Course Title: Linear Algebra
Code No. : Math Ed..526.
Level: M. Ed
Semester: Second

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

1. Course Description

This course covers Vector spaces, Inner product Spaces, linear mapping & their algebraic properties, bilinear form & Standard operators, Spectral Theorem & primary decomposition theorem with Jordan Canonical Form and Module Theory.

2. General Objectives

The general objectives of this course are as follows:

- To provide students' deeper understanding of theoretical concepts of linear algebra including module theory.
- To facilitatestudents' to develop computing power in linear algebra.
- To help students develop positive attitude towards linear algebra.
- To make students understands and explain the concepts of modules in any ring and distinguish it with vector space.

3. Specific objectives and contents

Specific objectives	Contents
• Review the concepts of vector space, subspace, bases and dimensions of vector space and illustrate them with examples. • Find the linear map associated with the matrix. • Find the matrix associated with linear maps. • Explain the relation of bases matrices and linear map in the vector space.	**Unit I: Linear Maps and Matrices (**4 hrs) The linear map associated with a matrix. The matrix associated with linear maps. Bases, matrices, and linear maps.
• Review the concepts of Scalar product, Hermitian Product ,Bilinear maps, Linear functional and Dual space • Define bilinear forms and standards operators. • Prove the properties of bilinear forms and standard operators. • State and prove Sylvester's Theorem and find the index of positivity and nullity.	**Unit II: Bilinear Form and Standard operators (**10 hrs) 2.1 Bilinear forms. 2.2 Quadratic forms. 2.3 Symmetric Operators 2.4 Hermitian Operators 2.5 Unitary Operators Sylvesters' Theorem

• Define Eigen values and eigenvectors with examples • Prove the properties of Eigenvectors and Eigen values. • Define characteristics polynomials of matrices and find characteristics polynomials of the matrices. • Determine Eigen values and Eigenvectors of the matrices and linear maps. • Determine the triangulizable and diagonalizable matrices. • State and prove Hamilton Cayley Theorem.	**Unit III: Algebraic Properties of Linear Transformation (**10 hrs) 3.1 Eigen values and eigenvectors 3.2 Characteristics polynomial. 3.3 Triangulation of matrices and linear maps 3.4 Diagonalization of unitary matrices
• Prove the properties of symmetric linear maps. • State and prove the Spectral Theorem. • Apply the standard properties of polynomials to decompose the vector spaces. • Define s-invariant subspace and simple s-space. • State and prove Schur's lemma. • Define Jordan canonical form and reduce the matrices in Jordan canonical forms.	**Unit IV: Spectral Theorem and Primary Decomposition Theorem (**10 hrs) 4.1 Eigenvectors of symmetric linear maps. 4.2 The Spectral Theorem. 4.3 The unitary operator. 4. 4 Application of polynomial to decomposition of vector spaces. 4.5 Schur's Lemma and Jordan normal form.
• Define modules, sub modules, Quotient modules and module homomorphism and illustrate them with examples. • Prove the elementary properties of modules and sub modules. • State and prove fundamental theorem of module homomorphism. • Define direct sum of modules and prove its basic properties. • Define torsion and torsion free modules and illustrate them with examples. • Define exact sequence and establish the fundamental properties of module homomorphism. • Explain free modules ansd prove the elementary properties of free module. • Define projective and injective modules and prove elementary properties of them	**Unit V: Module Theory (**14 hrs) 5.1 Modules and sub modules 5.2 Module homomorphism 5.3 Quotient module 5.4 Direct sum of modules 5.5 Torsion modules 5.6 Exact sequences 5.7 Free modules 5.8 Projective and Injective modules Homomorphism and Duality.

4. Instructional Techniques: This course is theoretical in nature and thus the teacher-centered instructional techniques will be dominant in teaching learning process. However, the instructional technique for this course is divided into two groups. The first group consists of general instructional techniques applicable to most of the contents. The second group consists of the specific instructional techniques applicable to specific contents of each chapter.

4.1 ***General Techniques:*** Following instructional techniques will be adopted according to the need and nature of the lesson.
Lecture with illustration
Discussion
Question-answer
Group work presentation and participation

4.2 ***Specific Instructional Techniques***

Unit	**Activity and instructional techniques**
I	Group discussion for the matrix and linear maps. Individual work and group work Presentation. Individual assignment on solving problem of exercise.
II	Individual work and group work Presentation to explore bilinear form and its associated matrix. Group work assignment on solving some problem of exercise and then group presentation.
III	Individual work and group work to explore polynomial of matrix and linear maps. Individual assignment to find the solution of numerical problem related to theorems of this unit and presentation. Group tasks to solve the problem of exercise and discussion in small groups.
IV	Individual work and group work Presentation Problem solving exercise and group presentation.
V	Individual work and group work Presentation Solving problem of exercise Connecting examples with theorems and facilitate to find related examples.

5 Evaluation

5.1 Internal Evaluation 40%

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

Attendance	5 Point
Participation in learning activities	5 Points
First assignment/ midterm exam	10 Points
Second assignment/ assessment	10 points
Third assignment/assessment	10 Points
Total	40 Points

5.2 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 10×1) 10 points

2. Short answer question	(6 question × 5 points)	30 points
3. Long answer questions	(2 questions × 10 points)	20 points
Total		**60 points**

Recommended Books

- Bhattacharya, P.B, Jain, S.K and Nagpaul, S.R (2008*). First Course in Linear Algebra*. india: Lew Age International House. (For Chapter III and IV).
- Lang, s. (1973*). Linear Algebra*.New York: Addision Wesley. (For Chapter I to IV)
- Bhattacharya, P.B, Jain, S.K and Nagpaul, S.R (2007*). Basic Abstract Algebra,(*Printed in india): Cambridge University Press.(For Chapter V).
- Hungerford, T.W (1974). *Algebra*. New YorK: New York Inc.Springer Verlag. (For Chapter V).

Reference Books

Maharjan, H.B. (2008). *Rings and Modules*. Kathmandu: Bhunipuran Prakasan.

- Bhattarai,B.N. (2011).*Introduction of Rings and Modules.* Kathmandu: Subhakamana Prakashan.
- Kunze, H.E. (1996). Linear Algebra. D.T. (1986). *Introduction to Matrices and Linear Transformations*. Delhi: CBS Publishers and Distributers.
- Hohn, F.E. (1971). *Elementary Matrix Algebra*. Delhi: Amerind Publishing Co.Pvt.Ltd
- Subedi, A. (2014). *Linear Algebra*. Kathmandu: Sunlight Publication.

Course Title: Trends in Mathematics Education
Course Number: Math Ed 525
Nature of Course: Theoretical

Credit hour: 3
Total Period: 48
Level: M. Ed.

Course Description

This course deals with skill and knowledge in various aspects of mathematics education at different levels of the school and the University. Besides this, it also provides an overview on the themes, issues and the recommendations made by different international education conferences. This course deals with the present status and trends of research in mathematics education too.

General Objectives: The following general objectives of this course are :

- To let students sketch the trends that are observed all round the globe in mathematics education at different levels of schooling especially with respect to curriculum materials, research and sociological components.
- To enable students sketch the trends in Basic areas of mathematics: geometry, algebra, arithmetic teaching in different countries including Nepal.
- To have students elucidate the trends how the concept applied mathematics changes with time.
- To enable students sketch the different trends that are observed in the historical development of different Commission, Unions, Conferences, and Olympiads.
- To acquaint the students with the critical appraisal to address different issues (Olympiads, Popularization, Gender differences, Ethno-mathematics) in Mathematics Education.
- To provide students knowledge of the trends (Historical, Modern) that are observed in the research in mathematics education.

Specific Objectives	Contents
1. Sketch the trends that are seen in the history of mathematics education in terms of philosophy, learning theory, and method of teaching. 2. Sketch the trends that are observed all round the globe in mathematics education at different levels of schooling especially with respect to curriculum materials, research and sociological components. 3. Appraise critically the two major forces: New math and NCTM that brought changes in mathematics education.	**Unit 1: Mathematics Education at Schools and at the University (13hrs)** 1.1 Introduction 1.2 Trends in Math Education at Pre-primary/Primary Level 1.3 Trends in Math Education at Lower/Secondary Level 1.4 Trends in Mathematics Education at Upper Secondary, College 1.5 Trends Mathematics Education at University Education 1.6 Trends in Adult and Continuing Education 1.7 Trends in Methods and Media 1.8 Two major forces for Mathematics Education
1. Give critical appraisal of emergence of different geometries Euclidean, non-Euclidean geometry. 2. Give critical appraisal of emergence	**Unit 2: Trends in Three Basic areas in Schools (7 hrs)**

of Modern number theory and arithmetization. 3. Give critical appraisal of emergence of Modern Algebra. 4. Give comprehensive and eclectic view on mathematics education with respect to three basic areas.	2.1 Reforms in Geometry 2.1.1Reforms in School Geometry 2.1.2 Trends in different countries 2.1.3 Issues and problems in teaching geometry for 21st century 2.2 Reforms in Arithmetic 2.2.1 Brief sketch of the development 2.2.2 Palpable arithmetic 2.2.3 Figurative arithmetic 2.2.4 Arithmetic for learning mathematics 2.3 Reform in Algebra 2.3.1 Rhetorical algebra 2.3.2 Syncopated Algebra 2.3.3 Symbolic Algebra 2.4 Issues and Problems on the Teaching of three basic areas of mathematics for 21st Century
1. Explain the trends how the concept applied mathematics changes with time. 2. Explain the reason why to teach application of mathematics in different levels of schooling. 3. Explain the issues and problems of applied mathematics in mathematics education. 4. Analyze the impact of applied mathematics on mathematics education.	**Unit 3: Educational Implications of Applied Mathematics (5 hrs)** 3.1 Introduction 3.2 Trends in Teaching Applied Mathematics 3.3 Issues and Problems of Applied Math in Math Education 3.4 The Impact of Applied Math on Math Education 3.4.1 Mathematical subject matter in school 3.4.2 Effect of applied maths on pedagogy 3.4.3 Application of maths on vocational subject
1. Differentiate one from others among conferences, commission, union, society, seminar, workshop, academia etc. 2. Sketch the different trends that are observed in the historical development of different Commission, Unions, Conferences, and Olympiads. 3. Describe the aims, activities and responsibilities of ICMI and IMU. 4. Describe the achievement of different international congresses (ICMEs) and Regional conferences. 5. Review different themes in national and international Olympiads.	**Unit 4: Mathematics Education Conferences (7 hrs)** 5.1 International Mathematics Union (IMU) 5.2 International Commission on Mathematical Instruction (ICMIs) 5.3 Regional mathematics congress in Different Countries 5.4 International Congress on Mathematical Education (ICMEs) 5.5 Olympiads

1. Give critical comment on the issues and problem of teaching and assessment in mathematics. 2. Give critical appraisal to address different issues (Popularization, Gender differences, Ethno-mathematics) in Mathematics Education. 3. Describe different formalities (selection of Jury, conditions of participation,, and topics asked) in ICME. 4. Give critical comments on tensions occurred while dealing with mathematics education for 21st century stakeholders.	**Unit 5: Issues in Mathematics Education (8 hrs)** 5.1 Issues in the social context of mathematics education (i) Social issues: Emotion, Value, achievement in math education (ii) Issues in Teaching and learning (iii) Assessment Issues (TIMSS, PISA, IEA) (iv) Issues in Culture of mathematics teaching, (v) Issues in individual difference and special need (vi) Popularization, (vii) Gender, (viii) Ethno-mathematics 5.2 Issues on Different Tension in 21st century
1. Sketch the trends (Historical, Modern) that are occurred in the research in mathematics education. 2. Describe three traditions in research in mathematics education in terms of goal of enquiry, role of evidence, role of theory. 3. Compare and contrast different kinds of research in mathematics education with special reference philosophy and methodology. 4. Explore some areas of viable researchers in mathematics education for future.	**Unit 6: Research in Mathematics Education (8hrs)** 6.1 Introduction 6.2 Kinds of Research in Mathematics Education 6.3 Trends in Mathematics Education Research: Historical Trends in Math Education Research (1950-80) Modern Trends in Math Education Research (Since1980), and the Trends Towards Action Research (Epistemological Foundation of Action Research) 6.4 Areas of Research: Curriculum, Methods & Materials, Learning and Learners and Learning & Teachers and Some Research Abstract on Curricula, Methods and Learning 6.5 Forecasts and Recommendations

