

Faculty of Education

Master of Education (M.Ed.)

in

* Health Education

* Physical Education

Curriculum

1999



Curriculum Development Centre

Tribhuvan University

Kirtipur, Kathmandu

Nepal

Faculty of Education

TEXT BOOK

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Master of Education (M.Ed.)

- * Health Education
- * Physical Education

Effective from 1999

Office of the Dean
Faculty of Education
Tribhuvan University
Kathmandu, Nepal

Tribhuvan University
Faculty of Education
Master of Education (M.Ed) Programme

Education has a key role in national development. The extent to which education will be able to support the process of national development depends on the academic and professional strengths of educational planners, managers, teacher educators, headmasters and teachers. As the demand for quality schooling and higher education rises, the need for competent professionals becomes even greater. To meet this need the Faculty of Education (FOE), Tribhuvan University with its two-year Master programme is committed to providing better and qualified teachers, teacher educators, educational administrators and planners, system analysts and experts in the field of education.

The FOE has introduced three-year B.ED. programme since 1996 with the curriculum focused on meeting varying social needs. This necessitated restructuring the M.Ed. curriculum so to make it consonant with the newly developed B.Ed. programme. All in all, this change has been prompted by the visions and the experiences of teacher educators and other professionals working in the field of education all these years.

I. Programme Objectives

The overall objective of the M.Ed. program is to produce higher level manpower in the field of education. More specifically, the main objectives are :

- to develop leadership manpower in the field of education;
- to produce better qualified and competent teacher educators;
- to produce efficient educational planners, administrators and supervisors and other educational experts;
- to promote innovative practices in the field of education; and
- to produce better trained teachers especially at the higher level.

II. Curriculum Structure

The curriculum structure for this programme consists mainly of the core and specialization areas. The weightage and full marks given to these areas are as follows:

Areas	Weightage	Full Marks
a. Core Courses	30%	300
b. Specialization	65%	650
c. Elective	5%	50
Total	100%	1000

a. *The core courses consist of the following:*

<u>Courses</u>	<u>Full Marks</u>
i. Foundations of Education	100
ii. Psychology in the Classroom	50
iii. Curriculum Planning and Practices	50
iv. Measurement and Evaluation in Education	50
v. Research Methodology	50
Total	300

b. *Each specialization subject covers the following areas:*

<u>Areas</u>	<u>Full Marks</u>
i. Content Courses	350-450
ii. Pedagogical Courses	100-200
iii. Practicum	50
iv. Thesis	50
Total	650

Students can specialize in any one of the following subjects provided that they have basic background knowledge in that subject:

- i Curriculum and Evaluation
- ii Educational Planning and Management
- iii English Education
- iv Nepali Education
- v Science Education
- vi Health Education
- vii Physical Education
- viii Geography Education
- ix Economics Education
- x History Education
- xi Political Science Education
- xii Mathematics Education

In addition to specializing in any one of these subjects, the students of this program are required to conduct independent research work and participate in teaching and its related activities (practicum). Both the thesis writing and practicum have to be related to the specialization subject of the student.

III. Course Cycle

Area	First Year	Full Marks	Second Year	Full Marks
Core area	Core Courses	200	Core Courses	100
	i. Foundation of Education	100	i. Measurement and Evaluation in education	50
	ii. Psychology in the classroom	50	ii. Research Methodology	50
	iii. Curriculum Planning and Practices	50		
Specialization	As approved by concerned subject committee	300	As approved by concerned subject committee	350
Elective			As approved by concerned subject committee/dept.	50
Total		500		500

IV. Instructional Days

Generally an academic year will consist of 150 teaching days excluding the days taken by admission and annual examination. A theory paper of 100 marks will generally carry 150 lectures and 5 periods a week and a paper of 50 marks, 75 lectures and 3 periods a week. A practical course of 50 marks requires the students to attend 4 periods per week. Each lecture must be of 55 minutes duration.

V. Method of Instruction

The method of teaching in the M.Ed. programme will be a combination of several approaches. Class lecture, group discussion, demonstrations, guest lectures, seminar, term paper presentation, case analysis, problem solving, practical experiences and fieldwork approaches will be used as different techniques of giving instruction in the courses so that students will be able to develop abilities for self learning, problem solving and critical thinking.

VI. Eligibility for Admission

A graduate with B.Ed. degree either one year, two year or three year from Tribhuvan University or a university recognized by Tribhuvan University will be eligible to apply for admission to the two year M.Ed. programme.

VII. Admission Criteria

An applicant seeking admission to the M.Ed. programme must appear in the Entrance Test (ET) of two hour's duration conducted by the FOE. The ET questions will be related to general education, educational aptitude and the subject of specialization. Fifty percent weightage will be given to education-related areas and the remaining fifty percent weightage will be given to specialization subject. A merit list of the applicants will be prepared by adding the percentage of marks they have obtained in their previous qualification for application with the marks scored by them in ET. An applicant who fails to

obtain a minimum qualifying score of 35 percent will not be eligible for admission. Admission of candidates will be based on the merit list and the intake capacity of the Central Department/Campuses. Each student will have to appear in the year-ending examination of all the courses offered in the first year to be eligible for enrolment in the second year.

VIII. Thesis Writing and Evaluation

Thesis writing within the specialization area is compulsory. **Only those students who have passed all the courses of the first year programme will be allowed to undertake thesis writing.** The thesis has to be written under the direct supervision of a Faculty member of the Campus/Department. The format for writing the research proposal and the procedure for approving it will be as fixed by the Departmental Research Committee. The evaluation of the thesis will be based both on the written part and viva-voce. Of the total weightage given to thesis course, seventy percent weightage will be allocated to the written quality of the thesis and the remaining thirty percent will be allocated to viva-voce. Viva -voce for the thesis of the student will be conducted only after passing all the courses offered in the second year of M.Ed.

IX. Practicum

The practicum is an integral part of the M.Ed. programme. It is designed to provide opportunities to students to actually participate in the activities of the campus or of higher secondary school level. Each student is required to complete three activities - classroom teaching, internship and curriculum evaluation in their specialization subject. However, students specializing in Educational Planning and Management are required to undertake other activities in place of classroom teaching. This practicum course is carried out within or after the second year of the programme for six weeks. **Students who have passed all the courses offered to them in the first year can participate in this course.**

X. Attendance and Evaluation System

- Minimum attendance (i.e. 70p. c.) in accordance with the University regulation is required in each subject in order to be eligible for the annual examinations (i.e. 70 percent).
- Controller of Examination, T.U., will conduct the annual examinations at the end of each academic session. Each student must appear in and pass all those examinations in order to qualify for M.Ed. degree.
- The evaluation procedures for practical courses will be as specified by the subject committees.
- The minimum pass marks for the theory paper is 40 percent and for the practicum, 50 percent.

XI. Grading System

The grading system will be as follows:

Third Division:	40% and above
Second Division	50% and above
First Division	60% and above
Distinction	75% and above

XII. Graduation Requirements

The M.Ed. programme extends over two academic years. M.Ed. degree is awarded on its successful completion. All the candidates for M.Ed. degree must fulfill the following requirements:

- The successful completion of 1000 marks as prescribed with the passing grades in all the courses.
- Completion of courses for the fulfillment of this programme must occur within the time frame prescribed by T.U.

Educational Core Courses

First Year

Course No.	Course Title	F. M	Year	Nature
Ed. Psy. 501	Foundations of Education	100	I	Theoretical
Ed. Psy. 502	Psychology in the Classroom	50	I	Theoretical
Ed. 503	Curriculum Planning and Practices	50	I	Theoretical

Second Year

Ed. 504	Research Methodology	50	II	Theoretical
Ed. Psy. 505	Measurement and Evaluation in Education	50	II	Theoretical

Foundations of Education

Course No.: Ed. 501

Nature of the course: Theoretical

Year: First

Full Marks: 100

Pass Marks: 40

Periods per week: 5

Course Description

This is a compulsory course designed for the students of Master Degree in Education. It intends to develop a comprehensive theoretical knowledge and understanding related to the philosophy, history and sociology of education. It also deals with the education system in selected countries of the world.

General Objectives

The general objectives of this course are (a) to assist the students in developing a philosophical base of education, (b) to explore the use of sociological knowledge in education, and (c) to acquaint the students with the basics of education in various countries.

Specific Objectives

- Explain the meaning, uses and functions of philosophy.
- Explain progressivism and existentialism and their contributions in education.
- Discuss the concepts of reality, nature of knowledge, values system and their implications in education of Hindu and Buddhist Philosophy.
- Explain the Origin, Nature and Structure of the Sociology of Education.
- Analyse the Theories of Social Stratification in Education.
- Describe the perspective of Social Mobility in Education.
- Explain the factors of cultural reproduction and the process of transmission of knowledge.
- Describe the process of social transformation in Education.
- Explain the political role in Education.
- Describe major educational systems of the Ancient, Medieval and Modern periods.
- Explain the structure of education in the context of selected countries.
- Identify the national goals of education in different countries.
- Study and explore the subject areas taught in the primary and secondary levels including their major focus.
- Explore the evaluation systems of different countries, and make a comparative analysis.
- Describe the administrative structure of education at the central, district and local levels.
- Analyze the provision of teacher education in selected countries.

Course Contents

Part I: Philosophical Foundation

- Unit I Introduction to Philosophy** **6 hrs.**
- Approaches to study philosophy
 - Philosophy and Education
 - Uses of philosophy
 - Fields of philosophy (Metaphysics, Epistemology, Axiology, Logic)
 - Functions of Philosophy (Descriptive, Speculative, Prescriptive, Analytic)
- Unit II Progressivism in Education** **6 hrs.**
- Basic principles
 - Progressivism and Education
 - Progressivism and Aims of Education
 - Progressivism and Curriculum
 - Progressivism and Role of the Teacher, School and Students.
- Unit III Existentialism in Education** **6 hrs.**
- Existentialism and Education
 - Existentialism and Aims of Education
 - Existentialism and Curriculum
 - Existentialism and Role of the Teacher, Student and School
- Unit IV Hindu and Buddhist Philosophy** **7 hrs.**
- Views of Hindu Philosophy**
- Concept of Reality
 - Nature of Knowledge
 - Value system
- Views of Buddhist philosophy**
- Concept of Reality
 - Nature of Knowledge
 - Value system
 - Implications of their views in Education

Part II Sociological Foundation

- Unit V The Origin, Nature and Structure of the Sociological Foundation of Education** **6 hrs.**
- Origin and development stage
 - Educational Sociology and the Sociology of Education (concept, differences and functions)
 - The content and the scope of the Sociology of Education.

- Theory and methodology related to the Sociology of Education (The nature of theory, Major theoretical orientation: Structural - Functionalism, conflict Theory, Symbolic Interactions and Contradiction Theory of Marx)

Unit VI Theories of Social Stratification 6 hrs.

- Social Stratification: five basic characteristics (Ancient, Ubiquitous, The social patterning, the diversity of form, amount and the consequences)
- Thought and theory of stratification (consensus vs conflict theories)
- The shape of stratification (classes and status groups, continuous versus discrete variables, objective versus criteria, the reputation approach)

Unit VII Education and Social Selection 6 hrs.

- The nature of Social Mobility (concept, measures and trends)
- Socio-economic status; intelligence and the attainment of higher education.
- Educational Factor and Social Mobility

Unit VIII Social Transformation and Education 6 hrs.

- Social policy and Education (concept, need and impact)
- Educational opportunity and equity.
- The problems of the economics of education.
- Changes-place in society (evolutionary theory, cyclic theory and conflict theory)
- Changing process in the context of Nepalese society.

Unit IX The Politics of Education 7 hrs.

- The nature of power (force, authority, and democratic representative).
- The distribution and use of power (structure approach, the power elite approach, the pluralist approach)
 - Characteristics
 - Nature of Society
 - Social Changes
 - Social Mobility
- The role of the state in Education (power, functions, order, and rules and regulations)
- The teacher and the student movement (concept, organizational structure and the role)

Unit X Education and Culture 5 hrs.

- Concept of Culture (pattern and functions)
- Relation between Education and Culture
- The process of Cultural Transmission

- comparatively explain the social justice approaches in education

Unit XI Education and Social Justice **5 hrs.**

- Approaches to Social justice
 - International Conventions: - Human Right, Child Rights, Labourers' Rights, Women's Rights.
 - National Legislative Provisions: - Human Right, Child Rights, Labourers' Rights, Women's Rights.
- Marginalized and Disadvantaged Population
- Approaches to Promote Social Justice in the Society
 - Education
 - Legislative provision
 - Advocacy for Social Justice
 - Rehabilitation program

Part III Historical Foundations of Education

Unit XII Historical Background of the Education System **7 hrs.**

- Bird's Eye- view
 - Ancient Education system in the west - Greek & Roman Education
 - Ancient Education system in the East-Hindu and Buddhist Education.
 - Education during the Medieval period
 - Development of Education in Nepal from Ancient to Modern periods.

Unit XIII Major Educational Movements Leading to the Development of Education in the Modern Period **7 hrs.**

- Basic Needs Approaches in Education
- Movement from Selective to Mass Education
- Movement from Religion to Nationalism
- Movement from Authoritarian to Democratic Education
- Human Rights Movement
 - Right to education
 - Gender equality
 - Peace education

Part IV Education System of Nepal, India, China, USA, Russia and Japan

Unit XIV Bases of Education of Above mentioned Countries **20 hrs.**

- National Goals
- Cultural factors
- Social factors
- Religious factors
- Geographical factors

- National economic factors
- Political system factor

Unit XV Structure and Levelwise Goals of Education of Above Mentined Countries 30 hrs.

- Pre-primary Education
- Primary Education
- Secondary
- Higher secondary
- Higher Education
- Teacher Education

Unit XVI Problems of Education Systems Interrelation of Education of Above Mentined Countries 20 hrs.

- Curriculum organization
- Examination system
- Student of admission
- Financing education

Instructional Techniques

- Lecture
- Discussion
- Assignments
- Presentations
- However, the following techniques may be useful for the study of the Education Systems in selected countries.
- Have the students study the materials provided by the teacher.
- The contents should be dealt with in a comparative form, not on an individual basis
- Comparative charts of each of the said contents should be developed, both by the teachers (for a model) and students in groups.
- Presentation of comparison (at least two countries) from each group is expected

Evaluation Technique

Final examination at the end of the academic year

External Examination 100%

Textbooks and References

- Allan C. Ornstein and David V. Levine, (1989), **Foundations of Education**, Houghton Mifflin Company, Boston, USA
- Boyd, William (1957), **History of Western Education**, London, Adam and Chats Black.
- Butler, **Four Philosophies and their practice in Education and Religion**, Harper & Row Publication.
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- Dandekar, **Psychological Foundations in Education** Macmillan India Limited.
- Good, H.G. (1960), **History of Western Education**, New York, MacMillan Company.
- George L.F. Bereday, (1967) **Comparative Method in Education**, Oxford and IBS Publishing Company Calcutta, India.
- Haralambos, Michael and Holborn, Martin (1995) **Sociology: Themes and Perspectives**. London: Collins Educational
- Hans, Nicholas, **Comparative Education**, Routledge and Kegan Paul Ltd. London.
- Kneller, George F (1964). **Introduction to the Philosophy of Education**. New York: Johnwiley & Sons.
- Mukherjee, **Comparative Education** Kitab Mahal, Pvt. Ltd., Allahabad, India.
- Morris, Ivor (1976). **The Sociology of Education: An Introduction**. London: George Allen & UNwin Ltd.
- Tumin, Melvin. M., (1982), **Social stratification** Prentice Hall of India.
- Thakur, A.S., (1977), **The Philosophical Foundations of Education**, National, New Delhi.
- Wagley M. & Karki, H. (1998), **Different Foundations of Education**, Bidhyarthi Publications, Kathmandu.

Psychology in the Classroom

Course No.: Ed. Psy. 502

Full Marks: 50

Nature of the course: Theoretical

Pass Marks: 20

Year: First

Periods per week: 3

Course Description

This is an educational psychology course focussing upon the theories and principles of human development, learning and guidance in education. It briefly deals also with the concept and causes of the different types of developmental deviations and their remedial measures.

