17. 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 point) = 10 points
5. Short answer questions(6 questions × 5 points) = 30 points
6. Long answer questions (2 questions × 10 points) = 20 points

- **Total** **60 points**
-

6. Recommeded books and References

Recommended Books

Murray, R. & Moore, S. (2006). *The handbook of academic writing a fresh approach*.Berkshire. McGraw Hill Open University Press (Unit I)

Hartley, J. (2008). *Academic writing and publishing*. London:Routledge.(Unit 2,3,)

Greene, S., and Lidinsky, A. (2012).*From inquiry to academic writing*. Boston: Bedford/St. Martin's. (Unit 2)

References

APA (2010).*Publication manual of the American psychological association* (6th edition). Washington DC: American Psychological Association

Baverstock, A. (2002). *Publicity, newsletters and press releases*. Oxford: OUP.

Billingham, J. (2006*). Editing and revising text*. Oxford: OUP.

Hacker,D., and Sommers, N. (2011). A Writer's reference Boston: Harward University Press.

Pecorari, D. (2010). Academic writing and plagiarism. London: Continuum International Publishing Group.

Richards, J. & Miller S. (2005). Doing academic writing in education. New Jersey. Lawrence Erlbaum Associates, Inc. Publishers.

Seely, J. (2004).*Writing reports*. Oxford: OUP

Course Title: Translation Studies

Course No. : Eng. Ed. 547 (Elective)
Level: M. Ed.
Semester: Fouth

Nature of course: Theoretical
Credit hours: 3
Teaching hours: 48

1. Course Description

This course is aimed at exposing students to various theories and practices of translation studies. The course consists of six units. The first unit overviews basic concepts of the discipline and the second unit deals with concepts of translation equivalence. Likewise, the third unit relates translation theories with some contemporary issues and the fourth unit gives a brief account of translation tradition with reference to the Nepali–English languages pair followed by different kinds of texts for practical activities. The fifth unit sheds light on various approaches in researching translation and the last unit tries to seek the application of translation in language pedagogy.

2. General Objectives

The general objectives of the course are as follows:

- To provide the students with an overview of translation studies.
- To help the students understand some major aspects of translation equivalence.
- To make them familiar with contemporary translation theories and issues.
- To acquaint the students with strategies of translating different kinds of texts by involving them in practical activities.
- To introduce them to some basic research approaches to translation.
- To familiarise them with the application of translation in language pedagogy.

3. Specific Objective and Contents

Specific Objectives	Contents
• Discuss and elaborate various dichotomies of translation equivalence at various levels of language. • Explain the nation of approximation in translation • Delineate the issue of gaps, compensation, and loss and gain in translation.	**Unit II: Translation Equivalence (7)** 2.1 Formal and dynamic 2.2 Semantic and communicative 2.3 Pragmatic and textual 2.4 Equivalence at various levels 2.4.1 Lexical equivalence 2.4.2 Collocation and idiomatic equivalence 2.4.3 Syntactic equivalence 2.4.4 Textual equivalence: cohesion 2.4.5 Pragmatic equivalence: coherence 2.5 The notion of approximation in translation 2.6 Gaps in translation 2.7 Bridging gaps in translation 2.8 Loss and gain in translation
• Discuss translation in relation to literature, functional theories, postmodernism, modern technology, multiculturalism and globalisation. • Enumerate various issues of translation	**Unit III: Contemporary Translation Theories and Issues (10)** 3.1 Translation theories 3.1.1 Functional theories in translation 3.1.2 Postmodernism and translation 3.1.3 Multiculturalism and translation

by relating them to the transfer of meaning, cultural studies, post-colonialism, feminism and politics. • Relate translation activities with contemporary world perspectives especially the Third World context.	3.1.4 The notion of Literature-3 in translation 3.1.5 Translation and the notion of Third Space in translation 3.1.6 Globalisation and translation 3.1.7 Translation in IT era 3.1.8 Machine translation 3.2 Issues in translation 3.2.1 Subjectivity vs. objectivity 3.2.2 Translatability vs. untranslatability 3.2.3 Translation and transliteration 3.2.4 Translation art vs. science 3.2.5 Translation process vs. product 3.2.6 Culture issue in translation 3.2.7 Post-colonial issues in translation 3.2.8 Ideology and translation 3.2.9 Aesthetic vs. popular/commercial approaches to translation • The ideology of translation: A cultural studies perspective • The ideology of translation: A feminist perspective • Racial issues in translation: Heterogeneity 3.2.10 Translation and politics: Translating the Third World 3.2.11 Translation as growth
• Provide a brief account of translation in Nepal. • Explain the relationships of language planning and translation. • Translate various literary, technical and academic texts. • Analyse the sample texts	**Unit IV: Translating Different Kinds of Texts (10)** 4.1 A brief account of translation tradition in Nepal 4.2 Language planning and translation 4.2.1 Terms and vocabulary items 4.2.2 Lexicography and translation 4.2.3 Term planning and translation 4.2.4 Translating metaphoric expressions 4.3 Translating fiction 4.4 Translating non-fiction 4.5 Translating drama 4.6 Translating poetry 4.7 Translating academic texts 4.8 Translating technical texts 4.9 Analysis of sample texts 4.9.1 Sample of English to Nepali (fiction) 4.9.2 Sample of Nepali to English (fiction) 4.9.3 Sample of English to Nepali (non-fiction) 4.9.4 Sample of Nepali to English (non-fiction) 4.9.5 Sample of English to Nepali (drama) 4.9.6 Sample of Nepali to English (drama) 4.9.7 Sample of English to Nepali (poetry) 4.9.8 Sample of Nepali to English (poetry)

