Courses of Study

Bachelor

Second Year

Faculty of Education

2048/1991

Tribhuvan University, Kirtipur
Kathmandu, Nepal.

CONTENT

STUDENT TEACHING

Full Marks: 100
Practical

This course is designed to provide student teachers with clinical experience in teaching. They are required to work as beginning teachers participating in various teaching activities.

Objectives

After the completion of this course the prospective teachers will be able to:

1. Prepare lessons plans and use them in classroom teaching;
2. Develop teaching skills for achieving instructional objectives;
3. Select and use appropriate resource meterials (teacher's guide, unit plan, reference books) in classroom teaching;
4. Collect, construct and use teaching materials appropriately;
5. Construct and use various evaluation tools appropriate to the grade objective;
6. Evaluate teaching skills of self and peers on the basis of peer-observation form;
7. Manage clasroom properly for teaching;
8. Pay attention to the students' progress;
9. Develop sense of dedication towards the teaching profession;

Duration of Student Teaching

The duration of the student teaching will be of six weeks.

Requirements for Student Teaching

Student teachers are required to complete the following activities:

1. Participate in student-teaching orientation programme as mentioned in the student teaching handbook;
2. Teach for a period of six weeks in a cooperating school in their specialization areas;
3. Observe two lessons taught by subject teachers of a cooperating school with their permission;
4. Teach at least three lessons in the presence of the concerned subject teacher/headmaster of a cooperating school;
5. Demonstrate three lessons to be evaluated by the internal supervisor;
6. Prepare and teach at least thirty lessons in specialization areas;
7. Observe three lessons taught by his/her peer student- teachers under the guidance of the campus supervisor/teachers of the cooperating school assigned by the coordinator of the student teaching committee and write comments on peers-observation form;
8. Construct forty multiple-choice test items during the student teaching period;

Evaluation of Student Teaching

The external supervisor will evaluate the student-teachers on the basis of following criteria:

Criteria	Weightage
1. Written materials and construction of teaching materials	30%
2. Observation	30%
3. Teaching	40%

Note: The detail of evaluation criteria are given in the student teaching handbook.

THE ECONOMY OF NEPAL AND INDIA

Full Marks: 100
Theory

This course is designed to acquaint the prospective teachers with the different sectors of the economy of Nepal and India so that they will be able to teach economics component of the social studies curriculum of the secondary school and to continue their studies of economics further ahead.

Objectives

After the completion of the course the prospective teachers will be able to:

1. Describe the characteristics of Nepalese economy and Indian economy;
2. State the different resources (Natural and Human) and identify their growth, problems and prospects;
3. Describe the role of agriculture in Nepal and India and identify its problems related to marketing and finance;
4. State the role of institutions like ADB, AIC, APROSC;
5. Describe the salient features of Land Reform act of 1964 and state its achievements;

6. State the growth, problems and prospects of the major industries of Nepal and India;
7. Explain the role of foreign trade of Nepal and India and describe its composition and direction;
8. Describe the salient features of the previous economic plans of Nepal and state the objectives, features and development programmes of the current economic plan.

Contents

Part I
The Economy of Nepal

UNIT I: Characteristics of Nepalese Economy as an Underdeveloped Country.

UNIT II: Natural Resources:

1. Water resources-growth, problems and propspects;
2. Forest resources-problems and prospects.

UNIT III: Human Resources:

1. Role of human resources;
2. Size, growth, and structure of population in Nepal;
3. Problems of population growth.

UNIT IV: Agriculture:

1. Role and problems;
2. Agricultural marketing-present status, problems, and measures;
3. Agricultural finance-sources, problems, and measures;
4. Food problem-nature, causes and remedies;
5. Institutions concerned with agricultural development: ADB, APROSC, AIC, and food corporation.

UNIT V: Land Reforms:

1. Salient features of Land Reform Act, 1964;
2. Achievements of Land Reform programme.

UNIT VI: Industrialization:

1. Role and problems;
2. Problems and prospects of small scale and cottage industries;
3. Growth, problems, and prospects of jute and sugar industries;
4. Growth, problems, and prospects of tourism industry;
5. Industrial policy;
6. Institutions concerned with industrial development: - NIDC and ISC.

UNIT VII: Foreign Trade:

1. Role;
2. Composition;
3. Direction.

UNIT VIII: Economic Planning:

1. Salient features of previous plans;
2. Current economic plan-objectives, features, and development programmes.

PART II
The Economy of India

UNIT IX: Characteristics of Indian Economy as an Underdeveloped Country.

UNIT X: Natural Resources:

1. Role;
2. Problems.

UNIT XI: Human Resources:

1. Size, growth, and structure of population in India;
2. Problems of population growth.

UNIT XII: Agriculture:

1. Role, productivity, & productivity trends;
2. Characteristics;
3. Agricultural marketing-present state, problems, and remedies;
4. Food problem-nature, causes, and measures;
5. Agricultural finance-sources, problems, and measures;
6. The Green Revolution (Introduction only).

UNIT XIII: Industrialization:

1. Role and pattern;
2. Problems and prospects of small scale industries;
3. Problems and prospects of large scale industries with special reference to iron and steel, cotton textile, jute textile, and sugar industry.

UNIT XIV: Foreign Trade:

1. Role;
2. Composition;
3. Direction.

<u>Recommended Books</u>

Shrestha, B.P., <u>An Introduction to Nepalese Economy.</u>
Adhikari, U., <u>Some Aspects of Nepalese Economy.</u>
Ministry of Agriculture and Land Reform, <u>Land Reforms in Nepal.</u>

Ministry of Industry and Commerce, Industrial Policy.
Mathema, P.R., Agricultural Development in Nepal.
Pant, Y.P. and Jain, S.C., Agricultural Development in Nepal.
NIDC, Prospects of Industrial Development in Nepal.
National Planning Commission, The Sixth Plan.
Chaudhary, Pramit, The Indian Economy.
Dutt, R. and Sundharam, K.P.M., The Indian Economy.
Ghosh, Alak, Indian Economy: Its Nature and Problems.
Sciller, Fr. and Yadav, R.P., Planning for People.

Methods of Teaching Economics I

Full Marks: 100
Theory

This course intends to orient the prospective secondary economics teachers to the nature of social studies and economics education. It also includes the objectives curriculum and text book study of economics education of the secondary school level. This course is compulsory for those students who offer their specialization subjects from social studies and other curriculum areas. Students offering both of the specialization subjects from social studies curriculum area should take methods I in one specialization subject and methods II in another specialization subject.

Objectives

After the completion of this course the student teachers will be able to:

1. Describe the broad concepts and structure, organization, and generalization of social studies and

their discipline with reference to Nepal;

2. Enumerate three domains of instructional objectives of social studies;
3. Describe and develop skills needed for supplements of teaching social studies;
4. Give introduction of economics education with special emphasis on an analytical study of secondary school economics curriculum and text book;
5. Apply suitable teaching methods and resources for teaching social studies in secondary schools of Nepal;
6. Construct and use different types of test items for written examination of social studies;
7. Prepare instructional plans for teaching social studies;

Contents

UNIT I: Nature of Social Studies:

1. Meaning and scope of social studies;
2. Objectives of social studies education;
3. Difference between social studies and social sciences;
4. Social studies education in Nepal.

UNIT II: Foundation of Social Studies:

1. Social sciences as the foundation of social studies;
2. The concept of the structure of discipline;
3. Structure, organizing concepts and generalization of social sciences: history, political science, geography, economics, sociology, and anthropology.

UNIT III: Setting Social Studies Objectives:

1. The concept of instructional objectives;
2. Taxonomy of objectives: Cognitive domain, affective domain and psycho-motor domain.

UNIT IV: Supplements of Teaching Social Studies:

1. Teaching current affairs;
2. Teaching controversial issues.

UNIT V: Skills in Social Studies:

1. Reading skills;
2. Intellectual skills-analyzing, synthesizing and deriving conclusions;
3. Social skill group work, discussion, and leadership skills.

PART II

UNIT I: Economics Education:

1. Nature;
2. Role;
3. Objectives.

UNIT II: Analytical Study of Secondary School Economics Curriculum:

1. Objectives;
2. Scope and sequence.

UNIT III: Study of Secondary School Economics Text-Books.

UNIT IV: Teaching Methods:

1. Lecture method;
2. Discussion method;
3. Inquiry method.

UNIT V: Use of Teaching Resources:

1. Text books and supplementary reading materials;
2. Maps, graphs, charts, and pictures;
3. Community resources-field trips and resource persons.

UNIT VI: Construction and Use of Test Items:

1. Subjective-short and long answer questions;
2. Objective-multiple choice, completion, matching, and true false items.

UNIT VII: Instructional Planning:

1. Unit plan;
2. Lesson plan.

<u>Recommended Books</u>

Kenworthy, Leonard S., <u>Social Studies for the Seventies,</u> Lexington, Massachusetts Toronto: Xerox College Publishing, 1969.

Jarolimek, John, <u>Social Studies in Elementary Education,</u> London: The Macmillan Company, 1967.

MOE, <u>Secondary Economics Curriculum.</u>

JEMC, <u>Economics Testbooks - Grades 0-10.</u>

Taba, Hilda, <u>Guide to Social Studies Teaching.</u>

Banks, James A., Cleggi Ambres A., <u>Teaching Strategies for the Social Studies,</u> Inquiery, Valuing and Devision Ufting.

METHODS OF TEACHING ECONOMICS II

Full Marks: 100
Theory

This course is designed to the prospective teachers to develop skills, and knowledge required for effective teaching and supply feed back for improving curriculum and textbook. It also intends to provide them with ability to upgrade themselves in their respective social science teaching subjects. This course is meant only for those students who offer both of the specialization subjects from social studies area.

Objectives

After the completion of this course the student teachers will be able to:

1. State the concept and nature of economics and its relations with other social sciences;
2. Enumerate nature, role and objectives of economics education with emphasis on an analytical study of secondary school economics curriculum and text books;
3. Apply suitable teaching methods and resources for teaching economics in secondary schools;
4. Construct and use different types of test items for written examination of economics;
5. Prepare instructional plans for teaching economics.

Contents

UNIT I: Nature of Economics:

1. Changing concept of economics;
2. Nature and scope of economics;
3. Relationship between economics and other social sciences (Geography, history, political science, sociology and anthropology).

UNIT II: Economics Education:

1. Nature;
2. Role;
3. Objectives.

UNIT III: Analytical Study of Secondary School Economics Curriculum:

1. Objectives;
2. Scope and sequence.

UNIT IV: Study of Secondary School Economics Text Books.

UNIT V: Teaching Methods:

1. Lecture;
2. Discussion;
3. Inquiry.

UNIT VI: Construction and Use of Teaching Resources:

1. Text books and supplementary reading materials;
2. Maps, graphs, charts, and pictures;
3. Community resources field trip and resource persons.

UNIT VII: Construction and Use of Test Items:

1. Subjective-short and long answer questions;
2. Objectives-multiple choice, completion, matching and true false item.

UNIT VIII: Instructional Planning:

1. Unit plan;
2. Lesson plan.

Recommended Books

Harbury, C.D., Introduction to Economics Behaviour, Fontana, London.
Donaedson, P., Economics of the Real World, Penguin, London.
Croome, H.M., The Approach to Economics, Chatto Educational, London.
Richards, R.D. and Gordon, P., Ground Work of Economics.

Hailbroner, Robert L., The Making of Economics Society, Englewood Cliffs, N.J., Prentice Hall.
Sonle, Geogre, Economics: Measurement, Theories, Cause Studies, Rinehart and Winston, New York.
MOE, Secondary Economics Curriculum.
JEMC, Economics Text Books, Grades 9-10.

PHYSICS

Full Marks: 100
Theory : 80%
Practical : 20%

This course has been designed to provide the prospective teachers sufficient theoretical background and necessary laboratory skills in order to enable them to teach high school courses in physics. The theoretical course shall cover 80 marks and the practical, 20 marks. Student are required to secure pass mark seperately in the theoretical and practical portions.

Objectives

After the completion of this course the prospective teachers will be able to:

1. Develop clear concept of the physics content in the high school level;
2. Explain the relevance of physics to the community;
3. Design both demonstrations and lab experiements in high school physics;
4. Develop interest, necessary skills and attitude to carry out small projects in courses related to physics in school;
5. Develop skills in measurements in physics.

Contents

3. Change of States: Equation of states, Vander Wall's equation of state, triple point, critical constants, inter, molecular attraction, porus plug experiment;
4. Nature of Heat: Kinetic theory, derivation of gas laws, Kinetic interpretation of gas laws and temperature;
5. Thermodynamics: First law, relation between heat and work, isothermal and a adibatic process, statement of second law of thermodynamics, Carnot's reversible engine, refrigerator.

UNIT VI: Physical Optics:

1. Wave Nature of Light:
   a. Interference: Young's interference experiment;
   b. Determination of wavelenght of sodium light;
   c. Diffraction: Fraunhoffer and fresnel diffraction, gratting plane, transmission grating;
   d. Polarisation: Brewster's law, blue color of the sky, scattering, confirmation of the transverse nature of light.

UNIT VII: Magnetism and Electrostatics:

1. Theory of magnetism: Molecular theory (Overview only), domain theory of magnetism;
2. Magnetic properties of materials: Hysteresis, properties of dia, para, and ferromagnetic substances;
3. Gauss's theorem in electrostatics and its application in finding field use to:
   a. Solid sphere;
   b. Infinite plane sheet of charge;
   c. Long cylinder.