General Objectives

The main objective of this course is to familiarise and orient the students with the different approaches to human development, learning theories, principles of guidance and the concept of developmental deviations so as to enable them to draw implications for teaching and education.

Specific Objectives

- Identify the stages of human development and their major characteristics.
- Explain the physical, mental and emotional characteristics of the adolescent and their implications in education.
- Compare the characteristics of the Nepalese adolescent with those of the west.
- Identify major factors involved in human development and their implications in education.
- Be familiar with different approaches to human development and their educational implications.
- Be acquainted with deviations and their remedial measures.
- Define guidance and counseling.
- Identify the areas of guidance.
- Explain the inter-relationship between guidance and education.
- Identify the needs of guidance in schools.
- Discuss the status of guidance services in Nepal today.
- Identify major theories of learning.
- Distinguish between behaviouristic and cognitive approaches to learning.
- Discuss the implications of each of the major behaviouristics and cognitive theories of learning.
- Explain the psychological base of some models of teaching
- Familiarise themselves with the nature of experiments done in learning.

Course Contents

- Unit I Nature and Stages of Human Development** **2 hrs.**
- A review of the different stages of human development and their major characteristics.
 - Concept of developmental norms and status of the normative studies in Nepal.
- Unit II Domains of Human Development** **3 hrs.**
- A review of physical, mental and emotional characteristics of adolescence and their educational implications.
 - The Nepalese adolescent vis-avis the adolescent in the west.
- Unit III Major Factors Influencing Human Development** **4 hrs.**
- Genetic and sex-related factors.
 - Socio-economic and educational factors.
 - Eco-cultural factors.
- Unit IV Theories of Human development** **8 hrs.**
- Major Issues in Human Development
 - Nature Vs Nurture
 - Universal Vs Culture Specific.
 - Maturation Vs Learning
 - Major Approaches to Human development
 - Behaviouristics Approach: Skinner's view
 - Psychoanalytic Approach: Freud's view
 - Humanistic Approach: Maslow's view
 - Cognitive Approach: Piaget's view
- Unit V Developmental Deviation: A General Survey** **13 hrs.**
- Nature and Types
 - Mental Retardation: symptoms and causes
 - Sexual Perversions: sex diseases and perversions
 - Behavioural Disorders: delinquency and psycho-sociopaths
 - The Drug Abusers
 - The economically and culturally deprived children.
 - Remedial Measures
 - Medical Measures
 - Institutionalization and Family Rehabilitation.
 - Special Education Programs: headstart program and education for the out-of school children.
 - Psychotherapies.
 - Practical: Case studies of the deviated.
- Unit VI Orientation to Guidance** **3 hrs.**
- Guidance Program (Preventive Measures)
 - Meaning of guidance

- Guidance and education
- Purpose of guidance
- Role of teachers and parents in guidance

Unit VII Scope and Functions of Guidance **6 hrs.**

- Process and Functions of Guidance
 - Understand the individual and his/her environment.
 - Help the individual develop his/her potentialities.
 - Enable him/her to solve life problems and live a happy life.
- Types of Guidance
 - Educational Guidance
 - Personal Guidance
- Guidance Services
 - Inventory Service
 - Information Service
 - Counselling Service
 - Placement Service
 - Follow-up and Research

Unit VIII Counselling **6 hrs.**

- The Concept
 - Meaning of Counselling
 - Relation of Counselling
 - Purpose and functions of counselling and the counselor.
- Types of Counselling
 - Diagnostic Counselling
 - Therapeutic Counselling
 - Directive and non-directive approaches to counselling.
- Techniques of Counselling
 - Individual Counselling
 - Group Counselling

Unit IX Introduction to the Theories of Learning **7 hrs.**

- Major issues in psychology of learning
 - Process and mechanism of learning
 - Role of practice, reward and punishment, and understanding in learning.
- Introduction to the behaviouristic and cognitive theories of learning and their distinctive features.

Unit X Behaviouristic Theories

1 Pavlovian Conditioning **7 hrs..**

- Principles and Applications
 - Acquisition of Conditioned Response (CR): The Pavlovian conditioning procedure,
 - Application of Pavlovian conditioning in

- * Habit formation,
- * Fear and other emotional conditioning,
- * Verbal learning
- * Sensitization
- Different Types of Conditioning
 - Aversive and escape conditioning
 - Vicarious conditioning
- Application of different forms of conditioning in acquiring and changing behaviour.
- Extinction of CR.
 - The extinction or unconditioning process.
 - The nature and type of inhibition process.
 - The phenomenon of spontaneous recovery and its implication.
 - Application of unconditioning in desensitization and emotional control.
- Contribution of Pavlov to the development of the theory and practice of learning.
- Practical demonstration of a simple Pavlovian conditioning experiment in the class or in Psychology lab.

2 Skinnerian Operant Conditioning

6 hrs.

- Acquisition of operant response: The technique of operant conditioning.
- Role of reinforcement in operant conditioning
 - Nature of reinforcement: Skinner's view,
 - Types of reinforcement
- * Primary and secondary reinforcement.
- * Positive and negative reinforcement.
 - Schedule of reinforcement.
- * Fixed-variable
- * Interval-ratio
- * Differential schedule
 - Impact of different schedules of reinforcement on operant behaviour.
- Application of operant conditioning in
 - Personnel management; group contingency management
 - Behaviour therapy
 - Verbal learning
 - Programmed instruction
 - Use of token economy.
 - Group Contingency
- Practical: The teacher demonstrates a simple experiment to show the effect of reinforcement and non-reinforcement on learning and teaching.

3 Thorndike's Connectionism

3 hrs.

- Thorndike's Trial and Error Process of Learning
- Application of Trial and Error in skill learning.
- Thorndike's Laws of Learning
- Applications of the primary laws of learning in teaching.
- Practical: Demonstrate the role of practice on learning verbal or motor skill.

Unit XI Cognitive Approaches to Learning

6 hrs.

- The information processing theory of learning
- Contribution of
 - Tolman's place learning, latent learning and expectancy learning experiments.
 - Wertheimer's productive thinking
 - Kohler's insight learning
 - Piaget's cognitive development to the development of cognitive theory of learning.
- Applications of information processing in
 - Memory
 - Concept and principle learning
 - Problem solving and creative thinking

Unit XII Models of Teaching

6 hrs.

- The Basic Teaching Model
- The Teacher Centred Teaching Models: the lecture, recitation and classical technological models of teaching.
- Child-centred Teaching Model: the progressive teaching and systems.
- Interactional Teaching Model: The constructivists' model.
- Model Planning from the students

Instructional Techniques

- Lecture-cum-discussion
- Group discussion
- Library work and
- Individual activity

Evaluation Technique

Final examination at the end of the academic year

External Examination 100 %

Instructional Materials

Main texts

- Bernard, Harold W. and Fullmer, Daniel W. (1977), **Principles of Guidance**. Thomas Y. Crowell Company.
- Begee, Morris L. (1976) **Learning Theoris for Teachers**. Harper & Row.
- Bhatia, **Textbook of Educational Psychology** Macmillan India Limited.
- Beggi, Morri, L. and Hunt, Maurice P. (1968), **Psychological Foundations of Education Harper and Row, New York**.
- Craig, Grace J. (1989) **Human Development**, Prentice Hall.
- DeCecco, John P. and Crawford, (1977) W. **The Psychology of Learning and Instruction**. Prentice Hall of India.
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- Hulse, S.H.; Desse, James; and Egeth, H. (1975), **The Psychology of Learning**. Mcgraw-Hill Kogakusha, Ltd.
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- Van Hoose, William H.; and Pietrofesa, john J. (Eds.) 1970, **Connseling and Guidance in the Twentich Centure**. Houghton Mifflin Company.

Curriculum Planning and Practices

Course No.: Ed.503

Nature of the course: Theoretical

Year: First

Full Marks: 50

Pass Marks: 20

Periods per week: 3

Course Description

This is a compulsory course on curriculum designed for the students of Master Degree in Education. This course deals with the concept of curriculum and its development procedures, the patterns of organization as well as the issues and challenges in its development. The course aims at acquainting the students with the theoretical base of the existing practices in curriculum planning and development.

General Objective

To acquaint the students with the theoretical bases of the existing practices in curriculum planning and development.

Specific Objective

- Explore the meaning of curriculum in different perspectives.
- Explain the process of curriculum development.
- Discuss the systemic view of curriculum.
- Explore different issues in curriculum
- Identify emerging challenges in curriculum development.
- Appraise different patterns of curriculum organisation.

Course Contents

- Unit I Changing Concept of Curriculum** 8 hrs .
- a. Curriculum as syllabus / subject matter / courses of study.
 - b. Curriculum as a plan for instruction
 - c. Curriculum as an organization of educational process.
- Unit II Steps of Curriculum Development** 8 hrs .
- a. Objectives
 - b. Contents
 - c. Methods / strategies
 - d. Evaluation
- Unit III Patterns of Curriculum Organization (To address specific issues)** 10 hrs .
- a. Activity-based curriculum
 - b. Broadfield Curriculum
 - c. Curriculum based on life situation (intergrated curriculum)
 - d. Core Curriculum

Unit IV A Systemic View of Curriculum

22 pds.

- a. Curriculum Inputs
 - Operant
 - * Contents
 - * Materials
 - * Facilities
 - Operator
 - * Teachers
 - * Students
 - * Administrative personnel
- b. Curriculum Process
 - Teaching Learning Process
 - Time and Task
 - Activities
- c. Curriculum Output
 - Student Achievement
 - Institutional Development
 - Cost-effectiveness
 - External Efficiency

Unit V Issues in Curriculum

12 pds.

- a. Relevance to life (Does education help the learner to solve his daily problems of life ? Does education help the learner to become a good member of society?)
- b. Medium of instruction
- c. integration of courses
- d. monolithic vs diversities of course.

Unit VI Emerging Challenges in Curriculum Development

15 pds.

- a. Impact of Science and Technology on Social life and Curriculum Plan.
- b. Behavioural Problems (Social evils)
- c. Impact of drugs, alcohol, sex problems, aculturation and deculturation of society.
- d. Student migration out for education.

Instructional Techniques

- Lecture
- Discussion
- Term paper writing

Evaluation Technique

Final examination at the end of the year
External Examination 100%

Textbooks

- Taba, Hilda: 1962, **Curriculum Development: Theory and Practice**. Harcourt Brace World Inc. New York,
- Samuel A. Krik. **Educating Exceptional Children**,
- Alexander, W.M. & Saylov, J.G. (1974), **Curriculum Planning for School**, Holt, Rinehard and Winston, Inc.

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- **Curriculum of Different Levels of Schooling.**
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- **Report of Various Commissions on Education in Nepal.**
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- Tyler, R.W., (1974), **Basic Principles of Curriculum and Instruction** Open University Publication, London
- Tanner, D., and Tanner., L. (1980), **Curriculum Development Theory into Practice.**
- Zais, R.S., (1976), **Curriculum Principles and Foundations**, Harper and Row Publication London,

Research Methodology

Course No.: Ed. 504

Nature of the course: Theoretical

Year: Second

Full Marks: 50

Pass Marks: 20

Period per week: 3

Course Description

This course on Research and Evaluation in Education is designed to acquaint the students with and to enable them to conduct evaluation and research studies on education. The course will plan, write proposal, construct and administer tools and analyse the results. At the end of the course the students will be required to submit a research proposal.

Course Objectives

- Discuss the concept and the purpose of educational research.
- Explain the purpose and methods of sampling
- State different types of research designs and their use.
- Explain the uses and importance of different kinds of methods and tools in research and evaluation.
- Analyze and present the data in different forms.
- Develop a research proposal on any educational topic.
- State basic concepts and use of statistics in education.
- Use basic statistics for research and other purposes.
- Analyse and interpret statistical data

Course Contents

Unit I Concept of Research

6 hrs.

- a. Definition and purpose of research in Education.
- b. Quantitative and qualitative research.
- c. Statement of problems and hypothesis.
- d. Measurement: Scales, reliability, validity
- e. Sampling:
 - Random sampling,
 - Stratified sampling,
 - Purposeful sampling,
 - Sampling size

Unit II Research Designs

6 hrs.

- a. Factors jeopardizing internal and external validity
- b. Pre-experimental designs
 - The one shot case study
 - The one group pretest post test
 - The static group comparison
- c. Experimental designs

- The pre-test-post test control group
 - The post test only control group
- d. Quasi-experimental designs
- The time-series experiment
 - Time equivalent time-samples
 - The non equivalent control group
 - Ex post facto

Unit III Methods and Tools of Data Collection

6 hrs.

- a. Interview schedule
- b. Observation
- c. Tests: types and uses.
- d. Case - study
- e. Questionnaire
- f. Checklists
- g. Opinionnaire/gallop poll.
- h. Rating scales
- i. Anecdotal records

Unit IV Introduction to Educational Statistics

5 hrs.

- a. Meaning and uses of statistics
- b. Population and sampling
- c. Variables - continuous and discrete
- d. Measurement - nominal, ordinal, interval, and ratio

Unit V Measures of Dispersion (Meaning, Purpose and Computation)

5 hrs.

- a. Range
- b. Variance
- c. Standard deviation
- d. Probability of normal distribution: normal probability, normal distribution, application of normal probability curve.

Unit VI Measure of Relative Position

5 hrs.

- a. Percentile rank
- b. Percentile score
- c. Standard score

- Unit VII Measures of Relationship / Association** **15 hrs.**
- Significance of testing differences and association: testing of significance of means, chi-square (χ^2 tests), concept of multiple regression.
 - Coefficient of correlation (r test)
 - t test
 - Analysis of variance (concept and applications)
 - Analysis of co-variance (concept only)

- Unit VIII Analysis and Presentation of Data** **5 hrs.**
- Tabulation and graphic presentation
 - Computation of percentage
 - Central Tendency (mean, median, and measures of dispersion, standard deviation)

- Unit IX Research Proposal** **15 hrs.**
- Statement of the problem
 - Significance of the problems
 - Definition, assumption, limitation and delimitation
 - Review of related literature
 - Hypothesis
 - Methods: sampling, data collection procedure (instruments/tools, manpower), data analysis and interpretation.
 - Time schedule
 - Budget

- Unit X: The Research Report** **7 hrs.**
- Executive summary
 - Introduction
 - Objectives
 - Statement of hypothesis
 - Methodology sampling plan, data collection, tools, analysis
 - Presentation: based on findings: summary, conclusion and recommendations

Instructional Techniques

- Lecture
- Assignment/term paper
- Presentation

Evaluation Technique

Final examination at the end of the year
External Examination 100%

Textbooks

1. Best, J.W. and Kahn, Jams V. (1995). **Research in Education**, New Delhi: Prentice Hall of India Private Limited
2. Koul, Lokesh (1997). **Methodology of Educational Research**, New Delhi: Vikash Publishing House Pvt. Ltd.

References

1. APA (1974). **Publication Manual**. Washington, D.C.: American Psychological Association (Available in Dept. Library)
2. Campbell, D.T. and Stanley, J.C. (1963). **Experimental and Quasi-experimental Designs for Research**. Chicago: Rand McNally & Company.
3. Cohen, Louis and Manion, Lawrence (1994) **Research Methods in Education** London, Routledge.
4. Dewivedi, R.S. **Research Methodology in Behavioural Science**, Mac Millan of India Limited.
5. Fowler, Jr. F.J. (1987). **Survey Research Methods**. New Delhi: SAGE Publications.
6. Issac, S. and Michael, W.B. (1978). **Handbook in Research and Evaluation**. San Diego, CA :EDITS Publication.
7. Jack R. Fraenkel, Norman E. Wallen (1996), **How To Design and Evaluate Research in Education**, Mc. Graw-Hill, Inc.
8. Kerlinger, F.N. (1995) **Foundations of Behavioural Research**. New York: Holt Rensert and Winston, Inc.

Measurement and Evaluation in Education

Course No.: Ed. Psy. 505
Nature of the course: Theoretical
Year: Second

Full marks: 50
Pass Marks: 20
Periods per week: 3

Course Description

This course deals with the nature of measurement and evaluation in education along with planning, constructing, testing, scoring and analyzing the test. Measurement analysis, graphic representation of the data; and evaluation tools, techniques and approaches are given which are applicable in education. Major examples of standardized tests are oriented towards widening the students' visions. The students are required to fulfill the practical activities mentioned in this course.