	4.9.9 Sample of English to Nepali (academic texts) 4.9.10 Sample of Nepali to English (academic texts)
• Explain the relationship between translation studies and applied linguistics. • Discuss the trends of research in translation studies.	**Unit V: Researching Translation (7)** 5.1 Translation Studies and Applied Linguistics 5.2 Empirical research in translation Studies 5.2.1 Corpus research into translation universals 5.2.2 Process research 5.3 Register-oriented research models 5.4 The pragmatics turn in research
• Explore the application of translation to various aspects of language pedagogy. • Discuss the techniques of translation evaluation, editing and criticism	**Unit VI: Translation and Language Pedagogy (7)** 6.1 Theory and practice in translation teaching 6.2 Error analysis and translation 6.3 Pedagogy of translation 6.4 Translation evaluation 6.5 Translation criticism 6.6 Translation and editing

Note: Fighers within parentheses indicate approximate teaching hours allocated for respective units.

4. Instructional Techniques

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

4.1 General techniques

- Lecture and discussion
- Self study and guided study
- Pair/group work
- Illustration
- Presentation

4.2 Specific techniques

Some specific techniques are suggested to ensure the active engagement of the students.

Unit I,II &III	• Small group discussion on translation and other disciplines and presentation. • Pair work to find out the main classification of translation
Unit IV	• Group work and presentation: The students in groups will study the translation of the following texts and present them in the class. One group will deal with one genre. **Novel** • *Sukarat's Footsteps* Nepali to English translation of Govinda Raj Bhattarai's novel Sukaratka Paila by Bal Ram Adhikari. Oriental Publication • *Pardesh (* in press) English to Nepali translation of Albert Camus' novel The Outsider by Bhim Raj Dhakal. Oriental Publication. **Drama**

	• *Dreams of Peach Blossoms,*Nepali to English translation of Abhi Subedi' drama **Aaruka Phulka Sapana** by Abhi Subedi. Across Publication: Kathmandu. • *Kismisko Biskun,* English to Nepali translation of Loraine Hamberry's A Raisin in the Sun by Padma Prasad Devkota. Nepal Academy. • Translation of *Macbeth* by Laxmi Prasad Devkota. **Short story and essay** • Selected Texts from Michael Hutt's *Himalayan Voices,* Nepali to English translation of short stories and essays. • *Selected Essays from Nepal* translated by GR Bhattarai. Kathmandu: Jiba Lamichhane. • *Selected Stories from Nepal* translated by GR Bhattarai. Kathmandu: Sajha Prakashan. • *Stories of Conflict and War* translated by GR Bhattarai. Kathmandu: Modern Books • *Pachchis Prabandha*translation of Different Essays by Laxmi Prasad Devkota. **Poetry** • Selectedpoems from **Padya Puspanjali** (translation of modern English poems into Nepali by Rishikesh Shah). Pilgrim Books. • Selected Poem from Nepal,translated by Tara Nath Sharma. **Academic Text** • *Anubad Adhyan Parichaya*, English to Nepali translation of GR Bhattarai's *An Introduction to Translation Studies* by Bal Ram Adhikari. Kathmandu: Ratna Pustak Bhandar.
UNIT V & VI	• Individual study: students will review the research in translation and present it in the class.

5. Evaluation

5.1 Internal Evaluation 40%

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

1.	Attendance	5 points
2.	Participation in learning activities	5 points
3.	First assessment	10 points
4.	Second assessment	10 points
5.	Third assignment	10 points
	Total	**40 points**

5.2 External Evaluation (Final Examination) 60%

Examination section, Dean's office will conduct final examination at the end of the semester. The distribution of points for three types of questions is as follows:

1. Objective type question (MCQ 10 X 1)	10 points
2. Short answer questions (6 questions x 5 points)	30 points
3. Long answer questions (2 questions x 10 points)	20 points
Total	**60 points**

6. Recommended Books and References

Recommended Books

Awasthi, J. R., Bhattarai, G. R. & Khaniya, T. R. (2010) (Eds.).*Across languages and cultures*.Kathmandu. (All units)

Bhattarai, G. R. (2006). *An introduction translation studies*. Kathmandu: Ratna Pustak. (All units)

Hatim, B. (2001). *Teaching and researching translation.* London: Pearson Longman. (Unit V)

Hatim, B. & Munday, J. (2005).*Translation: An advanced resource book*. London: Routledge. (All units)

Niranjana, T. (1992).*Siting translation: History, post-structuralism, and the colonial context*. Los Angeles: University of California Press. (Unit III)

Riccardi, A. (2002). *Translation studies: Perspectives on an emerging discipline*. Cambridge: CUP. (All units)

References

Mukherjee, S. (1994).*Translation as discovery*. Hyderabad: Orient Longman.

Newmark, P. (1981). *Approaches to translation*. Oxford: Pergamon.

Singh, U.N. (2010). *Translation as growth*. India: Pearson.

Venuti, L. (1998). *The scandals of translation*. London: Routledge.

Wilss, W. (1982). *The science of translating: Problems and methods.* Tubingen: Gunter Narr Verlag.

Course Title: **ICT in Mathematics Education**
Nature of the Course: Theory+Practical
Course No. : Math Ed.547 Credit Hours: 3 Cr
Semester : Fourth Teaching Hours: 80 (16x2+16x3)

1. Course Description

This course in intended for perspective mathematics teachers as well as mathematics educators who place a high value on successful students learning through the use of computer as an instructional tool. It comprises a wide range of skills varies from basic literacy to advance skills of handling instructional technology software while teaching various courses of mathematics of tertiary and graduate levels.