General Instructional Technique: Lecture and Discussion method

Specific Instructional Techniques

Unit I	Reading and reflecting on the different aspects of mathematics education at different levels of schooling.
Unit II	Internet browsing and presentation of different aspects of mathematics in group

Unit III	Self-study, Discussion comparison and presentation
Unit IV	Net browsing, reading of the text and reporting about the resolutions of different conference es
Unit V	Critical discourse on different issues, presentation and reflective writing
Unit VI	Present comparative view on different types of research and trends in research

Evaluation

Internal Evaluation 40%

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

1)	Attendance	5 Point
2)	Participation in learning activities	5 Points
3)	First assignment/ midterm exam	10 Points
4)	Second assignment/assessment	10 Points
5)	Third assignment/ assessment	10 points
	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 × 1)	10 points
2. Short answer question (6 question × 5 points)	30 points
3. Long answer questions (2 questions × 10 points)	20 points
Total	**60 points**

Recommended books

Clements, M. A. & Ellerton, N. F. (1996). *Mathematics education research: Past, Present, and future*. Bankok: Unesco

Conway, P. P. ; & Sloane, F. C. (2005). *International trends in post-primary mathematics education: Perspectives on learning, teaching and assessment.* Washington: National Science Foundation.

Gates, P. (2001). *Issues in mathematics teaching*. (Eds.). London: Routledge, Falmer: Taylor Francis Group.

Greewood, D. J. Levin, M. (998). *Introduction to action research: Social research for social change* New Delhi: SAGE Publications.

Reference

Pandit, R. P. (064). Recent trends in mathematics education. Kathmandu:

Upadhyay, H. P. et al. (2064). Trends in mathematics education. Kathmandu: Balbalik Education Publication Pvt. Ltd.

Kapur, J. N. (). *Fascinating world of mathematical science*. Vol. 1-6. New Delhi: Mathematical Science Trust Society.

Trentacosta, J. (1997). *Multicultural and gender equity in the mathematics classroom*, Yearbook, NCTM.

Course Title : **Projective Geometry** Nature of the Course: Theoretical
Code No. : Math Ed. 527 Credit Hours: 3
Semester : Second Teaching Hours: 48

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1. Course Description

Projective Geometry examines those properties of geometric figures that remain unchanged by a central projection. Perspective in art, images of conic section under projection analyzed through point at infinity and duality are the beauty of projective geometry.

2. The General Objectives of the Course

The aim of the course is to provide students with an introduction to axiomatic system projective geometry. The course will begin by looking at incidence structure and end with projective space. On successful completion of the course the students will be able to:

- to let students; understand the concept incidence structure and prove basic results of planes
- to enable students' to understand the basic results of projective transformation
- to help students' to analyze and describe connection on desarguesian and pappian plane
- to acquaint students' with the knowledge of projective space

3. Specific Objectives and Course Outlines

Specific Objective	Content
• Define incidence structure • Recognize geometric planes • Use isomorphism to establish properties of planes • Define duality and apply then in proving theorems • Define configuration and apply then in proving theorems related to projective plane and subplane	**Unit 1: Incidence geometry (12 hrs)** Incidence structure Planes Affine plane Projective plane Real affine plane Proportionality class and Homogeneous coordinates Real projective plane Isomorphism Duality Principal of duality Configurations Tactical configuration and related theorems Subplane and principal subplane Order of plane

• Define perspectivity, projectivity and collineation • Use and apply perspectivity, projectivity and collineation in proving theorems • Define extended collineation and use them in proving theorems	**Unit 2: Collineation (9 hrs)** Perspectivity Equation of perspectivity Projectivity Collineation Matrix induced collineation Central collineations Automorphic collineation
• • Define Desarguesian plane and develop their theorems • Use projecrtivities to prove theorems in Desarguesian planes • Define pappian plane and develop their theorems • Use projecrtivities to prove theorems in Pappian planes	Unit 3: Desarguesian and Pappian plane (**10 hrs)** Desarguesian plane and related theorems Desargues triangle theorem Couple Central couple Axial couple Quadrangular set and related theorems Projectivities in desarguesian plane Pappian plane and related theorems Pappus theorem The perspectivity theorem (concept only) Fundamental theorem The permutation theorem (concept only) Cross-ratio
• Define conic from projective view point and develop their theorems • Describe and Derive Desargesian and Pascals theorem for conics	**Unit 4: Conics in pappian plane (10 hrs)** Conics Perspectivity and projectivity The projective conic and related theorem Intersection of a range and a point conic Closed projective plane Conics in closed plane π_F Involution Desargesian conic theorem Pascal's theorem Converse of pascal's theorem
• • Define Projective space as generalization of projective planes • Define subspace and prove related theorems • Define spanning set and prove related theorems • Define independent set and prove related theorems • Define dimension and prove	**Unit 5: Projective Space (7 hrs)** Projective space and related theorems 5.1.1 subspace 5.1.2 spanning set Properties of spans Dimension 5.2 Desargues's theorem 5.3 Homomorphism

related theorems • Define homomorphism and prove related theorem	

4. Instructional Techniques

4.1 General Instructional Techniques

Following instructional techniques will be adopted.
Lecturers
Discussion
Question Answer

4.2 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:

Attendance	5 points
Participation in learning activities	5 points
First assignment/Assessment	10 points
Second assignment/Assessment	10 points
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:

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

Recommended Books and Reading Materials

- Garner, L. E., (1981). *An outline of projective geometry*. New York: North Holand Oxford.
- Koirala S. P., Dhakal B. P., (2068). *Introductory projective geometry*. Cambridge Publication: Kalimati, Nepal
- Reference Materials

Coxeter, H. S. M., (1973). P*rojective geometry*. New York: Springer-Verlag, London

Course Title: Complex and Numerical Analysis
Nature of Course: Theoretical
Code No.: Math.Ed. 528 Credit hours: 3
Level: M.Ed. Teaching Hours: 48
Semester: Second

1. Course description
The topics on complex analysis deal with the basic properties of complex numbers, functions of complex variables, complex differentiations, Integration, series and residues. Furthermore, the numerical analysis deals with the numerical techniques to the solution of system of linear equations through matrix computations and solution of non-liner equations through interpolation and iterative method of differentiation and integration
.

2. General objective
The general objectives of this course are as follows:

- To make the students able to describe the function of complex variable as a generalization of real variable function.
- To make the students understand conformal transformation and discussion on special transformations.
- To make the students know the properties of complex integration.
- To acquaint the students with different types of integrals using Cauchy's residue theorem.
- To make the students able to use numerical interpolation, differentiation and integration as techniques of solution in determining the value of the functions.
- To make the students able to use the matrix for solution of linear system of equations.
-

3. Specific objectives and contents
Unit I: **Complex number system and analytic functions (6 hrs).**

Specific objectives	**Contents**
• Define the function of complex variable with examples. • explain the analytic function with examples • Prove Cauchy- Riemann • equations.	**1.1.** Functions of a complex variable **1.2.** Cauchy-Riemann equations **1.3**. Sufficient conditions **1.4.** Analytic functions **1.5.** Harmonic functions

Unit II : Complex integrals (7 hrs)

Specific objectives	**Contents**
• Explain about contour integral and its properties. • Prove Cauchy-Goursat theorem. • Prove the properties of antiderivative of complex	**2.1.** Contour integrals **2.2** Cauchy-Goursat theorem **2.3**. Simply and multiply connected domain 2.4. Cauchy integral formula.

function. • Prove the properties of simply and multiply connected regions. • Prove Cauchy integral formula. • Prove the properties of the derivative of analytic function of all orders. • Prove Morera's theorem. • Prove the results related to maximum (minimum) moduli of functions. • Prove the Liouville's theorem and the fundamental theorem of algebra.	2.5. Derivative of analytic functions 2.6. Morera's theorem. 2.7. Maximum moduli of functions 2.8. Liouville's theorem. 2.9. Fundamental theorem of algebra.

Unit III: Series (6 hrs)

Specific objectives	**Contents**
• Prove the result related to convergence sequences and series. • Prove the Taylor's theorem. • Explain the Maclaurin's series • Prove the Laurent's theorem • Prove the properties of absolute and uniform convergence of power series • Prove the properties of integration and differentiation of power series • Prove the properties of uniqueness of series representations. • Prove the properties of multiplication and division of power series	**3.1.** Convergence of sequence and series **3.2.** Taylor's series **3.3**. Laurent's series **3.4.** Absolute and uniform convergence of power series **3.5**. Integration and differentiation of power series **3.6.** Uniqueness of series representation **3.7.** Multiplication and division of power Series

Unit IV: Residues and poles (8 hrs)

Specific objectives	Contents
• Explain the residue at a point with examples. • Prove the residue theorem • Prove the results related to residue at poles • Prove the results related to zeros and poles of order m • Evaluate the improper real integrals • Evaluate the integral involving sine and cosines • Evaluate the definite integral involving sine and cosines • Prove the results relating to logarithmic residue and Roche's theorem	4.1. Residue theorem 4.2. Residue at poles 4.3. Zeros and poles of order m 4.4. Evaluation of improper real integrals 4.5. Improper integral in solving series of sine and cosines 4.6. Definite integrals involving sine and cosines 4.7. Rouche's theorem

Unit V: Mapping by elementary function (6 hrs)

Specific objectives	Contents
• Define conformal transformation • Explain how various curves and regions are mapped by elementary function. • Discuss some special transformations	5.1. Linear functions 5.2. The function 1/z 5.3. Linear fractional transformations 5.4. Mapping of the upper half plane 5.5. The transformation w=sinz, the transformation $w=e^z$ and w=logz; the transformation $w=z^2$and $w=z^{1/2}$ 5.6. square roots of polynomials, preservation of angles

Unit VI: Interpolation (6 hrs)

Specific objectives	Contents
• Explain finite differences • Derive Newton's formula for interpolation. • Derive central difference interpolation formula • Determine the interpolation with unevenly spaced points • State the properties and errors in the cubic spline derivatives.	6.1. Errors in polynomial interpolation 6.2 Finite differences 6.3. Detection of errors by use of difference table 6.4. Difference of a polynomials 6.5. Newton's formula for interpolation 6.6. Central difference interpolation formula 6.7. Practical interpolation 6.8. Interpolation with unevenly

• Explain interpolation by iteration • Explain the method of double interpolation.	spaced points 6.9. Interpolation with cubic splines 6.10. Divided differences and their properties 6.11. Inverse interpolation 6.12. Double interpolation

Unit VII: Numerical differentiation and integration (5 hrs)

Specific objectives	Contents
• State the method of numerical differentiation • Determine the maximum and minimum values of tabulated functions • Define numerical integration • State trapezoidal and Simpson's rule • State Gauss Legendre quadrature.	7.1. Numerical differentiation 7.2. Maximum and minimum values of tabulated function 7.3. Numerical integration 7.4. Trapezoidal rule 7.5. Simpson's 1/3 rule 7.6. Simpson's 3/8 rule 7.7. Gauss Legendre quadrature

Unit VIII: Matrices and linear system of equation (4 hrs)

Specific objectives	Contents
• State the direct method which reduce the linear system to an equivalent triangular system; Gauss method, Gauss-Jordan method and Factorization method • State ill conditioned and will conditioned matrices • State the method to solve the ill conditioned linear system • State the iterative method which start from an approximation to the true salvation; Jacobi and Gauss-seidel method.	8.1. Solution of linear system by direct method 8.1.1. Gaussian elimination method 8.1.2. Ill conditioned matrices method 8.1.3. Factorization method 8.2. Solution of linear system by iterative method 8.2.1. Jacobi method 8.2.2. Gauss-seildel method.