General Objectives

The objective of the course is to provide knowledge and skills on educational measurement and evaluation.

Specific Objectives

- Explain the concepts of measurement and evaluation.
- Explain the need of classroom tests.
- Describe the difference between teacher made test and standardized tests.
- Develop different types of tests.
- Plan, administer, score, analyse and improve a test.
- Analyse the test statistically.
- Describe the different kinds of standardized tests and their uses.
- Plan and conduct testing program.

Course Contents

Unit I Concept of Measurement

10 hrs.

(Physical measurement and psychological measurement)

- a. Purposes of measurement
- b. Uses of measurement
- c. Scales: nominal, ordinal, interval, ratio
- d. Characteristics of Measuring Instruments
 - Reliability
 - Validity
 - Practicability
 - Comparability
 - Utility
- e. Errors of measurement and methods of minimizing errors
- f. Norm and criterion referenced measurement.

Unit II Concept of Evaluation

12 hrs.

- a. Comprehensive Concept of Evaluation: Student Evaluation, Teacher Evaluation, Curriculum Evaluation, Program Evaluation
- b. Types of Evaluation
 - Formative
 - Summative
 - Evaluation at all levels (primary, secondary and higher education)
- c. Components of Student Evaluation
 - Social Development
 - Attitudinal Development
 - Emotional Development
 - Intellectual Development
 - Achievement/Performance
 - Co-curricular Activities

Unit III Construction of a Test

16 hrs.

- a. Differences between Teacher-made Test and Standardized
- b. Need and Purposes of Test
- c. Planning Test
 - Why Testing
 - What to test (selection of subject matter, area)
 - How to test (written / oral, subjective, objective, practical)
 - When to test (testing schedule)
- d. Construction of Test
 - Content analysis
 - Specification Chart
 - Writing test items
 - Editing and arranging test items
 - Writing directions for test administration
 - Administering test
 - Interpretation of test results
 - Pilot study.
 - Item analysis and selection of final test items

Unit IV Standardization of a Test

11 hrs.

- a. Item Analysis
- b. Reliability (with computation)
- c. Validity (with computation)
- d. Norms
- e. Administration of Final Test
- f. Scoring
- g. Interpretation of Test Result

- Unit V Standardized Test** **12 hrs.**
- a. Historical Development of Tests, Functions and Uses
 - b. Intelligence test: Stanford Binet, WAIS
 - c. Achievement test: STEP, SAT
 - d. Aptitude test: DAT, GATB
 - e. Personality Inventory: MMPI
 - f. Interest Inventory: Strong's and Kudir's Inventories
 - g. Projective Technique: Rorchach's inh.-blot Technique

- Unit VI Non- Testing Devices** **6 hrs.**
- a. Observation
 - b. Questionnaire
 - c. Interview Schedules
 - d. Opinionnaire
 - e. Sociometric Test
 - f. Gallop Poll

- Unit VII Planning Testing Program** **8 hrs.**
- a. Steps of Testing Program
 - b. Purposes
 - c. Organizing a test library (Question Bank)
 - d. Selection of Competent Personnel
 - e. Test Administration
 - f. Reporting Test Results
 - g. Organizing remedial measures

Practical Activities

Each students is required to undertake the following practical activities (any two):

1. Construction of a teacher-made test including preparation of specification chart, writing items, editing and arranging the items, and preparation of final format with specific directions.
2. Items analysis of achievement test including difficulty level, discrimination index, power of distractors and language of the items.
3. (a) Construction of rating scale or check list for observation; opinionnaire or questionnaire; interview schedule; sociometric test; (b) Trail test of the evaluations tools mentioned above & their improvement.
4. Development of a school testing program

Instruction Techniques

- Lecture
- Discussion
- Assignment
 - Individual work
 - Group work

Evaluation Technique

Final Examination at the end of the year

External Examination 100%

References

1. Ebel, L.R. and Frisbie, D.A. (1991) **Essentials of Educational Measurement**, Prentice Hall of India Pvt. Ltd. New Delhi.
2. Groulund , N.E., (1976), **Measurement and Evaluation in Teaching**, New York: Macnillan
3. Sing, A.K., **Measurement and Research in Behavioural Science**, McGraw Tata.
4. Thorndike, A.W. and Hagen, E. (1977) (Recent) **Measurement and Evaluation in Psychology and Education**. John Weley and Sons, Inc. New York.

Specialization Health Education

Specialization

Health Education

First Year

<u>Course No</u>	<u>Course Title</u>	<u>FM</u>	<u>Nature</u>
HE. 521	Advanced Study in Health Education	100	Theoretical
HE. 522	Advanced Study in Community Health	60+40	Th + Pr
HE. 523	Foundation of Population Education and Reproductive Health	100	Theoretical

Second Year

HE. 551	Management and Supervision of School Health Programme	100	Theoretical
HE. 591	Seminar on Health Promotion	60+40	Th + Pr
HE. 592	Technology of Health Education	50	Theoretical
HE. 598	Thesis Writing	50	Practical
HE. 599	Practical	50	Practical
	Elective	<u>50</u>	Theoretical

Advanced Study in Health Education

Course No.: P.Ed. 521

Nature of the course: Theoretical

Year: First

Full Marks: 100

Pass Marks: 40

Periods per week: 5

Course Description

This course is designed to provide advanced knowledge and understanding about Health Education and its foundations. It is also intended to make the students familiar with the modern outlook about Health Education process as well as the knowledge and skills involved in planning, and developing Health Education programmes. This course is also designed to acquaint the students with the concept of Primary Health Care.

General Objectives:

1. Discuss the history of Health Education in the world in general and in Nepal in particular.
2. Conceptualize the modern trends and professionalization in Health Education.
3. Get acquainted with the concept of primary health care and of health services in Nepal.

Specific Objectives

1. Define philosophy, objectives, principles of Health Education.
2. Outline the history of Health Education in the world and especially in Nepal.
3. Discuss the foundations of Health Education.
4. Explain social and cultural implications of the values and perceptions on health behaviour.
5. Evaluate the Health Education Programme.
6. Discuss the role of professional preparation in Health Education.
7. Be familiar with the concept of Primary Health Care and give insights into the country's health services with emphasis on Health Education.

Course Contents

Unit I : Trends of Health and Health Education

30 hrs.

1. Traditional and contemporary concepts of health
2. Theories of health and disease
3. Ecological model of health
4. Historical glimpse of health and Health Education
 - a) Health education during primitive, dark and medieval ages.
 - b) Health education during different phases of the modern period.
5. Development of Health Education in Nepal in ancient and mediaeval periods in general and in the modern period in particular.

- Unit II : Foundations of Health Education** **20 hrs**
1. Philosophical foundation
 2. Scientific foundation
 3. Psycho-behavioural foundation
 4. Socio-cultural foundation
 5. Legal foundation
- Unit III : Behavioural Change for Health** **20 hrs.**
1. Concept of health behaviour
 2. Level of health behaviour: cognitive, affective and psychomotor
 3. Culture and social conditions affecting health behaviour
 4. Implication of individual perceptions and social values on health behaviour
 5. Influence of modernization process in health behaviour
 6. Personal behaviour as a determinant of health status
 7. Health Education as the process of change in behaviour
- Unit IV : Professionalization in Health Education** **15 hrs.**
1. Need of professionalization in Health Education
 2. Professional qualities of Health Educators
 3. Identification of competencies of Health Education professionals
 4. Roles and functions of Health Professionals.
- Unit V : Primary Health Care** **20 hrs**
1. Concept of primary health care
 2. Elements of primary health care
 3. Principles of primary health care
 4. Primary health care system in Nepal
 5. Approaches of primary health care
 6. Role of health education in primary health care
- Unit VI : Health Services** **20 hrs.**
1. Historical perspective of health services in Nepal
 2. Preventive health services
 3. Curative health services
 4. Promotive health services
 5. Rehabilitative health services
 6. Role of health education of effective health services
 7. Influence of politics in health
- Unit VII : Planning Health Education Programme** **25 hrs**
1. Nature, purpose and approaches of planning
 2. Determining health education needs
 3. Trends in health education planning
 4. Diagnostic approach in planning
 5. Steps in programme planning

Instructional Techniques

1. Participatory approach/group dynamics
2. Lecture
3. Guest speech

Instructional Materials

1. Journals
2. Reports
3. Charts
4. Data sheet
5. Slides

Evaluation Techniques

Final Examination at the end of the academic year.

External Examination 100%

Textbooks and References:

1. Bruess Clint E. & John E. Gay, **Implementing Comprehensive School Health**, New York: Macmillan Publishing Co. Inc.
2. Donatelle, Rebecca J., Lorraine G. Davis and Carolyn F. Hoover. **Access to Health** New Jersey: Prentice Hall, Inc. Englewood Cliffs,
3. Dignan, M.B. & Carr, P.A. **Introduction to Program Planning: A Basic Text for Community Health Education**. Philadelphia: Lea & Febiger.
4. Galli, Nicholas. **Foundations and Principles of Health Education**, New York: John Wiley & Sons, Inc.
5. Greene, Walter H., Bruce G. Simons and Morton, **Introduction to Health Education**. New York, Macmillan Publishing Company.
6. Green, L.W. & other. **Health Education Planning: A Diagnosis Approach**. Palo Alto, Calif. Mayfield.
7. Hanlon John J. and Elizabeth Mchouse. **Design for Health: School and Community**. Philadelphia: Lea and Febiger.
8. Rubinson, Laurna and Wesley F. Alles. (1984) **Health Education Foundations for the Future**. St. Louis: Times Mirror/Mosby College Publishing.
9. Kaufman, roger A. **Educational System Planning**, New Jersey: Prentice Hall Inc.

Advanced Study in Community Health

Course No.: H.Ed. 522

Nature of the course: Theo+Pr.

Year: First

Full Marks: 100 (60 Th+40 Pr.

Pass Marks: 24 Th+20 Pr

Periods per week: 5

Course Description

This course is designed to provide the basic concepts and understanding about community health. It also provides theoretical experiences of epidemiology, environmental health, national health programmes, management of disease control and prevention, health organization and agencies. This course also intended to provide the students with practical knowledge and experiences in organizing community, analysing community health needs and problems, planning and preparing an action programme for school/community health organization. The students are required to survey in the field, write report and present the report.

General Objectives:

1. Get acquainted with the community and environmental health problems.
2. Develop knowledge on organizing community.
3. Identify community health problems and needs.
4. Manage community health programmes.

Specific Objectives

1. Describe community health and its approaches
2. Analyse the health problems of the community
3. Explain the epidemiological process and use epidemiological data in planning health education programme
4. Analyse and review national health programmes and policies, activities of the health organization agencies and services regarding prevention and control of diseases in the community
5. Plan and develop a programme for prevention and control of disease in the community.
6. Gain an understanding of environmental pollution, global environmental issues and its impact on health.
7. Interpret modern concept of community, community power structure and community interaction.
8. Analyse community needs and group dynamics.
9. Organize community health organization.
10. Describe the ways and means for community survey.
11. Formulate plans, policies and procedures for organizing a comprehensive school/community health programmes.
12. Develop an action programme for school/community health activity.
13. Prepare a survey report

Course Contents:

Unit I : Community Health

10 hrs.

1. Concept of community health and its evolution
2. Scope of community health
3. Community health problems with reference to Nepal.
 - a) Environmental sanitation
 - b) Malnutrition
 - c) Communicable diseases
 - d) Rapid population growth
 - e) Lack of health education

Unit II : Epidemiology and its methods

20 hrs.

1. Concept of epidemiology
2. Components of epidemiology - frequency, distribution and determinants of disease
3. Basic measurements in epidemiology
4. Introduction to epidemiological methods - description, analytic & experimental
5. Measures for disease prevention and control

Unit III : Environmental Health

15 hrs.

1. Concept of Environmental pollution and its impact on health
2. Global environmental problems and health
3. Impact of rapid population growth on environment and health
4. Environmental policies on Nepal in relation to peoples' health.

Unit IV : Programme for Community Health

12 hrs.

1. National health policies and programmes
2. Local regional and national health organization
3. Voluntary health organizations - NGO's & INGO's in community health

Unit V : Community

8 hrs.

1. Concept of community
2. Elements of community
3. Types of community
4. Community power structure
5. Community interaction

Unit VI : Group Dynamics

7 hrs.

1. Concept of group dynamics
2. Group structure and roles
3. Use of group dynamics
4. Formation of group in community and school
5. Communication in group dynamics
6. Role of group in community organization
7. Leadership types and qualities and uses
8. Role of leadership in community organization

- Unit VII : Community Organization** **10 hrs.**
1. Concepts of community organization & community development
 2. Differences between community organization and community development.
 3. Aims and objectives of community organization
 4. Principles of community organization.
 5. Basic assumption and process of community organization.
 6. Basic steps for community organization.

- Unit VIII : Community Survey** **8 hrs.**
1. Survey as a method of community study
 2. Types and sample design of survey
 3. Planning a survey
 4. Basic steps for community survey
 5. Construction of survey tools

- Unit IX Practicum in School and Community** **60 hrs.**
1. Review of school health programme
 2. Identification of school health areas for survey
 3. Survey of community health needs and problems
 4. Analysis of collected data & presentation
 5. Survey of health services
 6. Organization of School Community health council
 7. Developing an action programme for school/community cooperation in health activities.
 8. Writing survey reports.

Instructional Techniques:

1. Lecture and discussion
2. Observation, Interview and Survey
3. Demonstration and Exhibition.

Instructional Materials: Journal, Chart, Posters, Cassette.

Evaluation Techniques:

For theory part: Annual examination at the end of academic session
External Examination 60%

For evaluation of practicum part: participation of students' class activities, outcomes as well as the report writing and viva-voce, will be jointly evaluated by the internal and external supervisors 40%

References:

1. Bruess, Clint E. and John E. Gay. **Implementing Comprehensive School Health.** New York, Macmillan Publishing Co. Inc.
2. Gay, John. & ETAL. **Current Health Problems,** Philadelphia W.B. Saunders Company.

3. Hale, Cynthid. Kathmandu, . (1996) **Community Diagnosis Manual**. Health Learning Materials Centre, Tribhuvan University, IOM.
4. Hanlon, J and McHose, E. **Design for Health** Philadelphia, (1986) Lea & Febiger,.
5. Mausner J.S. and Kramer Philadelphia; **Shira, Epidemiology An Introductory Text**, (1985) W.B. Saunders Co.
6. MOH, (1991), **National Health Policy**, MOH Kathmandu.
7. MOH, **Organizational Structure of the MOH**
8. Pradhanang, Yogendra., Bhaktapur, **Nepalma Swasthya Ra Swastha Sewa**, (2036) J.M. Prakashan.
9. Park, J. and K. Park, **Textbook of Preventive and Social Medicine**. Jabalpur, (1986), M/s Banarasidas Bhanot,.
10. Ross, Murray, (1967) '**Community Organization**', N.Y. Harper and Brothers.
11. Sapkota, Shiva Prasad, (1998) **Health Management**, Kathmandu, Bidyarthi Pustak Bhandar, Kathmandu, 1998.
12. प्रधानाङ्ग, योगेन्द्र, (२०४३) 'समुदाय स्वास्थ्य शिक्षाको रूपरेखा', काठमाडौं चि.शा.अ.सं., त्रि.वि.वि. ।

Foundation of Population Education and Reproductive Health

Course No.: H. Ed. 523

Full Marks: 100

Nature of the course: Theoretical

Pass Marks: 40

Year: First

Periods per week: 5

Course Description

This course consists of two parts. The first part is designed to provide knowledge and understanding of population education to the students. It also intends to acquaint the students with the population situation of the world and of Nepal. Some demographic measures, causes and effects of rapid population growth, role of population education programme in order to control over-growth of population have been incorporated in this part.

The second part of this course is connected with reproductive and sexual health education which includes awareness of social and cultural context in sexuality and gender relations. This course is designed to acquaint the students with the conceptualization of reproductive health, development of sexuality, adolescence education, sexual behaviour, family life education, safe motherhood, infant and child health care, reproductive health problems and reproductive health programmes.

