

Faculty of Education

Bachelor of Education (B.Ed.)

Electives I & Electives II

Curriculum

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Bachelor of Education (B.Ed.)

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Kathmandu, Nepal

English for Mass Media

Course Title: English for Mass Media

Course No.: Eng.Ed. 311 (Elective)

Nature of the Course: Theory Cum Practical

Full Marks: 100

Pass Marks: 35

Period per week: 6

Time per period: 55 Min.

Course Description

This is an introductory course on English for Mass Media. The course comprises six units. The first unit focuses on the basic features of mass media. The next two units are concerned particularly with print media and electronic and other media respectively. The fourth and fifth units deal with journalism and translation respectively. The last unit is concerned with various aspects of interviewing and advertising. As the course is of theoretical cum practical nature, practical activities form an integral part of all the units except the first one.

General Objectives

The course is designed with a view to familiarizing the students with different types of mass media and their general features with special emphasis on the language used in these media. The course also aims in developing performance skills in various aspects of mass media.

Specific Objectives

On completion of this course the students will be acquainted with

- the general features of different types of mass media.
- the specific types of language used in various kinds of media.
- the principles and art of interviewing and advertisement.
- the concepts and techniques of translation.

In addition, they will be able to perform the following activities:

- compose and edit news
- read news
- design and compose various advertisements commercials.
- translate from English to Nepali and vice versa
- deliver speeches
- make live commentaries.

Course Contents :

Unit I	:	Introduction to Mass Media
Unit II	:	Print Media
Unit III	:	Electronic and Other Media
Unit IV	:	Introduction to Journalism
Unit V	:	Interviewing and Advertising
Unit VI	:	Translation

Course Contents in Detail :

- Unit I : Introduction to Mass Media**
- 1.1 What is mass media ?
 - 1.1.1 Definition of mass media
 - 1.1.2 Mass media as a register of language
 - 1.1.3 Characteristics of mass media
 - 1.2 Print media
 - 1.2.1 Books and manuals
 - 1.2.2 newspapers, magazines and periodicals
 - 1.2.3 Brochures and prospectuses
 - 1.2.4 Pamphlets, posters, banners, signboards, and traffic signs and signals
 - 1.2.5 Charts, graphs, diagrams, tables, caption writing, menus and bills.
 - 1.3 Electronic and other media
 - 1.3.1 Radio
 - 1.3.2 Television
 - 1.3.3 Cinema
 - 1.3.4 Live commentaries
 - 1.3.5 Public speaking
 - 1.4 Role of mass media in the present day world
- Unit II : Print Media**
(Books and manuals; newspapers, magazines and periodicals; brochures and prospectuses; pamphlets, posters, banners, signboards, and traffic signs and signals)
- 2.1 General features
 - 2.2 Purpose and function
 - 2.3 Language
 - 2.4 Practical activities
- Unit III : Electronic and Other Media**
(Radio, television, cinema, public speaking)
- 3.1 General features
 - 3.2 Purpose and function
 - 3.3 Language
 - 3.4 News reading
 - 3.5 Live commentaries
 - 3.6 Public speaking
 - 3.7 Practical activities
- Unit IV : Introduction to Journalism**
- 4.1 Defining journalism
 - 4.2 Principles of modern journalism
 - 4.3 The characteristics of a good newspaper
 - 4.4 The art of reporting and writing news
 - 4.5 Journalese : The journalistic writing

- 4.6 Editing a newspaper
- 4.7 Proofreading
- 4.8 Practical activities
- Unit V : Interviewing and Advertising**
 - 5.1 Interviewing
 - 5.1.1 Principles and mechanisms of interviewing
 - 5.1.2 Kinds of interviews
 - 5.1.3 The art and procedure of interview
 - 5.1.4 The language of interview
 - 5.1.5 Do's and don'ts in interviews
 - 5.1.6 Press conference
 - 5.1.7 Practical activities
 - 5.2 Advertising
 - 5.2.1 Purpose and principles of advertising
 - 5.2.2 Types of advertisement
 - 5.2.3 Techniques and mechanics of advertising
 - 5.2.4 The language of advertisement
 - 5.2.5 Practical activities
- Unit VI : Translation**
 - 6.1 What is translation ?
 - 6.2 Translation and interpreting
 - 6.3 Literal and interpretive translation. Semantic overlapping and transnational equivalence
 - 6.4 Practical activities

Evaluation Scheme and Time Allotment

This course is for one academic year and it carries 100 marks. The distribution of marks and time is as follows :

Unit		Marks	Times
I.	Introduction to Mass Media		
II.	Print Media	40	50%
III.	Electronic and Other Media		
IV.	Introduction of Journalism		
V.	Interviewing and Advertising	40	50%
VI.	Translation		

Assessment Technique

Written examination	80% (All Units)
Practical	20% (Units II to V)

Prescribed Textbooks

1. Butcher, Judith. Copy-editing: The Cambridge Handbook for Editors, Authors and Publishers. CUP (low-priced edition 1996)
2. Gamble, Michael W. and Teri Kwai Gamble. Introducing Mass Communication.
3. Mencher, Melvin. Basic News Writing. University Book Stall, New Delhi. 1992.
4. Winright, David. Journalism. Made Simple. Harmondsworth, Penguin.

English Language Teaching Methods

Course Title: English Language Teaching
Methods

Full Marks: 100

Course No.: Eng.Ed. 393

Pass Marks: 35

Nature of the Course: Theoretical

Periods per week: 6

Total Periods : 150

Time per period: 50 Min.

Course Description

This course is designed with a view to providing the English teacher trainees with an understanding of some of the widely used approaches and methods of language teachings, particularly with reference to ELT in Nepal. It contains seven units. The first unit presents the fundamentals of language learning and teaching. The second unit deals with language teaching approaches methods and techniques. The next five units deal mainly with practical aspects of ELT pedagogy.

General Objectives

The course aims at providing the teacher trainees with an insight into different aspects of ELT methodology and helping them acquire various pedagogical skills in ELT.

Specific Objectives

On completion of the course the teacher trainees will be acquainted with

- fundamentals of language learning and teaching
- language teaching approaches methods and techniques
- methods and techniques of teaching language aspects and skills
- language teaching aids and materials and pre-teaching activities
- concepts and techniques of language testing and evaluation
- common errors made by Nepali learners of English
- techniques of correction and remediation of errors.

In addition they will be able to:

- carry out pedagogical activities geared to developing language aspects and skills
- collect construct and use visual aids and teaching materials
- make lesson plans and do microteaching
- design and use different types of tests and evaluate learners' performance systematically
- carry out error analysis and remedial teaching effectively

Course Contents

- Unit I : Fundamentals of Language Learning and Teaching
Unit II : Language Teaching Approaches, Methods and Techniques
Unit III : Teaching Language Aspects
Unit IV : Teaching Language Skills
Unit V : Language Testing Aids and Materials and Pre-teaching Activities
Unit VI : Language Teaching and Evaluation
Unit VII : Practical Error Analysis

Course Contents in Detail

- Unit I : Fundamentals of Language Learning and Teaching**
- 1.1 Teaching-learning relationship
 - 1.2 Facilitation of learning
 - 1.3 Teacher's role
 - 1.4 Qualities of a good English teacher
 - 1.5 Language aspects and skills
 - 1.6 Aspects of language teaching: Who to teach ?. Why to teach ?. What to teach ?
 - 1.7 Stages of language learning/teaching: comprehension production. consolidation. automation.
 - 1.8 Language acquisition and language learning
 - 1.9 Learning L1 and learning L2
 - 1.10 ELT metalanguage and classroom language
 - 1.11 ELT class and classroom management.
- Unit II : Language Teaching Approaches, Methods and Techniques**
- 2.1 Three levels of operation of language teaching scheme: approach. method. technique
 - 2.2 General approaches/methods
 - 2.2.1 Deductive vs inductive
 - 2.2.2 Teacher-centred vs learner-centred.
 - 2.3 Specific approaches, methods m
 - 2.3.1 Grammar- translation method
 - 2.3.2 Audiolingual method
 - 2.3.3 OSS approach
 - 2.3.4 Communicative approach
 - Facets of each approach, method
 - Historical background
 - Theoretical bases
 - Characteristic features
 - Strengths and weaknesses
 - 2.4 Techniques
 - 2.4.1 Teacher-centred techniques

- 2.4.2 Learner-centred techniques
- 2.4.3 Teacher and learner centred techniques

Unit III : Teaching Language Aspects

- 3.1 Teaching vocabulary
 - 3.1.1 Characterization of vocabulary
 - Vocabulary and word
 - Content word and function word
 - Active and passive vocabulary
 - 3.1.2 Aspects of learning/teaching a word
 - Pronunciation and spelling
 - Grammar and usage
 - Meaning and use
 - 3.1.3 Techniques of teaching vocabulary
 - Teaching pronunciation and spelling
 - Teaching grammar and usage
 - Teaching meaning and use
 - 3.1.4 Retention/Memorization and retrieval of vocabulary learnt
- 3.2 Teaching grammar
 - 3.2.1 Objectives of teaching grammar
 - 3.2.2 Approaches/Methods of teaching grammar
 - 3.2.3 Aspects of grammar
 - 3.2.4 Stepwise procedure of teaching grammar
- 3.3 Teaching communicative functions
 - 3.3.1 Definition of communicative function
 - 3.3.2 Communicative function and its exponents
 - 3.3.3 Classification and inventory of communicative functions
 - 3.3.4 Stepwise procedure of teaching communicative functions

Unit IV : Teaching Language Skills

- 4.1 Teaching listening
 - 4.1.1 Components of listening skills
 - 4.1.2 Activities for developing listening skills
- 4.2 Teaching speaking
 - 4.2.1 Components of speaking skills
 - Pronunciation skills
 - Communicative skills
 - Other sociolinguistic skills
 - 4.2.2 Activities for developing speaking skills
- 4.3 Teaching reading
 - 4.3.1 Characterization of reading
 - Mode-based : silent reading vs reading aloud

- Speed-based: slow reading vs normal reading vs rapid reading
- Detail-based: intensive reading vs cursory reading
- Extent-based : limited reading vs extensive reading
- Aim-based : reading for specific information (scanning) vs reading for general idea (skimming)
- Purpose-based : reading for information knowledge vs reading for pleasure

4.3.2 Components of reading skills

4.3.3 Activities for developing reading skills

4.4 Teaching writing

4.4.1 Components of writing skills

4.4.2 Activities for developing writing skills

- controlled writing activities
- guided writing activities
- independent writing activities

4.5 Integrative language teaching

4.5.1 Integrative teaching of language aspects

4.5.2 Integrative teaching of language skills

4.5.3 Integrative teaching of language aspects and skills

Unit V : Language Teaching Aids and Materials and Pre-teaching Activities

5.1 Teaching aids

5.1.1 Definition

5.1.2 Types : audio visual, audio-visual

5.1.3 Visual aids

- Display devices
- Display materials

5.1.4 Collections, construction and use of visual aids

5.1.5 Value of teaching aids

5.2 Teaching materials

- Curriculum
- Textbooks course books
- Supplementary materials
- collection, preparation and use of teaching materials