2. The General Objectives of the Course

The aim of the course is to provide students with an introduction to Instructional Technology and Computer Science Education. The course will begin by basic digital literacy for teachers and end with hand on experience with viable instruction software for mathematics.
On successful completion of the course the students will be able to:

- To let students Plan instructional methods and strategies using ICT tools
- To have students demonstrate effective presentation and use media technology to promote learning/teaching
- To acquaint students a skill of identify the currently available educational/instructional technologies, and use them to enhance teaching and learning
- To enhance competency of students to use technology integration models to develop technology rich lesson plan

3. Course Outlines

Specific Objective	Content	Teaching Hours
• Manage folders, files using different operating systems. • Apply different features of MS word in word processing. • Prepare and present power point slide applying different animation schemes and connect document using hyperlink. • Manage and manipulate data by using database software. • Create Query, Form and Report by using MS Access. • Develop webpage working	**Unit 1: Basic Digital Literacy for Teachers** 1.1 Basic Operating system • Managing folders, files • Use and application of control pannel 1.2 Advance word processing and presentation skills (MS word and MS powerpoint) • Apply advance text, heading, paragraph, column and table formatting, convert text to table and vice versa • Work with referencing features like footnote, endnote and captions, create table of contents and index and cross references	**Th-12** **Pr-18**

with text, graphic, sound and video. • Create and use different web (online) communicating software. • Describe the ideas about the networking topology and apply this in practice. • Use different multimedia system to present learning materials in classroom.	• Work with watermarks, sections, and macros • Apply document security features • Working with track and comment • Starting PPT and creating presentations • Inserting clip arts and moving and resizing • Adding animations • Applying templates • Use hyperlink 1.3 Data base Management (MS Excel and MS Access) 1.4 Web Technologies • Webpage • Blog • Cloud storages • Skype • Videoconferencing • Internet • E-mails • Networks • Multimedia systems (snaglet)	
• Explain instructional technology focusing its importance in classroom teaching. • Sketch the trends of instructional technology in research, planning and technology integration in teaching and learning. • Develop technology integration model in mathematics content.	**Unit 2:Instructional Technology** 2.1 Definition of Instructional technology 2.2 Ethical issues in Instructional technology 2.3 Trends in Instructional technology 2.4 Instructional Technology Research 2.5 Technology use Planning 2.6 Why technology Integration 2.7 Effective Technology Integration	**Th-5**
• Use statistical package to analyze the data. • Apply descriptive and inferential statistics to analyze the data by using statistical package. • Use different mathematical software and visualize the content of mathematics applying these software. • Develop teaching module using software	**Unit 3: Instructional software for Math teachers** 3.1 SPSS 3.2 Microsoft Math 3.3 GeoGebra 3.4 MatLab 3.5 Mathematica 3.6 Moodle	**Th-15** **Pr-30**

4. Instructional Techniques

4.1 General Instructional Techniques

The instructor will select the method or methods of instruction most suitable for a particular topic. It is quite acceptable to select more than one method and combine them into a single period of instruction if the subject demands it. For example, an instructor could combine a Structured Lesson method to impart theory and follow it up with Demonstration in order to enforce understanding.

4.2 Specific Instructional Techniques (Theory)

Unit	Activity and Instructional Techniques	Teaching Hours (30)
1	Demonstration Project work Multimedia presentation Discussion form	12
2	Lecture Report presentation Collaboration Seminar	5
3	Modeling Project work Seminar Group Discussion	15

The instructional techniques for practical will be Lab work and sharing their work by web technologies.

A feedback then will be provided by peers and instructor.

5. Evaluation

5.1 Internal Evaluation(Practical) 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/Mid-term exam 10 points
   Some example for assignment includes
   Prepare a instructional model for high school mathematics content using word and power-point and present in Seminar (2 points for report+ 3 points for presentation)
4) Second assignment/assignment (1 or 2) 10 points
   Some example for assignment includes
   Prepare a report use and importance of instructional technology for digital age and present in Seminar (2 points for report+ 3 points for presentation)
5) Third assignment/assignment (1 or 2) 10 points
   Some example for assignment includes
   Prepare a instructional model to teach concept of derivative using instructional software and present in Seminar (2 points for report+ 3 points for presentation)

Total 40 points

5.2 External Evaluation (Final Examination) (Theory)30

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

1) Objective Question (5Questions×1 points) 5 points
2) Short Answer Question (5 Questions × 5 points) 25 points

5.3 External Evaluation (Final Examination) (Practical)30

Examination Division, Office of the Dean, Faculty of Education will conduct final practical examination and the evaluation criteria will be

a. Teaching module on mathematics content using Geogebra (given by examiner): 10

b. Teaching module on mathematics content using Mathematica (given by examiner): 10

c. Teaching module on mathematics content using Geogebra (Students option): 5

d. Teaching module on mathematics content using Mathematica (Students option): 5

6. Recommended Books and Reading Materials

Lee, M. (2009). *The use of instructional technology in schools: lessons to be learned*. Camberwell, Vic: ACER Press.

McKenzie, W., & International Society for Technology in Education. (2005). *Multiple intelligences and instructional technology* (2nd ed.). Eugene, Or: International Society for Technology in Education.

Spector, J. M., & Merrill, M. D. (2005). *Innovations in instructional technology essays in honor of M. David Merrill*. Mahwah, N.J.: L. Erlbaum Associates. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=158551

Sharon E. &et. all. (2009). *Instructional technology and media for learning: lessons to be learned*. Pearson, Printice Hall.