4. Instructional Techniques

Nature of this course is theoretical so teacher - centered instructional techniques is used. Even though, instructional techniques for this course are divided in to two parts:

4.1 General techniques: Lecture, Discussion, and Question-Answer

4.2 Specific Instructional Techniques

Unit	**Activity and instructional techniques**
Unit I	Individual and group discussion on the complex functions and give some questions to find the limit, continuity and differentiability of complex functions. Group and individual assignments on analyticity of function and problem related to C-R equation.
Unit II	Individual and group discussion on the complex integration by Cauchy integral formula. Group and individual assignments on problems of related exercises.
Unit III	Group and individual discussion on Taylor and Laurent series with assignments on expansion of Taylor and Laurent series.
Unit IV	Individual and group discussion on the residue and pole Group and individual assignments on problems of related exercises.
Unit V	Individual and group discussion on mapping of various curves and region by elementary analytic functions with assignments on related exercises. Individual and group presentation.
Unit VI	Individual and group discussion on calculating error, finite differences, interpolation formula, interpolation by iteration and the method of successive approximations. Group work assignment on solving the problem related to exercises.
Unit VII	Group and individual discussion on numerical differentiation and integration with assignments on application of numerical analysis.
Unit VIII	Individual and group discussion on use matrix to solve linear system of equations by different methods. Group and individual assignments to solve linear system of equations with presentation..

5. Evaluations:

Internal evaluation:

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

a. Attendance	5 points
b. Participation in learning activity	5 points
c. First Assessment test	10 points
d. Second Assessment test	10 points
e. Third Assessment test	10 points
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Total	40 points

External Evaluation:

Faculty of Education, Examination division will conduct final examination of weight 60 points at the end of semester. This 60 points is divided in final examination paper as

Objective question	(10x1)	10 points
Short answer question	(6x 5)	30 points
Long answer question	(2x 10)	20 points
……..		
Total		60 points

Recommended books

- Churchill, R.V. (1996): Complex Variable and Application. New Delhi: Mc-Graw Hill (Unit I-V)
- Sastry, S.S. (1990). Introductory Methods of Numerical Analysis (New Delhi, Prentice-Hall of India: (Unit VI-VIII)

Reference books

- Alford L.V.(1979) Complex Analysis, Tokyo, Mc- Graw Hill
- Goel J.K. and Gupta K.P.(2009) Functions of a Complex Variable. Meerut : Pragati Prakashan

Sharma, J.N (1994). Functions of Complex Variable, Meerut: Krishna Prakashan Mandir

Course Title: **Critical Discourse Analysis (CDA)** Nature of Course: Theoretical
Code No.: Eng Ed. 527 Credit Hours: 3
Semester: Second Teaching Hour: 48

1. Course Description

This course aims at equipping the students with the knowledge and skills of analysing discourse in different social contexts critically. This course is organized into four units. The first unit introduces the basic concepts of discourse analysis along with its relation to ideology and its discursive structure. The second unit of the course reviews the history, principles, objectives, role of analyst and engages students in discussions about how CDA differs from discourse analysis. The third unit deals with the commonly used methodologies for critical discourse analysis. The fourth unit that is the application of critical discourse analysis provides the students with opportunity to analyze different types of discourses critically.

2. General Course Objectives

The general objectives of the course are as follows:

- To acquaint the students with the basic concepts of discourse analysis.
- To familiarize the students with the history, principles, aims common topics and concerns of CDA and engage in discussions about how CDA differs from discourse analysis.
- To familiarize the students with different approaches and methodologies used in the field of CDA.
- To enable the students to analyze different discourses analytically.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Define discourse analysis from different perspectives. • Show relationship between discourse and ideology • Discuss the nature of discursive structure.	**1. Discourse Analysis (8 hrs)** 1.1 An Introduction 1.1.1 Cultural theory/critical theory/literary theory 1.1.2 Linguistics 1.1.3 Social psychology/critical discourse analysis 1.1.4 Cultural theory and models of discourse 1.1.5 Michael Foucault and discourse 1.1.6 Literature as a Discourse 1.2 Discourse and Ideology 1.2.1 Ideology and truth 1.2.2 The subject 1.2.3 Economic determinants of discourse 1.2.4 Language discourse and ideology 1.3 Discourse Structure 1.3.1.The episteme 1.3.2 The statement 1.3.3 Discourse/discourses 1.3.4 The archive 1.3.5 Exclusion within discourse 1.3.6 Circulation of discourses
• Give an account of CDA.	**2. Critical Discourse Analysis (CDA) (10 hrs)**

• Review history, agenda, aims principles and aspects of CDA • Evaluate the role of critical discourse analysts. • Compare and contrast CDA and DA. • Discuss the application of CDA in EFL classroom as well as in social science research.	2.1 Introduction of CDA 2.2 History of CDA 2.2 Agenda of CDA 2.4 Aims and goals of CDA 2.5 Principles of CDA 2.6 Aspects of CDA 2.7 Role of a critical discourse analyst 2.8 Differences between CDA and DA 2.9 Critical Discourse Analysis as a method of social scientific research 2.10 Critical discourse analysis in EFL classroom.
• Describe different theoretical and methodological aspects of CDA. • Make application the framework for CDA and apply it in their own • Define and distinguish different approaches to CDA.	**3. Approaches and Methods to CDA Research (15 hrs)** 3.1 Theoretical and methodological aspects of CDA 3.2 Methods of CDA 3.3 Framework for CDA 3.4 Approaches to CDA 3.4.1 Historical approach 3.4.2 Multidisciplinary approach 3.4.3 Transdisciplinary approach 3.4.4 Feminist approach 3.4.5 Colonial and postcolonial approach 3.4.6 Dialectical-relational approach 3.4.7 Marxist approach 3.4.8 Interrdisciplinary approach 3.4.9 Multimodal Social Semiotic approach
• Make critical reading different discourse genres such as legal, bureaucratic, business, media, discourses. • Make critical analysis of written as well as oral discourse.	**4. Application of Critical Discourse Analysis (15 hrs)** 4.1 CDA of legal discourse 4.2 CD of bureaucratic discourse 4.3 CDA of narratives of recovery from psychiatric disabilities 4.5 CDA of business media discourse 4.6 CDA of newspaper discourse 4.7 CDA of press conference 4.8 CDA of children's literature 4.9 CDA of classroom discourse 4.10 Analyzing print text 4.11. Analyzing oral text

4. Instructional approach

4.1 General Techniques

- Lecture and discussion
- Reading, discussing, writing and sharing (ReDWiS)
- Demonstration
- Explanation and illustration

- Self-study

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
Unit One	Reading, discussion and reflective writing
Unit Two	Instructor-guided self-study, 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: Critical Discourse Analysis of Sample Texts and Presentation of findings, Project work: The students will apply CDA to 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:

1. Attendance 5 Points
2. Participation in learning activities 5 points
3. First assignment/midterm exam 10 points
4. Second assignment/assessment (1 or two) 10 points
5. 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 11 × 1 = 10 points
2. Short answer questions(5 questions × 7 points) = 30 points
3. Long answer questions (2 questions × 12) = 20 points
4. Total 60 points

6. Sample Assignments

Assignment 1: Define critical discourse analysis from different perspectives and describe its role in society. (1500 word)

Assignment 2: Analyse a discourse of your choice by using one of the approaches discussed in unit three. (2000 words)

*Assignment 3: A*nalyse any of the genres of discourses discussed in unit four by using any one of the approaches discussed in unit three. (2000 words)

7. Prescribed Texts

Bhatia, A. (2009). Critical discourse analysis of political press conference. *Discourse and Society, 17*(2), 173-203. (Unit IV)

Cots, J. M. (2006). Teaching 'with an attitude': Critical discourse analysis in EFL teaching. *ELT Journal,* 60/4, 336-345

Fairclough, N. (2005). Critical discourse analysis in transdisciplinary research. In Chilton, Wodak, R. & Chilton P *A new agenda in critical discourse analysis* (pp. 53-70) London: John Benjamin Publishing Company.

---------- (2010). *Critical discourse analysis* (Second Edition). London: Pearson. (Unit I, II, III, IV)

Figueiredo, D. d.C. (2004). Representations of rape in the discourse of legal decisions. In Young, L. Harrison, C, *Systemic functional linguistics and critical discourse analysis* (pp. 217-230). New York: Continuum. (unit IV)

Hakam, J. (2009). The `cartoons controversy': A critical discourse analysis of English-language Arab newspaper discourse. *Discourse Society, 20*(1), 33-57. (Unit IV)

Koller, V. (2005). Critical discourse analysis and social discourse. *Discourse & Society, 16*(2), 199-224.

Kumarvadivelu, B. (1999). Critical Classroom Discurse Analysis. *TESOL Quarterly, 33*(3), 453-484. (Unit IV)

Locke, T. (2005). *Critical discourse analysis.* London: Continuum. (Unit IV)

Lynne, Y & Claire. H. (2004). Bureaucratic discourse: Writing in the'comfort zone'. In Lyne, Y. & Clare, H. Young, *Systemic linguistics and critical discourse analysis* (pp. 231-246). New York: Continuum. (Unit IV)

Mancini, M. A. & Rogers, R. (n.d). Narratives of recovery from serious psychiatric disabilities: A critical discourse analysis. *Critical Approaches to Discourse Analysis across Disciplines* 1 (2), 35-50

Mills, S. (2004). *Discourse analysis.* London : Routledge. (Unit I)

Norris, S. (2004). Multimodal discourse analysis: A conceptual framework. In: P. Le Vine & R. Scollon (Eds.), *Discourse and technology. Multimodal discourse analysis (*pp. 101-115). Washington, D.C: Georgetown University Press. (Unit IV)

Rodgers, R. (2011). *An introducation to critical discourse analysis in education .* New York : Routledge. (Units I, II, III, IV)

Rogers, R & Christian, J. (2007). What would I say? A critical discourse analysis of the construction of race in children's literature. Race Ethnicity and Education, 10 (1), 21,46.

Scollon, P. L. (2004). *Discourse and technology: Multimodal discourse analysis.* (P. L. Sollon, Ed.) Washington: Georgetown University Press. (Unit IV)

Sheyholislami, J. *http://www.carleton.ca/~jsheyhol/cda.htm*

Van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & Society, 4*(2), 249-283. (Unit II)

---------- (1995). Aims of critical discourse analysis. *Japanese Discourse, 1*, 17-27. (Unit I)

Wodak, R. and Mayer, M. (2001). *Methods of critical discourse analysis.* London: Sage Publication. (Unit III)

Woodak, R. (n.d.). *Aspects of critical discourse analysis*. ((Unit III)
Young, C. H. (2004). Bureaucratic discourse: Writing in the'comfort zone'. In C. H. Young, *Systemic linguistics and critical discourse analysis* (pp. 231-246). New York: Continuum. (Unit IV)

References

Caldas-Coulthard, C.R & Coulthard, M. (1996).*Texts and practices: Readings in critical discourse analysis.* London: Routledge
Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. London: Longman.
Foucault, M. (1971). *The archaeology of knowledge and the iscqurse on language.* (A. M. Smith, Trans.) New York: Pantheon Books. (Unit I)

Gee, J. P. (1999). *An introduction to discourse analysis: Theory and method*. London: Routledge
Hakam, J. (2009). The `cartoons controversy': A critical discourse analysis of English-language Arab newspaper discourse. *Discourse Society, 20*(1), 33-57. (Unit IV)
http://www.carleton.ca/~jsheyhol/cda.htm
Leeuwen, T.V. (2008). Discourse and practice: New Tools for Critical Discourse Analysis. Oxford University: Oxford.
Pennycock, A. (2001). *Critical applied linguistics: A critical introduction*. London: Lawrence Erlbaum Associates, Inc.
Richardson, J. E. (2007). *Analysing newspaper: An approach from critical discourse analysis.* New York : Palgrave Macmillan. (Unit IV)

Salkie, R.(1995). Discourse analysis. Routledge: London.
Weiss, G. & Wodak, R.(eds) (2003). *Critical discourse analysis: Theory and interdisciplinarity*. London: Palrave Mcmillan.
Woodak, R. & Chilton, P.(2005). A new agenda in (Critical) discourse analysis. Armsterdem: John Benjamin Publishing Company.
Wooffitt, R.(2005). Conversational analysis and discourse analysis. London: Sage publication.