5.3 Pre-teaching activities

5.3.1 Lesson planning

- Format of a lesson plan
- Construction of lesson plans
- Value of lesson planning

- 5.3.2 Micro teaching
- Concepts and objectives
 - Stepwise procedure
 - Practical work

Unit VI : Language Testing and Evaluation

- 6.1 Terminology
- 6.2 Classification of tests
- 6.2.1 Goal-based types
 - 6.2.2 Medium-based types
 - 6.2.3 Mode-based types
 - 6.2.4 Aspect-based types
 - 6.2.5 Skill-based types
 - 6.2.6 Approach-based types
 - 6.2.7 Reference-based types
 - 6.2.8 Unique test: cloze test
- 6.3 Test design
- 6.4 Marking and scoring
- 6.5 Evaluation of tests
- 6.6 Test administration

Unit VII : Practical Error Analysis

- 7.1 Elicitation and analysis of data
- 7.2 Identification of common errors
- 7.3 Correction and remediation of errors

Instructional Techniques

- lecture
- Explanation and illustration
- Demonstration and dramatization
- Discussion
- Individual and group work assignment
- Project work
- Self-study

Evaluation Scheme

Final Written Examination : 100%

Question Paper Format

- Group A : 20 multiple-choice questions	1 X 20 = 20 marks
- Group B : 2 long-answer questions	10 X 2 = 20 marks
- Group C : 10 short-answer questions	6 X 10 = 60 marks
	Total 100 marks

Prescribed Textbook

1. English Language Teaching Methods (forthcoming under the supervision of the English and Other Foreign Languages Education Subject Committee)

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5. Bartram. M. and A. Parry. 1989. Reading Skills. London: Penguin Books.
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42. Williams, E. 1976. Reading in Language Classroom. London: Modern English Publication.
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44. Wright, A. and S. Halkem. 1991. Visuals for the Language Classroom. London: Longman.

Teaching English Literature

Course Title: Teaching English Literature

Full Marks: 100

Course No.: Eng.Ed. 392

Pass Marks: 35

Nature of the Course: Theory

Period per week: 6

Time per period: 55 Minutes.

Course Description

This is a course on how to teach literature with special reference to the teaching of English literature. The course contains an introduction to literature in general followed by its pedagogical aspects. It concludes with the application of the introductory knowledge and pedagogical aspects to the teaching of English literature, a brief introduction to which is also included.

General Objectives

The course aims at providing students with a sound knowledge of different facets of literature and developing in them an ability to analyse and appreciate different kinds of literary texts so that they can teach them effectively.

Specific Objectives

- to make teacher trainees understand what literature is
- to make them able to classify literary texts
- to make them familiar with the characteristic features of literary language
- to make them understand aims, objectives and approaches of teaching literature
- to make them able to analyse and appreciate literary texts
- to make them able to explain the value of literature in language teaching
- to introduce them to English literature
- to enable them to teach different types of English literary texts effectively.

Course Contents :

- Unit I : Introduction to Literature
Unit II : Introduction to Teaching Literature
Unit III : Teaching English Literature

Course Contents in Detail :

- Unit I : Introduction to Literature
1.1 What is Literature ?
- Literature as a subject

- Literature as a discipline
- Literature as a register

1.2 Classification of Literary Texts

1.2.1 Poetry: epics, lyrics, ballads, odes, elegies, sonnets

1.2.2 Prose

- Essays: descriptive, narrative, reflective, expository, argumentative and personal.
- Short stories: myths and legends, fables and parables, fairy tales and folk tales and modern stories.
- Novels: fiction and non-fiction

1.2.3 Drama: tragedies, comedies, tragic-comedies, one-act plays

1.3 The Language of Literature.

1.3.1 lexical semantic and grammatical features

1.3.2 Phonological, graphological, lexical semantic deviations

1.3.3 figures of speech: allegory, circumlocution, euphemism hyperbole, irony, limerick, metaphor, metonymy, onomatopoeia, oxymoron, paradox, parody, personification, pleonasm, pun, satire, simile, synecdoche.

1.3.4 Prosodic features.

- rhyme:

- sound and sight rhymes.
- full and half rhymes
- interline and intraline rhymes
- rhythm:

- regular and irregular rhythms
- rhythm in prose and rhythm in poetry

- regular rhythm:

- i. foot and its types
- ii. meter (nature and number of foot)

- alliteration and assonance.

1.3.1 imagery and allusions

1.3.2 cohesion and coherence

1.4 Literary Universals

1.4.1 formal

1.4.2 rhetorical

1.4.3 prosodic

1.4.4 symbolic

1.4.5 aesthetic

Unit II :Introduction to Teaching Literature

- 2.1 Aims and Objectives of Teaching Literature
- 2.2 Approaches to Literary Text Analysis
 - 2.2.1 non-textual approach: background information
 - 2.2.2 textual approach
- language: form, structure, diction, imagery, allusion
- content, theme, plot, character
- style :
 - descriptive, narrative
 - emotive, reflective
 - personal, impersonal
 - plain, rhetorical, satirical, cryptic
 - compact, elaborate
 - poetic, prosaic
- 2.3 Critical Appreciation of Literary Texts
 - 2.3.1 language, style, techniques
 - 2.3.2 universal elements
 - 2.3.3 contemporary issues
 - 2.3.4 aesthetic features
 - 2.3.5 originality
- 2.4 Value of Literature in language Teaching.

Unit III : Teaching English Literature

- 3.1 Introduction to English Literature
 - 3.1.1 The Elizabethan age
 - 3.1.2 The Neo-classical age
 - 3.1.3 The romantic age
 - 3.1.4 The Victorian age
 - 3.1.5 The Modern age
 - 3.1.6 The Post-modern age
- 3.2 Teaching English Poetry
 - William Shakespeare: My Mistress's Eyes are Nothing Like the Sun
 - Alexander Pope :L Epistle to Miss Blount
 - William Blake : The sick Rose
 - William Wordsworth : composed upon West Minister Bridge
 - John Keats : Ode on a grecian Urn
 - Robert Frost : Stopping by wood on a Snowy Evening
 - William Butler Yeats : Leda and Swan
 - Dylan Thomas : Ears in the Turrests Hear
 - Anne Sexton : The Kiss
- 3.3 Teaching English Essays
 - Sir Francis Bacon : Of Friends
 - Oliver Goldsmith : National Prejudices
 - George Bernard Shaw : The Party System

- 3.4 Bertrand Russel : Science and Values
- Teaching English Short Stories
- Virginia Woolf : The Dutches and the Jeweller
- William Somerset Maugham : The Kite
- Evelyn Waugh : On Guard
- 3.5 Teaching English Novel
- Pearl S. Buck : The Good Earth
- 3.6 Teaching English Drama
- Margaret wood : Instruments of Darkness

Instructional Techniques

- Lecture
- Discussion
- Demonstration and illustration
- Explanation
- Group work
- Self-study

Evaluation Scheme and Time Allotment

This course is for one academic year and it carries 100 marks. The distribution of marks and time is as follows:

Unit	Marks	Time
Units I & II	50	50%
Unit III	50	50%

Assessment Technique

- Written examination : 100%

Prescribed Textbooks

1. A Collection of English Literary Texts: Forthcoming.
2. Margaret Wood. Instrument of Darkness
3. Pearl s. Buck : The Good Earth. Harmondsworth : Penguin.
4. Teaching English Literature : Forthcoming.
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नेपाली भाषा पाठ्यक्रम तथा शिक्षण पद्धति

पाठ्यांश शीर्षक: नेपाली भाषा पाठ्यक्रम तथा शिक्षण पद्धति पूर्णाङ्क : १००

पाठ्यांश सख्या: ने.प.एड. ३९१

उत्तिर्णाङ्क : ३५

पाठ्यांशको प्रकृति: इलेक्ट्रिक सैद्धान्तिक

प्रतिहप्ता पाठघण्टी: ३

प्रतिघण्टा समय: ५० मिनेट

पाठ्यांश परिचय

यो पाठ्यांश नेपाली मुख्य विषय लिइं प्रवीणता प्रमाणपत्र तह वा +२ उत्तीर्ण गरेका शिक्षा शास्त्रमा तीनवर्षे बी.एड. कार्यक्रम अन्तर्गत अध्ययन गर्न चाहने विद्यार्थीहरूका विंशष्टीकरणमा थप ऐच्छिक विषयको प्रयोजनको लागि तयार पारिएको हो ।

उद्देश्य

यो पाठ्यांश पुरा गरिसकेपछि विद्यार्थीहरू निर्मालिखित कुरामा सक्षम हुनेछन् :

- भाषा पाठ्यक्रमका विभिन्न प्रकृति ठम्याइं न्यसको परिचय दिन ।
- भाषा पाठ्यक्रम निर्माणका सिद्धान्त र प्रक्रिया बताउन ।
- भाषा पाठ्यवस्तुको छनोट र स्वरणको आवश्यकता र आधारहरू बताउन
- भाषा पाठ्यक्रमको ढांचा बनाइं कुनै खास तह वा कक्षाका लागि नेपाली भाषाको पाठ्यक्रम निर्माण गर्न ।
- माध्यमिक तहको बतमान नेपाली पाठ्यक्रमको विश्लेषण तथा मूल्यांकन गर्न ।
- भाषा पाठ्यपुस्तकको परिचय दिन ।
- पाठ्यक्रम र पाठ्यपुस्तकको सम्बन्ध बताउन ।
- पाठ्यपुस्तक निर्माणका आधारहरू ठम्याइं विविध दृष्टिले पाठ्यपुस्तकको विश्लेषण र मूल्यांकन गर्न ।
- पाठ्यपुस्तकको योजना तयार गर्न ।
- निर्दिष्ट पाठ्यपुस्तकको पठनशीलता पहिल्याउन ।
- भाषा सिकाइमा असर पर्ने तत्वहरू बताउन ।
- नेपाली भाषा शिक्षणको परम्परागत पृष्ठभूमि र बतमान स्थितिको चर्चा गर्न ।
- भाषा शिक्षणका सामान्य पद्धतिको विवेचना गर्न र शिक्षणमा तिनको उपयोगिता बताउन ।
- भाषा शिक्षणका केही विशिष्ट पद्धतिको समीक्षा गर्न र शिक्षणमा तिनको महत्त्व बताउन ।