Mark S. G. (201). *Mathematica tutorial: lessons to be learned*

Course Title: **Contemporary Issues in Educational Planning and Management**
Nature of course: Theoretical
Course No: Ed PM 548 (Elective) Credit Hours: 3
Level: M Ed. Teaching Hours: 48
Semester: Fourth

1. **Course Description**

This course is designed to provide students with an orientation to contemporary issues in educational planning and management. It makes an attempt to particularly acquaint the students with discourses on current issues of educational planning and management in order to help them develop dynamic perspectives to identify and look into cross cutting issues of planning and management of education with a reference to Nepalese education system. The foci of the course are: Access to the use of technology, sources, trends and development of planning along with managing of contemporary issues of education.

2. General Objectives
The general objectives of the course are as follows:
a. To enable students to explore the trends and issues of educational planning and management.
b. To help students to develop an insight into the crux of current issues in relation to educational planning and management.
c. To prepare students to explore and address the issues of planning and management for workplace retention.
d. To enable students to analyze contemporary issues of development against the backdrop of indigenous knowledge in educational planning and management.
e. To provide students with deeper knowledge of analyzing different issues and challenges of a developing country against the developed one from planning perspective.

3. Course Outlines

Specific objectives	**Contents**
• Find out the ways of studying socio-cultural, geo- political, economical, educational and technological issues and challenges. • Analyze the issue of access and equity as challenges in educational planning and management.	**Unit I: Studying Global Issues and Challenges in Educational Planning and Management (6)** 1.1 Socio – cultural issues 1.2 Geo-political issues 1.3 Economical issues 1.4 Educational issues 1.5 Technological issues 1.6 *The issue and challenge o*f access and equity in educational planning and management
• Describe financial planning for quality education • State effective fiscal research management system • Compare enrolment projection with cost implication in education • Identify facilities of planning and	**Unit II: The Facets of Planning and Management for Workplace Retention (8)** 2.1 Financial planning for quality education 2.2 Effective fiscal researches management system 2.3 Enrolment projection and cost

management • Draw the importance of computer based MIS and issues of 21st century.	implications in education 2.4 Facilities of planning and management 2.5 Computer based MIS and the 21st century
• Write-down current issues of educational planning and management from global-local perspective • Explain the issues and challenges related to sustainable goals with focus on 2030 education • State social transformative movements/ development order of the different issues and challenges.	**Unit III: Current Issues of Education Planning and Management (10)** 3.1 Globalization/Modernity issue 3.2 Post modernity issue 3.3 The post- post modernity issue 3.4 Localization/Identity issue 3.5 Education for sustainable development-Education 2030 3.6 Social transformative movements/ development order of the above issues
• Describe the need of knowledge, learning and research of indigenous people • Draw the issues of developmental models on the basis of modernization, dependency and contingency • State assimilation of indigenous people with modern institutional forces • Write down the impact of global economy for development of people • Find out the leading questions for development.	**Unit IV: Contemporary Issues of Development and People (10)** 4.1 Indigenous people (Knowledge, Learning and Research) 4.2 Developmental models -Modernization/ Assimilation models -Dependency models -Contingency models 4.3 Indigenous people and modern institutional forces 4.4 The global economy 4.5 Leading questions of development
• Describe ways of planning and managing the demand for universal basic education program • Identify the importance of training and its utilization for educational planners and administrators • Draw ways to address the issue of teacher supply and demand dilemma • Identify educational productivity and innovation of HRD • Draw implications for educational planning from developmental perspective	**Unit V: Current Issues in Educational Planning and Management in Nepal** 5.1 Planning and management for universal basic education program 5.2 Training and utilization of educational planners and administrators 5.3 Teacher supply and demand 5.4 Educational productivity and innovation in relation to HRD 5.5 Implications for educational planning

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: Contemporary issues of development and people	**Experiential Exercises** Form pairs of students to prepare a comparative view on contemporary issues of development and indigenous people. Let them present the paper in the class and discuss to find out the different development models and global economy with leading questions of indigenous people. Let them prepare brief reports and present them in the class and discuss.
Unit Five: Current issues in educational planning and management of Nepal	**Experiential Exercises** Form pairs of students to draw the current issues in educational planning and management of Nepal. Let them prepare brief reports with the ways of addressing current issues in educational planning and management of Nepal and present them in the class 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	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	20 Marks

Recommended books and reference materials

Arturo, E. (1995). *Imagining a post development era.* In Education and Development. Denmark: Danish University of Education

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.

Philip, H. C.(1974). *Major problems facing educational planning the next decade*. Paris: International Institute for educational planning (UNESCO).

Robert, W., Anderson, A.M. P., Craig, G., Benson, H.& Leo, P. D. (Ud). *Toward a theory of indigenous entrepreneurship*. USA: International Journal of Entrepreneurship and Small Business 1(1/2).

Course title: **Monitoring, Evaluation and Research in Planning and Management**
Course No.: Ed.PM. 545 Nature of the course: Theoretical
Level: M.Ed. Credit hours: 3
Semester: IV Teaching hours: 48 hours

1. Course Description

This course is designed to provide students with perspectives of monitoring, evaluation and research in planning and management in education. It particularly acquaints the students with the performance and practices in educational planning and management with emphasis on monitoring, evaluation and research perspectives. Dynamics of monitoring and evaluation, research development results, use of qualitative and quantitative research in Educational Planning and Management, and planning educational research are the foci of this course.