Course title: **Readings in English Part-- I**

Course title: **Readings in English Part-- I**

Course No.: Eng.Ed. 528 Nature of the course: Theoretical

Level: M.Ed. Credit Hours: 3

Semester: II Teaching Hours: 48

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1. Course Description

Readings in English Part-I is an advanced level reading course which builds on Interdisciplinary Readings (Eng Ed 517) of the first semester. The course has eight units. It consists of Advanced Academic Texts, which are organized under various themes, namely Education, Literature, Art and Culture, Contemporary Issues, Human Conditions, while Literary Texts organized under major genres of literature. Both types of texts expose the students to content knowledge and strengthen their linguistic resources useful for communication to the wider readership. The course presents the best of authentic academic and literary texts by the prominent authors from diverse geo-cultural and political backgrounds. The course seeks to explore the cross-disciplinary links and their relevance to the contemporary world.

2. General Objectives

The course aims at helping students/teachers to enter into a world of varied reading materials within the given themes and genres. The goal is achieved by reading authentic materials extensively and by producing their analysis and interpretation. The course also aims at integrating the threads of these two skills – Reading and Writing back up by Critical Thinking. The reading dimension expects the students to process knowledge and linguistic resources while the writing calls for the manipulation of these resources for the production of their own knowledge. At the end the students will be enabled to access a wide variety of materials on their own and write creatively and critically on a variety of topics.

Given these general objective, the students will be able to

- enter into the contemporary world of art—film, music, translations related to the books, so that they can develop skills of appreciating the contemporary literary art form expressed in different ways,
- develop their taste through interdisciplinary media so that this serves as motivation for language learning
- develop their ideas about elevated and formal styles and use the same in reading and (creative) writing skills,
- to critically observe literary and non-literary texts prescribed for different levels of academic (teaching) institutions,
- find out and employ in their own writings the literary devices like symbols, metaphors, similes, alliteration, allusion, allegories etc.

3. Contents Outlines

Specific Objectives	Contents	Teaching Hours (48)
• To analyze the concept of education from various perspectives • To present their own thoughts on and attitudes towards global education tradition, • To link education with world peace • To compare and contrast different points of views and argue for the one suitable to the Nepalese context	**Unit One: On Education** ***1. What Is Wrong With Our System of Education?*** by George Bernard Shaw 2. ***Essay on Education*** by Arthur Lee Jacobson 3. ***Education and World Peace*** by J. Krishnamurti 4. ***Education is Not Filling of Pail But Lighting of a Fire*** by G. R Bhattarai	**3 hrs**
• To explore different types of literary texts written by world renown writers • To show interconnections between, literature, art and culture • To present great works in the summary form • To employ the prescribed texts as models for their own writing • To survey the present condition of Nepalese art and literature	**Unit Two: On Literature, Art and Culture** 5. ***Literature and History*** by Gunter Grass 6. ***An Interview with Aldus Huxley*** 7. ***Freedom to Write*** by OrhanPamuk from 8. ***No Celebrity Supernova Burned Brighter than Michael Jackson at the Peak of his Career*** 9. ***The Mnemonic Function of the Painted Image*** by Alison M Gingeras	**4 hrs**
• To discuss the contemporary issues from	**Unit Three:OnContemporary Issues**	**4 hrs**

multiple perspectives • To explore more issues such as child rights, animal rights, violence in movies, etc based on their reading, observation and experience.	10. ***Four Phases ofDiaspora Studies*** by Robin Cohen 11. ***The Progress of Democracy*** 12. ***To Be Continued*** Gunter Grass 13. ***Cultural Differences and Cultural Diversities*** 14. ***The Pedagogy of Literature***, by Lawrence Venuti 15. ***Definition of Ecocriticism*** by CheryllGlotefelty	
• To appreciate through their writing how people are honored for noble causes • To explore the features of the high elevated language used in the formal setting. • To write a short biography of the national figures they have chosen.	**Unit Four : On Human Conditions** 16. ***54th Annual Emmy Awards*** by Oprah Winfrey 17. ***Martin Luther King's Famous Speech*** by Indira Gandhi 18. ***To Cambridge's Women*** by Virginia Woolf 19. ***The Beautiful and the Ugly*** by Aung San SuuKyi 20. ***Work and its Secret*** by Swami Vivekananda 21. ***Before Thorns of Death*** Khalil Gibran 22. ***Preface to American Prometheus*** by Kai Bird and Martin J. Sherwin	**4 hrs**
• To discern the different perspectives presented by the writers through their essays. • To compare and contrast styles of different writers. • To find out elements of essay and produce expository, narrative, argumentative and reflective essays.	**Unit Five: Literary Essays** 23. ***The Lost Childhood*** by Graham Green 24. ***Stranger in the Village*** by James Baldwin 25. ***What there is to see at the zoo*** by Marianne More 26. ***To Err is Human*** by Lewis Thomas 27. ***A Day in Samoa*** by Margaret Mead 28. ***Shooting an Elephant*** by George Orwell 29. ***The Medusa and the Snail*** by Lewis Thomas	**5 hours**

• To appreciate the contexts and styles of story writing art. • To analyze the major aspects of life focused in the stories • To evaluate the importance of translation in literature • To find out different themes of story • To employ the major elements of story to write their own short stories.	**Unit Six: Short Fiction** 30. ***The Guest*** by Albert Camus 31. ***And of Clay Are We Created Isabel Allende*** 32. ***The Swimmer*** by John Cheever 33. ***The Dog of Titwal*** by SaadatHasanMunto 34. ***White Nights*** by Dostoevsky 35. ***Dear Life*** by Alice Munro 36. ***The Bet*** by Anton Chekhov	**6 hrs**
• To find out all literary devices used in poetry. • To compare poems from different continents in terms of themes and styles. • To analyze and interpret poems from linguistic, thematic and cultural perspectives.	**Unit Seven: Poetry** 37. ***Neither Out far Nor in Deep*** Robert Frost 38. ***Lady Lazarus*** by Sylvia Plath 39. ***Anthem*** by W H Auden 40. ***Phenomenal Woman*** by Maya Angelou 41. ***If you Forget Me*** by Pablo Neruda or Don't Go far Off 42. ***The Road Not Taken*** by Robert Frost 43. ***Television*** by Roald Dahal 44. ***Daffodils*** by William Wordsworth 45. ***First Love*** by John Clare 46. ***Nirvana*** by Edmond gore Alexander Holmes 47. ***My Africa, Unite to Rewrite Her Story*** by ChumaOkonkyo 48. ***The Stork Tower*** by Wang Jhihuan	**10 hrs**
• To work on the elements of novel. • To compare the prescribed novels in terms of their	**Unit Eight: Long Fiction** 49. ***Hitler and the Jews***—Chapter One 50. ***Jonathan Livingstone Seagull*** by	**12 hrs**

settings, themes, language and styles • To analyze diasporic elements in **Half a Life**. • To survey the African cultural and language flavor in **Things Fall Apart** • To compare the translation with its original form and practice translating excerpts from the novels.	Richard Bach 51. ***Half a Life*** by V. S. Naipaul 52. ***One Hundred Years of Solitude*** by Gabriel G. Marquez 53. ***Things Fall Apart*** by Chinua Achebe 54. ***God of Small Things*** by Arundhati Roy 55. ***Animal Farm*** by George Orwell	

4. Instructional Approaches:

4.1 General Instructional Techniques

- Lecture and discussion
- Read, discuss, write and share (ReDWis)
- Demonstration
- Book discussion club (Single-Title discussion, Multiple-title discussion, Critic-led discussion)
- Explanation and illustration
- Instructor-guided self-study

4.2 **Specific Instructional Techniques**

Unit	**Activities and Instructional Techniques**	**Teaching Hours (48)**
Unit One	Mini-survey, Expository and Argumentative Writing	4
Unit Two	Project Work	4
Unit Three	Reflective Creative Writing	5
Unit Four	Argumentation	4
Unit Five	Writing Reflective Essays	4
Unit Six	Writing Reminiscences and Memoirs	6
Unit Seven	Textual Analysis Critical Analysis	10
Unit Eight	Review and Critical Review Compare and Contrast	12

5. Evaluation

5.1 Internal Evaluation 40%

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

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

Total **40 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) 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 11 × 1)	= 10 points
2. Short answer questions (5 questions × 7 points)	= 30 points
3. Long answer questions (2 questions × 12)	= 20 points
Total	**60 points**

11. **Recommended books and reading materials**

A Miscellany of Advanced Reading Materials. Ed. Bhattarai, G. R. et. al. (for Unit 1 to Unit 7, for Unit 8 following fictions are prescribed)

Hitler and the Jews by B. P. Koirala (Chapter One)
Jonathan Livingstone Seagull by Richard Bach
Half a Life by V. S. Naipaul
One Hundred Years of Solitude by Gabriel Garcia Marquez
Things Fall Apart by Chinua Achebe
God of Small Things by Arundhati Roy
Animal Farm by George Orwell

Course Title: Linguistics in Application Nature of the course: Theory
Course No: Eng. Ed. 525
Credit hours: 3
Level: M. Ed. Teaching hours: 48
Semester: Second

1. Course description

This course makes an attempt in exploring the basic ideas of applied linguistics acquainting the learners with the key issues in it so as to prepare them for continuing their studies in this field. It aims to meet the needs of those wishing to apply linguistics in various professional fields; focusing upon the central aspects of the discipline and it also aims to develop learners' basic knowledge and skills in these areas. The first unit deals with a basic understanding of applied linguistics and the development of the discipline along with the research trends and applications of linguistics to language teaching. The second unit is about World Englishes, implication of the global spread of English for ELT, English as a lingua franca and the historical context of English in relation to the Nepalese context. Likewise, unit three deals with contrastive and error analysis. Unit four, is about the various intercultural approaches and its practice in ELT. The last unit deals with the various approaches and interpretations of critical pedagogy in language learning.

2. General objectives of the course:

- to acquaint the students with the basic concepts, scope, development and research trends of applied linguistics.
- to provide insights on the role of linguistics in language teaching.
- to give learners the basic concepts of World Englishes, and English as a lingua franca and enable them to evaluate the implications of the global spread of English for ELT,
- to make the students able to carry out studies on contrastive analysis and error analysis.
- to familiarise the students with the application of the intercultural approach in language teaching.
- to help students evaluate the role of critical pedagogy in ELT with reference to the context of Nepal.