- एकाई १ भाषा पाठ्यक्रमको परिचय २०
- क. भाषा पाठ्यक्रमको परिचय र परिभाषा
- ख. पाठ्यक्रम, पाठ्यसूची र पाठ्यांश
- ग. पाठ्यक्रमका प्रकार
- क. पठानिष्ठ :
संरचनात्मक
संप्रेषणात्मक
- ख. प्रबन्धानिष्ठ
रेखीय
चक्रीय
- घ. पाठ्यक्रम निर्माण सिद्धान्त र प्रक्रिया
- आवश्यकता विश्लेषण
 - लक्ष्य र उद्देश्यको निर्धारण
 - पाठ्यवस्तुको निर्धारण र प्रस्तुतिकरण
 - शिक्षण प्रक्रिया
 - मूल्यांकन प्रक्रिया
- एकाई २ भाषा पाठ्यवस्तुको छनोट र स्तरण २०
- क. पाठ्यवस्तुको छनोट
- पाठ्यवस्तुको छनोटको अर्थ र प्रयोजन
 - छनोटका बाह्य र आन्तरिक प्रभावहरू
 - भाषातत्वहरूको छनोटका सामान्य आधारहरू
 - शब्दभण्डार छनोटका आधारहरू
 - संकथनको छनोट
- ख. पाठ्यवस्तुको स्तरण
- पाठ्यवस्तुको स्तरणको अर्थ र प्रयोजन
 - छनोट र स्तरणमा भिन्नता
 - स्तरणको प्रक्रिया
 - भाषा शिक्षणमा चक्रीय स्तरणको उपयोगिता
- एकाई ३ भाषा पाठ्यक्रमको अद्ययन र निर्माण २०
- क. भाषा पाठ्यक्रमको ढाँचा
- पाठ्यांश शीर्षक
 - पाठ्यांश परिचय
 - पाठ्यांशका उद्देश्य
 - पाठ्यवस्तु र त्यसको विवरण
 - शिक्षण प्रक्रिया
 - मूल्यांकन प्रक्रिया सामायिक परीक्षा वा कक्षाकार्य समेत

- पाठ्यपुस्तक
- मन्दभंपुस्तक
- ख. माध्यमिक तहको वर्तमान नेपाली
 - पाठ्यक्रमको अध्ययन, विश्लेषण र मूल्यांकन तथा कक्षा प्रस्तुति
 - उक्त अध्ययन, विश्लेषण र मूल्यांकनको समूहगत वा व्यक्तिगत कार्य दिई प्रतिवेदन तयार गर्न लगाई कक्षामा त्यसको प्रस्तुति गराउने
- ग. विद्यालय स्तरीय कुनै खास तह वा कक्षाको लागि नेपाली भाषा पाठ्यक्रमको निर्माण र कक्षा प्रस्तुति
 (यस्तो प्रस्तुति समूहगत वा व्यक्तिगत दुवै रूपमा गराउन सकिनेछ ।)

खण्ड छ :

एकाई ४ भाषा पाठ्यपुस्तकको परिचय

अंक ३५
२०

क. परिचय

- भाषा पाठ्यपुस्तकको परिभाषा
- भाषा पाठ्यपुस्तकको प्रकृति
- भाषा पाठ्यपुस्तकको प्रयोजन

ख. परम्परागत भाषापाठ्यपुस्तक र आधुनिक भाषा पाठ्यपुस्तक

ग. पाठ्यक्रम र पाठ्यपुस्तकको सम्बन्ध

एकाई ५ भाषा पाठ्यपुस्तकका विशेषताहरूको अध्ययन

२०

क. स्तरीय दृष्टिले पाठ्यपुस्तकको उपयुक्तता

- पाठ्यबस्तु
- शब्दभण्डार
- भाषा
- अभ्यास

ख. चित्र आदि

ग. पाठ्यबस्तुको प्रस्तुति

- ब्रनोट
- स्तरीय

ग. परिधीय विशेषताहरू

- ब्रनोट
- अक्षरकार र ठाँउ छोडाइ
- छपाइ र बंधाइ
- कागजको स्तर
- मूल्य
- मुलभना

घ. पूरक सामग्रीहरू

- पूरक पाठ्यपुस्तक
- अभ्यास पुस्तिका
- शिक्षक निर्देशिका
- अन्य

एकाई ६ पाठ्यपुस्तकको अध्ययन र योजना तर्जुमा

२०

क. पाठ्यपुस्तक निर्माणका आधारहरू

- शब्दभण्डारको नियन्त्रण
- समरचनात्मक नियन्त्रण
- विषयवस्तुको नियन्त्रण
- रुचि
- आवश्यकता

ख. माध्यमिक तहका वर्तमान नेपाली पाठ्यपुस्तकको अध्ययन, विश्लेषण र मूल्यांकन

(उक्त अध्ययन विश्लेषण तथा मूल्यांकनलाई समूहगत वा व्यक्तिगत रूपमा प्रतिवेदन तयार गरी कक्षामा प्रस्तुत गर्नु पर्नेछ ।)

ग. पाठ्यपुस्तक पठनशीलता परीक्षण (निर्धारित तह वा कक्षाका पाठ्यपुस्तकको कुनै पाठ वा त्यसको अंश छनोट गरी त्यसको पठनशीलता (विषयवस्तु, शब्दभण्डार, संरचना आदिका आधारमा) परीक्षण)

उक्त परीक्षणका लागि निम्न लिखित कार्य गर्न :

- पाठ वा पाठ्यांशको छनोट
- सामग्री निर्माण (प्रश्न, प्रश्नावली)
- सामग्रीको प्रयोग
- विश्लेषण र प्रतिवेदन तयारी
- उक्त प्रतिवेदनको कक्षा प्रस्तुति

घ. पाठ्यपुस्तक निर्माणको योजना

(विषयवस्तु, विधा, पाठहरूको वितरण, पाठको आकारप्रकार प्रस्तुति, अभ्यास आदिका सम्बन्धमा योजना प्रस्तुति) यस्तो योजना समूहकार्य वा परियोजना कार्यका रूपमा कक्षामा प्रस्तुत गर्ने ।)

खण्ड ग :

एकाई ७ नेपाली भाषा शिक्षणको परम्परागत पृष्ठभूमि र वर्तमान स्थिति :

अंक ३०

२०

खण्ड ग :

- नेपाली भाषा शिक्षणप्रतिको परम्परागत दृष्टिकोण
- संस्कृत परम्परा अनुकूलको नेपाली शिक्षण
- नेपाली शिक्षणको सुधारका लागि भएका उत्तरवर्ती प्रयासहरू
- नेपाली शिक्षणको वर्तमान स्थिति

- प्रस्तावित पद्धति
- वर्णनात्मक पद्धति
- उत्पादनात्मक पद्धति
- प्रमुख विशेषता र मूल्यांकनका आधारमा अध्ययन, विवेचना ।

- निगमनात्मक पद्धति
- आगमनात्मक पद्धति
- मौखिक संरचना मन्दभ्रं पद्धति
- संप्रेषणात्मक पद्धति

उपर्युक्त पद्धतिहरूको निर्मालाखित आधारमा अध्ययन :

- मैदानिक आधार
- ऐतिहासिक पृष्ठभूमि
- प्रमुख विशेषताहरू
- शिक्षण प्रक्रिया
- मूल्यांकन

पाठ्यपुस्तक तथा सहायक पुस्तक

१. अधिकारी, हेमांगराज २०५३ नेपाली भाषा शिक्षण : केही परिप्रेक्ष्य र पद्धति, विद्यार्थी पुस्तक भण्डार, काठमाडौं ।
२. अधिकारी, हेमांगराज २०५० नेपाली भाषा शिक्षण, काठमाडौं : कुञ्जल प्रकाशन ।
सं. २०४४ शिक्षालाई जीवनोपयोगी बनाउने कारक तत्वहरू, काठमाडौं : त्रि.वि. शिक्षा विकास तथा अनुसन्धान केन्द्र ।
३. एलेन, एच.वी. सं. १९६५ टिचिड इगलिम याज अ मेकेण्ड ल्याङ्गेज न्युयोगक : म्याग्राहिल ।
४. एलेन, जे.पी.वी. र कडर, एम पिट सं. १८७३-१९७८ एडिन्बर्ग कोस इन अप्लाइड लिङ्ग्विस्टिक्स, भोल्वुम १-३ लण्डन, अक्सफोर्ड यूनिभर्सिटी प्रेस ।
५. एलम, थियो भान र अन्य १९८४ अप्लाइड लिङ्ग्विस्टिक्स, याण्ड लनिड याण्ड टिचिड फारेन ल्याङ्ग्वेज, लण्डन, एडवाड आर्नोल्ड ।
६. जैन, महावीर सरन १९६६ अन्य भाषा शिक्षण, आग्रा, विनोद पुस्तक मन्दिर ।
७. नेपाली राष्ट्रिय शिक्षा आयोग १९५५ नेपालमा शिक्षा, काठमाडौं, कलेज अफ एजुकेशन ।
८. ब्रजाचार्य, धनवज्र २०३३ नेपाली भाषाको ऐतिहासिक विकास, नेपाली भाषा अधिगोष्ठी, काठमाडौं, नेपाल गजकीय प्रज्ञा प्रतिष्ठान ।
९. माल्याण्ड माइकेल सं. १९७७ ल्याङ्ग्वेज एक्रम द कार्गकुलम, लण्डन, एच.इ.वी. ।
१०. म्याके, डब्लु एफ. १९६५ ल्याङ्ग्वेज टिचिड एनार्लिसिम, लण्डन लडम्यान ।
११. रिचर्ड्स, ज्याक सी. र गेजम, थिगोडोर एम. १९८६ एप्रोचेज यान्ड मेथड्स इन ल्याङ्ग्वेज टिचिड, लण्डन, क्याम्ब्रिज यूनिभर्सिटी प्रेस ।

१२. रिभस, डब्ल्यु। एम. १९८१, टिचिड फोगन ल्याङ्गवेज स्किल्स, दोन्नामे संस्करण, सिकागो: सिकागो युनिभर्सिटी प्रेस ।
१३. ल्याडो, र्वटं १९६४ ल्याङ्गवेज टिचिड, अ साइन्टिफिक एप्रोचज, न्यूयोर्क, म्याग्राहिल।
१४. १९६१ ल्याङ्गवेज टेस्टिड, लण्डन: लडम्यान डी.ए. १९७२ लिङ्ग्विस्टिक्स इन ल्याङ्गवेज टिचिड, लण्डन, एडवाडं आर्नोल्ड ।
१५. शर्मा, गोपीनाथ १९८० स्कूल कारिकुलम इन नेपाल, काठमाडौं, श्रीमती हेम कुमारी शर्मा ।
१६. शर्मा, गोपीनाथ २०४३ नेपालमा शिक्षाको इतिहास, काठमाडौं ।
१७. श्री ५ को सरकार, शिक्षा मन्त्रालय २०३८, प्राथमिक, निम्नमाध्यमिक तथा माध्यमिक तहका नेपाली पाठ्यक्रम ।
१८. स्टव्य, माइकेल १९८६ एजुकेशनल लिङ्गवेज लिङ्ग्विस्टिक्स, बमिल ब्लयाकवेल ।
१९. स्ट्यानं, एच.एच. १९८३ फन्डामेन्टल कन्सेप्ट्स टिचिड, लण्डन, अक्सफोर्ड युनिभर्सिटी प्रेस ।
२०. हग्स, अर्थर १९८९, टेस्टिड फर ल्याङ्गवेज टिचर न्यूयोर्क, क्याम्ब्रिज युनिभर्सिटी प्रेस ।
२१. ह्यालिडे, एम.ए.के. र अन्य १९६४ द लिङ्ग्विस्टिक्स साइन्सेज यान्ड ल्याङ्गवेज टिचिड लण्डन: लडम्यान ।
२२. हार्मिग, जे. द प्रैक्टिस अफ ल्याङ्गवेज टिचिड लण्डन: लडम्यान ।

प्रायोगिक भाषाविज्ञान

पाठ्यांश शीर्षक: प्रायोगिक भाषाविज्ञान
 पाठ्यांश संख्या: नेप.एड. ३०६
 पाठ्यांशको प्रकृति: इलेक्ट्रिभ सैद्धान्तिक

पूर्णाङ्क: १००
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 प्रतिहप्ता पाठघण्टी: ६
 प्रतिघण्टी समय: ५० मी.