2. General Objectives

The general objectives of this course are as follows:
a) To enable students to explore the monitoring, evaluation and research trends of educational planning and management.
b) To acquaint students with the process of planning for monitoring, evaluation and research development results.
c) To prepare students to use quantitative, qualitative and mixed method research design for evaluation of education plan and programs.
d) To enable students to analyze qualitative- quantitative data for research and program evaluation in education sector.
e) To familiarize students with the potential use of monitoring, evaluation and research results in relation to educational policy plan and program.

3. Course Outlines

Specific Objectives	Contents
Unit One	**Dynamics of Monitoring and Evaluation (10)**
• Differentiate between monitoring evaluation and research • Identify the elements of monitoring and evaluation • Describe the importance of monitoring and evaluation • Discuss the components of monitoring and evaluation • Analyze the outcome based planning for evaluation • Describe result-based monitoring • Enumerate the use of formative information	1.1 Differences between monitoring, evaluation and research 1.2 Elements of monitoring and evaluation: efficiency, effectiveness, relevance and sustainability 1.3 Importance of monitoring and evaluation 1.4 Components of monitoring and evaluation system 1.5 Cycle of planning, management and evaluation 1.6 Outcome-based planning for evaluation 1.7 Result-based monitoring

to school improvement • Identify the challenges of effective monitoring and evaluation	1.8 Use of formative information to school improvement 1.9 Challenges of effective monitoring and evaluation
Unit Two	**Planning for Monitoring, Evaluation and Research (10)**
• Identify planning, monitoring, evaluation and research based management • State the policies and components of planning, management, evaluation and research • Find out the key elements of evaluation process • Describe the engagement of stakeholders in monitoring, evaluation and research • Describe the approaches of research planning • Prepare the framework/ matrix for planning research	2.1 Concept of Monitoring and evaluation framework 2.2 Process of planning for monitoring and evaluation 2.2.1 Selecting program for monitoring and evaluation 2.2.2 Setting indicators: outputs and outcomes indicators, qualitative and quantitative indicators 2.2.3 Formulating evaluation objectives and questions 2.2.4 Selecting approaches and types of evaluation 2.2.5 Selecting appropriate data collection tools and measurement 2.2.6 Preparation of framework for data analysis 2.2.7 Preparation of Gantt Chart/Schedule for monitoring and evaluation 2.3 Stakeholders' engagement in monitoring, evaluation and research 2.4 Approaches of research planning 2.5 Framework and matrix for planning research
Unit Three	**Design for Evaluation and Research (11)**
• Clarify the concept of quantitative evaluation and research design • Describe elements and framework of comparison for group design • Explain framework of randomized control trial design • Describe post program only design • Develop and describe pre-and post-program design • Explain elements of ethnographic design • Explain case study design • State the features and stages of a qualitative evaluation and research	3.1 Quantitative evaluation research design 3.1.1 Comparison group design 3.1.2 Randomized control design 3.1.3 Post program design 3.1.4 Pre- and Post-Program design 3.2 Qualitative research design 3.2.1 Ethnographic design 3.2.2 Case study 3.2.3 Features and stages of qualitative evaluation and research 3.3 Multi-sites and Mixed method design 3.4 Sample and sampling procedure in quantitative and qualitative evaluation

Unit Four	Data Collection and Analysis (13)
• Explain steps and process of constructing questionnaire and interview schedule • Develop questionnaire/interview schedule, observation checklist and record review format • Prepare observation, FGD and interview guidelines for qualitative data collection • Explain the procedures for gathering different nature of data from different sources and methods • Analyze quantitative data using Excel and SPSS software • Describe process of triangulating data from multiple sources and methods • Measure performance, outcomes and impacts of programme/interventions through data analysis • Discuss the use of monitoring, evaluation and research in EMIS and decision-making process	4.1 Construction of data collection tools: steps and process 4.1.1 Quantitative data collection tools: Questionnaire/interview schedule, observation checklist and record review format 4.1.2 Qualitative Data collection: Observation, Focus Group Discussion and interview guides 4.2 Collecting data from different sources using multi-methods and techniques 4.3 Management and statistical analysis of quantitative data using computer software (Excel and SPSS) 4.4 Analysis of qualitative data and information 4.5 Triangulation of data from different sources and methods 4.6 Measuring performance, outcomes and impacts using results of data analysis 4.2 Use of monitoring, evaluation and research in EMIS and decision making.
Unit Five	**Use of Monitoring, Evaluation and Research Results (4)**
Explain process of preparing monitoring, evaluation and research report Describe general strategies for developing recommendation Discuss process and importance of disseminating results Explain the use of results and recommendations of evaluation and research	5.1 Process of preparing monitoring, evaluation and research report 5.2 General strategies for developing recommendations 5.3 Disseminating the results and recommendations of evaluation and research 5.4 Use of results and recommendations for decision-making, planning, managing and improving the program

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 techniques may be preferable. Most importantly, participatory interactive classroom activities are strongly recommended.

4.2 Specific Instructional Techniques

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

Units	Specific Instructional Techniques
Unit II: Planning Educational Research	**Experimental Exercises** Form pairs of students to draw the concept and use of framework for planning matrix for research, identifying research issues and managing planning for research. Let them prepare brief reports of research in educational research and present them in the class. Let the class discuss after presentation of the report.
Unit III: Design for Evaluation and Research	**Experimental Exercises** Form pairs of students to prepare a comparative view on qualitative and quantitative research in planning and management in education. Let them present the paper in the class and discuss to find out the differences and proper use of research in education.
Unit IV: Data collection and analysis	Students will be divided into groups and one group prepares quantitative data collection tools and another group qualitative data collection tools. Field visit for collecting sample data for monitoring and evaluation activity. Students will analyze the data , prepare monitoring and evaluation report and present it in class.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/ workshop/ conference participation and presentation, written examination, oral presentation, paper-pencil tests, portfolio/continuous assessment.