3. Course Outlines

Specific objectives	Contents
• Introduce applied linguistics in terms of its definition, scope and development. • Demonstrate an understanding of Applied Linguistics and its related fields of study • Enumerate the professional discourse of applied linguistics along with the research trends	**Unit 1: Introducing applied linguistics (**10 hrs) 1.1. Defining applied linguistics 1.2. Various views on applied linguistics 1.3. Development and scope of applied linguistics 1.4. Applied Linguistics and related fields of study Anthropological linguistics, Ethnolinguistics, Psycholinguistics, Sociolinguistics,

in the discipline. • Survey and analyze how applied linguistics is related to other areas of language studies. • Explain the application of linguistics in language teaching.	Neurolinguistics Language pathology Clinical linguistics Forensic linguistics Mathematical linguistics, Translation and interpretation, Contrastive analysis Error analysis, Stylistics, Literacy Discourse analysis, Pragmatics, Lexicography, Corpus linguistics, Language Teaching, Second language acquisition (SLA) Language policy and planning Language teacher education Bilingualism / Multilingualism Language testing and CALL 1.5. Applied linguistics as professional discourse 1.6. Application of linguistics in language teaching 1.7. Research approaches in applied linguistics 1.8. Research practices in applied linguistics in Nepal.
• Describe the spread and role of English in centre and periphery countries. • Analyse the debate of the native vs. non-native Englishes, world Englishes and English as a lingua franca. • Analyse the role of the English language in the context of Nepal. • Define new Englishes and their model of teaching.	**Unit 2: World Englishes (**9 hrs) 2.1. Spread of English: Inner, expanding and outer circle or centre and periphery 2.2. Implication of the global spread of English for ELT 2.3. Models for non-native Englishes 2.4. Debate on Native vs. non-native speaker of English 2.5. English as a Lingua Franca (ELF): Definition, Rationale, Critique 2.6. Historical context of English(es) in Asia and Nepal 2.7. New Englishes and teaching models (Ferguson, 2006) 2.7.1 Sociolinguistic context of the global use of English 2.7.2 Defining New Englishes 2.7.3 The genesis of New Englishes 2.7.4 New Englishes and models for teaching
• Introduce CA and EA in terms of their definition, historical development, theoretical assumptions and role in language teaching. • Carry out small-scale projects on various issues of CA and EA.	**Unit 3. Contrastive analysis and error analysis (**10 hrs) 3.1. Contrastive analysis 3.1.1. Defining contrastive analysis 3. 1.2. Historical perspectives 3.1.3. Assumptions 3.1.4. Role of CA in language teaching 3.1.5. Project work 3.2. Error analysis 3.2.1. Definition and Delimitation

	3.2.2. The Scope of Error Analysis 3.2.3. Defining 'Error' 3.2.4. The Description of Errors 3.2.5. Levels of Error 3.2.6. Diagnosing Error 3.2.7. Error Gravity and Error Evaluation 3.2.8. Error Correction 3.2.9. Project work
• Show the relationship between culture and language. • Define what intercultural approach and intercultural communication are. • Evaluate the implementation of intercultural approach in language teaching • Analyse the role of ethnography in the study of language. • Discuss the role of culture in ELT. • Explain the issue of appropriating methodology in ELT. • Describe the role of popular culture in ELT.	**Unit 4. Culture in Language Teaching and Learning (**10 hrs) 4.1 Relationship between language and culture:*Jiang's study* 4.2 Introduction to intercultural approach(what and why) 4.3 Implementing intercultural approach (how) 4.4 Culture in ESL and EFL classroom: Menard- Warwick's study 4.5 Culture in ELT: Sowden's study 4.6 Second language learning and culture: *Rubenfeld et al's study* 4. 7 Appropriating methodology 4.7.1 Learning about the classroom 4.7.2 The prerequisites of an appropriate methodology 4.7.3 Becoming-appropriate classroom methodology 4.7.4 Achieving appropriate methodology 4.8 Critical multiculturalism 4.9 Popular culture: Murray's study 4.10 Stereotypes in Intercultural communication (Holliday's study)
• Define and interpret critical pedagogy and explain its role in language learning and teaching. • Enumerate the role of critical educator in critical pedagogy. • Analyze discourse of the politics and pedagogy of the English language with the focus on appropriating methods in the local context. • Explain the role of critical pedagogy in teaching and learning of English in the context of Nepal.	**Unit 5. Critical Pedagogies and Language Learning (**9 hrs) 5.1. Critical pedagogy 5.1.1 Introduction 5.1.2 Various Interpretations 5.1.3 Implication for language teaching 5.2 Critical educator 5.3 The politics and pedagogy of appropriating discourses of ELT 5.3.1 Ideologies of English 5.3.2 The 'third way' 5.3.3 Language debates 5.3.4 Pedagogy of appropriation: theorising appropriation and developing appropriate methods. 5.4 The relevance of second language critical pedagogy (Crooks' Study) 5.5. Critical Pedagogy in Nepalese Perspectives

4. Instructional Techniques

4.1 General techniques

- Lecture
- Discussion

- Presentation
- Exploration
- Explanations and illustrations
- Demonstration
- Self-study
- Assignments
- Group and pair works

4.2 Specific techniques

- Project work: Units III,
- Presentation: Units I, II, III, IV, and V
- Group and Individual assignments Units II, III, IV

5. Evaluation

5.1. 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/midterm exam 10 points
4. Second assignment 10 points
5. Third assignment/assessment 10 points

5.2 External Evaluation (Final Examination) 60%

Prescribed Books:

Canagarajah, S. (1999*).Resisting linguistic imperialism in English teaching*. Oxford: OUP. (Unit V- pp.173-193)

Corbett, J. (2003). *An Intercultural approach to English language teaching*.Clevend: Multilingual Matters. (Unit IV- pp.31-46, 191-204)

Ferguson, G. (2006*). Language planning and education*. Edinburgh: Edinburgh UP. (Unit I & II -pp.110-171)

Crookes, G. (2010). The practicality and relevance of second language critical pedagogy in language teaching *in Language teaching* Journal Vol:43,03 (Unit V- pp.333-348)

Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge: CUP. (Unit IV- pp.160-177)

Hunston, s. & Oakey, D. (Eds.) (2010). *Introducing applied linguistics*. New York: Routledge (Unit I & IV) (pp. 132-144)

James, C. (1980). *Contrastive analysis*. London: Longman. (Unit III- pp.1-27)

James, C. (1998). *Errors in language learning and use: Exploring error analysis*. London: Longman. (Unit III)

Jiang, W. (2000).The relationship between culture and language.*ELT Journal Volume 54/4, 328-334.* (Unit IV)

Kachru, B. (1992). *The other tongue.* Chicago: University of Illinois Press. (Unit II)

Kachru, B.B. (2006). *Asian Englishes beyond the canon.* Hongkong: HUP(Unit II- pp.7-27)

Kachru,B.B, Kachru, Y. & Nelson, C.L. (Eds.) (2006). *The handbook of world Englishes.* NewYork: Blackwell Publishing (Unit II- pp.130-144)

Kaplan, R. B. (Eds.). (2002). *The Oxford handbook of applied linguistics*. Oxford: OUP. (Unit I- pp.3-23)

Kirkpatrick, A. (Ed.) (2010). *The routledge handbook of world Englishes.* New York, Routledge (Unit II- pp. 471-488, 673-689)

Kumaravadivelu, B. (2001). Toward a post method pedagogy.*TESOL Quarterly*, 35/4, 537-560. (Unit IV)

Menard-warwick, J. (2009) Co-Constructing Representations of Culture in ESL and EFL Classrooms: Discursive Faultlines in Chile and California. *The Modern Language Journal*, 93, i, 30–45. (Unit IV)

Murray, G. (2008). Pop Culture and Language Learning: Learners' Stories Informing EFL*. Innovation in Language Learning and Teaching* Vol. 2, No. 1, 2-17.(Unit IV)

Norton, B. and Toohey, K. (Eds.) (1997).Critical pedagogies and language learning. Cambridge: CUP. (Unit V- pp.1-18, 271-290)

Pennycook, A. (1994). *Cultural politics of English as an international language.* London: Longman. (UnitV- pp.295-321)

Rampton, M. B. H. (1990). Displacing native speaker: expertise, affiliation and inheritance.*ELT Journal*, vol. 44/2, 97-101. (Unit II)

Rubenfel, S. (2006). Second Language Learning and Cultural Representations: Beyond Competence and Identity. *Language Learning* 56:4, 609–632. (Unit IV)

Schmitt, N. (2002). *Applied linguistics.* London: Arnold. (Unit I)

Simpson, J. (Ed.) (2011). *The Routledge Handbook of applied linguistics.*270 Madison Avenue, New York, Routledge (Unit I, II and IV)

Sowden, C. (2007). Culture and the 'good teacher' in the English Language classroom. *ELT Journal* Volume 61/4, 304-310. (Unit IV)

References

Byram, M. (Eds.).(2004). *Routledge encyclopaedia in language teaching and learning*. London:Routledge.

Johnson, K. and Johnson, H. (Eds.).(1999). *Encyclopaedia dictionary of applied linguistics*. Blackwell:Blackwell Publishing.

Lyons, J. (2002). *Language and linguistics*.Kundli, India: CUP

Philipson, R. (2007). *Linguistic imperialism*.New Delhi: OUP.

Philipson, R. (2009). *Linguistic imperialism continued*. hyderabad: Orient BlackSwan.

Course Title**: Language, Society and Power** Credit Hours: 3
Course No. Eng. Ed. 529 Teaching hours: 48
Nature of the course: Theoretical
Semester: III

1. Course description

This course aims at exposing the students to the sound theoretical and empirical knowledge on language, society, and power and also encourage them to engage in sociolinguistic research. The course comprises five units. The first unit deals with some major concepts related to language and society. The second unit is on language and power with special focus on linguistic imperialism. The third unit exposes the students to the issues of language planning, policy and literacy. The fourth unit is about various factors related to language and culture. The last unit makes an overview of various sociolinguistic researches in different parts of the world and it also engages the students to carry out small scale sociolinguistic research in the local context.

2. General objectives

General Objectives of this course are as follows:

a) To familiarize the students with some fundamental factors of language and society
b) To make them aware of the interface between language and power
c) To acquaint them with various issues of language planning, policy , and literacy
d) To familiarize them with the major concepts of interaction between language and culture
e) To enable them to carry out sociolinguistic research in the local context

3. Course contents

Specific Objectives	**Contents**
- Introduce the relation between language and society - Define language variation - Discuss bilingualism and multilingualism: making reference to diglossia and code-switching - Define and describe speech communities - Discuss the concepts pidgins and creoles, their features and the processes	**Unit I:Interaction between Language and Society** 1.1 Sociolinguistics: Introduction and scope 1.2 language variation: dialects, registers 1.3 Speech communities 1.4 Bilingualism and multilingualism 1.4.1 Definition and description 1.4.2 Degree of bilingualism 1.4.3 Diglossia and bilingualism 1.4.4 Code mixing and code switching: Definition and types 1.4.5 The sociolinguistic composition of multilingual countries 1.4.6 Societal multilingualism 1.5 Pidgins and creoles: pidginization and creolization 1.6 Vernacular language, standard language, and standardization 1.7 Language and gender