UNIT VIII: Current Electricity and Modern Physics:

1. Electrical measuring instruments: Moving coil galvanometer, Ballistic Galvanometer, Wattmeter, Potentiometer, Ammeter and Voltmeter;
2. Thermoelectricity: Seedback effect, peltier effect, and Thomson effect, Thermopile;
3. Chemical Effects: Source of energy in a voltaic cell, primary and secondary cells;
4. Electromagnetism: A.C. and D.C. dynamo, motor, measurment of A.C. (Transformers: Step-up and step-down);
5. Introduction: Diode (Valve and semiconductor) triode and transistors;
6. Determination of e/m and e of electrons, positive rays and isotopes;
7. Applications of X-rays;
8. Photoelectricity: Laws of photonemission, Einstein's equation, talking-picture;
9. Laws of radioactive disintegration: Half life decay constant of radioactive substances;
10. Structure of the atom: Bohr's theory;
11. Elementary Ideas on: FISSION and fusion;
12. Elements of cosmic ray.

Recommended Books

Vasudev, D.N., Electricity and Magnetism.
White, Introduction to Atomic and Nuclear Physics.

Reference

Subramanyam and Brijlal, Electricity and Magnetism.
White, Modern College Physics.
TMAndre, General Properties of Matter.
Subramanyam, Heat and Thermodynamics.
Subramanyam, Text Books of Optics.

PHYSICS PRACTICAL COURSE

This course is designed to cover the experimental portions in the physics course at the secondary level and also to develop necessary skills for setting up demonstration and experiments in physics. This course covers 20 marks.

Objectives

This course is intended to develop necessary skills in the prospective teachers to design demonstration and lab experiments, enable them to conduct small projects and develop measurement skills in physics.

Contents

1. Determination moment of inertia of a flywheel;
2. Determination of the value of 'g' using bar pendulump;
3. Determination of the Young's modulus of the given metal in the form of the wire;
4. Determination of coefficient of viscocity of water by Poiseulle's method;
5. Determination of viscocity of glycerin by Stoke's method;
6. Determination of modulus of rigidity;
7. To study the variations in density of the given liquid with temperature;

8. Determination of the thermal conductivityof the given metal using searle's apparatus;
9. Determination of dip angle using dip circle;
10. Determinatin of magnetic moment using deflection magnetometor;
11. Determination of internal resistance of a cell;
12. Determination of given low resistence using Carev Foster Bridge;
13. Comparision between the e.m.f. of given two cells (Using potentiometer);
14. Calibration of ammeter and voltmeter using potentiometer;
15. Determination of the sensitivity and figure of merit of the given:
    a. Damped coil galvanometer;
    b. Ballistic galvanometer.
16. To draw valve characteristics of the given triode valve;
17. To draw the characteristic curve for the given transistor;
18. To calculate the wavelength of Na-light by Newton's ring method;
19. To calculate the wavelength of the given light using Leyde's mirror;
20. Determination of dispersive - power of a prism with a spectrometer.

Note: Students are required to submit practical note book containing record of all practical works.

TEACHING SCIENCE IN SECONDARY SCHOOLS

Full Marks: 100
Theory
Practical

This paper will carry 100 marks and is divided into two parts of 50 marks each.

Part A: Science Teaching and Secondary Science Curriculum;
Part B: Curriculum Activities.

Part A will be a theoretical paper carrying 50 marks and part B will be a practical paper carrying 50 marks.

Besides building up background to perform demonstrations and practical activities in secondary school science, this course is designed to give theoretical and practical background in methodology of teaching science in the secondary schools, and also provide the prospective science teachers with an overview of secondary science curriculum.

Details of this course are given below:

Part A
Science Teaching and Secondary Science Curriculum

This part deals with the theoretical aspects of teaching science in the secondary schools of the country. It also deals with a critical review of the recent secondary school science curricula. This part is designed in order to enable the prospective secondary science teachers to:

1. Define and illustrate science both as process and product, explain its nature with examples and bring awareness that scientific method should be used in solving problems;
2. Discuss critically current theories on psychology of learning science and implications of these theories on science teaching;
3. Construct and use unit and lesson plans with behaviorally stated objectives;

4. Select and use appropriate methods to develop required concept/content in the students, using materials prepared during curriculum practical activities;
5. Construct and use educational materials specially those locally available, for effective science teaching;
6. Use environment outside classroom for teaching science;
7. Use science textbook and other resource materials effectively in the classroom;
8. Evaluate children by administering science quize objective tests and unit tests, both subjective and objectives;
9. Design a science room for the given school and plan for necessary facilities for science teaching.

<u>Contents</u>

UNIT I: The Nature of Science:

1. Defining science;
2. Science as a body of knowledge, as a way of investigating and as a way of thinking;
3. The implications of the nature of science for science teaching.

UNIT II: The Objectives of Science Teaching:

1. Goals of science teaching;
2. General objectives;
3. Stating specific objectives in behavioural terms.

UNIT III: Scientific Attitudes:

1. Elements of scientific attitudes;
2. Importance of scientific attitudes;
3. Ways of developing scientific attitudes in students.

UNIT IV: The Secondary School Science Curriculum:

Review of:

1. Objectives - general, level, and gradewise;
2. Scope and sequence charts;
3. Contents.

UNIT V: Psychology of Learning and Implications for Science Teaching:

Learning theories of Piaget (Cognitive development), Bruner (Discovery approach) and Gagne (Concept learning).

UNIT VI: Method Science Teaching:

1. Lecture method;
2. Demonstration method;
3. Laboratory method;
4. Discovery approach in science teaching;
5. Using inquiry in science teaching.

UNIT VII: Facilities for Science Teaching:

1. Planning facilities for science teaching;
2. Using text and reference books;
3. Using environment and local resources in science teaching;
4. Designing science room for a given school.

UNIT VIII: Evaluating Science Teaching:

1. Constructing and administering tests to evaluate achievement of objectives by students.

UNIT IX: Planning Units and Lessons in Science:

1. Unit planning;
2. Lesson Planning.

Part D
Curruculum Activities

Practical: 50

This part deals mostly with the practical aspects of teaching science in secondary school. The constructed materials may be used to teach science using demonstration or laboratory methods.

This course is designed to meet the above needs of the secondary science teacher.

This prospective teacher should design construct and use materials specially as recommended in the text books of secondary level.

Each student will be required to design and construct educational materials required for carrying out the practical activities recommended in the secondary science curriculum.

The practical activities performed should be recorded along with neat and well labelled diagrams in practical note books.

In earth and space, science students will be required to prepare a report on one of the assigned topic. The student will prepare the report under the guidance of the teacher and or resource persons available. Students will also prepare necessary materials (charts etc.) for presentation of conducted activities.

In this course, students will be required to perform activities from the present curricula and text book of secondary level. These activities will have to be approved prior to performance by the concerned teacher. Activities should be selected as given below:

1. Physical Science: 15 activities as the minimum from physics and chemistry: Students wanting to do more should take consent of the teacher.
2. Biological Science: 15 activities as the minimum from biology portion of grade VIII - X.
3. Earth and Space Science: 5 activities as the minimum from earth and space portions.
4. Presentation of Report: (Earth and Space Science)

   Students will be required to prepare and present a report (of 2000 words approximately) one of the following topics of earth and space:

   a. Origin of the solar system;
   b. Sun, Moon, and Earth;
   c. The Solar family;
   d. Changing surface of Earth;
   e. Rooks and mineral of Nepal;
   f. Formation and types of soil;
   g. Stratigraphy;
   h. Stars, galaxy, and nebulae;

Students will be required to present the paper before the class and lead discussion on the assigned topic.

<u>Scheme for Evaluation of Part B: Curriculum Activities</u>

1.	Practical activities, including Earth and space	20 marks
2.	Record of practical Activities	5 marks
3.	Presentation	10 marks
4.	Viva and classroom practical activities	15 marks
		50 marks

SCIENCE CURRICULUM PRACTICAL ACTIVITIES

Full Marks: 100
Practical

This course is designed to provide the prospective science teachers with the skills necessary for science teaching of the secondary level, such as: (a) carry out experiments or demonstrate practicals related to secondary school science, (b) identify and solve problems, and (c) design and maintain science room - lab as required by secondary science curriculum.

Objectives

After the completion of this course the prospective teachers will be able to:

1. Carry out activities from the listed practical activities of the school science curriculum;
2. Design school science room or lab;
3. Choose concepts of secondary science and design local materials to develop selected concepts;
4. Design teaching modules using different approaches and test them at his or her own class-room (In school science classes);
5. Identify problems in school and solve them.

Contents

Practical Activities

Listed below are practical activities from various branches of school science text books.

Students are required to carry out at least all of the activities given below.

Each student will be required to present a lesson to the class from secondary science texts, using selected items prepared by him/her.

<u>Activities Listed</u>

<u>Chemistry</u>

1. Laboratory processes:
   a. Cutting glass-tubing;
   b. Bending glass-tubings;
   c. Cork-boring;
   d. Seperation of constituents of the given substances (By mechanical means).
2. To fit up the apparatus and prepare carbondioxide gas and study its properties: Properties of H2 , O2, N2 also;
3. To prepare a saturated solution of common salt and seperate crystals by crystallisation;
4. To prepare a sample of pure water from impure water;
5. To prepare a sample of barium sulphate by treating barium chloride with magnesium sulphate;
6. To prepare a sample of sodium chloride by neutralizing and acid with a base;
7. To find the normality of hydrochloric acid by titrating it with a standard solution of sodiumcarbonate (Supplied);
8. Detection of starch, proteins, and fats.

<u>Physics</u>

1. To determine length, diameter, and hence to find out the volume of a cylinder using the vernier calliper;

2. To determine the density of a solid (Cylinder or sphere) using a balance;
3. To determine water equivalent of a calorimenter;
4. To measure height and distance of objects;
5. To find the value of the coefficient of frictions for any pair of surfaces;
6. To verify laws of reflection;
7. To determine the focal length of a concave mirror;
8. To verify shell's law using glass slab;
9. To draw I-D curve of a prism;
10. To find the angle of dip/declination;
11. To compare the scale of a centigrade thermometer with the scale of a fahrenhiet thermometer;
12. To verify the laws of flotation;
13. To trace lines of forces of magnet and hence to find out neutral points and magnetic length. Comparison of magnetic strength of magnets;
14. To construct a telegraph, a motor, an electric bell, a glavanometer, a telescope, a microscope, a projector.

<u>Earth and Space</u>

1. To identify major constellations and to draw the diagramms of constellations;
2. To construct a model of the celestial sphere;
3. To draw chart of illustrate Kepplar's laws;
4. To construct model of mountains of Nepal;
5. To survey, local landscape, and hence to map;

6. To classify samples of soil, and study its properties (Fertility, Ph value, etc.);
7. To construct model of rockets and spacecrafts;
8. To draw charts illustrating the origin of the solar system;
9. To prepare a chart showing geological time table;
10. To prepare a chart showing cron section of the earth's interior;
11. To draw a chart showing the sign of zodiae;
12. To prepare a chart of the solar family;
13. To classify samples of rock and minerals;
14. To prepare models of phase of the moon;
15. To draw charts showing solar system.

Biology

1. To study and identify the collected plants and animals (Including the various stages of life cycle);
2. To prepare the herbarium of the collected plants;
3. To preserve the collected animals and the plants in dry as well as in liquid;
4. To study the inter-dependence of the animals and plants from the collected plants and prepare the flow chart of the same with necessary alternation of generation;
5. To prepare temporary slides of the dicot and monocot, stem, root, etc. and study their characters with labelled diagrams;
6. To prepare the temporary slides of the different stage of the possible collected animals and plants;

7. To study and identify the common crops and crops pests medical plants, timber parts of Nepal from the collected materials, draw the diagram of them showing their location in the map of Nepal;
8. To study the exo and endo-parasites of the live stock as well as human parasites;
9. To study and identify bacterial colony using slides and collected materials;
10. To dissect and study the internal organs of the frog, grass hopper, earth-worm etc.;
11. To demonstrate photo-synthesis, transpiration, absorptic, osmosis and digestion of starch;
12. To study the population of any insect in given sample of a collection or any identified area:
    a. To find out adult, larvae and pupae ratio;
    b. To find out sex ratio among adults;
    c. To determine the mortality rate.
13. To prepare the models, or charts to show life cycle of frog, and moss, etc.

<u>Problems</u>

Students will be required to identify problems related to:

1. Areas of interest in science; or
2. Areas related to secondary school science; or
3. Areas related to school science teaching;

After the approval of the identified problem, student will be required to programme, project report according to a format prescribed, by the concerned teacher: The format, in general, shall include:

1. Statement and significances of the problem;
2. Procedure (Including collection of data);
3. Analysis of data;
4. Findings and implications.

Sample Problems

1. Areas of interest in science:
   a. To collect various fruit, and to study the correlation between colours as indicated by PII values;
   b. To collect samples of water from different sources and identify dissolved metarials, microorganisms etc.;
2. Areas related to sec school science;
3. Areas selected to school science teaching:
   a. To study the effectiveness of the use of local reasources in science teaching;
   b. To study accuracy that can be obtained from locally prepared materials..

Designing Science Room/Lab

Students will be given guidance designing and maintaining a science room/lab. (Depending on the availabilities of facilities).

The student will be provided with the opportunity to visit local school and campus science room/lab

They will be required to work as lab assistant in maintaining the science room/lab under the superviser of the concerned teacher. Layout of the designed science room/lab, individually or group, should be submitted to the concerned teachers for evaluation.

Evaluation

1.	Practical Activities		
	Practical activities including construction of materials		40
	Lesson presented		15
	Practical note book		5
2.	Problems	30	
	Project report		
3.	Designing Science Room/Lab.		10
	Science room/lab. design		

HEALTH AND PHYSICAL EDUCATION III

Full Marks: 100
Theory : 50%
Practical : 50%

The first part of this course is designed to make the student teachers aware of personal community and international health hazards and to make them understand how to minimize the danger resulting from health hazards.