Attendance	05 points
Participation in learning	05 points
First assignment/ assessment	10 points
Second assignment/assessment(Mid-term test)	10 points
Third assessment	10 points
Total	**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	of questions to be answered	Weight age
Multiple choice items	10 questions	1 mark each	10 marks
Short answer questions	6 questions	6x 5 marks	30 marks
Long answer questions	2 questions	2x10 marks	20 marks

6. Recommended Text Books

Chaplowe S.G. (2008). *Monitoring and evaluation planning.* USA: USAID.

Cohen, L., Manion, L. and Morroson, K. (2013). *Research Methods in Education.* USA: Routledge.

Lincoln, Y.S. and Denzin, N.K. (2005). *Strategies of Qualitative Inquiry.* CA: Sage.

Marriot, N. and Goyder, H. (2009). *Manual for monitoring and evaluation education partnership.* Paris: UNESCO.

Microsoft Corporation (2014). *Quality assurance: Monitoring and evaluation to inform practice and leadership, transformation framework.* US: Author.

Payne, D.A. (1994). *Designing educational project and programme evaluation*. New York: Springer

Postlethwaite, T.N, (2004). *Monitoring educational achievement.* Paris: UNESCO.

UNESCO (2005). *Educational research: Some basic concepts and terminology.* Paris: Author.

United Nations Children's Fund/ UNICEF (2009). *Child friendly schools.* USA: Author.

United Nations Development Programme (UNDP) (2009). *Handbook on planning, monitoring and evaluation for development results.* USA: Author. (Unit I and II)

Wholey, J.S., Hatry, H.P, & Newcomer, K.E. (2010). *Handbook of practical programme evaluation.* San Francisco: Jossey-Bass (Unit II, III, IV and V)

World Bank (2004). *Monitoring and evaluation: some tools, methods and approaches.* Washington, DC: Author.

Course Title: **School Culture and Change**

Nature of course: Theoretical | Semester: Fourth
Course No.: Ed PM 546 (Elective) | Credit Hours: 3
Level: M. Ed. | Teaching Hours: 48

---

1. **Course Description**

This course has a key focus on school culture and educational change with reference to school reform. Emphasis is laid on the learning experiences to reflect on the meaning and importance of school culture and to develop and use appropriate tools to diagnose and assess the school culture. Students through this course develop critical understanding of the issues and problems of improving school culture at both public and private schools in Nepal. In addition, opportunities for learning about the meaning and importance of inclusive school culture with a broader perspective on educational change and school effectiveness are provided through this course.

2. **General Objectives**

The general objectives of the course are as stated below:

a) Help students reflect on the meaning of school culture and relate it to the notion of educational change and school effectiveness.
b) Enable the students to differentiate between school culture and school climate with particular examples of Nepali public and private schools.
c) Equip the students with skills to explore significance of analyzing and transforming school culture.
d) Help the students to identify various elements of school culture and explain why these elements important for quality learning.
e) Enable the students to develop skills to identify both qualitative and quantitative tools to diagnose and assess school culture.
f) Equip the students with skills to use school culture tools, both quantitative and qualitative, and to assess the culture of a school and use school triage survey for preliminary assessment of school culture.
g) Help the students reflect on various facets and issues of inclusive school culture.
h) Provide the students with learning opportunities to explore the essential means and ways for creating inclusive school culture in the Nepali context.
i) Enable the students to conceptualize the meaning of educational change with different stages of school change.
j) Prepare the student to identify and discuss the characteristics of effective schools.

3. **Specific Objectives and Contents**

Specific Objectives	Contents
Reflect on the concept and meaning of organizational culture and school culture. Differentiate between school climate and school culture. Explain and exemplify the intangible manifestations of school culture. Explain and exemplify the tangible manifestations of school culture. Explore particular and specific manifestations, both tangible and intangible, of school culture in Nepali school context.	**Unit I. Introduction to School Culture (8 hrs.)** 1 Concept and meaning of Organizational culture School culture 2 Difference between school culture and school climate 3 Formation of school culture as an organization 4 Intangible manifestations of school culture Belief, convictions, philosophy, mission, norms, values 5 Tangible manifestations of school culture Verbal manifestations

	Behavioral manifestations Visual manifestations
List various elements of school culture. Discuss the nature of schools as a tribe and relate this notion with the power to transform. Explain artifacts, architecture, and routines as symbols of culture. Discuss myth, vision and values as elements of school culture. Elucidate schools' stories and tales as conveyor of school culture. Explain the rituals, ceremonies and tradition as elements of culture. Illustrate particular conveyors of both positive and negative school culture.	**Unit II. Elements of School Culture (12 hours)** Schools as tribes: the power to transform Artifacts, architecture, and routines: symbols of culture History: the value of lore and tradition Myth, vision and values: discovering a school's highest calling Stories and tales: passing along the vision Rituals: Embedding purpose and meaning Ceremonies and traditions: culture in action Conveyors of culture: positive and negative transmitters
Define operationally the essential elements of school culture. Develop both quantitative and qualitative tools for assessing school culture. Collect data from a particular school using the school culture survey tools. Analyze the data and assess the culture of a school. Adapt and use school triage survey to assess the culture of a school.	**Unit III. Assessing School Culture (8 hours)** Operational definition of school culture variables Tools development (quantitative and qualitative) Assessment of school culture; data collection School culture data analysis School triage survey Professional collaboration Affiliative collegiality Efficacy and self-determination
Explain meaning and ideals of inclusive school and relate them with the practices of inclusive education in the context of Nepal. Explore the kinds of support needed in inclusive classroom. Explain the need of supportive classroom environments for social inclusion. Discuss how physical environment of the school support inclusion. List and explain essential components of inclusive school culture. Assess the existing situation of inclusiveness in school context of Nepal.	**Unit IV. Inclusive School Culture (10 hours)** Inclusive education: meaning, ideals and practice Using support in inclusive classroom Curricular inclusion Supportive classroom environments for social inclusion Inclusion and physical environment of the school Essential components of inclusive school culture Assessing inclusiveness in school context of Nepal
Discuss and conceptualize the meaning of educational change. Illustrate three stage of change process in school. Explain two levels of educational change, at the classroom level and at the school level List and explain various characteristics of	**Unit V. Educational Change and School Effectiveness (10 hours)** Meaning of educational change Three stages of the change process Initiation Implementation Institutionalization Levels of change at school Classroom level: putting into practice a change in