- Describe the relation between language and power - Describe and analyse various factors related to linguistic imperialism -State how imperialism is spreading over all spheres of social life - Analyze the relation between power and society, language and media, and language and politics -Clarify the concept of linguistic human rights and also show its significance	**Unit II: Language and power** 2.1 Language and power: accommodation and resistance 2.2 Globalization: language, power and identity 2.3 Power and society 2.4 Language and politics 2.5 Language and the media 2.6 Linguistic Imperialism 2.6.1 The sociology of language 2.6.2 English in core and periphery 2.6.3 Linguistic Imperialism and linguicism 2.6.4 Cultural imperialism in science, the media and education 2.6.5 The state, hegemony and ELT 2.6.5Language spread and promotion: Promotion of English 2.6.6 Linguistic human rights
- Define language planning and policy and describe different types of language planning - Discuss different goals of language planning and also describe the role of language in education planning - describe the relation between literacy and language planning and discuss various issues to these concepts	**Unit III: Issues in language planning and literacy** 3.1 introduction to language planning and policy 3.2 Corpus, status and language acquisition planning 3.3 Explicit vs implicit language planning 3.4 Goals of language planning 3.4.1 Language goals 3.4.2 Political goals 3.4.3 Economic goals 3.5 Language in education planning 3.5.1 Issues of professional responsibility 3.5.2Language policies and practices in institutional contexts 3.6 Language maintenance, language shift and language death 3.6.1 Mother-tongue maintenance and second language learning 3.7 Literacy and language planning 3.7.1 Introduction and nature of literacy 3.7.2 Literacy and language selection 3.7.3 Literacy and language planning activities 3.7.4 Literacy and language planning contexts
- Identify different issues and dimensions in the relation between language and culture -Explain the concept of ethnography of communication and identify different associated factors - Explain speech acts and show the implications for	**Unit IV: Language and Culture** 4.1 The ethnography of communication 4.1.1 Patterns and functions of communication 4.1.2 Speech community 4.1.3 language and culture 4.1.4 Communicative competence 4.1.4 Doing the ethnography of communication 4.1.4.1 Units of analysis 4.1.4.2 The act of analysis 4.1.5 Findings and Implications to language teaching

the learner, teacher and classroom - Discuss the issues like words and culture, and solidarity and politeness	4.2 Speech acts 4.2.1 Definition and historical overview: Austin and Searle 4.2.2 Empirical validation of speech act sets 4.2.3 Socio-cultural and sociolinguistic abilities 4.2.4 Selecting the appropriate speech act strategy 4.2.5 Methods for collecting speech act data 4.2.6 Implications for the language teacher, the learner, and the language classroom 4.3 Words and culture 4.4 Solidarity and politeness
- Discuss and overview the global trends in sociolinguistic research - Develop critical and analytical mindset on sociolinguistic research - Carry out small scale sociolinguistic research in the local context	**Unit V: Global trends in sociolinguistic research** 5.1 Sociolinguistics in the United States of America (Kirk Hazen's study) 5.2 Sociolinguistics in South Asia (Dasgupta and Sardesai 's observation) 5.3 Sociolinguistic research in China (Minglang Zhou's study) 5.4 Sociolinguistics in Australia (Peter Collins' research) 5.5 Sociolinguistics in South Africa: a critical overview of current research (Rajend Mesthrie's observation) 5.6 Sociolinguistics in the British Isles (Stuart-Smith and Haddican's observation) 5.7 Sociolinguistics research in Nepal

4. Instructional approach

4.1 General techniques

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

4.2 Specific instructional techniques

Unit	Activity and instructional techniques	Teaching Hours (48)
Unit I	Reflective writing on the issues of Language and Society, Instructor-guided self study, open class discussion	8
Unit II	Instructor guided seminar paper, open class discussion, presentation, analytical debate on the role of language and power	10
Unit III	Lecturer and discussion, presentation, reflective writing on language planning and literacy; project work	10
Unit IV	Project work, practical analysis of language in relation to culture, reflective writing	10
Unit V	Mini research on a particular area of sociolinguistics in local context	10

5. Evaluation

5.1 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//midterm exam	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 the semester.

1. Objective type question (MCQ 10 X1)	=	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**

6. Recommeded books and References

6.1 Recommended books

Ball, M.J. (Ed.). (2010.). *The Routledge Handbook of Sociolinguistics Around the World*. London and New York: Routledge (Unit V)

Craith, M.N. (Ed.) (2007) .*Language, Power and Identity Politics*. New York: Palgrave Macmillan (Unit III)

Holmes, J. (2008). *An Introduction to Sociolinguistics.* London: Longman . (Unit I, II, III and IV)

Liddicoat, A.J. (Ed.) (2007). *Language planning and Policy: Issues in Language Planning and Literacy*. Great Britain: Multilingual Matters Ltd. (Unit III)

Mckay, S. L. & Hornberger (Eds.) (2009). *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press. (Unit I, II, III and IV)

Phillipson, R. (2007). *Linguistic Imperialism*. Oxford: Oxford University Press (Unit II)

Romaine, S. (1989).*Bilingualism*. Oxford: Blackwell (Unit I)

Thomas, L & Wareing, S. (Eds.) (2005). *Language, Society and Power: An introduction*. London and New York: Routledge (Unit I & II)

Wardhaugh, R. (2012). *An Introduction to Sociolinguistics*. Oxford: Blackwell. (Unit I, II, III and IV)

6.2 References

Bayley, R. & Lucas, C. (2007). *Sociolinguistic Variation: Theories, Methods, and Applications.* Cambridge: Cambridge University Press

Crystal, D. (2009). *Language Death*. New Delhi: Cambridge University Press

Cummins, J. & Swain, M (Eds.) (1986).*Bilingualism in Education.* London and New York: Longman

Cummins, J. (2000)**.** *Language, Power and Pedagogy: Bilingual Children at Crossfire.*

Coulmas, F. (Ed.).1998.*The Handbook of Sociolinguistics.Blackwell Publishing.*Blackwell Reference Online.28 December 2007 http://www.blackwellreference.com/subscriber/tocnode?id=g9780631211938_chunk_g97806312119381

Eppele, J.W., Lewis, M.P. , Regmi, D.R., Yadava, Y.P. (Eds.). (2012). *Ethnologue: Languages of Nepal.* Kathmandu: SIL International Nepal & Central Department of Linguistics, TU

Grace, S. & Gravestock, P. (2009).*Inclusion and Diversity: Meeting the Demands of Students*. London and New York: Routledge

Hudson, R.A. (1996). *Sociolinguistics.*Cambridge: Cambridge University Press

Jourdan, C. & Tuite, K. (Eds.) (2006).*Language, Culture and Society.*Cambridge: Cambridge University Press

Kachru, B. (1992). *The Other Tongue: English across Cultures.* Urbana: University of Illinois Press

McColl Millar, R. (2005). *Language, Nation and Power: An Introduction*. New York: Palgrave Macmillan

Omoniyi, T. and Fishman, J.F (2006).*Explorations in the Sociology of Language and Religion*.

Amsterdam, The Netharlands: John Benjamins Publishing Co.

Rai, N.K. & Rai, V.S. (2003).Language Issues in Nepal. In Gurung, D.B. (Ed.) *Nepal Tomorrow: Voices and Visions.* Kathmandu: Koselee Prakashan, pp 493- 526

Tollefson, J.W. (1991). *Planning Language, Planning Inequality:* New York: Longman

Course Title: **Recent Trends in Educational Planning and Management**
Course No: Ed. PM. 525 Nature of course: Theoretical
Level: M.Ed. Credit hours: 3 Credit Hours
Semester: Second Teaching hours: 48 hours

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1. Course Description

This course acquaints the students with recent trends and developments that have shaped educational planning and management in the beginning of the third millennium. Its aim is to help the students to be familiar with the changes that have occurred over the years and relate them to the present day planning and management practices. It further intends to place the students on a new footing of trends that give meaning to this discipline along the changed context of the world.

2. General Objectives

The general objectives of the course are as follows:
a) To be familiar with the dynamics of educational planning and management as used in everyday life.
b) To make the students conversant with recent management - planning perspectives and practices
c) To be familiar with effective planning and management indicators.
d) To identify the agents of planning for change management.
e) To acquaint the students with the trends of educational planning and management.

3. Course Outlines

Specific Objectives	**Contents**
• State the concept, knowledge and use of macro - micro planning and management dimension. • Explain physical, virtual and social learning environment. • Enumerate planning as a process for diversity and change.	**Unit One: Educational Planning and Management Dynamics (8)** 1.1 The macro-micro planning and management dimension 1.2 Planning for learning environment: Physical learning environment Virtual learning environment Social learning environment (inclusion) 1.3 Planning for diversity and change
• State the perspective of planning, programming, budgeting system. • Explain management by objectives and zero based budgeting system • Identify the features of strategic and total quality management • Explore the need of re-engineering management.	**Unit Two: Management and Planning Perspectives (10)** 2.1 Planning, Programming, Budgeting System (PPBS) 2.2 Management By Objectives (MBO) 2.3 Zero-Based Budgeting (ZBB) 2.4 Strategic Management (SM) 2.5 Total Quality Management (TQM) 2.6 Re-Engineering Management (REM)
• Identify effective planning-management indicators	**Unit Three: Effective Planning-Management Indicators (10)**

• Explain the use of these indicators for effective planning and management • Identify strategies to increase co-operation with industry and business in educational planning and management. • Identify strategies to restructure departments into cost effective centers and merge institutions for economy of scale and avoiding duplication. • Explore net working system of institutions.	3.1 Reduction of unit costs 3.2 Intensive Staff Development Programs 3.3 Increased-co-operation with industry and business 3.4 Restructuring of departments into cost effective centers 3.5 Merging institutions for economy of scale and reducing duplication. 3.6 Networking of institutions.
• Explain the concept of changing institutions into learning organizations • Assess the need of training for individual and organizations • Identify the relation between change institutions and ministries • Identify effective change strategies • Explore the need of objective assessment and accountability for change management	**Unit Four: Planning for Change Management (10)** 4.1 Changing institutions into learning organizations 4.2 Training individual vs. training organizations 4.3 Change institutions: Ministries' relationship with change-organizations 4.4 Effective change strategies: Environment/Culture of change Cultural transformation Change period: initiation, implementation and institutionalization 4.5 Objective assessment and accountability
• Explain and relate the GDP, GNH, Glocalization and evolutionary-devolutionary approaches to educational planning and management • Find out ways to use research and development in planning and management. • Explain the concept and use of QAA in educational planning and management.	**Unit Five: Trend Setters of Educational Planning and Management (10)** 5.1 The Gross National Product (GNP) approach to planning. 5.2 The Gross National Happiness (GN H) approach to planning. 5.3 The Glocalization approach to planning 5.4 The evolutionary-devolutionary approach to planning and management 5.5 Research and development in planning and management: 5.6 Macro-leadership and micro- management to planning. 5.7 Use of Quality Assurance and Accreditation (QAA) system.

Note: The figures in the parenthesis indicate approximate hours allotted to each unit. Students' activities, normally, will include planning and preparation of appropriate tools/measures for information/content collection, report preparation, report presentation and discussion.

4. Instructional Techniques: A combination of general and specific techniques of instruction will be used to deliver the course. A brief of these techniques follows:

4.1 General Techniques: As this course is descriptive in nature with theoretical references, the teacher is suggested to apply techniques of engaging the students in a number of ways ranging from issue- based discussion to paper based presentation in the classroom. References to the existing practices of educational planning and management with a focus on their implications should be brought out into the classroom by assigning the groups of students to do small scale investigation into the assigned components of the course.

4.2 Specific Instructional Techniques

4.3 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
Unit One: Planning for learning environment	Require each student to prepare and submit the review reports before the class on: Planning for learning environment: Physical learning environment Virtual learning environment Social learning environment Initiate discussion on the presentation followed by conclusion from the teacher.
Unit Four: Effective change strategies	For overall sub unit: Effective change strategies: Environment/Culture of change Cultural transformation Change steps: initiation, implementation and institutionalization. Arrange a visit of the class to an educational institution/organization to observe and study it from the perspective of change it has brought over the decade in its planning approach. Require the students under the guidance of the teacher to see into the organization its shift in terms of effective change strategies.
Unit Five: The Gross National Happiness (GNH) approach to planning. Use of Quality Assurance and Accreditation (QAA) system.	The students should be asked to identify the GNH indicators of their classmates. Ask the students to review the woks of University Grants Commission's QAA Division. The students are required to compare the campuses with and without QAA certification. Based on this work, they have to prepare and present the report for discussion in the class followed by critical observation from the teacher.

The teacher can use lecture, seminar, classroom exercise, and guided individual study, tutorial support on the difficult content, independent study, and project work as specific instructional techniques. 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 and private study, reading and reviewing books, journals and papers,

learning how to give constructive criticism, peer group study to issue based discussion in the classroom.

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. External evaluation will be of summative nature.