The second part is designed to provide practical experiences in fundamental skills of Basketball or Football, Badminton, Table Tennis, and Kabardi. The appropriate usages of lead-up activities and the efficiating of the various physical education disciplines are included.

Objectives

After the completion of this course the prospective teacher will be able to:

1. Explain the meaning, process, and cycle of infections disease;
2. Explain the causes, symptoms, and preventive measures of various communicable and other diseases;
3. Discuss the value, need, and importance of nutrition for health;
4. Explain the basic elements of food and describe deficiency diseases;
5. Identify the health hazards caused by food poisoning and fadism;
6. Describe food sanitation;
7. Describe the methods of constructing sanitory latrine;
8. Describe the use, abuse, and control of narcotic drugs, alcohol and tobacco;
9. Describe the meaning, objectives, and need of safely education and first aid care;
10. Describe the measure of preventing home, road, school accidents;
11. Demonstrate first aid treatment for common accidents;
12. Explain the causes, symptoms, and preventive measures of mental illness;
13. Identify the local health needs and problems with their solutions;
14. List and explain the major national and international health problems;
15. Identify the purpose and functions of different projects and voluntary agencies of health services in Nepal;
16. Identify the purposes and contribution of international health agencies in Nepal;
17. Describe the programs undertaken in Nepal for the preparation of medical personnel;
18. Perform the prescribed skills to a satisfying extent;
19. Demonstrate and explain the components of the presented skills;

20. Explain the rules and regulations of prescribed P.E. disciplines;
21. Officiate tournaments of competitions.

<u>Contents</u>

PART I
(HEALTH EDUCATION)

Theory

UNIT I: Communicable Diseases and Other Diseases:

1. Meaning of disease;
2. a. Communicable disease process - causative agents, sources, mode of entry, transmission and escape and the susceptible host;
   b. Communicable disease cylcle;
3. Resistance - immunity and immunization;
4. Causes, symptoms, mode of transmission and control measures of chickenpox, measles, diptheria, tuberculosis, typhoid, dysentry, cholera, tetanus, rabies, leprosy, malaria, filaria, syphillis, gonorrhea purtusis;
5. Other diseases: Cancer, disabilities, heart diseases.

UNIT II: Nutrition:

1. Values, needs, and importance of food;
2. Basic element of food and their function and sources;
3. Food defficiency diseases (Kwasiorker, Rickets, Beriberi, Pellegra, Scurvy, Anemia, Goitrell);
4. Planning for balance meals;

5. Ways of preserving nutrients in preparing food;
6. Food poisoning, adulturation and fadism.

UNIT III: Sanitation:

1. Food sanitation-mild, water, meat and food contamination;
2. Methods of constructing sanitary latrines.

UNIT IV: Drugs and Narcotics:

1. Use and abuse of narcotics, drugs, alcohol & tobacco;
2. Measures for controlling misuse of drugs and alcohol & tobacco.

UNIT V: Safety Education and First Aid Care:

1. Meanings, objectives, and need of safety Ed. and first aid;
2. Measures for preventing accidents on roads, at home and school and playground;
3. First aid treatment for shock, heomorrahage, drawning, animal bites, frost bite, fractures, electrocution, heat strock, altitude sickness, poisoning artificial respiration.

UNIT VI: Mental Health:

1. Meaning and principles of mental health;
2. Cause, symptoms, and prevention of:
   a. Scrizophrenia;
   b. Paranoia;
   c. Manic depression;
   d. Histeria;
   e. Psychopatic personality.

UNIT VII: National Health:

1. Major health problems in Nepal- child mortality, environmental health, malnutrition, communicable disease and over growth of population;
2. Health Services in Nepal:
   a. Curative service - Hospital, health centres, health post, Ayurvedic clinic, and other clinic;
   b. Preventive and promotive services: Nepal family and M.C.M., Malaria Eradication Project, expanded program of immunization project, Tuberculosis Control Project, Leprocy Control, health education service, community health and integration project.
3. Voluntary Health Agencies:

Social welfare coordination committee - health community.

Nepal Red cross society, Family planning association, Paropakar Association, Leprocy Relief Association, Blind and Disable Welfare Association, T.B. Association, Nepal Children Association.

UNIT VIII: International Health:

1. International Health Agencies - purpose and functions of world health organization;
2. United Nations International Children Federation;
3. International Red Cross Society;
4. International Planned Parenthood Association;
5. United Nations Fund for Population Activities.

UNIT IX: Introduction to preparation of health related personnels in Nepal:

1. Agencies and their programs:
   a. Institute of Medicine;
   b. Faculty of Education.

Part II
(Physical Education)

: Practical

UNIT I: Basketball or Football:

1. Basket-ball:
   a. Catching the ball;
   b. Holding and handling the ball;
   c. Passing-two hand chest pass
      i. Two hand underhand -and overhead pass;
      ii. One-hand and two-hand bounce pass;
      iii. One-hand jump pass;
      iv. hook pass;
      v. Baseball pass (long pass).
   d. Dribbling;
      i. Speed dribbling;
      ii. High and low dribbling;
      iii. Zig-Zag dribbling;
      iv. Dribbling with speed and change of pace;
      v. Dribbling in connection with different shots.
   e. Shooting:
      i. Two-Hand Set Shot;
      ii. One-Hand Set Shot;
      iii. One-Hand Jump Shot;
      iv. Hook-Shot
      v. Lay-up Shot
      vi. Jump Shot
   f. Pivoting:
      i. Stationary
      ii. Front
      iii. Rear

g. Rebonnding:
   i. Defensive;
   ii. Offensive;
h. Use and application of team Tactics;
   i. Offense (according to Defense system);
      - Fast Break
   ii. Defense-Pressing Defense;
      - Man-to-man Defense;
      - Zone Defense;
      - Zone Press;
      - Man-to-man-press.
i. Officiating (Rules & regulations, Measurement, conducting Tournament).

2. Football (lead-up activities are included on all items:
a. Passing:
   i. Using inside and instep of the foot;
   ii. Long pass/short pass;
   iii. Pass in triangular and rectangular formation;
b. Dribbling:
   i. Using instep and outstep;
   ii. Zig Zag using instep and outstep alternately;
   iii. With opponent;
   iv. Feinting.
c. Kicking:
   i. Kicking the resting ball with in-and outstep;
   ii. Volley (Half-volly) (Drop-kick);
   iii. Direct and indirect kick;
   iv. Penalty.
d. Trapping:
   i. Trapping the rolling and falling ball with the inside of the foot;
   ii. Trapping with knee and chest.

e. Heading:
   i. While standing;
   ii. While jumping;
   iii. While diving.

f. Throw-in.

g. Goul keeping:
   i. Punching and fisting;
   ii. datching high balls;
   iii. diving.

h. Coaching:
   i. Science of training;
   ii. Formations:
   (WM, 4-3-3, 4-2-4-4-2)

i. Officiating:
   i. Rules and regulations;
   ii. Measurement;
   iii. Conducting tournaments.

UNIT II: Badminton:

1. Grip - forehand, backhand;
2. Receive- position and footwork;
3. Service (Short-high-flick and drive);
4. Strokes (forehand and backhand):
   - Drive;
   - Clear(lob);
   - Drop;
   - Smash;
   - Net-shot.
5. Ready position;
6. Tactics for singles and doubles;
7. Officiating.

UNIT III: Table Tennis

1. Grip- Shake Hand, Pen holder;
2. Receive:
   - Position and footwork.
3. Service:
   - Back spin service (forehan backhand);
   - Top spin service (Forehand backhand);
   - Side spin service (Forehand backhand).

4. Pusk stroke:
   - Forehand;
   - Backhand.
5. Half Volley:
   - Forehand;
   - Backhand.
6. Spins:
   - Side Spin;
   - Top Spin;
   - Back Spin (Chop).
7. Basic Tactics in Singles and Doubles;
8. Officiating (including Rules, Regulations and organization of tournaments).

UNIT IV: Kabaddi:

1. Techniques to catch the raider;
2. Ways to protect from the raider;
3. Officiating including rules and regulations.

<u>Recommended Books</u>

Basnet, Narendra B., <u>Sareer Kriya Bigyan.</u> Kathmandu, 2033.

Bedi, Y.P., <u>Public Health and Hygien,</u> Anand Publishing House, 1974.

Corden, John L. (Ed.), <u>Control of Communicable Disease in Man,</u> New York: Meredish Corporation, 1972.

Davis, Archur F. Mereditns, <u>Hygiene.</u> New York: McGrow Hill Book Co. 1954.

John's Edward B, <u>Health for effective living.</u> McGrow Hill Inc. 1966.

Marshall, Carter L. and David Pearson, <u>Dynamics of Health and Disease,</u> New York, Applecton Century Croft, 1972.

Kilboure, Edwin D. and Wilson G. Smile (Ed.), <u>Human Ecology and Public Health,</u> London the Maconillian Company, 1968.

D'Armour, <u>Basic Physiology,</u> Madras: India Book House.

Pal, R.K., A Hand Book of Modern Physiology, Calcutta: Oxford and IBH Publishing company, 1970.
Pearce, Evelyn C., Anatomy and Physiology for Nurses Loneon, Faver and Faber Ltd., 1968.
Pradhan, Hari Bhakta, Swasthya Shiksha.
Pradhanang, Yogendra, Nepal Ma Swasthya tathe Swasthya Sewa.
Sharma, Dr. Ramesh, Prathmika Upachar.
Institute of Medicine, Anatomy of Physiology.
W.H. O., Malnutrition and disease, Geneva.
H.G. Q., Rowett, Basic Anatomy and Physiology, John Murray, London, 1966.
William C. Boyd, Fundamentals of Immunology Inter Science, Publishers, New York, 1966.

Recommended Books

Berry, W.J.D., Basket Ball for Schools, 1970.
Garden, J.D., Championship Basketball, 1961.
Mayer/Schwarz, Team Sports for Women, 1947.
N.N. Official Rules of Sports and Games, 1968/69.
Fralick, S. Sacun, 1945.
Batty, E, Soccer - Coaching the Modern Way.
Jackson/Swan, Better Badminton, 1939.
Kazman, H.C., Method in PE - Illustrated Textbook, 1952.
Voltmer/Esslinger, The Organization of Administration of PE.
Safrit, M.H., Evaluation in P.E., Assessing Motor Behaviour, 1973.
Butler, G., . Playgrounds: Their Administration and Operation, 1950.
Oberteuffer/Ulrich, Physical Education (Textbook of Principles), 1962.
Hackensmith, C., History of Physical Education.

METHODS OF TEACHING
HEALTH & PHYSICAL EDUCATION

Full Marks: 100
Theory

Course Description

This course is designed to provide an overview of secondary school health and physical education curriculum, curriculum development, critical analysis of health and physical education curriculum. An appropriate and suitable methods of teaching and construction of equipment from local materials are emphasized. It also deals with supervising project (self-study) on health and physical education.

Objectives:

After the completion of this course the prospective teachers will be able to:

1. Explain and analyze health and physical education curriculum in terms of its development, objectives and scope and sequence;
2. Describe the importance of studying methods of teaching;
3. Construct work plan, unit plan and daily lesson plan;
4. List and explain the various methods and materials that can be used in teaching health and physical education;
5. Construct and utilize locally available materials;
6. List and explain the evaluation criteria for the purpose of judging the effectiveness of classroom teaching;
7. Conduct supervising study on the selected health and physical education problem;

8. Write a simple report on the project work.

Contents

UNIT:I Curriculum Study:

1. Basic concepts of health and physical education curriculum;
2. Factors to be considered in constructing health and physical education, curriculum-health and physical need; Interest and developmental characteristics of school students, health and physical education objectives, socio-cultural dimensions, national aspirations comprehension abilities of the students;
3. Trends in the development of curriculum patterns in health and physical education;
4. The process of translating health and physical education objectites into teaching learning situation. (Concept, objectives- skills, attitudes, practices; content-scope and sequence; curriculum text book and teaching guides; evaluation);
5. Critical analysis of health and physical education curriculum and textbook for secondary school.

UNIT II: Methods of teaching health education:

1. Introduction to Methods of Teaching H.Ed;
2. Factors determining choice of methods;
3. Methods of teaching health education:
   a. Group technique-discussion, problem solving;

b. Dramatic technique-role playing, puppets;
c. Student orieted techniques-field trip simple survey;
d. Teacher initiated techniques-lecture, demonstration;
e. Material focussed techniques-exhibition.

4. Preparation and use of teaching materials charts, flannel boards, poster, flash cards, puppets and models;
5. Planning for teaching health education work plan, unit plan, lesson plan;
6. Evaluation of teaching health education.

UNIT III: Methods of teaching physical education:

1. Methods of teaching;
   a. Explanation;
   b. Demonstration;
   c. Participation.
2. Factors determining the choice of methods;
3. Construction of equipment out of local materials and their care and maintenance:
   a. Construction of balls, basket balls-boards and hoops, rings, highjump stands;
   b. Construction of track;
   c. Care and maintenance of equipment;
   d. Utilization of funds.
4. Planning for teaching physical education work plan, unit plan and daily lesson plan;
5. Class management and organization:
6. Evaluation in teaching physical education.

UNIT IV: Supervised project on Health and Physical Education:

1. Identifying and defining the problem;
2. Collecting the data;
3. Analyzing and the interpreting the data;
4. Writing a report. .

Recommended Books

Kozmon, H.C., Methods in Physical Education, Illustrated Textbook, 1952.

Voltmer/Esslinger, The Organization and Administration of Physical Education.