General Objective

1. Critically analyse population problems in the world and Nepal.
2. Justify the roles of population education in developing the quality of life of the people.
3. Formulate programmes and strategies of population education for the schools.
4. Critically analyze and give comments on population theories.
5. Discuss the concept, need, problems and perspective of reproductive health.
6. Discuss development of human sexuality, need of adolescence education, sexual behaviour and responsible reproductive health behaviour.
7. Suggest ways for promoting safe motherhood, infant and child health care.
8. Analyse the current situation of reproductive health problems and suggest ways for improvement.

Specific Objectives

1. Analyze population trend and problems of world and Nepal.
2. Discuss the consequences of RPG.
3. Discuss the concept and values of population education.
4. Plan strategies and methods for controlling RPG.
5. Discuss the population theories and criticize each theory.
6. Classify population policy and discuss its characteristics.
7. Analyze previous and recent population policies.

8. Describe the concept, objectives and areas of reproductive health.
9. Discuss the current status of reproductive health in South Asia.
10. Discuss the concept and the need for reproductive and sexual Health Education for adolescents.
11. Analyse adolescents' reproductive health problems.
12. Plan activities for promoting responsible reproductive health behaviour.
13. Explain the concept of reproductive right.
14. Analyse RH/FP programmes of Nepal.

Course Contents

Unit I : Introduction to Demography 20 hrs.

1. Concept of demography.
2. Sources of population data.
3. Population situation in the world and Nepal.
4. Population size, distribution, composition and density of Nepal.
5. Determinants of population change.
 - a) Fertility
 - b) Mortality
 - c) Migration
6. Demographic elements, process and measures, including morbidity.

Unit II : Consequences of RPG on: 15 hrs.

1. Health and health services.
2. Food and nutrition.
3. Education.
4. Environment and natural resources.
5. Social prosperity.

Unit III : Strategies and Methods for Controlling RPG 20 hrs.

1. Developing awareness on population.
2. Women's empowerment.
3. Delayed marriage.
4. Family Planning.
5. Birth spacing.
6. Incentives.
7. Birth control devices.

Unit IV : Population Education 15 hrs.

1. Concept, aims and philosophy of population education.
2. Need and importance of population education.
3. Scope and contents of population education.
4. Role of school teachers in population education.
5. Teacher preparation for population education.

Unit V : Reproductive Health and Adolescence Education 20 hrs.

1. Concept, need and purposes and areas of reproductive health
2. Reproductive health in South Asia.
3. Concept and need of adolescence education.
4. Need of reproductive and sexual Health Education for adolescents
5. Issues of abnormal sexuality, sexual assaults and their impacts
6. Promotion of responsible reproductive health behaviour.

Unit VI : Family Life Education 20 hrs.

1. Concept of family, family functions and family life cycle
2. Family needs and resources
3. Concept of marriage and factors for selecting marriage partners
4. Consequences of teenage marriage and the importance of delayed marriage
5. Responsible parenthood
6. Ways of planning a family

Unit VII : Safe Motherhood and Child Health Care 10 hrs.

1. Problems associated with pregnancy and birthing in Nepal.
2. Prenatal, natal and postnatal care and their status in Nepal.
3. Reproductive right

Unit VIII : Issues of Reproductive Health 15 hrs.

1. Issues of abortion.
2. Concept of Reproductive Tract Infection RTIs
3. Management and rehabilitation for RTIs : STDS and HIV/AIDS problems
4. Causes of infertility and its management.
5. Reproductive health problems of elderly women and its controlling measures.
6. Relation between population, family life and reproductive health.

Unit IX : Population and Reproductive Health Policy and Programme 15 hrs.

1. National population policy and programme in Nepal.
2. Characteristics and classification of population policy.
3. The national RH/FP programmes.

Instructional Techniques

1. Lecture.
2. Discussions.
3. Guest lecture.
4. Observation/field visit.
5. Library work.
6. Survey.
7. Participatory approaches/group dynamics
8. Film show

Instructional Materials

- Journal
- Charts/graphs
- Posters, Flip charts
- Video, Cassette, Overhead projector
- Slide
- Model
- Articles

Evaluation Scheme

Annual examination at the end of the academic session

External Examination 100%

References:

1. **Adolescence Education** (1991). UNESCO Bangkok.
2. Bogue, Donald J. **Principles of Demography**. New York: John Wiley and Sons.
3. Bhende, Asha K. & Tara Kanitkar. **Principles of Population Studies**. New Delhi: Himalaya Publishing House.
4. Central Bureau of Statistics. **Population Monographs of Nepal**. Kathmandu.
5. Hatcher Robert A (1997). **The Essential of Contraceptive Technology**. WHO, USAID, JHSPH Market Place, Baltimore.
6. **International Conference on Population and Development - (1994)**, Report Cairo Egypt 5-13 Sep.
7. UNESCO, **Evaluative Research in Population Education**. Bangkok.
8. **National Maternity Care Guidelines Nepal**. (1996). MOH, UNICEF, Kathmandu.
9. **Resource Manuals for Population Education** (1997) UNFPA Pop. Ed. Programme DECS, Pasig City.
10. Master William H. et.al. (1988). **Human Sexuality**. Scott, Foreman and Company Illinois.
11. **Resource Manual for Family Life and Responsible Parenthood** (1996) Pop. Ed. Unit, BSE, DECS, Pasig City.
12. **Family Life Education** (1998) UNESO, Bangkok.
13. **Promoting Responsible Reproductive Health Behavior**. The Yough Perspective (1997) UNFPA, Pop. Ed. Programme DECS. Pasig City.
14. जनसङ्ख्या शिक्षा स्रोत पुस्तक (२०५३) । कीर्तिपुर: जनसङ्ख्या शिक्षा एकाइ, शिक्षाशास्त्र सङ्घाय, त्रि.वि., कीर्तिपुर ।
15. श्रेष्ठ, पुष्प र श्यामकृष्ण महर्जन (२०५३) । जनसङ्ख्या शिक्षाको आधार । कीर्तिपुर: जनसङ्ख्या शिक्षा एकाइ, शिक्षाशास्त्र सङ्घाय, त्रि.वि., कीर्तिपुर ।
16. श्रेष्ठ, ध्रुवलाल र प्रेमसिंह विष्ट (२०५३) । जनसङ्ख्याको गतिशिलता कीर्तिपुर: जनसङ्ख्या शिक्षा एकाइ, शिक्षाशास्त्र सङ्घाय, त्रि.वि., कीर्तिपुर ।

17. प्रजनन् स्वास्थ्य शिक्षा संक्षिप्त परिचय । नेपाल परिवार नियोजन सङ्घ, पुल्चोक
18. महर्जन, रामकृष्ण र श्यामकृष्ण, (२०५३) । पारिवारिक जीवन शिक्षा, कीर्तिपुर: जनसंख्या शिक्षा एकाइ, शि.शा.स., त्रि.वि.
19. आमा तथा शिशुको स्वास्थ्य हेर बिचार । नेपाल परिवार नियोजन सङ्घ, पुल्चोक ।
20. पोखरेल, निता (२०५१), यौन, गर्भ र सुत्केरी । जन सहभागिता तथा विकास केन्द्र, काठमाडौं ।

Management and Supervision of School Health Programme

Course No.: H.Ed. 551

Full Marks: 100

Nature of the course: Theoretical

Pass Marks: 40

Year: Second

Periods per week: 5

Course Description

This course has two parts. The first part is designed to provide the students with knowledge and skills on organizing and implementing the school health programme. It also intends to orient the students on historical development of school health programme, its philosophy, needs and importance in the context of Nepal.

The second part is designed to provide advanced knowledge and understanding of the principles, purpose, functions and process of management, and supervision. It is also designed to provide students with the knowledge and skills of administration based on appropriate planning, organizing and supervising the school health programme, and its need and importance in the context of Nepal.

General Objective

1. Describe the planning, organizing and implementing school health programme
2. Identify the principles, purpose, function and process of management of Health Education, considering planning, administration organization and supervision.
3. Analyze the administrative process, planning procedures, organization aspects and importance of supervision in Health Education programme.
4. Plan and formulate programmes and strategies of management procedures and supervisory styles and steps for survey and observation of Health Education programme.

Specific Objective

1. Interpret historical development of school health programme: its philosophy and modern concept.
2. Assist in implementing health examination, disease prevention and control, safety, first-aid and emergency care and related health activities in school health services.
3. Arrange for referral, follow-up, and guidance program in the school and community with the help of students records and interpret it.
4. Define clearly the responsibilities of members of the school health programme
5. Plan and organize a sound physical and mental environment in the school.
6. Organize effective health instruction in school.
7. Develop professional and personal competencies desired for effective evaluation of total school health programme.

8. Develop competencies to conduct survey on special problems of school health.
9. Plan and organize school community activities.
10. Define the principles of management and administration.
11. Define the principles and functions of planning, administration, organization and supervision of health education.
12. Explain the purpose and importance of planning, organizing and supervision in administration of health education.
13. Analyze the various systems of management, organization and supervision procedures in various existing systems of management in health education in Nepal.
14. Formulate a programme for supervision of health education in higher secondary level.
15. Identify the trends and practices in school health education administration.
16. Analyze the situation of professional preparation in selected countries.

Course Contents

Unit I : Introduction to School Health Programme (SHP) 5 hrs.

1. Historical development of S.H.P.
2. The philosophy of S.H.P.
3. The need and importance of S.H.P. in the context of Nepal.

Unit II : Implementation of School Health Services 30 hrs.

1. Appraisal aspect of school health services
2. Demonstration and use devices, including health record card.
3. Preventive aspect of school health services
4. Remedial aspect of school health services
5. Role of the school in the correction of children's defects.

Unit III : Planning and management of Healthful School Living 20 hrs.

1. Physical plant
 - a. Planning for a healthful environment
 - b. Location and plants site,
 - c. Safety consideration and playground.
2. Maintenance
 - a. Illumination,
 - b. Ventilation, heating,
 - c. Sewage and solid waste disposal
 - d. Water supply and safe drinking water,
 - e. Food sanitation and cafeterias.
3. Emotional Climate (Mental environment)
 - a. Organization of a healthful school day.
 - b. Physical consideration of school and its rooms.
 - c. Inter-relationship among the students and teaching personnel.
 - d. Discipline.

Unit IV : Organization of Health Instruction **15 hrs.**

1. Goals and objectives for health instruction.
2. Learning opportunities for health instruction.
3. Criteria for developing and selecting learning opportunities.

Unit V : Planning for School Community Cooperation **5 hrs.**

1. Conducting programmes in school for parents and community members.
2. Conducting programmes in community
3. Joint venture programmes of school and community
4. Use of community resources in S.H.P.

Unit VI : Evaluation of S.H.P. **10 hrs.**

1. Health services
2. Healthful living
3. Health instruction

Unit VII : Management of Health Education **10 hrs.**

1. Principles of Management in Health Education
 - a) Planning
 - b) Administration
 - c) Organization
 - d) Supervision
 - e) Controlling
 - f) Evaluation
2. Application of Modern Theories of Management

Unit VIII : Administration in Health Education Programme **20 hrs.**

1. Principles of administration in health education
2. Modern concept of administrative theory and its use in different areas of S.H.P.
3. Administrating principles, problems and issues in health education.
 - a) Planning
 - b) Staffing Organizing
 - c) Directing
 - d) Co-ordination
 - e) Reporting/Evaluating
 - f) Budgeting
4. Professional qualification of administrator
 1. Administrative styles: Three dimensions of administration (DAL)
 - a) Democratic administration
 - b) Autocratic administration
 - c) Laissez-faire administration
 2. Professional knowledge of school health education programme:
 - a. Health education/instruction
 - b. Health services
 - Preventive health service
 - Curative health service
 - c. Healthful school living
 - d. Environment/community health

- Physical environment
 - Electronic/radiological environment
5. Administrator's role at various levels of institutions to promote health education programmes.
 6. Practice and trends in school health education administration.

Unit IX : Organization of Health Education Programme 15 hrs.

1. Importance of organization in health education programme.
2. Various organizational structure of health education programme in concerned institutions.
 - a) School Health Programme
 - b) District Education Office
 - c) Regional Education Directorate
 - d) Ministry of Health
 - e) Ministry of Education and Culture
3. Role of organizational values in supervision and administration of health education programme.
4. Importance of comments and suggestions for effective organization pattern.
5. Need of observation and proportion of organizational structure of various health education programme of higher secondary level, health education section, HMG, DEO, FOE and IOM.

Unit X : Supervision in Health Education Programme 20 hrs

1. a. Principles and historical development of supervision practices in HEP
- b. Application of different motivation theories in HEP
- c. Importance of the approaches of various adjustment/modification techniques in health education.
- d. Problems and challenges of health education supervision in the 21st century.
2. General and clinical supervision.
 - b. Concept and meaning of general and clinical supervision.
 - c. Phases and condition of clinical supervision.
 - d. Elements and functions of clinical supervision.
 - e. Importance of clinical supervision in improvement of health education programme.
3. Supervision as leadership
 - a. Status of a leader
 - b. Supervision as a democratic human relationship
 - c. Responsibility and effectiveness of leadership as supervisor
 - d. Application of group dynamics in supervision.
 - e. Tools and techniques of health education supervision in H.S. and higher education level.
4. Need and importance of supervision in planning and organization of health education programme in Nepalese context.

Instructional Techniques

Lecture, discussion, case study

Evaluation Techniques

Annual Examination at the end of the session.

External Examination 100%

References

1. Anderson, C.L. (1972) **School Health Practice**. St. Louis: The C.V. Mosby Company.
2. Bucher, C.A. (1979). **Administration of Physical Education and Athletics Programme**. St. Louis: The C.V. Mosby Company.
3. Devkota, Bhimsen (1999). **School Health Program: Administration & Supervision**, Ratna Pustak Bhandar, Kathmandu.
4. Goel, S.L. (1984). **Public Health Administration**. New Delhi: Sterling Publishers Pvt. Ltd.
5. Hanlon, J.J. & Pickett, G.E. **Health Administration and Practice**. St. Louis, Mosby.
6. Hanlon, John J. Turner (1991) **Design for Health**. Philadelphia: Lea & Febiger.
7. Irwin, L. and L.H. Humphery. **Principles and Techniques of Supervision in Physical Education**.
8. Kerry J. Redican Larry K. Olsen, Charles R. Bafis, **Organization of School Health Programs**.
9. John T. Foder, Guies T. Dalis., **Health Instruction**.
10. Voltmer, Edward F. & Others. (1979) **The Organization and Administration of Physical Education**. New Jersey: Prentice Hall. Inc.
11. Netcher, J.R. (1977). **A Management Model for Competency – based HPER Programmes**. St. Louis: The C.V. Mosby Company.

Seminar on Health Promotion

Course No.: H.Ed. 591

Nature of the course: Th+Pr

Year: Second

Full Marks: 100 (Th. 60+40 Pr.)

Pass Marks: Th. 24+20 Pr.

Periods per week: 5

Course Description

This course is designed to acquaint the students with the concept, knowledge and understanding of health promotion. It deals with nutritional status, consumerism, drug and mental health in relation to promotional health. It is also intended to provide the student teachers with an understanding of the issues and challenges of health in the present situation. Finally, this course proposes to develop among the students insights and skills on how are seminar papers, based on promotional health aspects such as nutrition, drugs and alcohol, consumerism, occupational health, health and gender equity and children's health right prepared and presented.

General Objectives

1. Discuss the challenges and efforts made in health promotion.
2. Analyse the nutritional status of Nepal.
3. Clarify the role of consumerism on health promotion.
4. Discuss the drug problems and their solution through education.
5. Identify the general causes of mental health problems and suggest measures for managing mental health.
6. Outline the current health issues and challenges.
7. Plan to reduce the health problems
8. Conduct seminar, prepare report and present its.

Specific Objectives

1. Clarify the concept of health promotion.
2. Describe the global initiation for health promotion.
3. Analyse the indicators of health status.
4. Explain the impacts of good habits in health promotion.
5. Identify the general issues on consumer's health in Nepal.
6. Suggest the controlling methods against drug abuse and misuse through the educational, social and legal aspects.
7. Describe the rehabilitative programme for drug addicts.
8. Explain the mental disorders and need of managing mental stress.
9. Identify the health issues and challenges
10. Analyse the situation of occupational health, ageing, gender equity and the status of health of children and women.
11. Develop proposal, conduct seminar and prepare report

Course Contents

15 hrs.