पाठ्य परिचय

यो पाठ्यांश नेपाली मुख्य विषय लिई प्रवीणता प्रमाणपत्र तह वा +२ उत्तीर्ण गरेका शिक्षा शास्त्रमा तीनवर्षे बी.एड. कार्यक्रम अन्तर्गत नेपाली विषयमा विशिष्टीकरण गर्ने विद्यार्थीहरूका लागि थप ऐच्छिक इलेक्ट्रिभ विषयका रूपमा तयार पारिएको हो । यसबाट नेपाली भाषाका मन्दभंमा प्रायोगिक भाषाविज्ञानको परिचयका साथै त्यसको प्रयोग गर्ने सुझाविकास गर्ने दृष्टिकोण राखिएको छ ।

उद्देश्य

यस पाठ्यांशको शिक्षणपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् :

- सामाजिक भाषाविज्ञानको परिचय दिन ।
- भाषिक सामर्थ्य, संप्रेषणात्मक सामर्थ्य, द्विभाषिकता र बहुभाषिकताको अवधारणा प्रस्तुत गर्न ।
- नेपालका मन्दभंमा भाषानीति र भाषायोजनाका आधारभूत कुराहरू बताउन
- मनोभाषाविज्ञानका परिचयात्मक अवधारणा प्रस्तुत गर्न ।
- भाषिक प्राप्ति, आर्जन र विकासका प्रक्रियाहरू बताउन ।
- शैलिविज्ञान र शैलिविश्लेषणका प्रक्रियाको जानकारी गराउन ।
- कोशविज्ञान र कोशका प्रकारहरूको परिचय दिन ।
- कोशनिर्माण प्रक्रिया र कोशका प्रकारहरूको परिचय दिन ।
- व्यतिरेकी विश्लेषणका आधारभूत धारणा र प्रक्रिया बताउन ।
- त्रुटिविश्लेषणका आधारभूत धारणा र प्रक्रिया बताउन ।
- भाषाशिक्षणमा त्रुटिका संभाव्य स्रोतहरू पहिल्याउन ।

एकाइ	पाठ्यवस्तु	प्रति एकाइ समय
१	सामाजिक भाषाविज्ञान	४०
	क. सामाजिक भाषाविज्ञानको परिचय	
	ख. भाषा र समाज	
	ग. भाषिक समुदाय	
	घ. भाषिक भेदहरू	
	● क्षेत्रीय भेद	
	● सामाजिक भेद	
	● भाषाका अन्य भेदहरू :	
	कालगत, विषयगत, प्रसंगगत र माध्यमगत	

	ड.	भाषिक सामर्थ्य र संप्रेषणात्मक सामर्थ्य	
	च.	द्विभाषिकता र बहुभाषिकता	
	छ.	नेपालमा बहुभाषिकताको स्थिति	
	ज.	नेपालका मन्दभंगा भाषा	
	झ.	भाषायोजना, आवश्यकता, प्रकार र प्रक्रिया	
	ञ.	राष्ट्रभाषा, स्थानीय भाषा र विदेशी भाषा	
एकाई २		मनोभाषा विज्ञान	२०
	क.	मनोभाषा विज्ञानको परिचय	
	ख.	भाषाप्राप्ति प्रक्रिया	
	ग.	भाषा आजन्म प्रक्रिया	
	घ.	बालकमा भाषा विकासका चरणहरू र तिनका विशेषता ।	
	ड.	भाषिक सामर्थ्य र सम्पादन	
	च.	भाषा विकासका प्रभावक तत्वहरू	
	छ.	बोध र अभिव्यक्ति प्रक्रिया, ग्रहण र प्रकटन।	
एकाई ३		शैली विज्ञान	३०
	क.	शैली विज्ञानको परिचय	
	ख.	शैली विज्ञानको विकास	
	ग.	पूर्वीय शैलीविज्ञानको परम्परा र पद्धति	
	घ.	शैलीविज्ञानको आधुनिक पद्धति :	
		● चयन	
		● अग्रभूमि निर्माण, विचलन र समानान्तरता	
	ड.	शैली विश्लेषणको अभ्यास	
एकाई ४		कोशविज्ञान	२०
	क.	कोशविज्ञानको परिचय	
	ख.	कोशनिर्माण परम्परा	
	ग.	कोशको वर्गीकरण	
	घ.	कोश निर्माण प्रक्रिया :	
		● प्रविष्टि र उपप्रविष्टिहरू	
		● कोशमा पाइने सूचनाहरू	
		● कोशको प्रयोग गर्ने तरिका	
एकाई ५		व्यतिरेकी विश्लेषण	२०
	क.	व्यतिरेकी विश्लेषणको परिचय	
	ख.	व्यतिरेकी विश्लेषणको मैदानिक आधार	
	ग.	व्यतिरेकी विश्लेषणको उपयोगिता	
	घ.	व्यतिरेकी विश्लेषणको सीमा	
	ड.	व्यतिरेकी विश्लेषणको प्रक्रिया	
	च.	व्यतिरेकी विश्लेषणको अभ्यास	
एकाई ६		त्रुटिविश्लेषण	४०
	क.	त्रुटिविश्लेषणको परिचय	
	ख.	त्रुटिविश्लेषणको मैदानिक आधार	
	ग.	त्रुटका संभाव्य स्रोतहरू	

- घ. त्रुटिविश्लेषण प्रक्रिया
ड. त्रुटिविश्लेषणमा अभ्यास

पाठ्यपुस्तक

१. चुडामणि बन्धु, भाषाविज्ञान, साभा प्रकाशन, छैटौं संस्करण, २०५० ।
२. हेमाङ्गज अधिकारी, भाषा शिक्षण: केही परिप्रेक्ष्य तथा पढाई, दोस्रो संस्करण, विद्यार्थीपुस्तक भण्डार, २०५३ ।
३. रामचन्द्र लम्साल, कोशविज्ञान र नेपाली कोश, श्रीमती शाग्दा लम्साल, काठमाडौं, २०४६ ।
४. पाण्डुमणि भण्डारी, प्रायोगिक भाषा विज्ञानका केही पक्ष, विद्यार्थी पुस्तक प्रकाशन, २०५४ ।
५. मोहनराज शमां, शैलीविज्ञान, ने.ग.प्र.प. काठमाडौं २०४८ ।

सन्दर्भपुस्तक

१. घनश्याम नेपाल, शैलीविज्ञान, आंकुर प्रकाशन, गान्नांक, इ. १९९२ ।
२. रवीन्द्रनाथ श्रीवास्तव, भाषाशिक्षण, दार्यागज, नई दिल्ली, इ. १९९२ ।
३. हडसन, आर.ए., मोर्मियोर्लिड गिबिस्टिक्म्, कैंब्रिज यूनिभर्सिटी प्रेस, इ. १९८० ।
४. जुडिथ गिन, साइकोर्लिड गिबिस्टिक्म्, पेडगुइन, इ. १९७१ ।
५. एन. कृष्णस्वामी र अन्य, माडर्न अप्लाइड लिड गिबिस्टिक्म्, म्याकमिलन इण्डिया लिमिटेड, इ. १९९२ ।

Advanced Calculus

Course Title: Advanced Calculus

Course No.: Math.Ed. 306

Nature of the Course: Theory

Full Marks: 100

Pass Marks: 35

Period per week: 6

Time per period: 50 minutes.

Course Description

This course deals with additional topics of real analysis. It provides a rigorous development of real analysis. It introduces the prospective secondary teachers with the basic techniques of analysis. The course deals with the topics such as convergence of improper integrals, sequences and series of functions, approximate methods of calculating roots of equations and definite integrals, functions of several variables, multiple integrals, and metric spaces.

Course Objectives

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

- test the convergence of the given improper integrals.
- test the uniform convergence of the sequence of functions.
- prove the basic properties of power series.
- calculate the approximate values of the roots of the equations and definite integrals.
- discuss the limits, continuity, differentiability, chain rule, and extreme values of the functions defined on \mathbb{R}^n .
- apply Lagrange's method of multipliers to find the stationary points in implicit functions.
- discuss the properties of double integrals and triple integrals and their evaluation as well, and
- discuss the basic features of metric space such as some of its geometric properties, completeness, compactness, etc.

Unit	Contents	Time for the Unit
I	Improper Integral Improper integrals and their convergence, comparison test, u-test, general test for convergence, absolute convergence, Abel's test, Dirichlet's test.	12
II	Sequences and Series of Functions Pointwise and uniform convergence sequence of functions, Cauchy's criterion for uniform convergence, tests for uniform convergence of sequences and series of functions, properties of uniformly convergent sequences and series, Dini's theorem, uniform convergence and integration, uniform convergence and differentiation, Abel's theorem.	18

III	Power Series	8
	Basic concept of power series. basic theorems on power series. Cauchy-Hadamard theorem. differentiation theorem. multiplication theorem and Taylor's series. Abel's theorem.	
IV	Numerical Methods	16
	Rounding off errors. truncation errors. rounding off errors in basic computational processes: differences of a polynomial. locating. evaluating and correcting mistakes in difference table: linear interpolation: approximate roots of algebraic and transcendental equations by bisection method. false position method. Newton-Raphson method: integration by Simpson rule and trapezoidal rule.	
V	Functions of Several Variables	30
	Sets and functions in R^n limiting values of functions of several variables. continuous functions of several variables. partial derivatives. directional derivatives and differentials of a function of several variables. partial derivatives of higher orders including Schwartz's theorem and Young's theorem. the chain rule. Taylor's theorem. extreme values of functions of several variables. (examples from R^2 and R^3)	
VI	Implicit Functions	10
	Concept of implicit function. existence theorem. derivative of implicit functions. Jacobian and its properties. stationary points and Lagrange's method of multipliers.	
VII	Multiple Integrals	20
	Double integral over rectangle. conditions of integrability. properties of integrable functions. Fubini's theorem. Leibnitz's rule. double integral in polar coordinates. area of a surface. triple integral over a parallelepiped. condition of integrability. properties of integrable functions. evaluation of triple integrals. triple integral in cylindrical and spherical coordinates.	
VIII	Metric Spaces	36
	Examples of metric spaces. open balls. closed balls. open sets. closed sets. closure of a set. boundary of a set. diameter of a set. subspaces of a metric space. continuous mappings of metric spaces. Cauchy sequences. complete metric spaces. compact metric spaces.	