Safrit, M.J., Evaluation in Physical Education- Assessing Motor Behaviour, 1973.

INTRODUCTION TO ENGLISH LITERATURE

Full Marks: 100
Theory

This course is designed to give students an introduction to English literature.

Course Objectives

On completion of this course the students will be able to:

1. Understand the principal genres of English literature;
2. Understand the work of some important writers;
3. Appreciate and understand literature written in English;
4. Carry out a literary appreciation of a text in the classroom situation;
5. Teach the optional English course in secondary schools.

Course Contents

1. Introduction;
2. Critical study of the prescribed text-books.

Course Contents in Detail

UNIT I: Introduction:

1. What is literature ?;
2. Characteristics of the novel;
3. Characteristics of the drama;
4. Characteristics of the short story;
5. Characteristics of the essay;
6. Characteristics of the poetry;
   a. Difference between prose and poetry;
   b. Different forms of poetry;

c. Definitions and illustrative examples of theme, content, imagery, metaphor, simile, personification, alliteration, onometopoeia, rhythm, metre, feet, blank verse.

UNIT II: Critical study of prescribed textbooks:

1. Novel: The Lord of the Flies: W. Golding;
2. Drama: Arms and the Man: George Bernard Shaw;
3. Short Stories: The Short Stories of the Twentieth Century R.W. Jepson (ed.);
   The following stories only:
   a. The Gift of Magi;
   b. The Story of Yong Chang;
   c. The Old Lady with two Umbrellas;
   d. The Land of the Green Ginger;
   e. The Ghost Ship.

4. Essay: The Way We Go: L. Brander;
   The following essays only:
   a. My Philosophy of Life;
   b. Democracy;
   c. An Eastern Journey;
   d. Human Psychology;
   e. Liberty and Progress;
5. Poems: The Siren's song, D. Murdoch (Ed.)
   The following poems only:
   a. The Marriage of True Minds: William Shakespeare;
   b. Song: John Donne;
   c. Worldly Vanity: John Dryden;
   d. The Tiger: William Blake;
   e. Strange Fits of Passion Have I Known: William Wordsworth;
   f. To Autumn: John Keats;
   g. To a Skylark: Percy Bysshe Shelly;

h. Tears, Idle Tears: Lord Tennyson;
i. Journey of the Magi: T.S. Eliot;
j. The Indian to His Love: W.B. Yeats;
k. And Death Shall Have No Dominion: Dylan Thomas;
l. Stopping by Woods on a Snowy Evening: Robert Frost;
m. The unknown Citizen: W.H. Auden.

Evaluation

Written examination : 100%

Recommended Books

Golding, W., The Lord of the Flies, London, Faber, 1954.
Shaw, G.B., Arms and the Man, Delhi, Orient Longman.
Jepson, R.W., (Ed.), The Short Stories of the Twentieth Century, Lonmdon, Longman, 1949.
Brander, L.(Ed.), The Way We Go, London, OUP, 1956.
Murdoch, David (Ed.), The Siren's Song, New Delhi, Orient Longman, 1971.

Reference Books

Hudson, W.H., An Introductory Study on Literature.
Schriber, An Introduction to Literacy Criticism.
Crompton and Rickett, The History of English Literature.

METHODS OF TEACHING ENGLISH

Full Marks: 100
Theory

This course deals with the theory, methods and techniques of teaching English as a foreign language. Practice is centred on the application of teaching methods and materials as they may be used in conjunction with the English text-books prescribed for secondary schools in Nepal.

Objectives

On completion of this course the students will be able to:

1. Understand the ELT situation in secondary schools in Nepal;
2. Understand the various approaches, methods and techniques common in language teaching and put those into practice in the class room situation;
3. Teach different language skills using different visual aids in secondary schools in Nepal;

Contents

UNIT I: Evaluation of ELT Situation in Secondary Schools in Nepal.

UNIT II: Language Learning.

UNIT III: Discussion of Various Approaches and Methods.

UNIT IV: Discussion of Various Techniques.

UNIT V: Selection and Gradation.

UNIT VI: Construction and Use of Visual Aids.

UNIT VII: The Teaching of Speech.

UNIT VIII: The Teaching of Reading.

UNIT IX: The Teaching of Writing.

UNIT X: The Teaching of Dialogues.

UNIT XI: The Teachding of Vocabulary.

UNIT XII: Testing and Evaluation.

UNIT XIII: Lesson Planning.

UNIT XIV: Text Book Analysis.

UNIT XV: Peer Teaching.

Contents in Detail

UNIT I: Evaluation of ELT Situation in Secondary Schools in Nepal:

1. Situation in schools;
2. Ways of improving this situation;

UNIT II: Language Learning:

1. First language learning:
   a. How the child learns his first language;
   b. How he obtains feed back.
2. Foreign Language learning:
   a. Situations under which a foreign language is learned;
   b. Necessity of selection and gradation and their dangers;
3. Differences between first and foreign language learning:
   a. Age and linguistic background;
   b. Exposure time;
   c. Motivation;
   d. Environment.

UNIT III: Discussion of Various Approaches and Methods:

1. Definition of approach, method and techniques;
2. Grammer-translation method;
3. Direct method;
4. Vocabulary selection;
5. Structural approach;
6. Oral approach;
7. Drill method;
8. Situational approach;
9. Oral - structural - situational approach;
10. Functional approach.

UNIT IV: Discussion of Various Techniques:

1. Oral grammer drill;
2. Group work;
3. Manipulative language activities and communicative language activities;
4. Teacher talking time and pupil talking time.

UNIT V: Selection and Gradation:

1. Selection: definition, rationale and criteria;
2. Gradation: definition, rationale and criteria;

UNIT VI: Construction and Use of Visual Aids:

1. The place of visual aids in the OSS approach;
2. Construction and use of flannel boards, wall charts, flash cards, use of games, song and rhymes, drawing of match-stick figures;

UNIT VII: The Teaching of Speech:

1. How to teach speech (The following sub-units are for one year B.Ed. only);
2. Organs of speech;
3. English consonants and vowels (Monophthongs and diphthongs);
4. Weak forms and strong forms;
5. Pronunciation of "s" and "ed" suffixes;
6. Word/stress and sentence stress;
7. Intonation:
   a. Falling (tune I);
   b. Rising(tune II);
   c. Rising and falling;
   d. Falling and rising.

UNIT VIII: The Teaching of Reading:

1. Physical processes involved in reading;
2. Association of auditory and visual symbols;
3. Use of visual aids in teaching reading;
4. Importance of encouraging fast reading;
5. Reading for information and pleasure;
6. Uses of silent reading;
7. Intensive and extensive reading: How to test comprehension of each;
8. Uses and dangers of reading aloud.

UNIT IX: The Teaching of Writing:

1. Recognition and production of letters and words;
2. Copying of words and sentences;
3. Varieties of guided writing exercises;
4. Guided composition writing;
5. Correction techniques.

UNIT X: The Teaching of Dialogues:

1. Rationale of teaching dialogues;
2. Constructiopn of dialogues;
3. Methods of teaching dialogues.

UNIT XI: The Teaching of Vocabulary:

1. Ways of teaching concrete words;
2. Ways of teaching abstract words.

UNIT XII: Testing and Evaluation:

1. Continuous assessment and evaluation;
2. Types of tests;
3. Construction of multiple choice items;
4. Testing of reading comprehension;
5. Testing of oral production;
6. Testing of written skills;
7. Practice in the construction of test items;
8. Uses of tests: for feed back and evaluation.

UNIT XIII: Lesson Planning:

Definition and rationale of lesson planning (Model lesson plans for the teaching of structures and comprehension along with vocabulary);

UNIT XIV: Text-Book Analysis:

1. Requisites for a good ELT text-book;
2. Extent to which the various volumes of English text-books satisfy these criteria;

UNIT XV: Peer Teaching:

Peer teaching of selected teaching items from the English text-books prescribed for the secondary schools in Nepal;

Evaluation

Written examination: 100%

Recommended Books

French, E.G., Teaching English as an International Language, London, OUP, 1963 (ELBS, 1970).

Hornby, A.S., Teaching of Structural Words and Sentence Patterns, ELBS (Part I-IV).

Morris, I., The Art of Teaching English as a Living Language, London, ELBS, 1968.

Rivers, W.M., Teaching Foreign Language Skills, Chicago, University of Chicago Press. 1968.

Prescribed English text-books for secondary schools in Nepal.

Reference Books

Byrne D., English Teaching Extracts, London, Longman, 1969.

Mackey, W.M., Language Teaching Analysis, London, Longman, 1965.

TRIGONOMETRY AND CALCULUS

Full Marks: 100
Theory

This course is designed to acquaint prospective teachers with some of the fundamental principles and techniques of Higher Trigonometry and some of the fundamental principles, techniques and applications of differential calculus and integral calculus.

Objectives

After the completion of this course prospective teachers will be able to:

1. Demonstrate an understanding of the techniques of Higher Trigonometry;
2. Use the techniques of Trigonometry to solve problems;
3. Demonstrate and understanding of differential calculus;
4. Use differential calculus to solve simple problems in other branches of mathematics;
5. Find maxima and minima of functions;
6. Use calculus in problems involving tangents and normals to the curves;
7. Use techniques of integral calculus to find integrals of indefinite and definite integrals;
8. Find the length, area and volume of geometrical figures by the use of integral calculus and ;
9. Explain the meaning of differential equation and solve ordinary differential equation.

Contents

UNIT I: Inverse Circular Function.

UNIT II: Complex Quantities:

1. Complex number and its geometrical representation;
2. Modulus & amplitude;
3. Addition and substraction of complex numbers.

UNIT III:

1. De Moivre's Theorem;
2. Deduction from De Moivre's Theorem.

UNIT IV: Trigonometrical and Exponential Function of Complex Numbers:

UNIT V: Summation of Trigonometrical Series.

UNIT VI: Expansion of $\cos^n\theta$, $\sin^n\theta$, $\cos n\theta$, $\sin n\theta$.

UNIT VII: Introduction to Calculus and Function of Limits:

1. Introduction to Calculus;
2. Upper and lower bounds, infimum & supremum of functions;
3. Limits.

UNIT VIII: Continuity:

1. Continuity;
2. Discontinuity;
3. Problems on the unit.

UNIT IX:

1. Differentiation;
2. Fundamental theorems in differentiation;
3. Differential coefficient from first principles;

4. Problems on differentiation;

5. Geometrical interpretation of dy/dx;
6. Rate-measure and related problems.

UNIT X: Successive Differentiation:

1. Successive differentiation and symbolic operations;
2. Leibnitz's theorem;
3. Typical problems.

UNIT XI: Expansions of Functions:

1. Rolle's Theorem;

2. Mean Value Theorem;
3. Generalised mean value theorem;
4. Taylor's and Machlaurin's series with Caughy's and Langrange's form of remainder;
5. Physical significance of those theorems;
6. Expansion of function in finite and infinite series.

UNIT XII: Partial Differentiation:

1. Partial Differentiation;

2. Related problems.

UNIT XIII: Maxima and Minima:

1. Maxima and minima (theory of functions of one variable);
2. Related problems on functions of one variable;
3. Problems on functions of two or more variables which can be treated by simple algebric and trigonometric methods;

UNIT XIV: Tangent and Normal.

UNIT XV: Indefinite Integrals:

1. Definition and Fundamental Properties of Integral Calculus;
2. Method of substitution;
3. Integration by parts;
4. Rational integrals.

UNIT XVI: Definite Integrals (Including Infinite Integrals):

1. Definite Integrals;
2. Infinite (On improper) integrals and integration of infinite series.

UNIT XVII: Areas of Plain Curves:

1. Curve Tracing;
2. Areas of plain curves.

UNIT XVIII: Rectification.

UNIT XIX: Volume and Surface Areas of Solids of Revolutions:

1. Volume and area of curved surfaces of solids of revolution formed by revolving y=f (x) about the one of the axes and bounded by the section x=x or y=y;
2. Volume and area of curved surface of solids of revolution formed by revolving y=f (x) about any line in the plain.

UNIT XX: Introduction to Differential Equations:

1. Definition and classifications of diff. equation;

2. The construction of the direction field;
3. Easily integrable types $y'=f(x)$; $y'=h(y)$; $y'=g(x)'h(y)$;
4. Homogeneous equations of order 1 & 2 degree;
5. Application (Uniformly accelerated motion, oscillatory motion, cooling, population growth, geometrical locuses).

<u>Recommended</u> <u>Books</u>

Das and Mukherjee, <u>Higher</u> <u>Trigonometry.</u>

Das and Mukherjee, <u>Differential</u> <u>Calculus.</u>
Schaum outline Series, <u>Calculus.</u>

TEACHING MATHEMATICS IN SECONDARY SCHOOL

Full Marks: 100

Theory

This course will help prospective secondary teachers understand learning theories which have implications to mathematics teaching and gain security in selecting the teaching methods best suited for teaching secondary school mathematics. It also helps them select pedagogically sound instructional strategies and contains directions on how to evaluate math, teaching and how to supervise Math. classroom at secondary level. In addition, this course is field-oriented and includes practical aspects of teaching like visual aids, planning and evaluation.

<u>Objectives</u>

After the completion of this course prospective teachers will be able to:

1. Explain some implications of learning theories to Math.teaching;
2. Write instructional objectives in terms of observable behaviours;
3. Describe the structure and different parts of NESP Math.curriculum;
4. Explain the objectives of Math. education in secondary schools;
5. Analyze the traditional techniques used in mathematics teaching and identify the main disadvantages;
6. Describe main features of different instructional approaches;
7. Develop appropriate teaching strategies in order to teach meaningfully secondary mathematics contents;
8. Have a good knowledge of the content of secondary school math

textbooks and solve any problem taken from them without difficulty;

9. Find alternative ways of presenting concepts, independently from math. textbooks;
10. Prepare math test items suitable for measuring learning experiences;
11. Write lesson-plans and construct tools for evaluation;
12. Supervise and analyze mathematics classes in order to improve math. teaching in secondary school.