school effectiveness. List and explain various factors of effective school. Analyze the various change factors in the context of Nepali schools.	curriculum and instruction School level: Supporting authentic school improvement, changing school culture Meaning and characteristics of school effectiveness Factors of effective school: Shared leadership, Shared vision and goals, Learning environment, Concentration on teaching and learning, High expectations, Positive reinforcement, Monitoring progress, Pupil rights and responsibilities, Purposeful teaching, Learning organization, Home-school partnership Analysis of change factors in the context of Nepali schools

Note: *The figures in parenthesis indicate teaching hours of the units*

4. **Instructional Techniques:** General and specific instructional are suggested to transact the course in the classroom. What follows is a brief account of these techniques:

4.1 General Instructional Techniques

General instructional techniques include lecture, discussion, demonstration and question-answer, which are applicable to most of the units. Teaching has to be made interactive through active participation of students while using these techniques. As this course is theoretical in nature, lecture, discussion and question-answer methods, preferably by using multi-media presentations will be an effective technique. In order to generate discussion and brain storming exercises in the class, the teachers have to present relevant themes, problems, issues, and challenges to link the cases with the psychology of special needs education students.

The types of learning activities includes, but not limited to, attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, giving constructive criticism, group study and peer discussion

4.2 Specific Instructional Techniques

Specific instructional techniques such as classroom presentation by the students, guided individual study, tutorial support on different contents and project works are suggested. The following specific instructional techniques are suggested to teach the selected units of the course. Specific instructional techniques intend to ensure students' active participation in teaching-learning process by making it research-oriented.

Unit	Specific Instructional Techniques
Unit III **Assessing school Culture (8 hours)**	Students are assigned in groups with 3-4 members in each group. Each group is to assess culture of a nearby school developing and using appropriate qualitative and quantitative tools. They will also use school triage survey to measure the degree to which 'culture behaviors' are present in the school. They will prepare a report and present the process and findings of the study in the class. This presentation will be assessed by the tutor/class teacher, which comprises a part of internal evaluation of students' learning.

5. Evaluation

5.1 Internal Evaluation **40%**

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

1)	Attendance	5 points
2)	Participation in classroom activities	5 points
3)	First assignment/book review/written assignment	10 points
4)	Second assignment/paper writing and or presentation	10 points
5)	Third assessment/ written test (1 or two)	10 points
	Total	**40 points**

5.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester with the following number and types of tests:

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

Recommended Books and Reading Materials

Recommended Books

Deal, T.E. & Peterson, K.D. (2010). *Shaping school culture: pitfalls, paradoxes and promises* (2nd ed.). San Francisco, CA: Jossey-Bass

Hopkins, D. (2001). *School improvement for real*. London: Routledge

Thomas, G., Walker, D. and Webb, J. (2001). *The making of the inclusive school culture*. London: Routledge

Reading Materials

Houtte, M. V. (2005). Climate or culture? A plea for conceptual clarity in school effectiveness research, *School Effectiveness and School Improvement*, *16*(1), pp. 71 – 89

Maslowski, R. (2006). A review of inventories for diagnosing school culture, *Journal of Educational Management*, *44*(1), pp. 6 – 35

Wagner, C., & Masden-Copas, P. (2002). An audit of the culture starts with two handy tools. *Journal of Staff Development*, *23*(3), 42–53

Course Title : Operation Research **Chrs: 3**
Course Number : Math Ed. 546 **Total Period: 48**
Nature of Course : Theory
Level : M. Ed.
Course Description
The course is designed for the M. Ed. students in Education majoring in Mathematics Education. It provides various methods and techniques of operations research for prospective math-educators and researchers. The content intends to equip the prospective teachers of mathematics to become a good time researcher and educators.

General Objective

The general objectives of this course are as follows:

- To make students able to explain the nature, and phases of operations research
- To enable the students to understand techniques of solving the problems of Markov chains and Simulation
- To make the students familiar various methods of queuing theory any and game theory.
- To equip the students to methods, techniques and procedures of inventory models and system, linear programming, transportation and assignment problems.
- To acquaint the students with the formulation, execution and evaluation to the problem of project management.