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

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 assignment/assessment	10 points
	Total	**40 points**

5.2 External Evaluation (Final Examination) - 60%

Examination Division, Faculty of Education, Office of the Dean, will conduct external (final) evaluation at the end of the semester with a focus on the following types of questions:

1.	Objective type questions (Multiple choice items 10x1)	-10 points
2.	Short answer questions (6 questions x5 points)	-30 points
3.	Long answer questions (2 questions x 10 points)	-20 points
	Total	**60 points**

6. Recommended Books and Reading Materials

Accreditation and quality assurance in vocational education and training: Selected European approaches (2009). Luxembourg: Publications Office of the European Union. Available at: http://europa.eu.

Faisal Manzoor Arain and Syed Awas Ahmad Tipa (2007). Emerging trends in management education in international business schools. In *Education research and review*. Vol.2 (2).pp.325-331. Available online at http:// www.academicjournals.org.

Kenneth R. Stevenson (2002, September). *Ten educational trends shaping school planning and design.* Department of Educational Leadership and Policies, College of Education. Carolina: University of South Carolina.

Laudon, Kenneth C. and Laudon, Jane, P. (2007). Management Information System. New Delhi: Prentice Hall Pvt.

Learning to Think Spatially: GIS as a Support System in the K-12 Curriculum (2006). Committee on the Support for the Thinking Spatially: The Incorporation of Geographic Information Science Across, Committee on Geography, National Research Council. Available at: http://www.nap.edu/catalog/11019.html

OECD (2007). *Higher Education Facilities: Issues and Trends. PEPB Exchange Quality Assurance and Accreditation: A glossary of basic terms and definitions* (2007).Compiled by: Lazr VLSCEANU, LauraGRÜNBERG, and DanPÂRLEA: Bucharest ISSN 1609-7548

The Challenge of quality for the higher education administrative professional (2002). ACHEA Conference

University Grants Commission Nepal (2008). Quality Assurance and Accreditation Guidelines, QAA Unit, Sanothimi, Bhaktapur.

Course title**: Educational Management Information System (EMIS)**
Corse No.: Ed. PM 527 Nature of the course: Theory
Level: M.Ed. Credit hours: 3
Semester: Second Teaching hours: 48

1. Course Description

This course is designed for those students who intend to be program personnel or practitioners of education management information system (EMIS). It aims to help the students develop the knowledge and skills which are necessary to formulate and implement EMIS trends. Students are encouraged throughout the course to consult libraries, education related institutes, relevant we-sites and participate in classroom discussion. This course is related with planning, various aspects of EMIS development as latest concept of management information system MIS, EMIS system indicators of education system, EMIS in Nepalese education system.

2. General Objective

- To enable the students in exploring the philosophical premises that shaped & reshaped EMIS.
- To provide the students with the concept of management information system.
- To make the student's familiar with the linkage between EMIS and educational development.
- To acquaint the students with different forms & trends of EMIS.
- To enhance the capacity of the students in exploring different indicators of education system.
- To make students knowledgeable about EMIS in Nepalese education system.
- To make the students familiar with different networks of EMIS.

3. Course Outline

Specific Objective	**Contents**
Unit: One	**Concepts of Management Information System (MIS) (10 hrs.)**
• Define & describe the basic concept of management information system MIS along with its attributes of information system. • Define, analysis & design of an information system • Explain the process analysis with example • Describe the contemporary approaches of the information system. • Describe the future of MIS • Explain the challenges of information system. • Describe improving educational quality through better use of information	1.1 Basic concept of MIS 1.2 Attributes of information system 1.3 Analysis & design of an information system 1.4 Process analysis of MIS 1.5 Contemporary approaches to information system 1.6 Future of MIS 1.7 The challenges of information system. 1.8 Improving educational quality through better use of information 1.9 Impact of information HRM.

• Impact of information system on human resource management.	
Unit: Two	**Educational Management Information System (EMIS) (15 hours)**
• Define & describe the concept of EMIS • Describe components, structure & objectives of EMIS • Explain the step of EMIS • State the relation between school education & EMIS • Explain the use of EMIS in educational management with example & practice • Describe school management information system as types, quality, dimensions, use and importance.	2.1 Concept of EMIS 2.2 Component of EMIS 2.3 Structure of EMIS 2.4 Objectives of EMIS 2.5Steps of EMIS 2.6 Relation between School Education & EMIS 2.7Use of EMIS in educational management 2.8 School management information system 2.8.1 Types of information 2.8.2 Information quality 2.8.3 Dimensions of information 2.8.4 Identification and use of information 2.8.5 Importance of Information for school improvement.
Unit: Three	**Indicators of Education System (10 hours)**
• Define & explain the basic concept of indicator • Analyze the objectives, characteristics & limitations of good indicator • Explain the difference of quantitative VS qualitative indicators. • Explain input, process, output & outcome indicator with example. • Explain efficiency based indicator • Explain the difference of internal & external efficiency of education system • Explain the indicators of educational system of SSRP, EFA, OECD	3.1 Basic concept of indicator 3.2 Objectives, characteristics & limitations of good indicator 3.3 Quantitative Vs qualitative indicators. Input, process, output & outcome indicator system 3.5 Efficiency based indicator 3.6 Internal & external efficiency of education system 3.7 Indicators of education system 3.7.1 School sector reform program (SSRP) 3.7.2 Education for all (EFA) 3.7.2 Organization for Economic cooperation development (OECD)
Unit: Four	**EMIS in the context of Nepalese Education System (6 hours)**
• Explain the system, process & use of EMIS in T.U. • Explain the system, process & use of EMIS in DOE	4.1 Process & use of EMS in Tribhuvan University (TU) 4.2 Process & use of EMIS in department of education (DOE) 4.4 Process & use EMIS in school

• Explain the system, process & use of student SMIS, CMIS, school MIS, CMIS, SKK • Describe critical analysis of EMIS.	management information system (SMIS), 4.5 Community management information system (CMIS) 4.6 Student Management information system (SMIS) 4.7 EMIS of Shichhak Kitab Khana (SKK) 4.8 Critical analysis of EMIS
Unit: Five	**Spatial Learning for school mapping (6 hours)**
• To find out the location based information. • To introduction the location based information. • To give the concept of map. • To give the concept of digital data. • Descried and use of spatial learning for school mapping	5.1 Location based information 5.2 Global positioning system 5.3 Map reading 5.3.1 Introduction to map 5.3.2 Map data/layers 5.4 Introduction to Spatial Digital data 5.4.1 Google earth map 5.4.2 School database 5.5 Use of Spatial learning for school mapping
Unit: Six	**Network of EMIS (7 hours)**
• Explorer the social network of Nepal • Analysis and use of the organizational network of Nepalese institutional	6.1 Social Network 6.1.1 National daily newspaper. 6.1.2 Education journals. 61.3 Research paper 6.2 Organizational and Network 6.2.1UGC 6.2.2 MoE 6.2.3CTEVT 6.2.4 NCED 6.2.5 CERID 6.2.6 CDC 6.2.7 ERU 6.3 Electronic Network 6.3.1 Twitter, Face-book, You tube 6.3.2 Internet

Note: The figures in the parenthesis indicate approximate hours allotted to each unit. Students' activities, normally, will include planning and preparation of appropriate tools/measures for information/content collection, report preparation, report presentation and discussion.

4. Instructional Techniques: A combination of general and specific techniques of instruction will be used to deliver the course. A brief of these techniques follows:

General Techniques: As this course is descriptive in nature with theoretical references, the teacher is suggested to apply techniques of engaging the students in a number of ways ranging from issues based discussion to paper based presentation in the classroom. References to the existing practices of educational planning with a focus on the disadvantaged should be brought

out into the classroom by assigning the groups of students to do small scales investigation into the assigned components of the course.

Specific Instructional Techniques

The teacher can use lecture, seminar, classroom exercise, and guided individual study, tutorial support on the difficult content, independent study, and project work as specific instructional techniques. 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 and private study, reading and reviewing books, journals and papers, learning how to give constructive criticism, peer group study to issue based discussion in the classroom.

5. Evaluation: Evaluation of students' performance is done on two-way system of internal and external evaluation. Internal evaluation will be taken 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. The course teacher based on the following activities will be conducted internal evaluation:

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%

Examination Division, Office of the Dean, will be conducted external evaluation; Faculty of Education will conduct final examination at the end of semester with a focus on the following types of questions:

Objective type questions (Multiple choice items 10x1)	-10 points
Short answer questions (6 questions x5 points)	-30 points
Long answer questions (2 questions x 10 points)	-20 points
Total	**60 points**

Recommended Books

Chapman, David W. & Lars O. Mahick (1993). From data to action: Information systems in educational planning. Paris: Pergamon Press.

Education at a glance OECD Indicators a guide through the 1996 OECD Indicators

Goyal, D.P. (2007). *Management information system.* New Delhi: Macmillan India Ltd.

Jawadekar (2008). *Management Information System*. New Delhi: Tata MC Graw-Hill Publishing Company Ltd,

Laudon K.C., Laudon J.P. & Rajanish Dass (2010). *Management Information System*. Delhi: PEARSON.

Laudon, K.C. and Laudon, J.P. (). *Management Information system new approaches to organization and technology.* New Delhi: Prentice hall of India Pvt.

Laudon, K.C. and Laudon, J.P. (2007). Management Information system. New Dlhi: Prentice Hall of India Pvt.

NCED (2063). *Teacher Management Information System TMIS.* Sanothimi: Author.

Sadagopan S. (2007). *Management Information System*. New Delhi: Pretice Hall of India Pvt. Ltd.

Thapa, Bijaya Kumar & others (2058). *Management Information System & Human Resource Management*. Kathmandu: Bidhyarthi Pustak Bhandar.

Tribhuwan University (2011-2013). *T.U. Today*. Kirtipur: Author.

Chapman, David, W. Lars, O. Mahlck (2010). *Improving educational quality through better use of information*. France: UNESCO/IIEP.

UNESCO (2000). *Using Indicators in Planning basic education: Methodological aspects & technical tools modules* I-IV. Paris: Author.

UNESCO (2003). *Education Mangement information system and the formulation of education for all. Plan for action, 2003-2015. Tajikistan: UNESCO Almaty Cluster office and MoE.*

UNESCO (2006). *Data collection and education management information system.* Paris: Author.

Wako, Tegegn Nuresu (2003). *Educational Management Information System NESIS*. Paris: UNESCO.

Windhan D.M. (1998). *Indicators of educational effectiveness & efficiency*. New York: IIEP

The National Academies (2006). *Learning to Think spatially.* National Research Council.

Joseph K. Berry (2013). *Beyond Mapping III.* BASIS Press.

Course Title: Educational Resource Management

Course No.: Ed.PM 528 Nature of course: Theoretical
Level: M. Ed Credit hours: 3
Semester: Second Teaching hours: 48

1. Course Description

Educational Resource Management aims at providing general knowledge about educational resource management to Master degree (M.Ed.) students. It intends to orient the students about theoretical bases of human resource in particular and other educational resources in general, and their management by relating them to some established practices. Contents of the course are primarily dealt in reference to school education. Educational resource management as an applied discipline supports effective and efficient implementation of the plans and programs. Therefore, this course encourages students to have a broader conceptual clarity about the importance of effective resource management to make the education system efficient and thereby ensure equitable quality education.

2. General Objectives

The general objectives of this course are as follows:

a) To make students understand concepts and principles of the management and utilization of different resources in education.
b) To enable students to explain the concept and principles of human resource management in general and in the context of education
c) To enable students to explain the concept and principles of human resource recruitment
d) To enable students to explain teacher professional development practices
e) To make students knowledgeable about the physical resource needs and its utilization for teaching learning purposes.
f) To enable students to identify learning resources and their utilization for teaching learning purposes
g) To enable students to identify community resources and their utilization to connect the theoretical knowledge with practice.