Contents

UNIT I: Planning for Instruction:

1. Cognition theory;
2. Implication of cognition theory;
3. General objectives of Math. teaching;
4. General and Specific objectives of school math;
5. Classification of objectives in the cognitive realm;
6. Preparing statements of objectives.

UNIT II: Mathematics Curriculum Study:

1. Structure of the existing school math. curriculum;
2. Overview of school math. contents-scope and sequence, continuity, schematic overview chart, comparison between objectives and scope and sequence tables (I-X);
3. Textbooks study- presentation of concepts, adequate coverage of math. curriculum (I-X) and optional math;
4. Teacher's Guide and Teaching Units - objectives, visual aids, methods and evaluation process as suggested in them.

UNIT III: The Design of Instructional Strategies:

1. Problem of instruction in math;
2. The existing methods of teaching math. in schools;
3. The issue of problem-solving approach;
4. The issue of learning by discovery;
5. The issue of lecture-method.

UNIT IV: The Development of Instructional Strategies:

1. Teaching arithmetic - history of numeration system(number & numeral, principles & development of numeration systems, bases other than ten & conversion of bases), mathematical system, (binary operation & their properties in different system & modulus system), HCF, LCM, squareroot, measure verbal problems, construction & use of teaching aids in arithmetic and observation & analysis of at least 3 secondary classes in arithmetic;
2. Teaching algebra - identities, factorization, HCF, LCM, AP, GP, HP, binomial series, variation, linear & quadratic equations, graphs, laws of indices, construction & use of teaching aids, and observation and analysis of at least 3 secondary classes in algebra;
3. Teaching geometry - geometric concepts, constructions, experimental proofs, formal proofs, concepts of locus, st. lines, design & use of teaching aids, and observation of at least 3 secondary classes in geometry;
4. Teaching trigonometry - functions & their graphs, identities, sum &

difference of two angles, ratios,

equations and solution of right triangles.

UNIT V: Evaluation in Instruction:

1. The techniques of evaluation;
2. Types of tests (in detail);
3. Construction of math test - objectives, cognitive level, content & preparing specification chart for writing test items;
4. Scoring tests - scoring procedure & simple item analysis;
5. Diagnosis & remedial teaching.

UNIT VI: Planning for Lesson:

1. Yearly operation plan;
2 Unit plan;
3. Lesson plan;

UNIT VII: Supervision of Instruction:

1. The need for supervision in math class;
2. Techniques of supervision - conferences with subject teacher, class observation & students performance;
3. Act of teaching - use & interpretation of activity categories instrument;
4. Evaluation of teaching - rating of teachers & value judgement.

<u>Recommended Books</u>

Aichele, Douglas B. and Robert E., <u>Readings in Secondary School Mathematics</u>, Boston, Prindle, Weber & Sehmi dt, Inc., 1971.

Bulter, Charles H. and Wren, F.L., <u>The Teachingof Secondary Mathematics</u>, New York, McGraw-Hill Book Company, Inc., 1968.

NCTM, *Evaluation in Mathematics _ 26th Year Book,* Washington, D.C., The National Council of Teachers of Mathematics, 1961.

Shrestha, S.K., *Activity Categ ory Instrument,* Kathmandu, 1970.

IOE, *Handouts Developed by the Department of Mathematics,* Kirtipur Multiple Campus, IOE.

Poly, G., *How to Solve It.*

Mramer, Klaes, *Problems in the Teaching of Elementary School Mathematics,* Boston Allyn and Bacon, Inc, 1970.

NCTM, *The Learning of Mathematics its Theory and Practice 21st Yearbook,* Washington D.C., The National Council of Teachers of Mathematics, 1952.

MOE, *Lower Secondary and Secondary School Mathematics Curriculum.*

JEMC, *Mathematics Textbooks _ Grades 8-10,* Teaching Units - Grade 8-10.

CDC, *Report on Textbooks Analysis,* Harihar Bhavan, Curriculum Development Center, 2033.

MODERN EUROPE (1789-1930)

Full Marks: 100

Theory

This course deals with the major revolutions and their subsequent effects on the continental politics. It also covers the major political conflicts of the 19th and the half of the 20th century. This course intends to provide an expose of the ideological role in the international conflicts with reference to important leaders and of the different treaties signed.

Objectives

After the completion of this course, the student teachers will be able to:

1. Describe and analyse courses of events leading to the French revolution, the effects of Nepoleonic wars in France as well as in Europe and the importance of the Congress of Vienna;
2. Describe the political conflicts between absolute monarchy and constitutional rule and the role of the Nationalism in formenting revolution and political changes in Europe;
3. Evaluate the importance of the revolution of 1930 and 1848 and describe the effect of the unification of Germany and Italy on the political conditions of Europe, and discuss the Eastern questions;
4. Describe the political conditions of Europe prior to the world war, and analyse the causes , events and results of the world war;
5. Discuss the development of international institution and protection of newly created European nations;

6. Describe the 20th century ideological conflicts in Europes and the development of international institution and their effects upon the life of nations;
7. Discuss the Russian revolution of 1917 and its international significance.

<u>Contents</u>

UNIT I: Revolutionary Situation in France (1789-1799):

1. The causes of the revolution of 1789;
2. Work of National Assembly (1789-91);
3. National Convention (1792-95);
4. The Reign of Terror;
5. The Directory (1795-99).

UNIT II: Rise of Nepoleon:

1. Nepoleonic war and its effects;
2. Internal reorganization of France;
3. Destruction of the Empire.

UNIT III: Treaty of Vienna (1815):

1. Unity and disunity in Europe;
2. Defects of the Congress of Vienna.

UNIT IV: The After Math of Nepoleon (1815-30):

1. Conservative reactions-Metternich's system maintaining strong monarchy;
2. The concert of Europe.

UNIT V: Revolution of 1830:

1. Economic background and liberal ideas;

2. Ascendency of middle class to political power (Leuis Phillip - France);
3. Reactions of working classes-early socialist leaders in France and Germany, and the conditions of working class.

UNIT VI: July Revolutions of 1848 for Nationalist Causes:

1. Patterns of revolutionary activities - working class dissatisfactions, constitutionalism versus monarchism, and intellectual influence;
2. Struggle for leadership in France;
3. Significance of Revolution 1848 and its effects on European states.

UNIT VII: Unification of Germany and Italy:

1. Role of Bismark to the unification of Germany;
2. Role of Cavour, Garibaldi, Mazzini and victor Emmaneul II in the unification of Italy;
3. Their effects on contemporary world.

UNIT VIII: The Eastern Question (1815-1855):

1. Greek war of independence;
2. The crimean war (1854-1856).

UNIT IX: The German Empire (1871-1939):

1. The imperial constitution of Germany;
2. Bismarck's domestic and foreign policy;
3. William II and his personal rule;
4. The salient features of the Weimer constitution of the post-war Germany;

5. Causes of the collapse of the republic;
6. Rise and fall of Hitler;
7. Hitler's internal and external policy.

UNIT X: Russia 1871-1939:

1. Revolutionary movement of 1905;
2. Duma and the Stolypine's reforms;
3. Causes and effects of Russo-Japanese war;
4. The Russian revolution of 1917 and its international significance;
5. Lenin and the rise of Bolshevism;
6. Soviet foreign policy on the eve of the second world war.

UNIT XI: France 1871-1939:

1. The commune and the Third Republic in France;
2. Dreyfus case and its significance;
3. Relation with the church;
4. Foreign relations.

UNIT XII: Italy 1871-1939:

1. Problem of new Italy;
2. The church and the state;
3. Course of Italian politics;
4. Foreign and colonial policies;
5. Dissatisfaction with the Italian government after the first world war;
6. Mussolini and the rise of fascism;
7. Foreign policy of Mussolini.

UNIT XIII: Reopening of the Eastern Questions:

1. Opening of the political status of the near-east
2. Union of Rumania with Bulgaria;
3. Armanian massacres;

4. Greeco-Turkish war;

5. Causes and effects of the Balkan Wars of 1912-13.

UNIT XIV: Development of the Alliance System:

1. The formation of the Triple Alliance;
2. The Triple Entante;
3. Role of secret alliance and secret diplomacy in European politics.

UNIT XV: Events and Results of First World War:

1. League of Nations (origin);

2. Treaty of Versailles.

<u>Recommended Books</u>

Mahajan, V.D., <u>History of Modern Europe Since 1789.</u>
Mazumdar, R.C., <u>Europe Ka Adhunik Itihasa.</u>
Ketelbey, <u>History of Modern France from 1789.</u>
Vidyalankar, S., <u>Europe Ka Adhunik Itihasa.</u>
Dayal, Ragbu Bir, <u>A Text Book of Modern European History.</u>
Mehta, B.N., <u>Adhunik Europe.</u>
Medini and others, <u>Europe Ko Adhunik Itihasa.</u>

<u>Reference Books</u>

Hazan, C.P., <u>Modern Europe.</u>

Lipson, E., <u>European in the 19th & 20th Centuries.</u>
Burma, S.P., <u>Europe Between two World Wars.</u>
Francal, <u>International Relation.</u>
Pipes, Richards, <u>Revolutionary Russia.</u>
Brandenburg, <u>Bismarck in the World War.</u>

METHODS OF TEACHING HISTORY.I

Full Marks: 100

Theory

This course intends to orient the secondary school History teachers to the nature of Social Studies and History Education. It also includes the objectives curriculum and text book study of History Education of the secondary school level. This course is compulsory for those students who offer their specialization from social studies and other curriculum areas. Students offering both of the specialization from Social Studies should take method I in one specialization and methods II in another specialization subject.

Objectives:

After the completion of this course the student teachers will be able to:

1. Describe the broad concepts structure,organization of Social Studies and their disciplines with reference to Nepal;
2. Enumerate three domains of instructional objectives of Social Studies;
3. Describe and develop skills needed for supplements of teaching social studies;
4. Give introduction of History Education with special emphasis on an analytical study of Secondary School History curriculum and text book;
5. Apply suitable teaching methods and resources for teaching History in Secondary School of Nepal;
6. Construct and use different types of test items for written examination of History;
7. Prepare instructional plans for teaching History.

Part I

Contents

UNIT I: Nature of Social Studies:

1. Meaning and scope of social studies;
2. Objectives of Social Studies;
3. Difference between Social Science and Social Studies;
4. Social Studies education in Nepal.

UNIT II: Foundation of Social Studies:

1. Social Sciences as the foundations of social studies;
2. The concept of the struture of a discipline;
3. The basic concepts and generalization of the social sciences (History, Political Sciences, Geography, Economics, Sociology and Anthropology).

UNIT III: Setting Social Studies Objectives:

1. The concept of instructional objectives;
2. Simple classification of objectives under the following heads:
   a. Understanding;
   b. Skills;
   c. Attitudes.

UNIT IV: Supplements to Teaching Social Studies:

1. Teaching current affairs;
2. Teaching controversial issues.

UNIT V: Skills in Social Studies:

1. Reading Skills;

2. Intellectual skills analysing, synthesizing and deriving conclusions;
3. Social skills - group work, discussion and leadership skills.

Part II

UNIT I: History Education:

1. Nature;
2. Role;
3. Objectives.

UNIT II: Analytical Study of the Current Secondary School Courses:

1. Objectives;
2. Scope & sequence.

UNIT III: Study of the Current Secondary School History Text Book.

UNIT IV: Teaching Methods:

1. Lecture method;
2. Discussion method;
3. Source method-methods of studying sources, use and limitations;
4. Dramatization-importane, elements and limitations;
5. Teaching time sense - meaning, elements;
6. Inquiry method.

UNIT V: Teaching Resources:

1. Text book and supplementary reading material;
2. Maps globes, chart, models & pictures;
3. Community Resources-Field trips.

UNIT VI: Construction of Test items:

1. Subjective-Essay type (short/long answer);
2. Objective-multiple choice,matching, true & false and completion items.

UNIT VII: Instructional Planning:

1. Unit plan;
2. Lesson plan.

<u>Reference Books</u>

The Current Secondary History Curriculum.

The Current School Secondary History Text Books.

John Jaralimek, <u>Social Studies in Elementary Education.</u>

James A, Banks with Ambros A. Clegg. Jr., <u>Teaching Strategies for the Social Studies.</u>

John Jarelimek and Huber M. Walsh, <u>Reading for Social Studies in Elementary Education.</u>

METHODS OF TEACHING HISTORY II

Full Marks: 100

Theory

(This course is meant only for those students who offer both of the specialization subjects from social studies area)

It is designed to help to develop knowledge and skills required for effective teaching and improve curriculum and textbook.

Objectives

After the completion of this course the student teachers will be able to:

1. State the concept and nature of History and its relation with other Social Sciences;
2. Enumerate importance and objectives of History Education with emphasis on an analytical study of Secondary School History Curriculum and Text books;
3. Apply suitable teaching methods and resources for teaching History in Secondary School;
4. Construct and use of different types of test items for written examination of History.

Contents

UNIT I: Nature of History:

1. Changing concept of History;
2. Nature and scope of History;
3. Relation of History with other social sciences (History,Geography, Political Science, Economics, Sociology and Anthropology).