Unit I : Health Promotion

1. Concept of Health Promotion.
2. Health care and Health Promotion: a challenge for future.
 - a) Problems of financing and cost of health care system.
 - b) Accessibility of the health care system
 - c) Quality of health care system
 - d) Maintaining health through changing life style.
3. Global initiation on Health Promotion.

15 hrs.

Unit II : Nutrition for Optimal Health

1. Nutritional status of Nepal.
2. Indicators of nutritional status.
3. Assessment of nutritional status.
4. Monitoring and surveillance in nutrition
5. Food habits and its impact of health promotion.

10 hrs.

Unit III : Consumerism for Health Promotion

1. Concept of consumerism
2. Issues of consumers health
3. Consumers right and responsible consumer
4. Role of different agencies in protecting consumer's health.
5. Consumers act.

15 hrs.

Unit IV : Drug and Health

1. Trends of drug consume
2. Drug use, misuse, abuse and addiction
3. Management for rehabilitation of drug addict
 - a) Educational strategies for drug addicts
 - b) Role of different agencies on rehabilitation
4. Policies and programmes on controlling drug misuse and abuse.

15 hrs.

Unit V : Problem of Mental Health

1. Factors leading to mental stress
 - a) Diversification of socio-cultural trend
 - b) Psychological and physical environment
2. Types and course of stress - frustration, conflict, pressure
3. Mental disorders - neurotic, psychotic and psychological / psychosomatic.
4. Managing mental stress - intellectual, emotional and social competence

10 hrs.

Unit VI : Occupational Health

1. Concept of occupational health
2. Situation analysis of occupations related with health
3. Prevention of occupational Health Hazards

Unit VII : Ageing**10 hrs.**

1. Ageing and its causes
2. Symptoms of ageing
3. Situation of elders of developed and developing countries
4. Role of elders in the society
5. Care of elders

Unit VIII : Health and Gender Equity**10 hrs.**

1. Women's health status
2. Issues of women exploitation
3. Women's right & declarations
4. Empowerment of women in relation to their health
5. Women's role in family health promotion

Unit IX : Child Health Right**10 hrs.**

1. Children's health status
2. Issues of child labour
3. Child right for their health
4. Role of different agencies in promoting children's status

Unit X :Seminar on Issues and Challenges of Health Promotion 40 hrs.

1. Development of proposal
2. Management and conducting seminar
3. Report writing
4. Presentation

The students will write proposals, manage and conduct seminars, write the report and present it on any of the topics based on health promotion areas of this course.

Instructional Techniques

- a. Lecture
- b. Discussion
- c. Library work
- d. Field visit
- e. Case analysis
- f. Participatory approaches
- g. Article review
- h. Film show
- i. Seminar paper writing and presentation

Instructional Materials

- a. Journals, seminar papers
- b. Magazines
- c. Charts
- d. Video film
- e. Overhead projector
- f. Slide

VII. Evaluation Techniques

For Theory: Annual examination at the end of the academic session

External Examination 60%

For Practical

Overall management and presentation in a seminar - 40 Marks

For evaluation of seminar works 20 marks will be given by the internal supervisor and 20 marks will be awarded jointly by the internal and the external examiner.

References

1. Adhikari, Rameshkanta. (1990) **Nutrition and Health** (Nepali) Kathmandu: Health Learning Materials Centre.
2. Acharya, Meena. (1997). **Gender Equality and Empowerment of Women**, Kathmandu, UNFPA.
3. Bandari, Bishnu and others (1988) **Drug Abuse in Nepal**. Kathmandu: Drug Abuse Prevention Association, Nepal.
4. Donatelle, Rebecca J. **Access to Health**, New Jersey: Prentice Hall, Inc.
5. Getchell Bud et al. (1991) **Houghton Mifflin Health**. Boston: Houghton Mifflin Company.
6. **Health Education and Health Promotion: Promoting Health Through Schools**. WHO, (1996).
7. **4th International Conference on Health Promotion**. Jakarta, 21-25 July, 1997.
8. Nepal, Mahendra R. & Wright, Christing S. (1990) **Manual of Mental Health for Community Health Workers**. Kathmandu: Health Learning Materials Centre.
9. Rubinson, Larna & Alles Wesley F. (1984). **Health Education Foundations for the Future**. St. Louis: Times Mirror /Mosby College Publishing.
10. UNICEF - **Child Act**

Technology of Health Education

Course No.: H.Ed. 592

Full Marks: 50

Nature of the course: Theoretical

Pass Marks: 20

Year: Second

Periods per week: 5

Course Description

This course is designed to make the students competent in developing, selecting materials and using appropriate teaching methods as well as teaching media. It also intends to provide practical knowledge on developing health education curriculum.

General Objectives

1. Use appropriate methods, media and teaching aids for effective teaching in health education.
2. Acquaint in developing the process of health education curriculum.
3. Equip for conducting research work in health education technology.

Specific Objectives

1. Describe the communication process in health education.
2. Identify the teaching methods of micro-teaching, programmed instruction, focus group discussion, participatory rural approach and child to child approach.
3. Apply various teaching methods as panel discussion, work-shop, seminar, project, method, case study and value clarification.
4. Discuss on the various types of teaching aids as audio, visual and audio-visual.
5. Collect and prepare various instructional materials for health education.
6. Explain the principles and approaches of curriculum development process in health education.
7. Select health problems and organize research work in health education.
8. Prepare research proposal in health education/community health.

Course Contents

Unit I : Communication Process in Health Education

5 hrs.

1. Meaning of communication
2. Elements of communication
3. Communication models
4. Types of communication.
5. Methods of communication
6. Effective communication process in health education.

Unit II : Some Modern Approaches in Health Education **12 hrs.**

1. Programmed instruction
2. Focus group discussion
3. Participatory rural approach
4. Child to child approach
5. Project method
6. Case study
7. Panel discussion
8. Work-shop
9. Seminar
10. Value clarification
11. Electronic media and materials- TV, CD Rom, Vedio Projector etc.

Unit III : Teaching Technology **9 hrs.**

1. Introduction to teaching technology
 - a) Instructional technology
 - b) Educational technology
2. Concept of instructional design.
3. Types of instructional design
 - a) Objective-based
 - b) Skill-based
 - c) Competency-based
 - d) Model-based
 - e) Learning style-based

Unit IV : Teaching Materials and Media in Health Education: **15 hrs.**

1. Need and importance of teaching materials and media in health education.
2. Classification, selection, preparation and use of teaching materials.

Unit V : Development of Health Education Curriculum **10 hrs.**

1. Process of curriculum development
2. Principles of curriculum development.
3. Different approaches of curriculum development
4. Conceptual approach to curriculum design in health education.
5. Formulation of objectives
6. Selection of contents
7. Sequential organization of contents.
8. Selection of learning opportunities.
9. Curriculum organization patterns.
10. Evaluation for curriculum improvement.

Unit VI : Research in School and Community Health **24 hrs.**

1. Concept, need and scope of research in school and community health
2. Identification of problems in school and community health.
3. Population, sampling and sample size.
4. Tools of research in school and community health.
5. Analysis and interpretation of data
6. Formulation of research proposal in Health Education/school health/community health.

Instructional Techniques

Lecture, demonstration, discussion, case analysis, home assignment, group discussion.

Instructional Materials

Audio visual aid.

Evaluation Techniques

Annual examination at the end of the session

External Examination 100%

References:

1. Ahuja B.N. & Chhabra S.S. (1989), **Communications**, New Delhi: Surjeet Publication.
2. Anderson, Janthan et.al. (1970), **Thesis and Assignment Writing**. New Delhi: Wiley Eastern Limited.
3. Dwivedi: **Research Methods in Behaviour**, New Delhi: Macmillan.
4. Devkota, Bhimsen, (1999). **Hand Book of Health Research Methodology**, Kathmandu, Buddha Academy.
5. Dihama, O.P. and Bhatnagar O.P. (1994), **Education and Communication for Development**. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
6. Fodor, John T. and Dalis Gus T., (1974), **Health Instruction: Theory and Application**. Philadelphia: Lea & Febiger.
7. Garrett, Henry (.....), **Statistics in Psychology and Education**. Bombay: Vikils, Feffer and Simons Pvt. Ltd.
8. Heidgerken, Loretta E. (1982), **Teaching and Learning in Schools of Nursing**. Philadelphia: J.B. Lippincott Company.
9. Jha, Ashok K. **Methods of Teaching Health Education**. (Nepali) Pokhara: Shikshya Mahavidyalay.
10. Maharjan N.B. & Hem Sing Chhetri, (1989), **Teaching Strategy of Health Education**. Kathmandu: Siddhi & Sons.
11. Pradhanang, Yogendra & Shrestha D.B. (2051), **Samudaya Swasthya Shikshyako Rupalekha**. (Nepali) Kathmandu: Educational Publishers in Health.
12. Packiaml S. (1986), **Curricular Innovations and Educational Technology**. Delhi: Doaba House.
13. Wood, H.B. (1960), **Foundations of Curriculum Planning and Development**. Kathmandu: Burea of Publications, College of Education.
14. Redican, Kerry J. et.al. (1986), **Organization of School Health Programmes**. New York: Macmillan Publishing Company.
15. Pradhan, H.B. (1995), **A Text Book of Health Education**. Kathmandu: Educational Resource for Health.
16. Singh, Arun Kumar (1997), **Test, Measurement and Research Methods in Behavioural Sciences**. Patna: Bharati Bhawan.
17. Sampath, K. et.al. (1995). **Introduction to Educational Technology**. (3rd ed.) New Delhi: Sterling Publishers (P) Ltd.

18. Vedanayagan, E.G. (1989). **Teaching Technology for College Teachers.** New Delhi: Sterling Publishers (P) Ltd.
19. WHO (1992). **Health Research Methodology,** New Delhi: Neil O'Brien, Oxford University.
20. WHO (1991), **Education for Health.** New Delhi: JAYPEE Brothers.

Specialization Physical Education

1. Explain the meaning and scope of physical education.
2. Describe the objectives of physical education.
3. Describe the importance of physical education in the development of a person.
4. Explain the meaning of physical fitness and its components.
5. Describe the importance of physical fitness in the development of a person.
6. Explain the meaning of physical education and its objectives.
7. Describe the importance of physical education in the development of a person.
8. Explain the meaning of physical education and its objectives.
9. Describe the importance of physical education in the development of a person.
10. Explain the meaning of physical education and its objectives.
11. Describe the importance of physical education in the development of a person.
12. Explain the meaning of physical education and its objectives.
13. Describe the importance of physical education in the development of a person.
14. Explain the meaning of physical education and its objectives.
15. Describe the importance of physical education in the development of a person.

Specialization

Physical Education

First Year

<u>Course No</u>	<u>Course Title</u>	<u>FM</u>	<u>Nature</u>
PE. 511	Physical Education and Sports Psychology	100	Theoretical
PE. 512	Advanced Study in Sports Science	100	Theoretical
PE. 513	Training, Coaching and Officiating in Sports	50+50	Th + Pr

Second Year

PE. 551	Management of Physical Education and Games	50+50	Th + Pr
PE. 591	Evaluation in Physical Education	50+50	Th + Pr
PE. 592	Curriculum Development and Research in Ph. Edu.	50	Theoretical
PE. 598	Thesis	50	Practical
PE. 599	Practicum	50	Practical

Total 650

Electives (Any one)

PE. 571	Advanced History of Physical Education	50	Theoretical
PE. 572	Sociology of Sports (elective)	50	Theoretical

Physical Education and Sports Psychology

Course No.: P.Ed. 511

Full Marks: 100

Nature of the course: Theoretical

Pass Marks: 40

Year: First

Periods per week: 5

Course Description

This course has been designed for the purpose of acquainting the prospective teachers with advanced knowledge on the perspectives of physical education. This course is also designed to give basic knowledge and skill about educational psychology, its principles, theories and other doctrines in relation to the field of games and sports. The main purpose of this course is to motivate and encourage the prospective teachers to apply psychological theories and principles in learning different skills more effectively.

General Objectives

1. Develop knowledge on perspectives of physical education and sports.
2. Acquaint prospective teachers with the experience of different perspectives applied to physical education.
3. Make the prospective teachers able to understand the psychological principles and theories related in physical education.
4. Apply those principles and theories in teaching games and sports.
5. Make teachers able to understand the psychological factors of the students.

Specific Objectives

1. Explain the modern concept of physical education
2. Analyze different aspects of biological and physiological foundations.
3. Apply psychological principles in PE & sport.
4. Discuss sociological foundation of PE.
5. Explain the meaning & definition of philosophy.
6. Discuss different elements of philosophy
7. Describe different philosophies and their application in sports.
8. Describe the importance of psychology in physical education.
9. Explain the meaning of sports psychology and the factors influencing motor skill learning.
10. Discuss about the psychology of training, conditioning and competition.
11. Relate sports activities in shaping up the personality of an individual.
12. List innate tendencies and individual differences in motor learning.
13. Compare perception, perceptual motor learning, reaction and response timing in sports.
14. Explain the role of emotion and drives in sports.
15. Deal psychologically the handicapped and injured athletes.
16. Apply the psychology of adjustment during frustration and high achievement.

Course Contents

Unit – I Concept of Physical Education

10 hrs.

1. Critical analysis of traditional and modern concept of physical education
2. Aims and objectives of physical education
3. Physical education is an art or a science
4. Role and scope of physical education

Unit - II Philosophical Perspectives

18 hrs.

1. Meaning, definition and elements of philosophy
2. Different philosophies related to physical education
 - a) Idealism
 - b) Naturalism
 - c) Realism
 - d) Pragmatism
 - e) Existentialism

Unit – III Biological Perspective of Physical Education

10 hrs.

1. Growth and development
2. Laws of use and disuse
3. Sex differences
4. Load: normal, rest and over load

Unit - IV Physiological Perspective

10 hrs.

1. Benefits of exercise to:
 - a) muscular system.
 - b) respiratory system
 - c) Circulatory system
3. Kinesthetic sense and performance

Unit - V Psychological Perspective

12 hrs.

1. Skinner's Operant Conditioning Theoretical
2. Psychological factors that promote the learning of motor skills
3. Thorndike's laws of learning
4. Transfer of training
5. Feedback in motor learning

Unit – VI Sociological Perspective

15 hrs.

1. Physical education and socialization
2. Social facilitation and its implication in sports
3. Sports and social change
4. Group dynamics

Unit – VII Meaning and Importance of Sports Psychology. 15 hrs.

1. Meaning of psychology and sports psychology
2. Importance of sports psychology
3. Psychological factors influencing sports (incentive, motivation, drive, needs, interest rewards feedback,)

Unit - VIII Theories of Learning Applied to Motor Activities 15 hrs.

1. Laws of learning (Readiness, effect, and exercise)

2. Trial and error
3. Learning by conditioning & insight
4. Observation and motivation
5. Learning curve

Unit - IX Psychological treatment of athletes.

15 hrs.

1. Training, conditioning and competition
2. Individual differences in learning
3. Motivation - its theories and application
4. Frustration and high achievement
5. Handling of handicapped and injured athletes

Unit - X Perceptual Motor Learning.

10 hrs.

1. Perception
2. Perceptual motor learning
3. Reaction and response Timing
4. Mental rehearsal and motor learning

Unit - XI Emotion.

10 hrs.

1. Meaning and types of emotion
2. Role of emotion in sports (fight or flight, face the challenge)
3. Physical and emotional setup for better performance
4. Procedures for maintaining emotional stability
5. Proper development of emotion

Unit - XII Personality.

10 hrs.

1. Types of personality
2. Personality and sports
3. Role of sports in shaping personality

Instructional Techniques

Lecture, discussion, presentation, library study, question/answer, homework, group work, project work.

Instructional Materials

Charts, graphs, leaflets etc.

Evaluation Techniques

Annual examination at the of the session

External Examination 100%

Textbooks and References

1. Barrow, Harold M. (1981) **Man and Movement**; Philadelphia: Lea and Febiger.
2. Barrow, H.M. **Man and Movement Principles of Phy. Ed.:** Philadelphia Lea and Febiger.