References:

1. T.M. Apostol. Mathematical Analysis. Addison. Wesley Publishing Company. 1974.
2. R.R. Goldberh. Methods of Real Analysis. Oxford & IH Publishing co. Pvt. Ltd., New Delhi. 1970.
3. R.J. Hosking. et.al. First steps in Numerical Analysis. Hodder and Stoughton. London. 1979.
4. S.C. Mallik and S. Arora. Mathematical Analysis. New Age International (P) Limited Publishers. New Delhi. 1992.
5. Shanti Narayan. Mathematical Analysis. s. Chand & Co., Delhi. 1971.
6. David V. Wilder. Advanced Calculus. Printice-Hall of India. new Delhi. 1996.

Inferential Statistics

Course Title: Inferential Statistics
Course No.: Math.Ed. 307
Nature of the Course: Theory

Full Marks: 100
Pass Marks: 35
Period per week: 6
Time per period: 50 min.

Course Description

This course deals with selected topics of sample survey and inferential statistics. It is intended to promote awareness and understanding among secondary school teachers about the applications of statistical methods in the field of education, social sciences, economics, management and psychology. This course gives a sound statistical base needed for educational research.

Course Objectives

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

- understand basic and practical concepts on advanced techniques of data collection, analysis and their interpretation.
- analyse and interpretate the statistical data.
- handle research problems from various areas of teaching and learning that need statistical methods.

Unit	Contents	Time for the Unit
I	Design of Sample Survey Basic concepts of sample survey, population target population. Population to be sampled, sample: Census and sampling methods: their use, limitations, and advantages and disadvantages; Principles of sampling theory; Sampling units and sampling frame (with examples); Principle steps of sample survey; Design of questionnaire and schedules; Types of sampling: probability and non-probability samplings; Primary and research; Errors in data collection sampling and non-sampling errors.	12
II	Basic Methods of Simple Random Sampling Sample frame, Procedure of selecting sample size (with and without replacement); Estimation of sample size; Estimation of population parameters (mean and variance); merits demerits and use of simple random sampling.	15
III	Basic Methods of Stratified Random Sampling Principles of stratification, advantages of stratification; notations, allocation of sample size in different strata. (Equal and proportional allocation)	18

IV Regression Method of Estimation

12

Definitions and notations: Difference estimator

$$\bar{Y}^D = \bar{Y} - c(\bar{X} - \bar{X})$$

Regression estimator of sample mean

$$\bar{Y}^R = \bar{Y} - b(\bar{X} - \bar{X})$$

Population total

$$Y = N\bar{Y}$$

Sampling variance of regression estimator: Regression estimators in stratified random sampling (separate regression estimator only)

V Estimation Theory

28

Parameter and statistic: properties of a good estimator (definition only): types of estimations (Name only): Method of maximum likely hood estimation (MLE). MLE for mean and variance: Properties of MLE (statement only): Interval estimation: confidence intervals: sampling distribution of statistic: standard error of statistic (mean, variance, sample proportion, observed sample correlation coefficient).

VI Measurement and Scaling Technique

10

Measurement in research. Basic postulates of measurement. Scales: Nominal, Ordinal Interval and Ratio scales characteristic of measurement scale and their test. (continuum, validity Reliability and practicality Scaling, Rating and Ranking of information.

VII Hypothesis Testing

55

Hypothesis:-

Null and alternative hypothesis: Hypothesis testing, Type I error, and type II error, Level of significance, One tailed and two tailed test, critical value, critical and acceptance region.

Large Sample Test

(z-test) . Test for mean and variance of univariate distribution: testing of equality of two means and two variances of two distributions: test of single proportion, difference of proportion, test of significance of observed correlation coefficient, Fisher's z-transformation, Test of linearity of regression, confidence intervals and confidence limits for various statistic.

Small Sample Test:

Students t-test, its definition and assumptions, condition for validity, Nature of t-curve, degree of freedom test for single mean, difference of means, test for observed correlation coefficient and regression coefficient, χ^2 - test :- χ^2 - distribution and its applications (definition), test for goodness of fit, condition for validity of χ^2 degree of freedom, Test for independence homogeneity, population variance.

F-distribution (definition)

F - test:-

Test of equality of population variance.

One way ANOVA test, Two way ANOVA Test.

Non-parametric test:-

Parametric and non-parametric statistical test, advantages and disadvantages of non-parametric test: Run test sign test Wilcoxon match pair signed ranks test, median test.

References:

1. William Cochran - Sampling Techniques, Wiley Eastern Ltds. New Delhi.
2. Daroga Singh. F.S. Chaudhary. Theory and Analysis of Sample Survey Design, New Age International (P) Ltd., New Delhi.
3. J.E. Freund. Mathematical Statistics, Prentice- Hall of India. Private Ltd., New Delhi.
4. S.C. Gupta and V.K. Kapur. Fundamentals of Mathematical Statistics. Sultan Chand and Sons. New Delhi.
5. Ganga Shrestha. Introduction to Statistics, Ratna Pustak Bahadur. Kathmandu.
6. Sidney Siegel. Non-parametric statistics for the Behavioral Research. MC. Graw - Hill New Delhi.
7. M.L. Singh. Understanding Research Methodology. Kathmandu.

Physics II

Course Title: Physics II
Course No.: Sc.Ed. 306
Nature of the Course: Theory – Practical

Full Marks: 100 (80T – 20P)
Pass Marks: 28T – 8P
Period per week : 5T+6P (3X2)
Time per period: 50 min

Course Description

Physics, and the world with it, are changing so fast that no one can tell what aspects of physics we will in, say ten years' time, however one can be pretty sure that there are some basic ideas, that will be relevant to the new problems of tomorrow. The course tries to build close bonding around these basic ideas.

The course aims to show prospective teachers and related personnel what doing physics like and this another reason for encouraging plenty of discussion of problems, for that is the way physicist work. To use physics successfully that to understand what it can, and what it cannot do, it is important know about such things as how theories, models, experiments, and facts fit together besides practical value in social economic aspect on the way we live and we teach.

This course is in continuity of Physics I with the topics such as waves, wave optics, electricity and magnetism, Atoms, Nuclei and molecular solids, semiconductor deviser, and The Universe.

Course Objectives

On Completion of the course the prospective teachers will be able to:

- explain and illustrate the basic properties of waves motion.
- explain and illustrate the basic properties of sound waves.
- explain theoretical background of physical optics.
- explain and illustrate the theoretical aspects of atomic physics.
- explain the importance, theoretical aspects and basic properties of electricity and magnetism, and
- explain the nature and theoretical aspects of the universe.

Unit	Contents	Time for the Unit.
I	Basics Properties of waves <ul style="list-style-type: none">- Introduction and definitions- The principle of superposition and phase difference- The equation of a progressive wave. Problems simple cases.	3
II	Hugen's Construction <ul style="list-style-type: none">- Wave fronts and rays- The basis of Hugen's construction	5

- Hugen's construction applied to reflection. refraction. total internal reflection
 - Secondary wave let treatment of young's fringes
- Problems (simple cases)

III Interference of Light Waves 5

- Introduction
- Conditions for observable interference
- Young's double slit experiment
- Calculation of fringe separation
- Measurement of wave length
- White light pattern
- Division of wave front. division of amplitude. simple problem.

IV Diffraction of Light Waves 7

- Fraundhofer diffraction
- Diffraction at a single slit
- Diffraction grating Polarization of light waves
- Phenomenon of polarization
- Polarization and light waves
- Production of plane polarized light by using polaroid.
- Production of plane polarized light by reflection
- Double refraction
- Scattering sunglasses
- Simple problems.

V Electromagnratic Waves - Optical Spectra 5

- Electromagnetic spectrum
- Types of spectra
- Optical emission spectra
- Optical absorption spectra
- Simple mathematical problems.

VI Sound - Waves 15

- Sound waves
- Reflection and refraction of sound: Forced vibration and resonance. Some consequences of resonance.
- Beats: standing waves
- Musical notes
- Speed of sound
- Measuring the speed of sound
- Doppler effect
- Noise pollution
- Simple problems.

VII Electricity and Magnetism Charge, Current, Potential difference and Power 30

- Basic concepts
- The mechanism of conduction in metals
- Derivation of I and J

-	Temperature coefficient of resistance	
-	Resistors in series and parallel.	
-	Use of millimeter as an ammeter. voltmeter	
-	Measurement of resistance using ammeter and voltmeter.	
-	Electromotive force and internal resistance	
-	Combination of cells - series and parallel.	
-	Krichooff's rules.	
-	Energy and power in DC circuits	
-	Simple problem.	
VIII	Potentiometer	5
-	Potential divider circuit.	
-	Principle of potentiometer	
-	Unse of potentiometer to compare emf of two cells. to measure a small emf and compare resistances. measure current. internal resistance of a cell.	
-	Advantage and disadvantage of potentiometer.	
-	Simple problem.	
IX	Magnetic effects of electric currents	15
-	Magnetic fields. magnetic flux density. magnetic flux	
-	Magnetic fields of current carrying conductors	
-	The Biot-Sovart Law. Ampere's Law	
-	The force on a conductor in a magnetic field	
-	The force on a charged particle in a magnetic field	
-	Relationship between a force on a conductor and the force on a charged particle.	
-	Force between two current carrying conductors.	
-	Definition of the ampere and value μ_0 . - torque on a coil in magnetic field. - electromagnetic moment- moving coil galvanometer - The DC meter. Simple problems.	
X	Electro Magnetic Induction	3
-	Phenomenon. - fleming's right hand rule (Dynamo rule)	
-	AC generator - Eaddy current	
-	Galvanometer damping - Transformer - Simple problem.	
XI	Magnetic Materials	3
-	Relative per mobility - Classification of magnetic materials	
-	Magnetization curve - self demagnetization. simple problems.	
XII	Electrolysis
-	Phenomenon - Faraday's Laws of electrolysis Faraday constant	
-	Simple problems.	
XIII	Modern Physics	5
-	Solids and Semi Conductor Devices	
-	Introduction - Intrinsic semiconductors - extrinsic semi-conduction - Band theory Treatment of conduction - Band theory treatment of extrinsic semi conductors - The p-n junctiondiode.	

- Introduction- Important constituents of the universe- Astronomical Instruments - The study of the solar system (distance, size, Rotation, mass, surface temperature, atmosphere)
- The sun-surface temp- condition at the centre - Energy production
- The stars - steller distance - Brightness of stars - stellar spectra - Birth and death of a star - Pulsars and Quasars.
- Cosmological theories of the Universe - expanding universe.
 - The Big Bang theory - Pulsating theory - Steady state theory
 - Simple problems.