UNIT II: History Education:

1. Nature of History Education;
2. Importance of History Education;
3. Objectives of History Education.

UNIT III: Analytical Study of Current Secondary School Courses:

1. Objectives;
2. Scope and Sequence.

UNIT IV: Study of the Current Secondary School History Text Book:

UNIT V: Teaching Methods:

1. Lecture method;
2. Discussion Method;
3. Source method-methods of studying sources, use and limitation;
4. Dramatization-importance, elements and limitation;
5. Teaching time sense-meaning, elements;
6. Enquiry method.

UNIT VI: Use of Teaching Resources:

1. Text book and supplementary Reading materials;
2. Maps, globes, charts, models & pictures;
3. Community Resources-field trips;
4. Coins, historical documents, historical manuments, folklore;
5. Historical tels, stories, and dramas.

UNIT VII: Construction of Test Items:

1. Subjective-Essay type (short/long answer);
2. Objective-multiple choice,matching, true & false and completion items.

UNIT VIII: Instructional Planning:

1. Unit plan;
2. Lesson plan.

Reference Books

The current secondary History curriculum.
The current school secondary History text books.
S.K. Kochchar, Teaching of History.
J.C. Aggarwal, Teaching of History.
V.D. Ghate, Method of Teaching History.

NEPALESE GEOGRAPHY & GEOGRAPHIC TECHNIQUES

Full Marks: 100
Theory + Practical
(60%) (40%)

This course is designed to provide student teachers a comprehensive knowledge of the Geography of Nepal and to develop in them the basic skills of cartography, surveying and field study. It devotes 60% of the total time to the Geography of Nepal and the remaining 40% to the geogpraphic techniques.

Objectives

After the completion of this course the prospective students teachers will be able to:

1. Describe the physical, economic and social aspects of Nepalese Geography;
2. Use the basic skills of cartography, surveying and field study.

Contents

Part I:Nepalese Geography

UNIT I: Orogenesis, Structure, and Physiography.

UNIT II: Drainage System.

UNIT III: Climate:

1. Climatic conditions;
2. Climatic regions.

UNIT IV: Land Use:

1. Present land use pattern;
2. Factors of land use;
3. Regional variations of land use and their causes.

UNIT V: Natural Resources:

1. Forest resources - problem of deforestation and measures to solve it;
2. Soil resources-problem of soil erosion and measures to solve it;
3. Wild life resource - problem of disappearing wildlives and measures to solve it;
4. Power resources - prospects and problems of water power development;
5. Irrigation - characteristics and problems of major and minor irrigation projects.

UNIT VI: Agriculture:

1. Characteristics of agriculture;
2. Agriculture regions;
3. Planning for commercial agriculture;
4. Animal husbandry - prospects & problems.

UNIT VII: Industry:

1. Characteristics of Nepalese Industry;
2. Cottage Industry-Prospects and problems;
3. Factory industry-growth and problems of major industries (Jute and Sugar);
4. Tourist industry - master plan on tourism.

UNIT VIII: Transportation:

1. Significance of road and air transportation;
2. Development and distribution of roadways and airways;
3. Critical study of present road's development.

UNIT IX: Foreign Trade:

1. Salient features of foreign trade;
2. Recent changes in foreign trade;
3. Handicaps to develop foreign trade and suggestions to improve it.

UNIT X: Population:

1. Regional distribution and density pattern;
2. Problems of population and measures to solve them.

UNIT XI: Settlement and House Type:

1. Major types and sitting factors of rural settlement in different regions;
2. Types, building materials and housing design of rural houses in different regions.

UNIT XII: Major Ethnic Groups:

Socio-economic study of Sherpa, Gurung and Tharu.

UNIT XIII: Regional Development:

1. Principle of regional development;
2. Disparity of regional development;
3. Programmes and objectives of regional development.

Part II: Geographic Techniques (Practical)

UNIT XIV: Cartography:

1. Representation of relief:
   a. Representation of typical landforms by contour lines;
   b. Advanced methods of representing landforms and reliefs (superimposed profiles, projected profiles and composite profiles).
2. Representation of geographical data by:
   a. Wheel diagram;
   b. Ring diagram;
   c. Rectangular block diagram;
   d. Block-pile diagram;
   e. Pyramidical diagram;
   f. Spherical diagram;
   g. Climograph;
   h. Hythergraph.
3. Reproduction, Enlargement and Reduction of maps;
4. Preparation of distribution maps (using isoplething, choroplething, unitory dot, multiple dot and diagramatic method);
5. Measurement of area and distance on the map;
6. Reading and interpreting toposheets;
7. Reading weather maps.

UNIT XV: Surveying:

1. General instrumental survey with the help of
   a. Plane table;
   b. Prismatic compass;
   c. Dumpy level.

UNIT XVI: Excursion:

1. Steps of organizing excursion selection of geographical area for study, information collection of the area under study, selection of the significant topics from the area, preparation of data gathering instruments, observation and data collection in the field, analysis and interpretation of data and report writing;

Requirements

1. Students must submit the practical record books to the instruction committee before the examination;
2. Students should participate in the excursion organized by the instruction committee and submit a typed or neatly written report of their study;
3. Area must be within the Kingdom of Nepal particularly the remote area;
4. The excursion report should be mostly based on student's original geographical observation;
5. Maps and photos should be sufficiently used in the report.

Recommended Books

Amatya, S.L. and Shrestha B.G., Economic Geography of Nepal.
Shrestha, S.H., Nepal Ko Arthik Bhugol.
Karan, P.P., Nepal: A Cultural and Physical Geography.
Hagen, Tony, Nepal: The Kingdom in the Himalayas.
Gurung, Hark B., Regional Developement Planning for Nepal.
Shrestha, B.P. & Jain, S.P., Regional Development in Nepal.

Raisz, General Cartography.
Singh & Dutta, Elements of Practical Geography.
Monk & House & Wilkinson, Maps and Diagrams.
Nepal Geographical Society, Himalayan Review.
Shrestha, B.P., An Introduction to Nepalese Economy.

METHODS OF TEACHING GEOGRAPHY I

Full Marks: 100
Theory

This course intends to orient prospective student teachers to the nature and foundation of social studies. It also, helps them to develop knowledge and skills required for effective teaching of geography. This course has been designed for those students who offer one of their specialization subjects from geography and another one from the rest of the subjects other than social studies area.

Objectives

After the completion of this course the student teachers will be able to:

1. Describe the nature and foundation of social studies;
2. Enumerate three domains of instructional objectives of social studies;
3. Describe and develop skills needed for teaching social studies;
4. Give introduction of geography education with special emphasis on an analytical study of secondary school geography curriculum and text books;
5. Apply suitable teaching methods and resources for teaching geography in secondary schools of Nepal;
6. Construct and use different types of test items for written examination of Geography;
7. Prepare instructional plans for teaching Geography.

Part I

Contents

UNIT V: Skills in Social Studies:

1. Reading skills;
2. Intellectual skills - analyzing, synthesizing, and deriving conclusions;
3. Social skills - group work, discussion and leadership skills.

Part II

UNIT VI: Geography Education:

1. Growth of geography as a school subject;
2. The place of geography in school curriculum;
3. Aims and objectives of geography education.

UNIT VII: Trends in Geography Education:

1. Emphasis on integration;
2. Emphasis on activities;
3. Emphasis on human aspect of geography.

UNIT VIII: Analytical Study of the Current Secondary School Geography Curriculum:

1. Objectives;
2. Scope & Sequence of the content;
3. Selection of the content;
4. Areas of study emphasised.

UNIT IX: Analytical Study of the Current Secondary School Geography Text Books.

UNIT X: Methods and Approaches of Teaching Geography:

1. Oral lesson method;
2. Discussion method;
3. Inquiry method;

4. Observation method;
5. Regional method;
6. Comparative method;
7. Sample study approach.

UNIT XI: Use of Resources for Teaching Geography:

1. Map, chart, graph & diagram-construction and use related to the school text;
2. Picture-collection and use related to the school text;
3. Globe, atlas and model;
4. Text book and supplementary materials;
5. Geography teacher;
6. Community, resources-field trips and resource persons.

UNIT XII: Supplements to Teaching Geography:

1. Teaching local Geography;
2. Planing Geography room.

UNIT XIII: Construction of Test Items:

1. Subjective - essay type (short/lon answer);
2. Objective - multiple choice matching, true & false and completion items;
3. Construction of test items to measure geographic skill with reference to reading map, globe, graph & diagram, atlas, picture and contour.

UNIT XIV: Planning for Teaching Geography:

1. Unit plan;
2. Lesson plan.

UNIT XV: Planning of Lessons:

1. Planning of ten lessons on the basis of secondary school geography text books.

Recommended Books

Jaralime K. John, Social Studies in Elementary Education.
Meger, Robert F., Preparing Instructional Objectives.
Michaelies, John V., Social Studies for children in a Democracy:Recent Trends and Developments.
CDC, Secondary School curriculum.
Hall, David, Geography and Geography Teachers.
J.E.M.O., Secondary School Geography Text Books.
Macnee E.A., Teaching of Geography.
Rai, B.C., Teaching of Geography.
UNESCO, Source Book for Geography.
Varma, O.P., Geography Teaching.
Williams, Michael, Geography and Integrated Curriculum.

METHODS OF TEACHING GEOGRAPHY II

Full Marks: 100
Theory

This course intends to orient prospective student teachers to the nature and scope of geography. It also helps them to develop knowledge and skills required for effective teaching of geography. This course has been designed for these students who offer both of their specialization subjects from social studies area (One of the specialization subjects from geography and another one from the rest of the social studies area)

Objectives

After the completion of this course the student teachers will be able to:

1. Describe the nature and scope of geography;
2. Give the introduction of Geography Educatrion with emphasis on an analytical study of secondary school Geography curriculum and text books;
3. Apply suitable teaching methods and resources for teaching Geography;
4. Construct and use different types of test items for written examination of Geography;
5. Prepare instructional plans for teaching geography.

Contents

UNIT I: Nature of Geography:

1. Changing concept of Geography;
2. Geography defined & analysed;

3. Nature & Scope of modern Geography;
4. Relation of Geography with Social and Natural Sciences.

UNIT II: Geography Education:

1. Growth of Geography as a school subject;
2. The place of Geography in School Curriculum;
3. Nature & scope of School Geography;
4. Aims & objectives of Geography education.

UNIT III: Trends in Geography Education:

1. Emphasis on integration;
2. Emphasis on activities;
3. Emphasis on human aspect of Geography;
4. Emphasis on area study.

UNIT IV: Geography Curriculum:

1. Developing geography Curriculum;
   a. Basic principles & problems;
2. Analytical study of the current secondary school geography curriculum:
   a. Objectives;
   b. Scope & sequence of the content;
   c. Selection of the content;
   d. Areas of study emphasised.

UNIT V: Analytical Study of the Current Secondary School Geography Text Books.

UNIT VI: Methods & Approaches of Teaching Geography:

1. Oral lesson method;
2. Discussion method;
3. Inquiry method;

4. Observation method;
5. Comparative method;
6. Sample study approach.

UNIT VII: Geography for Primary, Lower Secondary and Secondary Level; Some Psychological Consideration, Syllabus and Teaching Method.

UNIT VIII: Methods, Techniques & Approaches of Teaching Different Branches of Geography:

1. Physical Geography;
2. Economic & Human Geography;
3. Regional Geography;
4. Practical Geography.

UNIT IX: Supplements to Teaching Geography:

1. Teaching local Geography;
2. Teaching weather and climate;
3. Planning geography room;
4. Conservation education.

UNIT X: Use of Resources for Teaching Geography:

1. Map, Chart, Graph, & diagram-construction and use related to the school text;
2. Picture-collection and use related to the school text;
3. Globe, atlas and model;
4. Text book and supplementary materials;
5. Geography teacher;
6. Community resources-field trips and resource persons.

UNIT XII: Construction of Test Items:

1. Subjective-essay type (short/long answer);
2. Objective-multiple choice, matching true & false and completion items;

3. Construction of test items to measure geographic skill with reference to reading map, globe, graph, diagram, atlas, pictures and contour.

UNIT XIII:Planning for Teaching Geography:

1. Unit plan;
2. Lesson plan.

UNIT XIII:Planning of Lessons:

1. Planning of ten lessons on the basis of secondary school geography text books.

Recommended Books

CDC, Secondary School Curriculum.
Hall,David,Geography and Geography Teachers.
J.E.M.O., Secondary School Geography Text Books.
Meanee, E.A., Teaching of Geography.
Rai, B.C., Teaching of Geography. UNESCO,
UNESCO, Source Book for Geography Teaching
Varma, O.P., Geogpraphy Teaching.
Williams, Michael, Geography and Integrated Curriculum.
Hartshorne, The Nature of Geography.