3. Dickinson, John. (1976) **A Behavioural Analysis of Sport**. London: Lepus Books.
4. Komlesh, M.L., (1996). **Sports Psychology**. Delhi: Surjeet Publication.
5. Kane, J.E. (Ed.). **Psychological Aspect of Phy. Ed. and Sports**: London: Lawther, J.D. **Sports Psychology**: New Delhi: Prentice Hall MC India.
6. Lay, John W. and Gerald S. Kenyon (1981) **Sport, Culture and Society**. London: Macmillan Company.
7. Rouf ledge.
8. Maurya, B.K. and S.C. Gupta. **Psychology Applied to Physical Education**: Merrut: Pragati Prakashan.
9. Revenes, R.S. **Foundations of Physical Education**. USA: Houghton Mifflin Co.
10. Thomas. Carolyn E. (1983) **Sport in a philosophic context**. Philadelphia: Lea and Febiger.
11. Willian H. Freeman (1988) **Physical Education and Sport in a Changing Society**. Delhi: Surjeet Publications:
12. Wuest, Deborah A. and Charles A. Bucher; (1992). **Foundations of Physical Education and Sport**: New Delhi: B.I. Publications.
13. Willians, J.F. (1954). **The Principles of Physical Education**. Philadelphia: W.B. Saunders Company.

Advanced Study in Sports Science

Course No.: P.Ed. 512

Nature of the course: Theoretical

Year: First

Full Marks: 100

Pass Marks: 40

Periods per week: 5

Course Description

This course is designed to provide experiences in exercise physiology, sports medicine, kinesiology and biomechanics to the students.

This course is meant to provide the prospective teachers of Physical Education to apply those knowledge in teaching physical education activities, games and sports based on different movement patterns.

General Objective

1. Describe the concept and use of exercise physiology and sports medicine
2. Apply the knowledge of first aid care and preventive measures in sports injuries
3. Discuss the role of diet and hygiene in sports
4. Develop knowledge on kinesiology and basic bio-mechanical principles,
5. Apply some related mechanical principles in teaching movement activities.

Specific Objectives

1. Explain the concept of exercise physiology and sports medicine.
2. Describe the importance of exercise physiology in the field of physical education
3. Analyse muscular functions in human movement.
4. Describe the effects of exercise on cardio-respiratory system.
5. Discuss the concept and importance of sports safety.
6. Describe the mechanism of common athletic injuries.
7. Apply preventive measures and first aid treatment in different sports injuries.
8. Discuss the importance of personal hygiene in maintaining the health of athletes.
9. Describe the dietary requirement of the athletes.
10. Explain the status of women in sports.
11. Describe the concept of doping.
12. Describe the meaning and importance of kinesiology,
13. Discuss the anatomical basis of movement,
14. Explain the skeleto-muscular structure of human body,
15. Illustrate the mechanical functions and role of levers and leverage systems in human body
16. Describe the physiological structure of muscular contraction and energy release process,
17. Correlate the physique, muscular strength and performance in movement activities,

18. Apply guiding principles and analyse different sporting activities.
19. Explain the importance of bio-mechanics in sports
20. Explain the importance of the following laws of Physics: Motion, Force, Equilibrium, Friction, Resistance and Projection.
21. Discuss the energy, acceleration, speed and velocity and apply laws governing them.

Course Content

Unit - I Exercise Physiology

4 hrs.

1. Definition of exercise physiology
2. Importance and role of exercise physiology in the field of physical education.

Unit - II Muscular Functions in Human Movements

10hrs.

1. Different types of voluntary contraction.
 - a) Isotonic, isometric, eccentric, concentric, Ballistic
 - b) Co-contraction effect of different types of muscular activity. Reaction time, movement type, development of strength, speed, endurance and flexibility

Unit - III Effect of Exercise on Cardio-respiratory System

12 hrs.

1. Respiratory rate, control of breathing during exercise, aerobic capacity, anaerobic capacity and the effects of training and conditioning on respiratory system.
2. Circulation, changes in cardiac system during exercise, effects of training and conditioning on circulation

Unit - IV Climate and Exercise

6 hrs.

1. Regulation of body temperature.
2. Heat, stress and acclimatization.
3. Effects of altitude in physical performance

Unit - V Concept of Sports Medicine:

4 hrs.

1. Meaning, definition, importance and scope of sports medicine
2. History of sports medicine

Unit - VI Prevention of Sports Injury:

18 hrs.

1. Concept, meaning and importance of sports safety.
2. Mechanism of common athletic injuries and preventive measures
3. Causes, symptoms, preventive measures and first aid treatment of the following sports injuries
 - Strain, sprain, abrasion, bruises, cramps, shin-splints, contusion, dislocation, fractures and cuts.

Unit - VII Health of the Athletes:

21 hrs.

1. Personal hygiene
2. Athletes' diet

- a) Concept and importance of balanced diet.
 - b) Diet requirement of the athletes.
 - carbohydrates, fat, protein, minerals, vitamins and water.
 - c) Pre-competition and competition diet.
 - glycogen loading, dehydration, rehydration
3. Doping in Sports.
 - a) Concept of doping
 - b) Use and misuse of drugs in competitive sports.
 - c) Blood doping.
 - d) Laws regarding doping
 4. Women in sports.
 - a) Participation in sports
 - b) Prospects and problems
 - c) Modern trends
 5. Ageing and sports

Unit -VIII Concept of Kinesiology **6 hrs.**

1. The academic and professional objectives of structural kinesiology.
2. The application of structural kinesiology

Unit - IX Structural - functional Relationship **18 hrs.**

1. Kinesiological importance of bones, joints and muscles
2. Fundamental joint movements
3. Planes and axes of joint movements
4. Structural classification of the skeletal muscles and types of contraction.
5. Structural functions of muscles
6. Group Action of muscles
7. Techniques of muscle analysis

Unit - X Anatomical Fundamentals **12 hrs.**

1. Terminology of various types of movements around joints
2. Methods of studying muscular joint action

Unit - XI Analysis of Postures **6 hrs.**

1. Criteria for a good posture
2. Role of posture in sports performance
3. Causes of poor posture
4. Specific defects and their corrections

Unit - XII Basic Mechanical Principles **9 hrs.**

1. Mechanical principles and human movement
2. Mechanical principles: force, motion, equilibrium, projectiles, principles of aerodynamics
3. Application of mechanical principles to fundamental sports skills, walking, running, jumping, throwing, catching.

Unit - XIII Motor Ability Factors and Kinanthropology**9 hrs.**

1. Muscle strength.
2. Power and endurance.
3. Mobility and stability of joints

Unit - XIV Analytic Techniques in Kinesiology and its Practicability**15 hrs.**

1. Techniques of kinesiological analysis of skills special reference to
 - a) track and field events
 - b) Football, volleyball, basketball, badminton, table tennis, kho kho and kabaddi.

Instructional Techniques

Lecture, discussion, demonstration, project question - answer.

Evaluation Techniques

Annual examination at the end of the session

External Examination 100%

Textbooks and References:

1. Barrow, H. M. (1978) **Man and Movement: Principles of Physical Education** Philadelphia: Lea and Febiger.
2. Bunn, John W. (1972). **Scientific Principles of Coaching**, New Jersey: Prentice Hall, Englewood.
3. Eriksson, Bengt O. et. al. (1990). **Sports Medicine Health and Medication**. Great Britain: Guinness Publishing Ltd.
4. Fox, Edward and Donald Mathews (1968). **The Physiological Basis of Physical Education and Athletics**. Philadelphia: Saunders College Publishing.
5. Gosh, Aloke (1960). **Handbook of Sports Medicine and Physical Fitness**. New Delhi: Allied Book Agency.
6. Herbert A. de Vries (1980). **Physiology of Exercise**. IOWA: Wm. C. Brown Company Publishers.
7. Karpovich, Peter and Wayne Sinning (1971). **Physiology of Muscular Activity**. Philadelphia: W.B. Saunders Company. Deshpande, S.H. (1992) **Kinesiology** (Hindi) Amravati HVPM.
8. Mirkin, Gabe and Marshall H. **The Sports Medicine Book**. Toronto: Little, Brown and Company.
9. Sinning Karponvich. **Physiology of Muscular Activity**. Philadelphia: W. B. Saunders Company.
10. Ryan, A.J. & Fred L.A. **Sports Medicine**. New York: Academic Press.

Training, Coaching and Officiating in Sports

Course No.: P.Ed. 513
Nature of the course: Th + Pr
Year: First

Full Marks: 100 (50T+50P)
Pass Marks: 20 + 25
Periods per week: 5

Course Description

This course has basically two parts. The first part comprises three different but related aspects like coaching, training and officiating. This part has been designed to develop the competencies among the prospective teachers in coaching, training and officiating skills. It is also intended to provide some advanced knowledge and skills of coaching, training and officiating so that the teachers would be able to conduct training and coaching camps in games and sports, and also be able to officiate practically and appropriately in competitive game situations and sports meets. The second part of this course is designed to provide practical experiences of planning and organizing different games and sports. The students are required to organize any three events respectively from running jumping and throwing of athletics and a volley ball game.

General Objectives

1. Develop the general concept of sports training, coaching and officiating.
2. Acquaint the students with the experiences of training, coaching and officiating in their related fields.
3. Prepare a plan for organizing sports meet
4. Coach the practical activities in physical education
5. Organize different games and sports tournaments.

Specific Objectives

1. Explain the meaning, objectives and importance of coaching.
2. Discuss the principles, methods and problems and improving the and measures of coaching.
3. Describe the meaning, needs and importance of a coach.
4. Discuss the qualities, education, duties and responsibilities of a coach.
5. Discuss the meaning, objectives, characteristics and forms of sport training.
6. Explain the principles and process of training.
7. Discuss the meaning, importance and methods of conditioning training.
8. Prepare conditioning programme and plan training programme.
9. Select the players by applying criteria of selection
10. Discuss the meaning, objectives, importance and needs of officiating in sports.
11. Apply the principles of officiating in real game situation.
12. Explain the qualities and duties of a referee or umpire.
13. Discuss the responsibilities of officials in athletics and major games.
14. Prepare a plan for training and coaching

15. Conduct short term training programmes and coaching camps in different games and sports.
16. Form different committees for organizing competitions.
17. Construct fixtures and time table for tournaments and meets.
18. Conduct tournament and meet in different games and sports.
19. Prepare a project meet report.

Course Contents

Unit I Coaching

20 hrs.

1. Meaning, objectives and importance of coaching in sports.
2. Styles and means of coaching
3. Problems of coaching
4. Meaning, need and importance of a coach
5. Qualities, education, duties & responsibilities of a coach
6. Coaching as an art or science.

Unit II Sports Training

30 hrs.

1. Meaning, aims and objectives of sports training
2. Characteristics and forms of sports training
3. Means and methods of sports training
4. Principles and process of training
5. Training structure, Load, Fatigue, Recovery and Sports performance
6. Classification of sports
7. Meaning and Importance of conditioning
8. Different methods of conditioning:
 - a) Continuous methods, Interval method, Repetition method
 - b) Circuit training, fartlek training, Altitude training, Isometric and Isotonic training.
 - c) Plyometrics Training.
9. Methods of training Biomotor abilities:
Strength, Speed, Endurance, Flexibility, Agility, Coordination
10. Periodization and planning of training programme in sports
11. Factors to be considered in planning training programme in sports.
12. Talent identification and development in sports.

Unit III Officiating:

20 hrs.

1. Meaning, objectives, importance and needs of officiating in sports.
2. Principles of officiating in sports.
3. Ethics of officiating
4. Qualities and duties of a referee or umpire.
5. Officials and their responsibilities in different athletic events and major games.
6. Measures to improve officiating in sports.
7. Planning & administration of sports and Athletic competitions.

Unit IV A one week coaching camp in games. 20 hrs.

1. Preparation of time table for one week
2. Contact school students to run the coaching camp.
3. Conduct the coaching camp.

Unit V Teaching and coaching experiences in students games and sports. 30 hrs.

1. Preparation of schedule in any one game and any three events of athletics (18 lessons)
2. Selection of schools for coaching
3. Conduct coaching

Unit VI Project Meet 30 hrs.

1. Preliminary preparation
2. Announcement of meet and tournament
3. Conducting meet and tournament followed by opening and closing ceremony
4. Preparation of a project meet report
 - a) Introduction / Preliminary works
 - b) Objectives
 - c) Participating teams and schedule
 - d) Programme and results
 - e) Conclusion

Instructional Techniques

Lecture, Group Work, Discussion, Project work, Demonstration, Question-answer.

Evaluation Techniques

For theory: Annual examination at the end of the session

External Examination 100%

For practical activities

1. Students should coach in particular game of their choice. Not more than two students are kept in a game. Marking is based on the following:

- Attendance (One mark is allowed to 5 day attendance) 3

Involvement in coaching

- Motivational activities 2

- Demonstration skills 5

- Practice period 5

15

2. Students should be given any three events in athletics (run + jump + throw) and one game. All the students must prepare the same schedule for 18 days. Mark will be allotted in the following way:

a) Participation in preparing schedules 3

b) Attendance (One mark for 5 attendance) 3

	c) Role in team management while conducting tournament and meet	<u>4</u>
		<u>10</u>
3.	Project meet	
	a) Role as a referee / umpire in tournament	5
	b) Role as a judge in athletics	5
	c) Role as assistants	<u>5</u>
		<u>15</u>
4.	Report writing on project meets	<u>10</u>
	Total Marks	50

Textbooks and References

1. Barrow, Harold M.; (1973), **Man and Movement**; Principles of Physical Education, W.B. Saunders Company, Philadelphia.
2. **Curriculum of Physical Education**. Secondary Higher Secondary, Proficiency Certificate and Bachelor's Level.
3. Different Games and Sports Published by EP Publishing Ltd.
4. I.A.A.F. Handbook.
5. Goel, R.G. and Veena Goel (1990). **Encyclopedia of Sports and Games**. New Delhi: Vikas Publishing House Pvt. Ltd.
6. Lewellyn, J.H. and J.A. Blocker: (1982), **Psychology of Coaching**; Theoretical and Applications, New Delhi, Surjeet Publications.
7. **Officiating and Coaching**; Ludhiana, (1991) Prakash Brothers Educational Publishers..
- 8.
9. Singh, Hardayal (1995). **Science of Sports Training**, New Delhi: D.V.S. Publications.
10. Sharma, P.d., **Officiating and Coaching**, A.P. Publisher, Jalandhar.
11. Suinn, Richard M.; **Psychology in Sports**; Methods and Applications, Surjeet Publications, New Delhi, 1989.
12. Voltmer, E.F. et al. (1979). **The Organization and Administration of Physical Education**. New Jersey: Prentice Hall, Inc.
13. Wuest, D.A. and Charles A. Bucher; (1992), **Foundations of Physical Education and Sport**: New Delhi, B.I. Publications.
14. Willgoose, C.E. **The Curriculum in Physical Education**, New Jersey: Prentice Hall, Inc.
15. Singh, Hardayal (1995). **Science of Sports Training**, New Delhi: D.V.S. Publications.

Management of Physical Education and Games

Course No.: P.Ed. 551

Nature of the course: Th + Pr

Year: Second

Full Mark: 100 (50 Th. + 50 Pr.)

Pass Mark: 20 + 25

Periods per week: 5

Course Description:

This course has two parts. the first part is designed to develop knowledge on administration, management, and supervision in physical education. It also seeks to provide practical experience to the prospective teachers about the administrative and supervisory techniques.

The second part is designed to provide advanced skills of specialized games. It also intends to provide practical knowledge of organizing coaching programmes in the respective games.

General Objectives

1. Describe the concept of administration and supervision in physical education.
2. Discuss the principles of administration and supervision in physical education.
3. List the functions, qualities of administrators and supervisors.
4. Provide advanced skills of specialized games.
5. Acquaint prospective teachers with practical experiences in coaching programme of their respective games.