Specific Objectives and contents:

Objectives	Contents
• Explain the origin, meaning, nature and phases of operations research • State the phases of OR and exemplify each phase.	**Unit I: Introduction 2 Periods** • Origin, Meaning and Nature of Operations Research • Phases of Operations Research
• Describe the problems that lead to Markov Chain and formulate the process. • Use the theory of probability to analyze problems by using Markov Chain including Ergodic chain • Determine the steady state condition and absorbing Markov Chains	**Unit II: Markov Chains 8 Periods** • Formulation of processes as a Markov Chain • Probability Analysis by Markov Chains • Ergodic Markov Chains • Determination of Steady-State Conditions • Absorbing Markov Chains and Their Analysis.
• Explain the meaning and steps of simulation process • Describe the advantages and disadvantages of simulation • Solve the simulation problems by the methods of Monte – Carlo simulation and random numbers generation	**Unit III: Simulation 8 Periods** • Introduction • Steps of simulation process • Advantages and disadvantages of simulation • Monte – Carlo simulation • Random numbers generation

• Use simulation method of some theoretical distributions	• Simulation of some theoretical distributions (Poisson, normal and exponential distributions)
• Describe the meaning of queuing system and its characteristics • Classify meaning of various symbols and notations • Describe Poisson's Process and exponential distribution to the study of queuing theory. • Describe the distribution of interval and service times • Explain Poisson's Queue and their Characteristics.	**Unit IV: Queuing Theory 10 Periods** • Queuing System and Its Characteristics • Classification of Queuing Models, Symbols and Notations • Poisson's Process and Exponential Distributions • Distribution of Interval and Service Times • Classification of Queues: Poisson's Queue and their Characteristics.
• Describe the theory of simplex method and dual-simplex method • Use non-linear programming methods to solve LP problem	**Unit V: Linear Programming 10 Periods** • Introduction : slack, surplus and artificial variable • Theory of simplex method • Dual-simplex method • Integer programming • Non- linear programming methods
• State standard form of transportation problem. Describe the steps of transportation problem with example • Use the linear programming formulation of the transportation problem. • Explain the various types of transportation problem and solve the given Transportation problem • Use enumeration, LPP transportation & Hungarian method to the solution of assignment problem.	**Unit VI: Transportation and Assignment Problem 10 Periods** • The transportation problem: Standard form, Steps of Transportation problem, Linear Programming formulation of the transportation problem. • Types of transportation problem. • Methods of Solution of Transportation problem: - North-West Corner Method. and Vogel's Approximation Method • Assignment Problem: • Method of solution of assignment problem: - Enumeration method, linear programming method, Transportation method, Hungarian method.
• Explain the meaning of game and describe various types of games. • Describe various types of strategies used in two person zero –sum game • Solve the matrix game using different methods:-	**Unit VII: Game Theory 8 Periods** • Introduction • Types of Game (Competitive Games, Matrix Game and Two Person Zero Sum Game). • Strategies in Games (Pure Strategy,

• Saddle Point Method • Probability Method • Rule of Dominance • Graphic Method • LP Method • Algebraic Method	Mixed Strategy, Mini-max and Maxi-min strategy and its related theorems). • Expected Value of a Game, • Optimal Strategies for Non-strictly Determined Games and its theorem (Games without saddle point) • Methods of Solution to the Games Method 1: Saddle Point Method Method 2: Probability Method Method 3: Rule of Dominance Method 4: Graphic Method Method 5: Method of LPP Method 6: Algebraic Method
• Derive the formula and solve economic lot size inventory problems related to uniform rate of demand, infinite production rate and having no shortage • Derive the formula and solve economic lot size inventory problems related to different rate of demand, in different production cycles, infinite production rate and having no shortage • Derive the formula and solve economic lot size inventory problems related to uniform rate of demand, finite rate of replenishment having no shortage • Derive the formula and solve economic lot size inventory problems related to uniform rate of demand fulfilled in constant time, infinite rate and shortage allowed. • Derive and use formula for solving economic lot size inventory problems related to Uniform rate of demand, production instantaneous, shortage allowed. • Derive and use formula for solving problems related to replacement and maintenance models.	**Unit IX: Inventory and Replacement Models 9 Periods** • Concepts basic to Inventory Models • **Model I:** Uniform rate of demand, infinite production rate and having no shortage • **Model II:** Different rate of demand, in different production cycles, infinite production rate and having no shortage • **Model III:** Uniform rate of demand, finite rate of replenishment having no shortage • **Model IV:** Fixed Time Model: Uniform rate of demand fulfilled in constant time, infinite rate and shortage allowed. • **Model V:** Optimal Quantity q per run: Economic lot size, Uniform rate of demand, production instantaneous, shortage allowed. • Replacement and maintenance models
• Explain project evaluation and review techniques • Use critical path methods to solve project management problems • Familiar with the steps of PERT and CPM technique • Explain PERT and CPM Network • Explain the critical path analysis • Explain probability in PERT analysis, project time cost trade off • Update the project and resources allocations	**Unit IX: Project Managements 10 Periods** • Introduction • Project evaluation and review techniques • Critical path methods • Steps of PERT and CPM Technique • PERT and CPM Network • Critical path analysis • Probability in PERT analysis

	• Project time cost trade off • Updating the project • Resources allocations

Reading Materials

References:

Gupta, P. K. & Hira, D. S (2007). *Operations research* (4th Edition). Delhi: Sultan Chand and Sons.

Pandit, R. P. (2011) *An Introduction to operations research*. Kathmandu: Indira Pandit

Sharma, J. K.(2012). *Operations research*. Delhi: Macmillan India Limited.

Swarup, K, Gupta, P. K., & Mohan, M. (2009). *Operations research*.. Delhi: Sultan Chand and Sons.

Brown , R. F., & Brown B. W. (1992). *Finite Mathematics*. New York: Ardsley House Publishers, Inc.

Shamling, J. (1989). *Operations research*, US: Macmillan.