नेपाली कविता-काव्य र साहित्यशास्त्र

पूर्णाङ्क: १००
सैद्धान्तिक

पाठ्यांश परिचय

यो पाठ्यांश नेपाली साहित्यका प्रमुख कविका कविता-काव्यको विकासक्रम र प्रवृत्तिको विशेष जानकारीका साथै पूर्वीय र पाश्चात्य साहित्यशास्त्र सम्बन्धी विभिन्न वाद र मान्यताहरूको र नेपाली समालोचनाको विकासक्रमको सामान्य जानकारीका लागि राखिएको हो ।

उद्देश्य

यस पाठ्यांशको अध्ययनबाट विद्यार्थीहरू निम्नलिखित कुराहरूमा सक्षम हुनेछन्,

क) कविता, खण्डकाव्य र महाकाव्यको स्वरूप बताउन,

ख) नेपाली कविता-काव्यका विकासक्रमको वर्णन गर्न,

ग) भाव बुझी र लय हाली कविता-काव्य पढ्न,

घ) विभिन्न दृष्टिकोणले कविता-काव्य विवेचना गर्न,

ङ) विभिन्न कविका कविताको परिचय दिन,

च) साहित्य तत्व सम्बन्धी प्रमुख कुराको जानकारी दिन,

छ) साहित्यमा प्रचलित विभिन्न वाद र मान्यताको परिचय दिन,

ज) छन्दको परिचय दिन,

झ) नेपाली समालोचनाको विकासक्रम र यसका प्रमुख प्रवृत्तिको जानकारी दिन,

पाठ्यविषयको विवरण

खण्ड "क" कविता-काव्य अङ्क: ५०

कविताको परिचय, विकासक्रम तथा केही प्रमुख कविका कविता

१. कविताको सैद्धान्तिक परिचय (फुटकर कविता, खण्डकाव्य र महाकाव्य)

२. नेपाली कविताको विकासक्रम (प्रमुख मोड, धारा र प्रवृत्ति)

३. निम्नलिखित कवि र तिनका कविताको विभिन्न दृष्टिले अध्ययन र विवेचना

यदुनाथ पोखरेल - नेपालीका वीर सिपाही

भानुभक्त आचार्य - भक्तमाला

मोतिराम भट्ट - केही श्लोक

लेखनाथ पौंडेल - सत्यसन्देश

बालकृष्ण सम - स्वर्ग र देवता

४. उपर्युक्त कविताका विशिष्ट पंक्तिहरूको व्याख्या

देवकोटायुगिन तथा समसामयिक कविका कविता

१. निम्नलिखित कवि र तिनका कविताको विभिन्न दृष्टिले अध्ययन र विवेचना

लक्ष्मीप्रसाद देवकोटा - बाघले बच्चा किन खान्छ ?

सिद्धिचरण श्रेष्ठ - मेरो प्रतिबिम्ब

गोपालप्रसाद रिमाल - प्रति

माधव घिमिरे - बैशाख

म.वि.वि. शाह - राराकी अप्सरा

विजय मल्ल - छोरीलाई मानचित्र पढाउँदा

अगमसिं गिरी - नचिनिने भएछौं

भूपी शेरचन - हामी

मोहन कोइराला - फर्सीको जरा

बैरागी काइँला - मातेको मान्छेको भाषण
मध्यरातपछिको सडकसित

२. उपर्युक्त कविताका विशिष्ट पँक्तिहरूको व्याख्या

<u>ऋतु विचार र आगो र पानी खण्डकाव्यको अध्ययन</u>

१. नेपाली खण्डकाव्यका विकासक्रमको परिचय

२. (क) खण्डकाव्यकार लेखनाथ र उनको प्रवृत्ति

(ख) विभिन्न दृष्टिकोण (भाव, विचार, प्रकृति चित्रण, परिवेश, छन्द, भाषाशैली शिल्प आदि) ले "ऋतुविचार" खण्डकाव्यको अध्ययन र विवेचना

(ग) ऋतुविचारको शरद विचारका विशिष्ट पँक्तिहरूको अध्ययन

३. (क) खण्डकाव्यकार सम र उनका प्रवृत्ति

(ख) विभिन्न दृष्टिकोण (विचार, परिवेश, भाषाशैली, शिल्प आदि) ले आगो र पानी खण्डकाव्यको अध्ययन र विवेचना

(ग) आगो र पानी खण्डकाव्यका प्रयुक्त विशिष्ट पँक्तिहरूको अध्ययन

कुञ्जिनी र राजेश्वरी खण्डकाव्यको अध्ययन

१. (क) खण्डकाव्यकार देवकोटा र उनका प्रवृत्ति

(ख) विभिन्न दृष्टिकोण (भाव, विचार, परिवेश, भाषाशैली, कथावस्तु, प्रकृतिचित्रण, शिल्प, चरित्र आदि) ले "कुञ्जिनी" खण्डकाव्यको अध्ययन र विवेचना

(ग) कुञ्जिनी खण्डकाव्यका विशिष्ट पंक्तिहरूको अध्ययन

२. (क) खण्डकाव्यकार माधव घिमिरे र उनका प्रवृत्ति

(ख) विभिन्न दृष्टिकोण (भाव, विचार, कथावस्तु, चरित्र, छन्द प्रयोग, भाषाशैली विकास, शिल्प आदि) ले राजेश्वरी खण्डकाव्यको अध्ययन र विवेचना

(ग) राजेश्वरी खण्डकाव्यका विशिष्ट पंक्तिको अध्ययन

सुलोचना महाकाव्यको अध्ययन

१. महाकाव्य परम्परा र नेपाली महाकाव्यको विकासक्रमको परिचय

२. महाकाव्यसम्बन्धी पूर्वीय तथा पाश्चात्य दृष्टिकोण

३. महाकवि देवकोटाको प्रवृत्ति

४. विभिन्न दृष्टिकोणबाट सुलोचना महाकाव्यको अध्ययन र विवेचना (जस्तै; भाव, विचार, चरित्र, कथावस्तु, छन्द, परिवेश, भाषाशैली, शिल्प आदि) ।

५. सुलोचना महाकाव्यका १-१० सर्गसम्म प्रयुक्त विशिष्ट पंक्तिहरूको अध्ययन

खण्ड "ख" साहित्यशास्त्र　　　अङ्क: ५०

साहित्यतत्व र रसवादको परिचय

१. काव्य र साहित्य

२. शब्दशक्ति–अभिधा, लक्षणा र व्यञ्जनाको सामान्य परिचय र साहित्यमा लक्षणा र व्यञ्जनाको उपयोगिता

३. (क) रसको परिचय

(ख) रसोत्पत्तिका लागि आवश्यक पर्ने सामग्रीको परिचय (विभाव, अनुभव र संचारीभाव)

(ग) रससूत्रको व्याख्या र त्यससम्बन्धी मतमतान्तरहरू

(घ) साधारणीकरण र रसास्वादन

(ङ) नवरसको उदाहरणसहित परिचय

रीति, ध्वनी, वक्रोक्ति र औचित्यवादको परिचय

१. रीतिवादको परिचय र साहित्यमा रीतिको भूमिका

२. ध्वनिवादको परिचय र साहित्यमा ध्वनिको महत्व

३. वक्रोक्तिवादको परिचय: लोकशैली र वक्रशैली र वक्रोक्तिवादको महत्व

४. औचित्यवादको परिचय र साहित्यमा औचित्यको महत्व

अलंकारवाद र छन्दको परिचय

१. (क) अलंकारवादी प्रमुख आचार्यहरूको विचार

(ख) साहित्यमा अलंकारको महत्व

(ग) अलंकारको परिचय: शब्दालंकार, अनुप्रास, श्लेष, यमक र अर्थालंकार: उपमा, रूपक, अतिशयोक्ति, उत्प्रेक्षा, अपन्हुति, दृष्टान्त, अर्थान्तरन्यास, वक्रोक्ति, समासोक्ति, अप्रस्तुतप्रशंसा

२. (क) छन्दको महत्व

(ख) छन्दको सैद्धान्तिक परिचय (मात्रिक र वार्णिक भेदसहित)

(ग) गण-विचार

(घ) छन्दहरूको नेपालीमा उदाहरणसहित परिचय: शार्दूलविक्रिडित, मन्दाक्रान्ता, शिखरिणी, वंशस्थ, वसन्ततिलका, अनुष्टुप्, झ्याउरे ।

पाश्चात्य साहित्यशास्त्रका केही प्रमुख वादको परिचय

१. शास्त्रीयतावाद र स्वच्छन्दतावाद

२. यथार्थवाद र प्रगतिवाद

३. प्रतीकवाद, अस्तित्ववाद र विसंगतिवाद

नेपाली समालोचनाको परिचय

१. नेपाली समालोचनाको विकासक्रम र प्रवृत्ति

२. प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति - सूर्यविक्रम ज्ञवाली, रामकृष्ण शर्मा, यदुनाथ खनाल, डा. ईश्वर बराल, तारानाथ शर्मा, कृष्णचन्द्रसिंह प्रधान, डा. वासुदेव त्रिपाठी ।

पाठ्यपुस्तक

१. साझा प्रकाशन, साझा कविता, काठमाडौं ।

२. लेखनाथ पौंडेल, ऋतु विचार, साझा प्रकाशन, काठमाडौं ।

३. बालकृष्ण सम, आगो र पानी, साझा प्रकाशन, काठमाडौं ।

४. लक्ष्मीप्रसाद देवकोटा, कुञ्जिनी, साझा प्रकाशन, काठमाडौं ।

५. माधवप्रसाद घिमिरे, राजेश्वरी, साझा प्रकाशन, काठमाडौं ।

६. लक्ष्मीप्रसाद देवकोटा, सुलोचना, (महाकाव्य) साझा प्रकाशन, काठमाडौं ।

७. हेमाङ्गराज अधिकारी, पूर्वीय समालोचना सिद्धान्त, साझा प्रकाशन, काठमाडौं ।

<u>सहायक पुस्तक</u>

१. राममणि रिसाल, नेपाली काव्य र कवि, साझा प्रकाशन, काठमाडौं ।

२. बासुदेव त्रिपाठी, सिंहावलोकन, साझा प्रकाशन, काठमाडौं ।

३. साझा प्रकाशन, साझा समालोचना, साझा प्रकाशन, काठमाडौं ।

४. बासुदेव त्रिपाठी, पाश्चात्य समालोचनाको सैद्धान्तिक परम्परा, साझा प्रकाशन, काठमाडौं ।

५. केशवप्रसाद उपाध्याय, साहित्य प्रकाश, साझा प्रकाशन, काठमाडौं ।

६. ताना शर्मा, नेपाली साहित्यको इतिहास, सहयोगी प्रकाशन, काठमाडौं ।

नेपाली भाषा शिक्षण

पूर्णाङ्क: १००
सैद्धान्तिक

पाठ्यांश परिचय

यो पाठ्यांश विद्यालय तहमा नेपाली भाषाको पठन-पाठनव्यवस्थाका पाठ्यक्रम, पाठ्यपुस्तक तथा तत्सम्बन्धी सामग्रीको अध्ययन र विवेचना गर्ने क्षमताको विकासका साथै माध्यमिक तहमा नेपाली भाषा शिक्षण गर्ने क्षमताको विकासका लागि राखिएको हो ।

उद्देश्य

यस पाठ्यांशको अध्ययनबाट विद्यार्थीहरू निम्नलिखित कुरामा समर्थ हुनेछन्

१. भाषा पाठ्यक्रम निर्माणका सैद्धान्तिक आधारहरूको परिचय दिन,

२. नेपाली भाषा-पाठ्यक्रमको ऐतिहासिक विकासक्रमको सामान्य विवेचना गर्न,

३. माध्यमिक तहका नेपाली भाषा-पाठ्यक्रम, पाठ्यपुस्तक र तत्सम्बन्धी सामग्रीको विवेचना गर्न,

४. भाषा शिक्षण सम्बन्धी सामान्य सिद्धान्तको परिचय दिन,

५. नेपाली भाषा शिक्षणको प्रमुख समस्या ठम्याई तिनको निराकरण गर्ने उपाय पहिल्याउन,

६. भाषा शिक्षणका विभिन्न विधि एवं प्रविधिको उपयोग गरी नेपाली भाषा शिक्षण गर्न,

७. भाषा पाठ्यपुस्तकको उद्देश्यअनुरूप उपयोग गर्न,

८. नेपाली भाषा शिक्षणका लागि आवश्यक हुने अध्यापन योजना तयार गर्न,

९. नेपाली भाषा शिक्षणमा शिक्षण सहायक सामग्रीको आवश्यकता र तिनको प्रयोग तरिका बताउन,

१०. भाषाको मूल्याङ्कनमा उपयोगी उपायहरू पत्ता लगनउन र विभिन्न किसिमका प्रश्नहरू निर्माण गर्न ।

पाठ्यविषयको विवरण

भाषा-पाठ्यक्रम निर्माणका सिद्धान्तहरू

१. पाठ्यक्रमको स्वरूप र यसका प्रमुख अङ्गहरूको परिचय

२. भाषा-पाठ्यक्रम निर्माणका सामान्य सिद्धान्तहरू

३. पाठ्यवस्तुको छनोट र स्तरणका आधारहरू

नेपाली भाषा-पाठ्यक्रमको ऐतिहासिक विकासक्रम

विद्यालय तहमा नेपाली भाषा पठन-पाठन व्यवस्थाको शुरूवात र विकासका प्रमुख घटनाहरू (वि.सं. १९५८ मा भाषा पाठशालाको स्थापना, जयपृथ्वीबहादुर सिंहद्वारा पाठ्यपुस्तक लेखनमा ऐतिहासिक प्रयासको साथै १९९० को एस.एल.सी. वोर्डको सिलेवस, २००४ को आधार शिक्षा, २००८ को एस.एल.सी. को संशोधित सिलेवस, २०११ को नेपाल राष्ट्रिय शिक्षा आयोगको प्रस्तावित नेपाली पाठ्यक्रम, २०२० को शिक्षा सामग्री केन्द्र ववरमहलबाट प्रकाशित निम्न माध्यमिक पाठ्यक्रम आदि) मा नेपाली भाषाको स्थितिको सामान्य विवेचना ।

माध्यमिक तहको नेपाली भाषा पाठ्यक्रमको अध्ययन

१. उद्देश्यहरूको विश्लेषण

२. क्षेत्र र क्रम निर्धारण तथा विधा, विषयवस्तु र भाषातत्वको छनोट र स्तरणको उपयोगिता तथा उद्देश्य-अनुरूपता