Specific Objectives

1. Describe the concept and scope of administration and management in physical education
2. List the administrative duties of physical education administrator
3. Discuss the qualities of a good administrator.
4. Describe the theories of administration and their importance
5. Explain the guiding principles of administrative organization.
6. Prepare an organization chart of the personnel's of university, campuses and departments.
7. Describe the facilities, equipment and supplies required to run a physical education programme.
8. List the sources of expenditure areas in physical education
9. Prepare a model schedule for a physical education programme.
10. Describe the concept of supervision in physical education.
11. Explain the aims, objectives and principles of supervision
12. Discuss the current situation of supervision in Nepal.
13. Describe the role and functions of a supervisor
14. List the qualities of a good supervisor
15. Describe how the supervisor are trained.
16. Describe the methods of supervision in physical education

17. Conduct different methods of supervision in physical education.
18. Demonstrate the advanced skills in their respective games of specialization.
19. Discuss the system of play and modern strategies of the specialized games.
20. Prepare coaching programmes for different skills of their specialized games.
21. Prepare detailed note-books in their specialized games.

Course Contents

Part I

Unit - I Administration and Management process: 15 hrs.

1. Definition and importance of administration and management in physical education.
2. The scope of administrative management
3. The process of administration or administrative duties
4. Administrative leadership
 - Qualifications of a good physical education administrator
 - Training of administrators
 - Group dynamics

Unit - II Administrative Theoretical: 12 hrs.

1. Importance of administrative theories for physical educators
2. Traditional theories versus modern theories of administration in physical education.
3. Guiding principles of administrative organization
4. Organization chart of personnel's of University, Faculty of Education Campuses and Departments.

Unit - III Management of Physical Education: 15 hrs.

1. Facility Management
 - Facilities, equipment and supplies
 - Care and maintenance of equipment and supplies
2. Fiscal Management
 - Income resources
 - Expenditure areas
3. Scheduling
4. Public relation

Unit - IV Concept of Supervision in Physical Education: 12 hrs.

1. Meaning, importance, and scope of supervision in physical education
2. Characteristics of supervision
3. Aims and objectives of supervision
4. Principles of supervision
5. Existing situation of supervision in physical education in Nepal.

Unit - V The Supervisor:

6 hrs.

1. The role and functions of a supervisor
2. Qualities of a good supervisor
3. Training of supervisors

Unit - VI Methods of Supervision:

15 hrs.

1. Visitation
2. Conference
3. Demonstration
4. Bulletins
5. Other methods
 - Workshop, clinic, in-service training.

Part II

Unit - VII Advanced skills, modern strategies and coaching/teaching of different skills of any two of the following games. 60 hrs.

- | | |
|--------------|-----------------|
| 1. Football | 2. Basketball |
| 3. Badminton | 4. Table Tennis |
| 5. Kabaddi | 6. Kho Kho |

Unit - VIII Preparation of Specialization note-book

15 hrs.

1. Two specialization note-books should be prepared by the students in their respective specialized games. They should be prepared in the following format.
 - a) Introduction of the game
 - b) Historical background
 - c) Fundamental skills
 - d) Rules
 - e) Coaching teaching strategies in different skills
 - f) Modern trends of organizing the game
 - g) Records
 - h) References

Instructional Techniques

Lecture, discussion, projection, home assignment, group work, survey, question-answer, workshop, report writing.

Evaluation Techniques

For theory: Annual examination at the end of the session

External Examination 50%

For practical course

1.	Practical performance Test	20
2.	Notebook keeping	10
3.	Classroom Participation	10
4.	Oral test	<u>10</u>
	Total	<u>50</u>

Textbooks and References:

1. Anand, R.L. (1986). **Playing Field Manual**. Patiala: NIS Publication.
2. Ballou, R.B. (1988). **Teaching Badminton**. Delhi: Surjeet Publications.
3. Bucher, C.A. (1979), **Administration of Physical Education and Athletics Programme**. St. Louis: The C.V. Mosby Company.
4. Coleman, Brian and Peter Ray. (1987). **Basketball Techniques**. London: A and C Black.
5. Cheney, Bob. **Soccer**. New York: B.E.A.R. Publications.
6. Goel, R.G. and Chandra Mehra (1995) **Encyclopedia of Sports and Games**. New Delhi: Vikas Publishing House.
7. Jacobson, C. and Ann V. **Fundamental Skills in Physical Education**.
8. Lrwin, L. and L.H. Humphery. **Principles and Techniques of Supervision in Physical Education**.
9. Muller, P. and J.W. Refrik. **Intramural Recreational Sports: Programming and Administration**. New York: John Wisley and Sons.
10. Parker, D. and David H. (1996). **Play the Game Table Tennis**. London: Blandford.
11. Seth et al. **Kho Kho**, Delhi: Ashoka Book Depot. Thomson, Willian (1996) **Teaching Soccer**. Delhi: Surjeet Publications.
12. Voltmer, Edward F. & Others. (1979), **The Organization and Administration of Physical Education**. New Jersey: Prentice Hall. Inc.

Evaluation in Physical Education

Course No.: P.Ed. 591
Nature of the course: Th + Pr
Year: Second

Full Marks: 100 (50T+50P)
Pass Marks: 20 + 25
Periods per week: 5

Course Description

This course is designed to provide the students with scientific background, principles and practical proficiency of Test and Measurement in Physical Education. It intends to offer knowledge regarding the development and area of application in tests, measurement and statistics. This course also deals with different methods and approaches of research and their use in the field of Physical Education.

The practical part of this course is designed to provide basic knowledge and advanced teaching skills and training methodology in athletics and volleyball, It is intended in this course to equip the prospective teachers with the simple principles to be applied, coaching and training strategies by preparing a notebook.

General Objectives

1. Develop background knowledge of test and measurement in Physical Education
2. Get acquainted with some statistical applications in Physical Education.
3. Explain and apply all the principles and training strategies related to the athletic events,
4. Apply scientific laws while teaching volleyball skills,

Specific Objectives

1. Explain the meaning, nature, use and significance of test and measurement in P.Ed.
2. Differentiate test, measurement and evaluation
3. Describe the criteria of selection and construction of a test.
4. Apply various test batteries appropriately in their related field of application and purposes.
5. Prepare knowledge test and administer it in P.Ed.
6. Explain the need and scope of statistics in Physical Education.
7. Develop competence of the students in using statistical procedures in the treatment of quantitative data with special emphasis to Physical Education.
8. Perform different running events
9. List the events of Heptathlon & Decathlon
10. Mark the track and officiate the meets in athletics
11. Demonstrate the jumping events
12. Make the different steps of jumping events clear,
13. Organize and officiate the jumping and throwing events
14. Write a short history of volleyball game.

15. Mark the volleyball court
16. Demonstrate the different skills involved in volleyball
17. Explain the different training and coaching strategies in volleyball
18. Organize and officiate a volleyball tournament
19. Prepare a notebook in any one event in athletics and one in volleyball.

Course Contents

Unit - I Introduction to Test, Measurement and Evaluation: 6 hrs.

1. Meaning and nature of test, measurement and evaluation.
2. Differences between test, measurement and evaluation.
3. Need and importance of test, measurement and evaluation in physical education and sports
4. Selection and construction of test
 - a) Criteria of selection of a good test
 - i Scientific authenticity: Reliability, validity, objectivity, norms
 - ii Practical standard: Administration consideration, developmental values.

Unit - II Measurement of Different Abilities 40 hrs.

1. Measuring Strength
 - a) Meaning of Strength and Reasons for measuring strength
 - b) Instruments for measuring strength
 - c) Strength test
 - i. Roger's Physical fitness Index & suggested Changes in the PFI test.
 - ii. Krans Weber muscular test.
 - iii. Sit up Test
 - iv. Over head pull test
 - v. Measuring of Grip, leg and trunk strength with the help of Dynamometer.
2. Measurement of Flexibility:
 - a) Meaning of Flexibility and Reason for measuring flexibility.
 - b) Instruments for measuring flexibility
 - c) Flexibility measuring test
 - i. Modified sit and reach test
 - ii. Bridge up test
 - iii. Trunk and Neck extension test
 - iv. Measuring (Flexion & Extension) of Ankle, Wrist, shoulder & trunk with the help of Goniometer/Leighton Flexometer.
3. Measurement of Muscular endurance
 - a) Meaning of muscular endurance and reason for measuring muscular endurance
 - b) Instruments for measuring muscular endurance
 - c) Muscular endurance measuring test

- i. Flexed arm hang
 - ii. Chin up
 - iii. Push-up
 - iv. Squat thrust (Burpee)
- 4. Measurement of Cardio-vascular condition
 - a) Meaning of cardio-vascular fitness and reason for measuring cardio-vascular fitness
 - b) Instruments for measuring Cardio-vascular condition
 - c) Blood pressure measurement
 - d) Test for measuring cardio vascular condition
 - i. Cooper's 12 minutes Ran/Walk test
 - ii. Six hundred yard Run/Walk test
 - iii. Harvard step test and its modification
 - iv. Tuffle pulse ratio test.
- 5. Motor performance measurement
 - a) Meaning and reason for measuring motor performance components eg. Power, Agility, Speed, Balance.
 - b) Test for measuring power
 - i. Sargent chalk jump
 - ii. Standing broad or long jump
 - iii. Two hand medicine ball put.
 - c) Test for measuring Agility
 - i. Side step test
 - ii. Shuttle run
 - iii. Texas zigzag run
 - iv. Barrow zigzag run
 - d) Test for measuring balance
 - i. Stork stand
 - ii. One foot balance
 - iii. Nelson balance test
 - e) Test for measuring speed and reaction
 - i. Fifty yard dash
 - ii. Nelson speed of movement test
 - iii. Nelson hand reaction test
- 6. Physical fitness test
 - a) AAHPER Youth fitness test
 - b) ARMY Air force physical fitness test (AAF Test)
 - c) Jha physical fitness test batteries.
- 7. Motor fitness test
 - a) Indiana motor fitness test
 - b) JCR test
 - c) Oregon motor fitness test
- 8. Test of General motor Ability
 - a) Mc Cloys general motor ability test.
 - b) Larson test
 - c) Cozen athletic ability test

Unit - III Sports Skill Testing**8 hrs.**

- a) Russell - lange volleyball test
- b) Mc Donald soccer test
- c) Johnson Basketball ability test
- d) Lockhart and Mc pherson Badminton test
- e) Mott-Lockhart T.T. test.

Unit - IV Anthropometric Measurement and Body Composition 6 hrs.

- a) Meaning and Importance of Anthropometric measurement and body composition
- b) Instruments for measuring anthropometric characteristics
- c) Anatomical land mark
- d) Measurement of
 - i. Height and Weight
 - ii. Length circumferances/Depth/Girth of body organs
(e.g. Arm, Hand, Neck, Chest, Abdomen, Thigh, Leg, Calf)
- e) Skinfold measurement

Unit - V Practical:**20 hrs.**

1. The students should conduct any one of the following from practical class for the measurement of: strength, flexibility, cardiovascular condition, speed, physical fitness, motor fitness, general motor fitness anthropometric characteristics & sports skill.
2. The students should develop a norm for selected (physical fitness component) test on the basis of hypothetical data.
3. The student should maintain the practical note-book for the planning and administration of test. (Conducted on classroom).

Unit -VI Athletics**35 hrs.**

1. Running events (short, middle and long distance, cross country, relay and hurdle races)
 - Start, finish and guiding principles
 - Basic idea about , Heptathlon and Decathlon
 - Method of marking tracks
2. Jumping events (high jump, Long jump and Triple jump)
 - Approach, take-off, flight, clearance and landing
 - Guiding principles and teaching & coaching strategies
 - Making field arrangement
3. Throwing events (shot put, discus and Javelin)
 - Holding, gliding approach, delivery and follow through
 - Guiding principles and teaching & coaching strategies
 - Making field arrangement
4. Organize sports meet for officiating practice

Unit - VII Volleyball**25 hrs.**

1. Short history (world, Asia, Nepal)
2. Court marking and other requirements
3. Volleyball skills, servicing, receiving, setting, spiking and blocking.
4. Offensive/ defensive strategies and game practice
5. Officiating
6. Teaching and coaching techniques in volleyball

Unit - III Preparing a Notebook**10 hrs.****(one in any of the events in athletics and one in volleyball game)****Instructional Techniques**

Lecture, discussion, question answer, demonstration, project work, field study. participation, project work, group-work etc.

Evaluation Techniques

For theory: Annual examination at the end of the session

External Examination 100%

Evaluation scheme for the practical activities

1.	Practical performance in athletics	15
2.	Practical performance in Volleyball	10
3.	Classroom participation	5
4.	Preparation of notebook	
	a. in athletics	5
	b. in volleyball	10
5.	Presentation in seminar	<u>5</u>
	Total =	<u>50</u>

Textbooks and References

1. AAHPER (1976) **Youth Fitness Test Manual**. Washington: American Alliance for Health, Physical Education and Recreation.
2. Barrow, H. M. and Mc Gee, R.M. (1979), **A Practical Approach to Measurement in Physical Education**, Philadelphia: Lea and Fabiger..
3. Bosco, J.S. and Gastafson, W.F. (1983) **Measurement and Evaluation in Physical Education, Fitness and Sports**. New Jersey: Prentice-Hall, Inc.
4. Clarke, H.H. and Clarke, D.H. (1987). **Application of Measurement to Physical Education**. New Jersey: Prentice-Hall, INC
5. Foreman, Kenneth E. and Virginia M. Hested, **Track and Field**. Iowa: W.M.C. Brown Coy. Publishers.
6. ✓ Goel, R.G. and V. Goel. **Encyclopedia of Games and Sports**, New Delhi; Vikash Publishing House.
7. IAAF. **Track and Field Athletics: A basic coaching Manual** (Book No. 1) London: England.

8. Jha, Ashok K. (1990) **Construction of Physical Fitness Test Batteries and Their Relationship with the Anthropometric Characteristics.** Unpublished Ph.D. Thesis, Amravati University, Amravati.
9. John, B.L. and Nelson, J.K. (1982) **Practical Measurement for Evaluation in Physical Education.** Delhi: Surjeet Publication.
10. K. Doherty, Track & Field Uminibook, U.S.A.
11. Mathews, Donald K. (1978). **Measurement in Physical Education.** Philadelphia: W.B. Saunders Company.
12. Surinder Nath, (1993) **Anthropometry: The Measurement of Body Size, Shape and Form.** Delhi: Friends Publication.
13. Scates, Allen E. & Jane Ward. **Volleyball.** Boston: Allgn and Bacon Inc.
14. Staben, Ralph E. and Sam Bell. **Track and Field.** New J. Essay John Wiley and Sons

Curriculum Development and Research in Physical Education

Course No.: P.Ed. 592

Nature of the course: Theoretical

Year: Second

Full Marks: 50

Pass Marks: 20

Periods per week: 3

Course Description:

This course is designed to provide the students with the experiences of research skill applied in physical education. It deals with statistical procedures applied in physical education. It intends to provide them the knowledge on how physical education curriculum is developed. The course also intends to provide to them practical knowledge on how research proposal is prepared.

General Objectives

1. Develop research skills in the field of physical education
2. Acquaint the students with statistical analysis.
3. Help in preparing a research proposal
4. Describe physical education curriculum and the developmental principles of physical education curriculum
5. Discuss different curriculum patterns.
6. Evaluate existing curriculum of physical education.

Specific Objectives

1. Explain the meaning and importance of research in physical education.
2. List the areas of research in physical education.
3. Describe the criteria for selecting a research problem.
4. Describe different research methods applied in physical education
5. Calculate central tendencies, standard scores, and correlation of coefficient.
6. Explain the concept and importance of physical education curriculum.
7. Analyse the curriculum of physical education in different levels of education
8. Discuss the principles of curriculum development in physical education.
9. Analyse the challenges of curriculum change in physical education.
10. Describe different curriculum patterns in physical education.
11. Analyse existing physical education curriculum of different levels.
12. Prepare a research proposal

Course Contents

- Unit - I Introduction to Research** 6 hrs.
1. Need, importance and its scope in physical education
 2. The sources of research problems in physical education
- Unit - II Methods of Research Applied to Physical Education** 15 hrs.
1. Historical
 2. Descriptive: Survey, Case study, and Genetic methods.
 3. Experimental
 - a) Experimental designs
 - b) Laboratory planning and experimentation
 4. The tools of obtaining data
 5. Preparation of a research proposal
- Unit - III Statistical Application in Physical Education** 15 hrs.
1. Raw score, standard score and composite score.
 2. Correlation of coefficient.
 3. Calculation of
 - a) t-test
 - b) Chi-square (X^2)
 - c) F - ratio
- Unit - IV Introduction to Physical Education Curriculum:** 12 hrs.
1. Basic concept and importance of physical education curriculum
 2. Place of physical education curriculum in general curriculum
 - Primary, lower secondary, secondary and higher secondary level and university level.
- Unit - V Curriculum Patterns and Physical Education:** 15 hrs.
1. The separate subject curriculum
 2. The broad field curriculum
 3. The core curriculum
 4. The integrated curriculum
 5. The correlated curriculum
 6. The activity curriculum
- Unit - VI Curriculum Evaluation:** 12 hrs.
1. Review of school curriculum
 2. Development of physical education in Faculty of Education, T.U.
 3. Critical Analysis of existing physical education curriculum (Grade 9-10, 11-12, PCL, and B.Ed.)
 4. Curriculum study of some related universities (Chandigarh and Amravati).