3. Course Outline

Specific Objective	Contents	Specific Technique
• Identify the concept and objectives of HRM • Analyze education as a supplier of human resource and field of HRM in education sector. • Explain how equity can be ensured in HRM with reference to Nepal • Explain HRM in Nepali schools and	**Unit I: Human Resource Management (HRM) (12)** 1.1 Concept and Objectives of HRM 1.2 Education as a supplier of HR 1.3 HRM in education 1.4 HRM in institutional schools and its implication in school outcomes in Nepal 1.5 HRM in community schools and its implication	• Lecture • Classroom discussion Pair group or individual assignment: HRM in either institutional or community schools of Nepal and its implication in school outcomes. Students will be divided into pairs. Those who want to undertake the assignment independently will be allowed to do so. Each pair or individual will investigate and prepare and

its implication in school outcomes. • Explore and explain concept of HRD and its processes with reference to education in Nepal.	in school outcomes in Nepal 1.6 Ensuring equity in HRM (Concept/principle and Nepali practice) 1.7 Concept of Human Resource Development (HRD) **1.8** HRD in education in Nepal	present briefs in the class followed by discussion and feedback input from the teacher and peers. The teacher can use this as one of the forms of internal assessment in order to grade students' performance. Students will search the resource materials in addition to what the teacher provides so that they can read them before preparing the paper for presentation in the class.
• Explain HR planning with specific reference to education service delivery.	**Unit II: HR Planning (7)** 2.1 Human Resource Planning (HRP) 2.1.1 Introduction to HRP 2.1.2 HRP process 2.1.3 HRP for education service delivery	• Lecture • Classroom discussion
• Explain the definitions, purposes and importance of recruitment. • Analyze the recruitment policy and functions. • Outline the different steps of recruitment. • Identify the sources of human resource recruitment. • Define the concept of selection. • Describe the different selection processes and methods. State the factors affecting selection of human resources	**Unit III: Recruitment, Selection and Appointment of Human Resources (10)** 3.1 Recruitment 3.1.1 Definition 3.1.2 Purpose and importance of recruitment 3.1.3 Recruitment policy 3.1.4 The recruitment function 3.1.5 Steps for recruitment 3.1.6 Sources of recruiting human resources 3.2 Selection 3.2.1 Definition 3.2.2 Selection process 3.2.3 Selection method 3.2.4 Factors affecting selection 3.2.5 Selection system in	• Lecture • Classroom discussion Individual assignment: Each student will prepare a brief paper on the HR recruitment and selection processes in Nepal Civil Service in general and Nepal Education Service in particular. Each student will investigate, prepare and present her/his paper in the class followed by discussion and feedback input from the teacher and peers. The teacher can use this as one of the forms of internal assessment in order to grade students' performance. Students will search the

• Analyze the system of selection and appointment in Nepal. • Describe the placement and induction of human resources. • Analyze the socialization process in relation to human resources.	Nepal: Public service commission, Teacher service commission and University service commission (PSC,TSC and USC) 3.3 Appointment system. 3.3.1 Placement and induction 3.3.2 Socialization process	resource materials in addition to what the teacher provides so that they can read them before preparing the paper for presentation in the class.
• Define training and development. • Describe the critical functions, importance, types and methods of training. • Analyze the systematic view of training. • Describe the ways of conducting needs assessment. • Identify the critical elements related to transfer of training. • Outline definitions and reasons for understanding career development. • Describe the importance of career development programs for special target and pre-condition for career development. • State the need of continuing education and research for development.	**Unit IV: Training and Development (10)** 4.1 Concept of training and development. 4.2 Importance, functions, types and methods of training 4.3 Systematic view of training 4.4 Needs assessment 4.5 Transfer of training 4.6 Career development 4.7 Career programs for special target groups 4.8 Pre-conditions for career development. 4.9 Continuing education. 4.10 Personnel research for development. 4.11 Teacher professional development (TPD) in Nepal (Academic degree program/ pre- service, short term training/in-service, Action Research, etc.)	• Lecture Pair group or individual assignment: Each pair or individual student will prepare a brief paper on the TPD system in Nepal. Each student will investigate, prepare and present her/his paper in the class followed by discussion and feedback input from the teacher and peers. The teacher can use this as one of the forms of internal assessment in order to grade students' performance. Students will search the resource materials in addition to what the teacher provides so that they can read them before preparing the paper for presentation in the class.

• Assess school physical resources in general. • Explore linkage across physical resource management, learning environment and curriculum. • Explain how physical facility management can contribute to or impede quality learning environment. • Explore and explain how physical resources are managed and utilized in Nepali schools. • Identify different types of learning resources and their management for the purpose of teaching learning • Explain how learning resource management can contribute to quality learning environment • Explain conceptual underpinnings of open learning resources and their contribution to teaching learning • Explore and explain how learning resources are managed and utilized in schools in other countries and in Nepali schools. • Identify the resources available in the	**Unit V: Management of other resources for teaching learning purposes (9)** 5.1 School physical resources: 5.1.1 Identification and management of physical resources 5.1.2 Connection across physical resource management, learning environment and local and national curriculum. 5.1.3 Physical resource management and utilization in Nepali school system 5.2 Learning resource management (LRM) for teaching learning: 5.2.1 Identification and management of LRM 5.2.2 Open learning resources 5.2.3 Availability and utilization of LRM in Nepali school system 5.3 Identification and management of community resources: 5.3.1 Economic, political, cultural (tangible and intangible indigenous knowledge and practices) and human resources available in the community and their use for teaching learning purposes 5.3.2 Connecting the curriculum to the real world 5.3.3 Availability and utilization of community resources in Nepali	• Lecture Individual student will prepare a brief paper on the resources for teaching in Nepal. Each student will investigate, prepare and present her/his paper in the class followed by discussion and feedback input from the teacher and peers. Students will search the resource materials in addition to what the teacher provides so that they can read them before preparing the paper for presentation in the class.

community and their capabilities to contribute to teaching learning. • Explore and explain how different types of resources available in the community can be effectively utilized to enhance teaching learning practices. • Explore and explain how community resources are utilized in Nepali schools for teaching learning purposes.	school system	

4. **Instructional Techniques:**

Two types of instructional techniques- general and specific will be used to deliver the course. Specific techniques are described in the table above under every unit. General techniques are briefly described below.

4.1 General Techniques:

As this course is descriptive in nature with theoretical references, the teacher is suggested to apply techniques of engaging the students in a number of ways ranging from issue based discussion to paper based presentation in the classroom. References to the existing practices of educational resource management should be brought in by assigning the groups of students to do small scale investigation into the assigned components of the course. Be sure that students make presentations on the given assignments in the classroom and the classroom is participatory and interactive.

Lecture, seminar, class work, guided and independent study, tutorial support on the difficult content, and project work 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
Assignment	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**

Recommended Readings

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Smith, R. (2008). *Human Resources Administration: A School Based Perspective* (4th edition). Routledge.

Street Law, Inc. (2012). *Effective Use of Community Resource People*.Retrieved from: file:///E:/course/Ed%20Resource%20management/Effective%20Use%20of%20Community%20Resource%20People.pdf

Zepeda, S. J. (2011). *Professional Development Book Bundle: Professional Development: What Works*(2nd edition). Routledge.

Course Title: Theory and Practices of Non Formal Education

Course No.: Ed. PM 529 **Nature of course: Theoretical**
Level: M.Ed. **Credit hours: 3**
Semester: Second **Teaching hours: 48**

1. Course Description

Theory and practices of Non Formal Education (NFE) aims at orienting about conceptual basis and modes of education that do not necessarily subscribe to the traditional mainstream education to the Master degree (M.Ed.) students. It intends to provide knowledge about the way NFE is approached in different settings. While doing so students will be oriented about theoretical bases of different learning approaches. Another significant feature of the course is introduction to lifelong learning. Therefore this course encourages students to gain a broader knowledge about NFE to ensure equitable quality education for all, particularly for adults.

2. General Objectives

The general objectives of this course are as follows:

a) To enable students to explore indigenous practices of education
b) To enable students to explain different learning contexts and their significance in people's life.
c) To make students knowledgeable about concepts and practices of NFE
d) To help students understand and explain the link between different modes of education
e) To enable students to gain knowledge about NFE and lifelong learning and their contribution to country's education development.
f) To familiarize students with NFE as practiced in Nepal and other countries.

3. Course Outlines

Specific Objectives	Contents	Teaching hrs (48)
• Explore the indigenous education practices • Explain how education is fragmented into different streams and how they converse with and complement each other. • Explore and understand different streams of learning as embedded in indigenous education practices. • Understand and explain significance of different streams	**Unit: I Human Learning Contexts** 1.1 Genealogy of NFE education (apprenticeship/situated, cultural/indigenous teaching learning as practiced in different socio religious contexts where practical as well theoretical knowledge and skills were imparted, etc. E.g. Vedic education and Hindu's different Kuls' education; Buddhist's monastery education; Islamic education including Madarasa education; and practices in ethnic groups, e.g. Kirat, education). 1.2 Streaming of learning situations (Formal education, NFE, informal/ incidental education). 1.2.1 Significance of different learning situations in life. 1.2.2 Interaction among different streams of education	**8**

Specific Objectives	Contents	Teaching hrs (48)
of learning.		
• Explain the application of different perspectives in NFE	**Unit II: Conceptual premises of NFE**[1] 2.1 NFE informed by different perspectives (Critical, Structural functional, Dualism, Modernism, Post-modernism)	5
• Explain different modalities of NFE linking them with corresponding conceptual premises and the philosophers who advocated those modalities. • Explain the ways that different modalities of NFE contribute to social change keeping in view the relevant conceptual foundations.	**Unit III: NFE modalities, and Social Change** 3.1NFE modalities i. Conscientization ii. Sarvodaya iii. Rural and human resource development iv. Folk Schools v. Community development 3.2. Expectations and changes brought by different modalities 3.3. Linking Nepali genealogical practices of NFE with conceptual premises and NFE modalities.	**8**
• Explain how the boundary of NFE has expanded over the years. • Explain the development of concept and practice of NFE in Nepal. • Map out the link between formal, NFE and informal education through equivalency certificate;	**Unit IV: NFE: Approaches and Experiences** 4.1 Expansion of NFE (adult literacy, alternative education programs, Open and Distance Learning, community education, Open Education Resource, etc.) with special reference to Nepal. 4.2 Historical Development of the practices of NFE in Nepal 4.2.1 Content, pedagogy, management/organization, delivery mode, etc. 4.2.2 Oral learning and its institutionalization process 4.2.3 Skill training and its cultural institutionalization 4.3 Bridges and ladders: Equivalency program	12

Specific Objectives	Contents	Teaching hrs (48)
standardized test; flexible formal education institutes and bridge courses • Compare NFE programme of Nepal with that of selected Asian countries. • Explain the issues and challenges often faced by NFE.	4.4 NFE in some Asian countries: Afghanistan, Bangladesh, China, India, Sri Lanka, Pakistan. 4.5 Issues and challenges in NFE	
• Explain different conceptual modalities of literacy • Identify benefits of literacy • Explain the concept, practices and importance of life-long learning (LLL) • Explain the role of literacy in LLL • Explain the role of LLL in a country's comprehensive education system • Explore the potential of literacy and LLL through ICT.	**Unit V: Literacy and Lifelong Learning (LLL)** 5.1 Understanding literacy (integrated, isolated, autonomous, ideological, etc.) 5.2 Benefits of literacy (human, political, cultural, social and economic) 5.3 Family literacy: What and why 5.4 Evolution of LLL: Concept and practices 5.5 Literacy as a foundation for LLL 5.6 LLL practices around the world- developing countries and developed countries. 5.7 Potential of literacy and life- long learning through ICT 5.8 Ways to create lifelong learning for Nepal	**15**

4. **Instructional Techniques:** Two types of instructional techniques- general and specific will be used to deliver the course. Specific techniques include lecture, and classroom discussion. 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
Assignment	10 points
Total	**40 points**

a. 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:

1. Objective type questions (Multiple choice items 10x1) - 10 points
2. Short answer questions (6questions x 5points) - 30 points
3. Long answer questions (2 questions x 10 points) - 20 points

Total 60 points

6. Recommended readings

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