Textbook and Reference

1. A - Level Physics - 4th Edition - Roger Muncaster. Indian Ed.
2. Principle of Physics - Subramanyan - Brij Lal. Latest Edition S. Chand Noelhi.
3. Textbook of optics - Subramanyan - Brij Lal. Latest Edition S. Chand Noelhi.
4. MODern Physics - Murugesan R. Latest Edition. S. Chand N. Delhi.
5. Electricity and Magnetism - Smith C.J. - Latest Edition. CBS Pub. N Delhi.
6. Elements of Astronomy.

Practical Course for Sc. Ed. Physics II Course No. 306 F.M. - 20, P.M. 8**Course Objectives**

After completion of this practical course, prospective science teachers will be able to:

1. perform laboratory works related to the course.
2. set experiments related to the course
3. design laboratory experiment
4. draw conclusions from the laboratory experiments
5. develop laboratory skills
6. interpret the result of laboratory work
7. conduct, interpret the findings of a small mini projects.

Experiments (12 experiments)

1. To determine the velocity of sound in lab by resonance method
2. To determine the frequency of the giving tuning fork by Melde's method
3. To study the Variation of frequency of a stretched wire with length and Tension
4. To verify Ohm's law by Tangent Galvanometer.

5. To determine the reduction factor of a Tangent Galvanometer
6. To determine the value of Housing a Tangent Galvanometer.
7. To use a meter bridge to compare resistance of two wires.
8. To use Potentiometer to compare emfs of two cells: resistance. internal resistance
9. To calibrate the given ammeter and voltmeter by using a potentiometer.
10. To determine the value of Dip in the laboratory using Dip circle.
11. Any one project suitable for this level students.

Books

1. Physics Practical Guid - U.P. Shrestha.
2. Degree Level Practical Physics - Sharma. Singh. Prasad.
3. Any Degree Level Practical Physics -

Evaluation Scheme for Practical

1.	Viva -	a) reasoning	2	4
		b) accuracy	2	
2.	Experiment	a) Theory	2	12
		b) Experiment procedure	2	
		c) Interpretation	2	
		d) Calculation	2	
		e) Skill	2	
3.	Note Book	a) Regularity	2	4
		b) Fair and Correct Note Copy	2	

Biology III (Elective)

Course Title: Biology III (Elective)

Course No.: Sc.Ed. 305

Nature of the Course: Theoretical cum Practical

Full Marks: 100 (80T – 20P)

Pass Marks: 28T – 8P

Period per week : 5T-6P (3X2)

Time per period: 50 min

Course Description

The course is designed for prospective school science teacher, to give them basic concept of applied biology. The course is divided into two parts. Each carries 50 marks with part I carrying 40 mark theory and 10 mark practical. Theory deals with taxonomy, economic botany, cytogenetics, plant pathology microbiology and biotechnology. Second part deals with animal science carrying 40 marks of theory and 10 marks of practical.

Theory parts mainly deals with comparative study of physiological process, animal communities, adaptation of animals in different habitats, wild animals of Nepal and the human systems along with its vital physiological processes.

Practical activities include study of animal communities, adaptations of different animals, field visit to observe environmental factors, study of bones and other organ of human body etc.

Course Objectives

On completion of this course the prospective school science teachers will be able to:

- identify the plants of different families along with descriptions.
- discuss the importance of given medicinal plants, timber trees and forage crop plants.
- explain the mechanism of sex determination, and types of chromosome adderatoins.
- describe the mutation process.
- describe the various microbes causing diseases of plants and animals.
- explain the important technological advances under biotechnology.
- explain comparatively the life processes of animals in general and show their relationship.
- explain the adaptive modifications of animals.
- study the animal communities along with factors.
- identify important wild animals of Nepal.
- explain different structure, organs and systems of human body.

Unit	Contents	Time for the Unit.
I	Taxonomy	33
	<ul style="list-style-type: none"> - Basic concepts of Taxonomy <ul style="list-style-type: none"> • Historical approach of taxonomy • Modern approach of taxonomy - Concept of Taxa and Taxonomic Hierachy <ul style="list-style-type: none"> • Concept of species • Concept of genus. • Concept of order • Concept of family - Important rules of International Code of Botanical Nomenclature (ICBN) - Role of Herbarium in modern plant taxonomy - Anatomy, phylosidogy Physiology, polynology, cytology and numerical taxonomy - Modern Trends in Taxonomy morphological, Anatomical, Floral anatomy, Pollenmorphology, Physiological and Biochemical, Palcontologica, ontogentical, cytogenetics and Biosystematics and Embryology and Taxonomy. - Taxanomical characters, systematic position, affinities and economic importance of following families: <ul style="list-style-type: none"> • Magnoliopsida (Dicotyledons) <ul style="list-style-type: none"> a. Magnoliaceae b. Rutaceae. c. Convol vula ceae d. Scrophu laria ceae • Liliopsida (Monocotyledons) <ul style="list-style-type: none"> a. Musaceal or cannaceae b. Cyperaceae 	
II	Economic Plants	7
	<ul style="list-style-type: none"> - Distribution, classification and economic importance of the following medicinal plant. - Withania somnifera (Aswagandha) Eng. Winter cherry) - Cynodon daetylon (Seto dubo) Eng. Bermuda grass. - Orchis Latifoha - (Panch aunle) Eng. Orchids. - Ocimum sanctum (Tulsi patra) Eng. Basil. - X anthoxylum armatum - OCZ. Alatum Roxb. (Timur) - Acorus Calamus 0 (Bojho) Eng. Sweet Flag Rhizome. <p><u>Trees of Nepal.</u></p> <ul style="list-style-type: none"> - Important timber trees of Nepal. - Important fodder plants of Nepal. - Important fiber plants of Nepal. 	

III	A. Cytogenetics	7
	Sex Determination	
	- Introduction	
	- Types of sex determination	
	- Mechanism of sex determination	
	B. Chromosomal aberrations	7
	- Introduction	
	- Types of chromosomal aberrations	
	- General account of Aneuploidy and Polyploidy	
	B. Mutations	6
	- Introduction	
	- Types of Mutation	
	- Causes of Mutation	
	- Significance of Mutations	
IV	Microbial Study	9
	• Introduction of Microbes	
	• Classification of Microbes	
	• Virus Study: Morphology, Types, Replication process & HIV	
	• Bacteria	
	- Morphology	
	- Types of Bacteria	
	- Reproduction process	
	- importance of bacteria diseases	
	• Disease factors	
	- Parasitism	
	- Host-parasite relationship	
	- Immunity & resistance	
	- Immune response system	
	• Disease causing agents.	
V	Plant Pathology	5
	• Introduction	
	- Types of plant diseases	
	• Fungal diseases	
	- wart of potato	
	- Rust of wheat	
	• Bacterial diseases	
	- Blight	
	• Viral diseases	
	- Potato Mosaic Virus	
	- Tomato Mosaic Virus	
VI	Biotechnology	5
	Introduction	
	- Tissue culture: Cloning	
	- Aquaculture	

- Antibiotics
- Fermentation
 - Introduction
 - Beverage production
 - Fermented food products

Animal Science Part II

I	Life Processes of Animals	20
	<ul style="list-style-type: none"> - Nutrition - Respiration - Internal transport - Locomotion - Excretion - Reproduction - Sense organs - Ductless glands (comparative study) 	
II	Adaptations of Animals	20
	<ul style="list-style-type: none"> - Aquatic adaptations - Amphibian adaptations - Land adaptations - Volant adaptations - Arial adaptations 	
III	Animal Communities	4
	<ul style="list-style-type: none"> - Introducton - Community structures - Factors influencing the animal communities <ul style="list-style-type: none"> • Species content • Ecological amplitude • Climate • Sail • Biotic influences 	
IV	Wild Animals of Nepal	14
	<ul style="list-style-type: none"> - Habitats - Distributions <ul style="list-style-type: none"> • Tropical • Subtropical • Temperate • Subalpine • Alpine - Endangered species - Animals listed in international conventions - Efforts made to protect important wild animals of Nepal. 	

V	Evolution of Man	5
	- Prehistoric men	
	- Physiognomy of man	
	- Development of different human culture	
VI	Human Body	25
	- Skeletal system	
	- Muscular system	
	- Digestive system	
	- Curulatory system	
	- Excretory system	
	- Nervous system	
	- Glandular system	
	- Reproductive system	

Practical Objectives

Students will be able to:

- identify plants with descriptions included in the theory course.
- study the life-cycle pattern of plant pathogens.
- prepare sample of biological products.
- prepare a report on certain topic of field study.

**Biology III
Practical part**

I	Taxonomy Description of taxonomical characters with floral diagram and floral formula of the following families:	6
	• Dicot:	
	- Mangnoliaceae	
	- Rutaceae	
	- Convolvulaceae	
	- Scroprophulariaceae	
	• Monocot:	
	- Musaseae or cannaceae	
	- Cyperaceae	
II	Economic Plant	9
	- Medicinal plants.	
	- Timber trees	
	- Feader plant	
	- Fiber	
III	Bacterial cell	6
IV	Diseases	
	- War disease	
	- Rust disease	
	- Blisht disease	

V Fermentation 3

VI Tissue culture 3

Textbooks

1. Microbiology - Ried and Chan (MC Graw Hill. Pub.)
2. Textbook of Botany. Angiosperm. for Degree Student - B.P. Pandey, s. Chanda & Company
3. Medicinal Plants of Nepal - H.M.G.
4. Economic Botany - B.P. Pandey
5. Genetics - P.S. Verma and V.K. Agrawal.

Reference

1. Genetics and Evolution - P.L. Kochhar and Mishra
2. Plant Pathology - Merotra
3. Taxonomy of Angiospermic Plant - O.P. Sharma.
4. Economic Botany - Hill
5. Genetics - P.S. Verma. V.K. Agrawal. Published by S. Chand and Company Ltd. New Delhi.
6. Genetics and Evolution - P.L. Kochhar. Published by P.L. Kochher. New Delhi.

Animal Science

Students will be able to identify animals with descriptions

I Modification, Habital Foods Animals 30

- Observation of different modification of animals according to their habitats & note down the modifications & draw the diagrams.
- Study of animal communities area & prepare a report.
- Study of the skeleton of human body & draw diagrams of different bones.
- Study the model of man and draw diagrams of different organs & systems.
- Study tours in wild life conservate or area or zoo.
- Finding of blood groups of students & prepare a report.
- Draw an ecological map of Nepal. showing distribution of wild animals.
- Prepare a report of National park & wild life reserves of Nepal.

Text books

1. Vidyarthi. R.D. Textbook of Zoology. The Indian Press Pvt. Ltd. Allahabad.
2. Majpuria. T.C. Fundamentals of Zoology. The Indian Press Pvt. Ltd. Allahabad.
3. Mishr. H.R. and Mierow. D.. Wild Animals of Nepal Ratna Pustak Bhandar.
4. Prasad. S.N.. A Textbook of Vertebrate Zoology. Kitab Mahal. 15-Thornhill road. Allahabad.
5. Kummel. Bernhard. History of Earth. Eurasia Publishing House. Pvt. Ltd. Ramnagar. New Delhi- 1.
6. Joshi. Kinjani. Advanced Billogy. Ekta Books Distributors Pvt. Ltd. Thapathali. Kathmandu.