३. भाषिक सीप तथा पाठ्यवस्तुको अङ्क विभाजन र समय विभाजनको विश्लेषण

४. पाठ्यक्रममा समावेश भएका अन्य शीर्षकको अध्ययन तथा विवेचना,

५. प्राथमिक तथा निम्नमाध्यमिक पाठ्यक्रमका तुलनामा माध्यमिक पाठ्यक्रम ।

माध्यमिकतहका नेपाली भाषाका पाठ्यपुस्तकहरूको अध्ययन र विवेचना

१. पाठ्यक्रम र पाठ्यपुस्तकको सम्बन्ध

२. निम्नलिखित आधारमा माध्यमिक तहका भाषा पाठ्यपुस्तकहरूको अध्ययन र विवेचना: भाषातत्व, विषयवस्तु र विधाको छनोट तथा संयोजनामा उद्देश्य - अनुरूपता, विधाको प्रस्तुतिकरणमा भाषिक तथा वैचारिक शुद्धता, अभ्यासइरूमा विधाको प्रयोजन-अनुरूपता, व्याकरणका अभ्यासहरूमा उद्देश्यअनुरूपता ।

पुराना र नयाँ नेपाली भाषा पाठ्यक्रम र पाठ्यपुस्तकको तुलनात्मक अध्ययन

१. पुरानो एस.एल.सी. को पाठ्यक्रम (सिलेवस) र वर्तमान नेपाली पाठ्यक्रम

२. पुरानो कक्षा आठ (निम्न माध्यमिक) को पाठ्यक्रम र वर्तमान पाठ्यक्रम

३. एस.एल.सी.का पुराना पाठ्यपुस्तक र वर्तमान पाठ्यपुस्तक

४. कक्षा आठका पुराना पाठ्यपुस्तक र वर्तमान पाठ्यपुस्तक

५. छिमेकी देशमा प्रचलित कुनै भाषा पाठ्यक्रम र वर्तमान नेपाली पाठ्यक्रम

<u>नेपाली भाषा शिक्षणसम्बन्धी सामान्य परिचय</u>

१. नेपाली भाषा शिक्षणको आवश्यकता

२. पहिलोभाषा सिकाइ र दोस्रो भाषा सिकाइमा भिन्नता

३. भाषा शिक्षणका सामान्य सिद्धान्तहरू

<u>सुनाइ र बोलाइ शिक्षण</u>

१ क) माध्यमिक तहमा सुनाइ शिक्षणको आवश्यकता

ख) सुनाइ शिक्षणका कार्यकलापहरू र तिनको शिक्षणक्रम

२. क) माध्यमिक तहमा बोलाइ शिक्षणको आवश्यकता

ख) बोलाइमा कमजोर हुनाका कारणहरू र तिनलाई हटाउने उपायहरू

ग) बोलाइ शिक्षणका कार्यकलापहरू र तिनको शिक्षणक्रम

३. सुनाइ र बोलाइ शिक्षणको सम्बन्ध

पढाइ शिक्षण

१. सस्वर पढाइ र मौन पढाइको आवश्यकता

२. सस्वर पढाइका कार्यकलापहरू र तिनको शिक्षणक्रम

३. मौन पढाइ तथा पठनबोधका कार्यकलापहरू र तिनको शिक्षणक्रम

४. शब्दार्थ शिक्षण

लेखाइ शिक्षण

१. माध्यमिक स्तरका लेखाइ शिक्षणको आवश्यकता

२. लेखाइमा पाइने कमजोरीहरू र तिनको निराकरणका उपायहरू

३. लेखाइ शिक्षणको क्रियाकलापहरू र तिनको शिक्षणक्रम

४. वर्णविन्यास शिक्षण

५. वाक्यगठन शिक्षण

व्याकरण शिक्षण

१. व्याकरण शिक्षणको आवश्यकता र औचित्य

२. व्याकरण शिक्षणको पुरानो विधि

३. व्याकरण शिक्षणमा प्रत्यक्ष विधि

४. आगमन विधि

५. भाषा - पाठ्यपुस्तक विधि (भाषा पाठ्यपुस्तकद्वारा व्याकरण शिक्षण गर्ने कुरा) र यसको औचित्य ।

पाठ्यपुस्तक प्रयोग

१. भाषा पाठ्यपुस्तक र अन्य विषयका पुस्तकमा भिन्नता

२. पाठ्यपुस्तक राखिएका विधाहरूको प्रयोजन तथा प्रयोग विधि

३. भाषा पाठ्यपुस्तक विधाहरूका अन्त्यमा नमुना अभ्यासहरूको आवश्यकता र तिनको प्रयोग ।

अध्ययन योजना

१. कार्य योजना तथा एकाइ योजनाको परिचय

२. विभिन्न विधाबाट विभिन्न प्रयोजनको लागि पाठयोजना तयार पार्नमा अभ्यास ।

शिक्षण सहायक सामग्री

१. भाषा शिक्षणमा सहायक सामग्रीको आवश्यकता

२. नेपाली भाषा शिक्षणमा प्रयोग हुने शिक्षण सहायक सामग्रीको परिचय र प्रयोग विधि ।

नेपाली भाषा शिक्षणका समस्या

१. नेपाली भाषा शिक्षणका सामान्य समस्या

२. भाषिक त्रुटिहरू र तिनका पहिचान

३. त्रुटि विश्लेषणका सामान्य तरिका

४. निराकरणात्मक शिक्षण

मूल्याङ्कन

१. भाषिक मूल्याङ्कनका सिद्धान्त

२. भाषिक मूल्याङ्कनका साधन तथा उपायहरू

३. विभिन्न प्रयोजनका लागि प्रश्न निर्माण अभ्यास

पाठ्य एवं सहायक पुस्तक

१. शिक्षा मन्त्रालय, पा.वि.नि.वि. केन्द्र माध्यमिक शिक्षा पाठ्यक्रम २०३८ ।

२. शिक्षा मन्त्रालय,पा.वि.नि.वि. केन्द्र प्राथमिक र निम्न माध्यमिक शिक्षा पाठ्यक्रम २०३८ ।

३. जनक शिक्षा सामग्री केन्द्र महेन्द्र माला कक्षा ८,९,१० ।

४. जनक शिक्षा सामग्री केन्द्र, एस.एल.सी. को सिलेवस (२०२८ पहिलेको) ।

५. कलेज अफ एजुकेशन, नेपालमा शिक्षा, १९५६ ।

६. शिक्षा सामग्री केन्द्र, कक्षा ६,७,८ को पाठ्यक्रम, ववरमहल, २०२० ।

७. श्रीराज शर्मा, बलराम पौड्याल, वीरेन्द्र कुमार मल्लिक, भाषा शिक्षण

८. शिक्षा मन्त्रालय, युनेस्को युनिसेफ शाखा, काठमाडौं ।

WORLD CONSTITUTION

FULL Marks:100

Theory

This course is designed for the students of the Bachelor Degree level. It aims at imparting basic knowledge of the five selected constitutions of the world.

Objectives:

After the completion of this course the prospective teachers will be able to:

a. identify the salient features of the selected constitutions;

b. state the Fundamental Rights of the concerned citizens;

c. describe the Composition, Power and Functions of the constitutional organs;

Contents:

Unit I: British Constitution (U.K.)

1. Salient features of the constitution.

2. The Crown:Power and Functions.

3. i) Prime Minister:
Position, Power and Functions.

ii) Cabinet: Composition, Power and Functions.

4. Parliament:(i).House of Lords:Composition, Powand Functions.(ii) House of Commons: Composition Power and Functions.

5. Judiciary: Features of Judicial System, and Rule of Law.

Unit II: <u>Constitution of the USA.</u>

1. Salient feature of the constitution
2. Fundamental Rights of the American people
3. The Presidency:Position, Power and Functions of the President and the Vice-President.
4. Congress: (i) House of Representative: Composition, Power and Funcitons, (ii) Senate: Composition, Power and Functions.
5. Federal Judiciary: Supreme Court - Composition,power and Functions.

Unit III: <u>Constitution of the USSR (1977).</u>

1. Salient features of the constitution.
2. Fundamental Rights and duties of the Soviet people.

3. The Supreme Soviet of the USSR and the Presidium of the Supreme Soviet of the USSR - Composition, Power and Function.

4. Council of Ministers of the USSR - Composition, Power and Fuctions.

5. Soviet Judiciary - Its main features.

Unit IV: <u>Constitution of India.</u>

1. Salient features of the Constitution of India.
2. Fundamental Rights of the Indian people.

3. The President of India: Position, Power and Functions.
4. Union Cabinet: Composition, Power and Functions.
5. Prime Minister Position, Power and Functions.
6. Parliament:(i) Council of State Composition, Power and Functions, (ii) House of the People - Composition, power and Functions.
7. Supreme Court of India: Composition, Power and Fuctions.

Unit V: The Constitution of the Kingdom of Nepal 2047.

Recommended Books.

Kapoor, A.C.	- S e l e c t e d constitutions.
Maharjan, V.D.	- Selecte Modern Governments.
H.M.G. Publications	- The Constitution of Nepal.

Reference Books.

Jannings, Ivor,	- Cabinet Government.
Beck, James,	- Constitution of the United States.
Beard, C.A.,	American Government and Politics.

MEHTODS OF TEACHING POLITICAL SCIENCE I

Full Marks:100

Theory

This course intends to orient the prospective Secondary Political Science teachers to the nature of Social Studies and Political Science Education. It also includes the objectives, curriculum and text - book study of Political Science Education of the Secondary School level. This course is compulsory for those students who offer their specialization subjects from Social Studies and other curriculum areas. Students offering both of the specialization subjects from Social Studies curriculum area should take methods I in one secialization I subject and methods II in another specialization subject.

Objectives:

After the completion of this course the student teachers will be able to:

a. describe the broad concepts, structure, organization and generalization of Social Studies and their diciplines with reference to Nepal.

b. enumerate three domains of instructional objectives of Social Studies.

c. describe and develop skills needed for supplements of teaching Social Studies.
d. give introduction of Political Science Education with special emphasis on an analytical study of the current Secodnary School Civics course and text books;
e. apply suitable teaching methods and resource for teaching Panchyat and Civics course;

f. construct and use different types of test items for written examination;
g. prepare instructional plans for teaching Civics course;

Part I

Contents:

Unit I: Nature of Social Studies.

1. Meaning and scope of Social Studies;
2. Objectives of Social Studies Education;
3. Difference between Social Studies and Social Sciences;
4. Social Studies Education in Nepal;

Unit II: <u>Foundation of Social Studies:</u>

1. Social Sciences as the foundation of Social Studies;
2. The concept of the structure ofa discipline;
3. The bsic concepts and generalization of Social Sciences (History, Political Science, Geography, Economics, Sociology and Anthropology).

Unit III. <u>Setting Social Studies Objectives.</u>

1. The concept of instructional objectives.
2. Simple classification of objectives under the following heads:
   a. Understanding;
   b. Skills;
   c. Attitudes.

Unit IV. <u>Supplements to teaching Social Studies:</u>

1. Teaching current affairs;
2. Teaching controversial issues.

Unit V. <u>Skills in Social Studies:</u>

1. Reading skills;
2. Intellectual skills - analyzing, synthesizing and deriving conclusions;
3. Social skills - group work, discussion and leadership skills.

Part II

Unit I: **Political Science Education:**

1. Nature of Political Science Education;
2. Importance of Political Science Education.

Unit II: **Aalytical study of the current Secondary School and Civics Courses:**

1. Objectives;
2. Scope and Sequence.

Unit III: **Study of the current and Civics text books of Grade VIII - X.**

Unit IV: **Teaching Method:**

1. Lecture method;
2. Discussion method;
3. Inquiry method:Goal and process.

Unit V. **Teaching Resources.**

1. Text books and supplimentary reading materials;
2. Use of charts and maps;
3. Community resources field trips and resource persons.

Unit VI: <u>Construction and use of test items.</u>

1. Subjective Essay Type (Short and Long answer).
2. Objective - Multiple choice, Matching, True and False and Completion items.

Unit VII: <u>Instructional Planning:</u>

1. Unit plan;
2. Lesson Plan.

<u>Recommended Books:</u>

The current Secondary School Civics curriculum.
The current Secondary School and Civics test books. Jarolimek, John, <u>Social Studies in Elementary Education.</u>
Banks, James A. and Ambros A. Clegg, Jr. <u>Teaching Strategies for the Social Studies.</u>
Jarolimek, John and Hular M. Walsh, <u>Readings for Social Studies in Elementary Education.</u>

METHODS OF TEACHING POLITICAL SCIENCE II.

Full Marks:100

Theory

This course is designed to help prospective teachers to develop skills and knowledge required for effetive teaching and supply feed back for improving curriculum and text book. It also intends to provide them with ability to upgrade themselves in their respective Social Science teaching subjects. This course is meant only for those students who offer both of the specialization subjects from Social Studies area.

Objectives:

After the completion of this course the student teachers will be able to

a. state the concept and nature of Political Science and its relations with other Social Sciences;

b enumerate importance and objectives of Political Science Education with emphasis on an analytioal study of the Secondary School Civics text books;

c. apply suitable teaching methods and resources for teaching and Civics course;

d. construct and use different types of test items for written examination.

Contents.

Unit VIII: Teaching Resources:

1. Text book and supplimentary reading materials.
2. Use of charts and maps;
3. Community resources - field trips and resource persons.

Unit IX: Construction and use of test items.

1. Subjective - Essay type (Short and Long answer);
2. Objective - Multiple choice, Matching, True and False and Completion items.

Unit X: Instructional Planning.

1. Unit plan;
2. Lesson plan.

Recommended Books:

The current Secondary School Civics Curriculum.
The current Secondary School Civics text books.

Printed at :-
Monaj Offset Press Pvt Ltd.
Kupondole (Bus stop)
Phone :- 5-24075