IV. Instructional Techniques

Lecture, discussion, group work, library work, report writing.

Evaluation Techniques

Annual examination at the end of the session

External Examination 100%

Textbooks and References:

1. ✓ Best, John W. and James V. Kahn (1995). **Research in Education**. New Delhi: Prentice-Hall of India Pvt. Ltd.
2. Clarke D.H. and H.H. Clarke, **Research Processes in Physical Education Recreation and Health**. New Jersey: prentice-Hall Inc.
3. **Curriculum of Physical Education**. Secondary Level, Higher Secondary Level, Certificate level and Bachelor's level.
4. Cowell, C.C. and H.W. Hazelton. **Curriculum Design in Physical Education**.
5. ✓ Kothari, C.R. (1995). **Research Methodology Methods and Techniques**. New Delhi: Wishwa Prakashan.
6. Koul, Lokesh (1995). **Methodology of Educational Research**, New Delhi: Vikas Publishing House Pvt. Ltd.
7. More house, C.A. and G.A. Stull. (1975), **Statistical Principles and Procedures with Applications for Physical Education**. Philadelphia: Lea and Febiger.
8. Kapoor, N.M. (1994). **A Textbook of Statistics**. New Delhi: Pitambar Publishing Company.
9. Nixon, J.E. and A.T. Jewett. (1964), **Physical Education Curriculum**. New York: The Ronald Press Company.
10. **Physical Education Curriculum of Physical Education of Chandigarh University and Amravati University**
11. Willgoose, C.E. **The Curriculum in Physical Education**, New Jersey: Prentice Hall, Inc.

Advanced History of Physical Education (Elective)

Course No.: P.Ed. 571

Nature of the course: Theoretical

Year: Second

Full Marks: 50

Pass Marks: 20

Periods per week: 3 periods

Course Description

This course is designed for the purpose of providing advanced knowledge and understanding to the perspective teachers in the development and history of physical education.

General Objectives

1. Acquire knowledge on the development stages of physical education
2. Develop understanding about the historical aspects of physical education in the world.
3. Correlate the development of physical education to the sports.

Specific Objectives

1. Describe the history of physical education during the ancient period along with the start of human civilization.
2. Illustrate the reasons for declining physical education and its renaissance remarks.
3. Discuss the history of physical education in some selected western countries.
4. Describe the developmental history of physical education in some selected Asian countries.
5. Explain the historical development of physical education in Nepal.
6. Discuss the role of National Sports Council in promoting games and reports in Nepal.
7. Recite the history of sports competition at international & global level.
8. Discuss on some international organizations of games and sports.

Course Contents

Unit - I Ancient history of physical education (along with civilization) up to the end of the 4th century. 12 hrs.

1. India
2. China
3. Egypt
4. Greece (Sparta+Athens)
5. Rome

Unit – II Middle age (including dark-age) of physical education (Period of 5th to 14th century) 4 hrs.

1. Asceticism
2. Scholasticism
3. Olympic games cease

Unit - III Renaissance and Modern age of Physical Education

(Since 15th century)

9 hrs.

1. German
2. Sweden
3. Denmark
4. England
5. America

Unit - IV Development of Physical Education in Asia (modern age) 10 hrs.

1. China
2. India
3. Japan
4. Korea
5. Philippines

Unit - V Development of Physical Education in Nepal

8 hrs.

1. Non-formal physical education
2. Formal physical education (curriculum based)
3. Physical education in teachers' training sector

Unit - VI National Sports Council (establishment structure and role) 12 hrs.

1. National level sports competition
2. Ministry of youth sports and culture
3. School level sports competition
4. Some popular sports activities in Nepal
5. Notes on some personalities in the field of sports

Unit - VII Ministry of youth, Sports and culture

5 hrs.

(establishment structure and role)

Unit - VIII International Sports Competition and Nepal.

15 hrs.

1. Olympic games (Para-olympics and Special olympics)
2. Asian games
3. SAF games
4. World University Games
5. Notes on some international organizations of sports.

IV. Instructional Techniques

Lecture, Discussion, Group work, Project work, Library work.

VII. Evaluation Technique

Annual examination at the end of the session

External examination 100%

Textbooks and References:

1. Barrow, Harold M., **Man and Movement: Principles of Physical Education**, Philadelphia. Lea & Febizer.
2. Baruwal, H.B., (2041), **Historical Development of Physical Education and Nepal**, Kathmandu.
3. Hackensmith C.W., **History of Physical Education**, (1966) New York: Harpu & Row Publishing.
4. Khan, E.A. **History of Physical Education**. Patna: Scientific Book Co.
5. Van Dalen, Deobold B. and Bruceh. Bennett. (1971), **A World History of Physical Education**, (nd.ed.), prentice Hall Inc. New Jersey.

Sociology of Sports (elective)

Course No.: P.Ed. 572

Nature of the course: Theoretical

Year: Second

Full Marks: 50

Pass Marks: 20

Periods per week: 3

Course Description

This course has been designed for the purpose of acquainting the prospective teachers with advanced knowledge, on the sociology of sports. This course also intends to provide knowledge on social process and social issues in relation to sports.

General Objectives

To help the students get acquainted with the experience of sports sociology.

Specific Objectives

1. Describe sports sociology and its importance.
2. Explain social process, social stratification and issues concerning sports.
3. Describe the social dimensions of physical activity.
4. Discuss the trends and issues concerning sports in society.

Course Contents

Unit - I Sports Sociology

15 hrs.

1. Meaning and Scope

- a) Meaning and definition of sports sociology.
- b) Scope of sports sociology.
- c) Sports as a social phenomenon and an element of culture.
- d) Sports sociology as an academic discipline.

2. History and Theory

- a) Historical prospective of sports sociology.
- b) Sociological exploration (Theories and paradigms in brief)

Unit - II Sports and Social Process

20 hrs.

1. Group Interaction:

- a) Co-operation: (Meaning, role, composition)
- b) Competition: (Meaning, Character, Value)
- c) Conflict: (Meaning, Causes, Types, and Role)
- d) Child training and Game Involvement in adults.

2. Team Competition, Success and adjustment, Influences of positive interpersonal relationship of team member, dynamic of sports group.

3. Sport Groups and sport organization

- a) Leadership - (Meaning, nature and function)
- b) Group leadership - Composition and structure, process and performance.

- c) Organizational leadership - structure and composition process and performance.

Unit - III Sports and Regulative Institutions of Society: 12 hrs.

1. Interaction between sports and
 - a) Economic system
 - b) Politics
 - c) Religion
 - d) Culture

Unit - IV Sport and Social Stratification: 10 hrs.

1. Meaning of Social Stratification
2. Meaning and nature of social class
3. Criteria of class distinctions
4. Extent and effect of: (racial and ethnic, gender, age, and socio-economic) stratification on participation and achievement in sport.
5. Democratization on sport

Unit - V Social Dimensions of Physical Activity 9 hrs.

1. Appearance and Sociality
2. Competitiveness and co-operation
3. Anxiety
4. Audience
5. Aspiration level

Unit - VI Trends and Issues Concerning Sport in Society 9 hrs.

1. Sport and aggression
2. Violence on sport
3. Professional sport
4. Women and children on sport

Instructional Techniques

Lecture, discussion, presentation, library study.

Evaluation Techniques:

Annual examination at the end of the session

External Examination 100%

Text and References

1. Bucher, C.A. and D.A. Wuest. (1987) **Foundation of Physical Education and Sport** St. Lows: Times mirror/mosby College Publishing.
2. Gillin and Gillin (1950) **Cultural Sociology**. New York: Macmillan Co.
3. Freeman, W.H. (1988) **Physical Education and Sports in a Changing Society**. New Delhi: Surjeet Publication.
4. Maclver, R.M. (1945) **Society: A Text Book of Sociology**. New York: Farrar and Rinehar.
5. Stewsrt, E.W. (1978) **Saociology the Human Science**. New York: Mc. Graw. Hill Book Company.
6. Vidya Bhushand and Sachdera, D.R. (1987) **An Introduction to Sociology**. Allahabad: Kitab Mahal.
7. Lay, John W. and Gerald S.Kenyon (1981) **Sport, Culture and Society**. London: Macmillan Company.
8. Willian H. Freeman (1988) **Physical Education and Sport in a Changing Society**. Delhi: Surjeet Publications:

Thesis for Health and Physical Education

THESIS WRITING

Course No.: Ed. 598
Nature: Practical
Year: Second

Full Marks: 50
Pass Marks: 25
Duration:

Course Description

The course is designed to provide the students with hands-on experience in educational research and thesis writing. In this course, the students will have an opportunity to apply the theoretical knowledge of educational research to research such as identification of research problem, development of research instruments, preparation of research design, collection, analysis and presentation of data and writing of the thesis report.

The major purposes of the course are to help students design and conduct educational research studies independently and use the findings of the studies to make the research work meaningful.

Course Objectives

The course intends to accomplish the following specific objectives:

- To develop competencies on the part of the students in identifying and defining research problems, preparing data collection instruments, and collecting and analyzing the data;
- To help students search and review relevant literature;
- To enable students to use the findings of research studies in thesis writing
- To enable students to prepare a research report in one's chosen area of study.

Prerequisites of the course

- The students must have passed the first year of M.Ed. before undertaking the thesis work.
- Viva voce for the thesis of the student will be conducted only after passing all the courses offered in the second year of M.Ed.

Requirements

- The Departmental Research Committee (DRC) will seek thesis proposals from the students approve the proposals and designate the thesis guides for the students
- The student should prepare and submit to the DRC a brief research proposal on the chosen area of study as per the format.
- The students should face an oral examination to finalize the proposal in the DRC.
- The students should undertake the study under the guidance and supervision of the guide designated by the DRC.
- The student should submit 4 copies of the thesis to the department concerned.

- The thesis should be prepared as per the format supplied by the concerned department. A suggested format is given below:

Format for thesis writing

I. Introduction

- Background/the context
- Statement of the problem
- Significance of the study
- Objectives of the study
- Hypotheses of the study (if applicable)
- Limitations of the study
- Definitions of appropriate terms

II. Review of Related Literature

- Theoretical framework of the study
- Related literature (in and outside Nepal)

III. Methodology

- Research design
- Population and sampling
- Instrumentation
- Data collection and analysis procedures

IV. Analysis and Interpretation of Data

V. Summary, Conclusions and Recommendations

- Summary
- Conclusions
- Recommendations

VI. Selected References (Bibliography) Annexes/Appendices

Evaluation of the Thesis

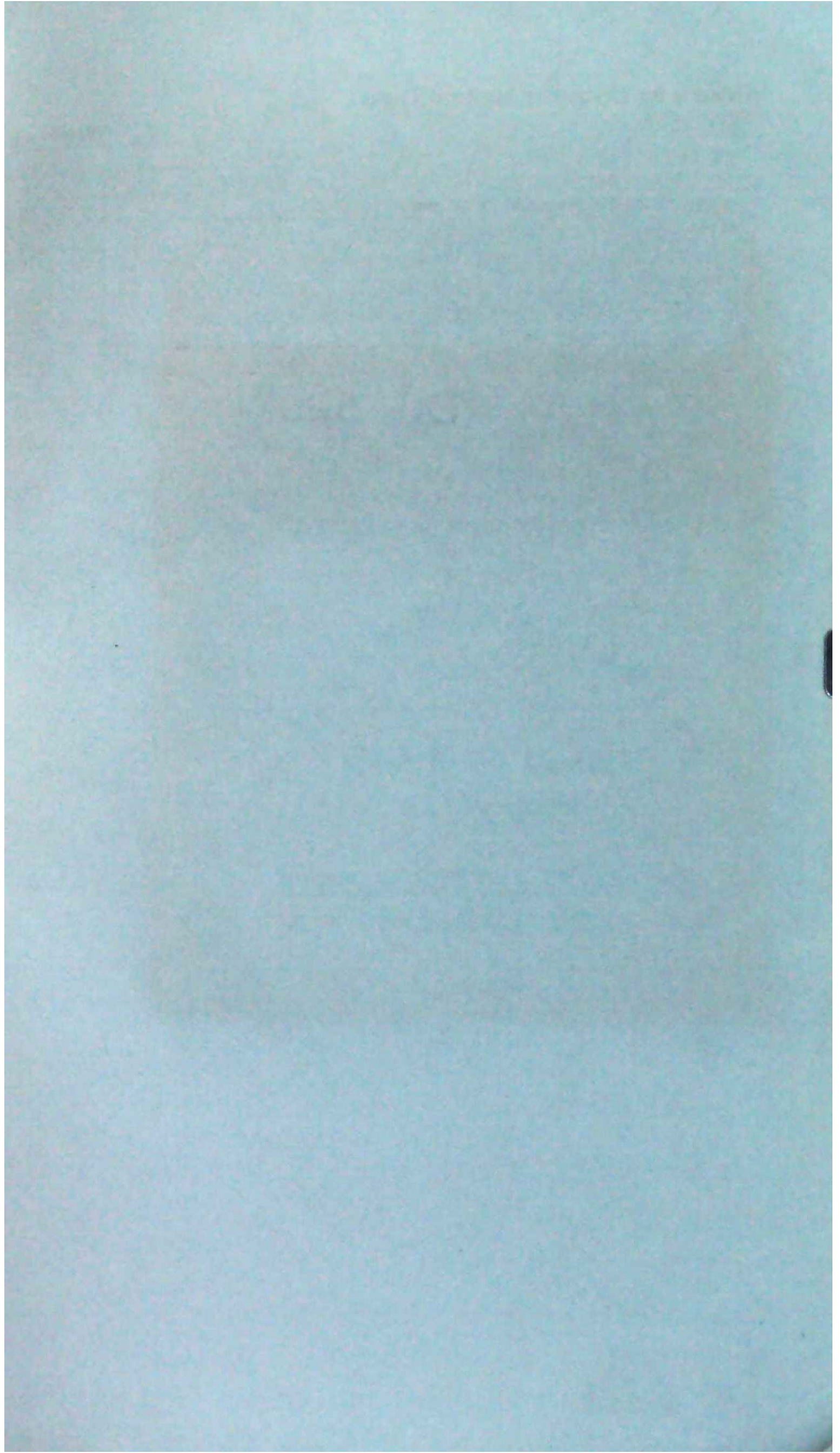
The thesis will be evaluated on the basis of its written quality and the performance of the student in viva voce. Of the total weightage given to thesis course, seventy percent weightage will be allocated to the written quality of the thesis and the remaining thirty percent will be allocated to viva voce. A Thesis Evaluation Committee (TEC) will evaluate both the written quality of the thesis and viva voce of the student. The average of the marks individually awarded by the TEC members will be treated as the final mark of the student. The evaluation criteria are given below.

Criteria for Evaluating Masteral Thesis

Written Quality	Weightage
Appropriateness of method (s) and the quality of instruments	10
Clarity of conceptual/theoretical framework and or literature review	10
Appropriateness of presentation and analysis of result	10
Appropriateness of conclusions and suggestions	10
Overall organization of the report (format, use of references and bibliography)	10
Contribution of the study to related theory and practice	10
Overall quality of the report	10
Total	70%

Oral Quality	
Presentation of the research work (Substantive part, Methodology, Findings Conclusions)	20
Accuracy, fluency and clarity of verbal presentation	10
Total	30%

Grand Total: 100%



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