References

1. Fleming. Robert L. The General Ecology. Flora and Fauna of Midland Nepal. USAID/Nepal.
2. Shakya. S.R. and Thapa. V.K.. An Introduction of Biology Introduction of Biology of Nepal. Curriculum Development Centre. T.U.
3. Sishta. R. and Pitre. B.G. Middle School Science: Biology. Sangam Books ISBM O 80131 526 X
4. Krebs. C.J. Ecology: The Experimental Analysis of Distribution and Advance. Harbal and Rahu. U.S.A.
5. Rao. S.K. and A. Chellpa. Animal Physiology and Ecology. S. Chand and Co. Pvt. Ltd.

Chemistry III

Course Title: Chemistry III

Course No.: Sc.Ed. 308 (Elective)

Nature of the Course: Theoretical cum Practical

Full Marks: 100 (80T – 20P)

Pass Marks: 28T – 8P

Period per week : 5T-6P (3X2)

Time per period: 50 min

Course Description

This course is designed to introduce the prospective school science teachers to the fundamental concepts of chemistry with special emphasis on environmental chemistry, fertilizers, natural products, catalysis, colloids, organometallic and organosulphur compounds. This course is divided into two parts theoretical and practical carrying 80 marks and 20 marks respectively. The students are required to secure pass mark in theoretical and practical parts separately.

Course Objectives

On completion of this course the prospective school science teachers will be able to:

- explain the chemistry of catalysis.
- explain the nature, properties and applications of colloids.
- explain the methods of preparing and properties of aromatic sulphonic acids.
- explain the nature, methods of preparing, properties & use of organometallic compounds.
- explain the methods of preparing, properties & use of organosulphur compounds.
- explain the chemical concepts of alkaloids and terpenoids.
- explain the types, uses & drawbacks of chemical fertilizers, and
- explain the chemistry of environment in terms of air pollution, water pollution and land pollution.

Unit	Contents	Time for the Unit.
I	Catalysis <ul style="list-style-type: none">- Introduction- Characteristics of catalytic reactions- Types of catalysis- Heterogenous catalysis- Theories of mechanism of catalysis- Catalytic poisoning- Auto catalysis- Negative catalysis- Activation energy & catalysis	15

II	Colloids	12
	- Nature of colloidal solution	
	- Properties of colloidal solution	
	- Applications of colloids.	
	<u>Emulsions</u>	
	- Introduction to emulsions	
	- Types of emulsions	
	- Properties of emulsions	
	<u>Gels</u>	
	- Introduction to gels	
	- Types of gels	
	- Properties of gels	
III	Aromatic sulphonic acids	10
	- Introduction	
	- General methods of preparation	
	- General physical properties	
	- General chemical properties	
	- Uses.	
IV	Organometallic Compounds	15
	- Introduction	
	- Grignard reagent	
	• Preparation	
	• Properties	
	• Limitations	
	• Applications	
V	Organosulphur Compounds Introduction to sulphonic acid	5
	- Thioalcohols	
	• Preparation	
	• Properties	
	- Thioethers.	
	• Preparation	
	• Properties	
	- Mustard gas	
	• Preparation	
	• Properties	
VI	Alkaloids	10
	- Introduction to alkaloids	
	- Occurrence	
	- Nomenclature	
	- Classification	
	- Characteristics of alkaloids	
VII	Terpenoids	10
	- Introduction	
	- Occurrence	

- Classification
 - Characteristics of terpenoids
- VIII Fertilizers** **10**
- Introduction
 - Classification of fertilizers
 - Uses
 - Drawback of fertilizers
 - Use of organic manures
- IX Environmental Chemistry** **40**
- Introduction to environmental Chemistry
 - Kinds of Pollution
- Air Pollution** -
- Introduction of air pollution
 - Air Pollution & sources
 - Effects of air pollutants on human beings and environment
 - Control measures
- Water Pollution**
- Introduction
 - Water pollutants & sources
 - Effects of water pollutants on human beings and environment
 - Control measures
- Land Pollution**
- Introduction
 - Land pollutants & sources
 - Effects of water pollutants on human beings and environment
 - Control measures
- Noise Pollution**
- Introduction
 - Noise Pollution & sources
 - Effects of noise pollutants on human beings and environment
 - Control measures

Practical

1. Preparation of ferric hydroxide sol.
2. Study the effect of concentration of the rate of reaction between sodium thiosulphate and hydrochloric acid.
3. Study the effect of temperature on the rate of reaction between sodium thiosulphate and hydrochloric acid.
4. Study the effect of a catalyst on the reaction between potassium Permanganate and oxalic acid.
5. Analysis involving identification of alkaloids and terpenoids.
6. Study of air pollution in a locality. pollutants effects.
7. Study of water pollution in a locality. pollutants effects.
8. Study of land pollution in a locality. pollutants effects.

Textbooks

1. A Textbook of Organic Chemistry - K.S. Tiwari; S.N. Mehrotra. N.K. Vishnoi.
2. Chemistry of Natural Product - O.P. Agrawal.
3. A Textbook of Physical Chemistry - K.K. Sharma & L.K. Sharma.
4. Chemistry of fertilizers & Manures - A. Maria Kulandai. T.S. Manickam.
5. Environmental Chemistry - S.S. Dara.

Physics III

Course Title: Physics III

Course No.: Sc.Ed. 307 (Elective)

Nature of the Course: Theory – Practical

Full Marks: 100 (80T – 20P)

Pass Marks: 28T – 8P

Period per week : 5T-6P (3X2)

Time per period: 50 min

Course Description

This course is designed for prospective secondary level teachers so as to give emphasis on the understanding and application of physical concepts and principles. This is in recognition of the need for teachers and students to develop skills that will be of long term value in an increasingly technological world. The course includes topics such as energy, its uses, supply and demand, atomic physics, radioactivity and project works.

Course Objectives

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

- provide well designed studies of theoretical and practical applications of physics.
- develop interest in matters of scientific importance.
- recognize the usefulness and limitations of scientific applicability in other disciplines and in every day life.
- be suitably prepared for further studies in physics.
- develop skills, abilities, attitudes and promote awareness related to science and its achievements, and
- plan, carry and undertake report writing of given project work.

Unit Contents

I Energy and its uses

Time for the Unit.

25

- Introduction - about energy
- Energy sources - energy conversion
- Energy consumption - energy use in Nepal
- Fuels and pollution - Hydro electric power.
- Solar energy - solar devices - wind energy
- Water power - bio- fuels - geothermal energy losses - ventilation.

II Energy supply and demand

35

- Introduction - Sankey diagrams - Energy sources - Fuels - Energy converters - Primary - end use and functional energy - Energy units - changes in fuel supply - Fuel uses - distribution, dependence on fossil fuels.
- Characteristics of fuels - Energy density - Transportability - Time - Feasibility. Consequences of fuel use - Thermal pollution - other sources of pollution - Risks in fuel production

- population growth - Increasing expectations - reducing rensves - making savings.

III Atomic physic 8

Discharge of electricity through gases

- Passage of electricity through gases under normal pressure. low pressure
- Discharge tube phenomena: Cathode rays. positive rays and x-rays.
- Practical applications of the discharge tube: Sodium and merrcury vapour lamps. fluorescent lamps.

IV The Electron (theoretical aspects only) 15

- Determination of e m of the electron by Thomson method - determination of charge of the electron - Thomson's experiment. Millikan's oil drop experiment - The mass of the electron - electrical nature of the mass of the electron: radius of the electron.
- The electron theory and applications. electrical condition in metals - thermal conductivity - thermo - electric effects. criticism of electron theory.
- Important sources of electron: Thermo ionic emission and Photo electric emission.
- Thermo ionic valves - radar - cathode rays oscillograph - photo electric cells - television. electron microscope.

V Radio activity 15

- Discovery - experiments by Bezqnerel. the curies
 - Three distinct types of radiations. alpha. beta and gamma rays. and their nature.
 - Fundamental laws of radio activity - displacement law - decay constant - half period and mean life. Uses of radio activity: radio - active tracers radium therapy.

VI Special project (not more than 2000 words) 25

- Teaching of physics project case studies
- Survey of physics and physics teaching at secondary level
- Life history and inventions of physics.

Practical Physics

Course Title: Physics III
Course No.: Sc. Ed. 307 (Elective)
Nature of the Course: Theory – Practical

Full Marks: 100 (80T – 20P)
Pass Marks: 28T – 8P
Period per week : 5T-6P (3X2)
Time per period: 50 min

Course Objectives

On completion of the course the prospective teacher will be able to (in word or by using oral, symbolic, graphical and numerical form of presentation) :-

- locate, select, organise and present information from a variety of sources.
- translate information from one form to another .
- manipulate numerical and other data.
- use information to identify patterns, report trends and draw conclusions.
- present reasoned explanations of phenomena, patterns, and relationships.
- apply knowledge to novel situations.
- design and plan investigations.
- evaluate methods and suggest possible improvement, and
- conduct mini projects.

Experiments

Using conversion factor

1. Measure the change in temperature and estimate the amount of energy by heating equal weight of paper, wooden pieces and kerosine oil.
2. Measure change in temperature and amount of energy produces by heating solid bio-fuel and water.
3. Draw and interpret the graph from the supplied data on energy.
4. Measure and compare the change in temperature due to energy (smoke) pollution.
5. Determine the solar constant (solar energy falling per second on a sq.m. placed normal to the sun's rays)
6. Estimate the factors that affect solar constant (location, season, time of the day and the altitude).
7. Construct the solar panel and measure the energy change.
8. Construct solar furnance and measure energy change.
9. Measure energy change with solar cells.
10. Measure the deflection of date radiation in a magnetic field with the help of G.M. tube.
11. Determine the penetrating power of alpha, beta and gamma rays with the help of G.M. tube.
12. Estimate e/m by Thomson method.

Experimental project

1. Survey the nearby 'X' ray operation centre in hospital or clinic (capacity, radiation precaution, service type, efficiency)
2. Survey the near by hydro electric power station for energy output. (capacity, output, service type, efficiency, uses)
3. Survey the pattern of energy consumption in the near by locality. (household energy consumption during different seasons)
4. Survey the energy pollution around the near by locality (source of pollution, rate of pollution, remedy, implication)
5. Survey the nearby petrol, diesel pump for energy output (capacity, service type, draw back, efficiency)
6. Study the characteristics of solar panel constructed. (input energy, output energy)
7. Study the energy consumption of a ordinary electric bulb and fluorescent lamp (input capacity, output capacity efficiency)
8. Visit the near by mine or so to collect data on radio activity within locality or Nepal. (source, condition, capacity, drawback efficiency)

Textbooks

1. Atomic Physics - J.B. Rajan - S. Chand & Co. Delhi (Latest Edition)
2. Hand outs for this course can be prepared and compiled from different books.

Reference

1. Nuffield Advanced Science Revised Edition
2. Physics - A Textbook for Advanced Level Students - Tom Duncan
3. Curriculum of Science for Secondary Level - CDC HMG.

For Project Guidelines

- Title
- Objectives Purpose
- Procedure
- Findings
- Implications

For Life of Physics

- General Information
- Life of Physics
- Achievement Awards
- Implications
- Critical personnel View

Assesment Procedure

Candidates will be assessed on the following skills:

1. Planning
2. Implementation
3. Interpreting and Concluding

English for Business

Course Title: English for Business
Course No.: Eng.Ed. 315
Nature of the Course: Theory

Full Marks: 100
Pass Marks: 35
Period per week: 6
Time per period: 55 minutes.

Course Description

This is an introductory but comprehensive course in Business English. The course consists of 17 units which deal with various aspects of business and management particularly with the language used therein.

General Objectives

The main objective of the course is to improve the language proficiency of the students with a view to enabling them to communicate effectively in business activities and transactions.

Specific Objectives

On completion of the course the trainees will be able:

- to handle telephone conversations on matters related with accommodation, travel, visit, reservation and other business transactions.
- to correspond to various people and national and international companies and organizations through letters, applications, short messages (telegram, telex, memos, etc), invitations and through reports on various business related matters.
- to communicate with people effectively on various business matters related with jobs and careers, buying and selling, marketing, companies and capitals, banks and banking, and insurance.
- to interpret and use para- orthographic text and punctuation marks in various types of writing.
- to prepare ads of various types, CVs, tenders and quotations, agenda and minutes for meetings.
- to initiate and organise business meetings.
- to develop questionnaires for interview and tools for market research on the matters related with business.
- to be acquainted with and describe the uses of different machines used in business, and
- to work out and use a filing system.

Course contents

I.	Accommodation/Travel/Visit	II.	Problems and Complaints
III.	Telephoning	IV.	Companies and Capitals
V.	Correspondence/Letters	VI.	Bank and Banking
VII.	Punctuation	VIII.	Reports
IX.	curriculum Vitae (Resume)	X.	Para-orthographic Texts
XI.	Meetings and Parties	XII.	Business Technology
XIII.	Jobs and Careers	XIV.	Insurance
XV.	Buying and Selling	XVI.	Filing and Indexing
XVII.	Marketing	XVIII.	

Course Contents in Detail

Unit 1: Visit

- 2.1 Information
- 2.1 Reservation
- 2.1 Confirmation

Unit 2: Telephoning

- 2.1 Handling phones
- 2.2 Receiving/giving information

- 2.3 Messages
- 2.4 Replies and inquiries
- 2.5 Follow up inquiries
- 2.6 Appointments
- 2.7 Directions
- 2.8 Apologies
- 2.9 Refusals

Unit 3: Correspondence / Letters

- 3.1 Templates
 - 5.1.1 Types
 - 5.1.2 Parts
 - 5.1.3 Placement
- 3.2 Formal/Informal letters
- 3.3 Official Business letters
- 3.4 Letter of apologies/refusals
- 3.5 Invitations (Formal & Informal)
- 3.6 Reminder letter
- 3.7 Telegram/Telex/Memos
- 3.8 A letter of thanks

Language Functions

- greeting and taking leave
- requesting information
- giving information
- making reservations
- confirming reservations
- describing facilities/equipment/place

- greeting/taking leave
- asking for information
- taking/giving messages
- making/replying inquiries
- accepting/declining invitations
- confirming
- making/confirming appointments
- checking
- directing
- thanking
- apologizing

- writing invitations/responses
- making inquiries
- writing personal/business letters
- writing apologies/refusals
- writing a telegram/telex memo
- writing a circular letter
- writing a letter of thanks
- stating purpose/reference

pervious communication enclosures.

3.9 A circular letter

Unit 4: Punctuation

4.1 Comma

4.2 Full stop

- using punctuation marks for various types of writings

4.3 Colon Semi-colon Dash

4.4 Question mark

4.5 Inverted commas

4.6 Apostrophe

Unit 5: Curriculum Vitae (Resume)

5.1 Templates

- writing CVs Resume

5.2 Arrangements of information

Unit 6: Meetings and Parties

6.1 Arrangement

- calling attention/greeting

6.2 Notice for meetings parties

- signalling commencements

6.3 Agenda

- giving background information

6.4 Minutes

- inviting the first speaker

6.5 Summary of minuts

- presenting oneself/reporting

6.6 Introductions to participants

- expressing opinion persuading recommending clarifying

6.7 Interview

- explaining

- concluding

Unit 7: Jobs and Careers

7.1 Job opportunities

- inquiring about job opportunities

7.2 Career prospects

- seeking giving information about job prospects security and promotion.

7.3 Job security

- writing a job application

7.4 Applying for a job

- taking participating in interviews

7.5 Participating in interviews

- developing tools for performance evaluation

7.6 Writing letters to successful unsuccessful candidates.

7.7 Seeking promotion

Unit 8: Buying and Selling

8.1 Tenders, quotations and auction

- expressing interest preference

8.2 Requests and demands

- making inquires

8.3 Sales and negotiations

- negotiating deciding

8.4 Order forms

- setting orders ways of delivery and mode of payments

8.5 Purchase requisition

- writing tenders and quotations

8.6 Order, shipping and delivery

- making payments

8.7 Payments

- writing credit, collection & acknowledgement letters

8.8 Credit letters

8.9 Collection letters

8.10 Acknowledgments

Unit 9: Buying and Selling

9.1 Marketing a product

- writing ads and commercials

9.2 Advertisements and commercials

- making a launching speech

9.3 Launching a product

- comparing and contrasting market trends

9.4 Promoting products and brands

- expressing possibility, probability and certainty

9.5 Market research

- developing tools for market research
- reporting the research findings

Unit 10: Problems and Complaints

10.1 Safety

- stating dissatisfaction

10.2 Complaints

- requesting demanding

10.3 Reporting a problem/error

- making complaints

10.4 Replies to complaints problems errors

- reporting problems errors

- promising action

- apologizing

Unit 11: Companies and Capitals

11.1 Kinds of organization

- describing a company

11.2 Structure of organization

- explaining functions of banks

11.3 Policy and Activities

- Inquiring giving information about bank facilities

11.4 Types of Capitals

11.5 Features of different types of capitals

Unit 12: Banks and Banking

12.1 Types of banks

- describing different types of a bank

12.2 Functions of banks

- explaining functions of banks

12.3 Types of accounts

- Inquiring giving information about bank facilities

12.4 Credit cards

12.5 Investment

Unit 13: Reports

13.1 Type & templates

- gathering information

13.2 Report messages

- using graphs & statistics

13.3 Accident reports

- creating an outlines

13.4 Verbosity tautology ambiguity in business

- writing on the outline

13.5 Revision/editing of business texts

- writing on the outline

- writing clearly/correctly

- presenting findings

- concluding & recommending

- summarising

Unit 14: Para-orthographic texts

- 14.1 Charts and tables
- 14.2 Diagrams and graphs
- 14.3 Bills and invoices

- interpreting para-orthographic texts
- bringing information to a text describing diagrams/graphs. etc.

Unit 15: Business Technology

- 15.1 Claculator
- 15.2 Vending machines
- 15.3 Fax, phone e-mail
- 15.4 The computer
- 15.5 Cash machines

- Describing the uses of different machines in business

Unit 16: Insurance

- 16.1 Types (life, health, property and travel)
- 16.2 Advantages
- 16.3 Policy

- seeking/giving information on insurance policy
- describing types, advantages of insurance
- filling in insurance forms

Unit 17: Filing and Indexes

- working out a filing system
- creating indexes for references
- storing information
- retrieving information

Instructional Techniques

- Lectures
- Presentations and discussions
- Excursions and field visits
- Self study
- Project work

Time Allotment

This course is for one academic year and it carries 100 marks. The discription of marks and time is as follows:

Units	Time (%)
1.	5
2.	12
3.	12
4.	5
5.	2
6.	5
7.	10
8.	12
9.	5
10.	3
11.	5
12.	6

13.	6
14.	5
15.	3
16.	2
17.	2

Evaluation Scheme

Unit	1.2.3.4.5.6.10.13	50%
Unit	7.8.9.11.12.14.15.16.17	50%

Assessment Technique

Written Examination - 100%

Prescribed Textbooks

1. Gordan. I. Practical Punctuation. London: Heimemann Educational Books. 1978.
2. Chilver. J. English for Business: A Functional Approach. London: D.P. Publications. 1992.
3. Jones. L. And R. Alexander.. New International Business English: A Course in Communication Skills. Cambridge: CUP (Student's Book & Teacher's Book). 1989.
4. Jones - Macziola S. and G. Shite. Getting Ahead. Communication Skills Course for Business English Cambridge: CUP (Teachers Book, Learner's Book). 1996.

References

1. Brieger. N. and J. Comfort. Early Business Contacts. London.: Prentice Hall. 1989.
2. Carrier. M. And M. Sheyd Business Connections. (UK): Nelson. 1992.
3. Comfort. J., P. Rogerson. T. Stott and D. Utley. Speaking Effectively. Cambridge: CUP. 1997.
4. Comfort. J., R. Revell and C. Stott. Business Reports in English. Cambridge: CUP. 1983.
5. Davies. S. and R. West. Business English. Vols. 1-3. London: Pitman. 1983.
6. Ellis. M. and C. Johnson Teaching Business English. Oxford: OUP. 1994.
7. Horner. D. and P. Strutt. Words at work. Cambridge: CUP. 1996.
8. Naterop Naterop.B.J. and R. Revell. Telephoning in English. Cambridge: CUP. 1997.
9. Norman. S. (1983) We're in Business. London: Longman. 1983.

Administration and Supervision in Physical Education

Course Title: Administration and Supervision in Physical Education	Full Marks: 100
Course No.: HPE 306	Pass Marks: 35
Nature of the Course: Theory	Periods per week : 5
	Time per period : 50 mins.

Course Description

This course is designed to develop student teacher's experiences in administration & supervision practices related to physical education programme. It also intends to develop ability among the prospective teachers to run physical education programme effectively in the secondary schools. This is a theory paper however it is expected that the prospective teachers apply their theoretical experiences in the real situation of the school.

Course Objectives

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

- explain the meaning, importance & scope of administration in physical education.
- describe the role of physical education teacher in the development of physical education programme in schools.
- discuss the importance of office management in physical education programme.
- develop a plan of facility management in school.
- describe the importance of financial management & its process in physical education programme.
- explain the importance & media of public relation, and
- describe, the need, importance & techniques of supervision in physical education.

Unit	Contents	Time for the Unit.
I	Administration in Physical Education	30
	<ul style="list-style-type: none">• Meaning, definition and importance of administration and organization.• The scope of administration in Physical education.• Administrative Processes, principles and elements.• Duties of physical education administrators.• Administrative theories in physical education.• Administrative leadership.	
II	Professional Preparation of Physical Education Teacher	18
	<ul style="list-style-type: none">• Qualifications and characteristics of a physical education teacher.• Criteria for selecting a physical education teacher.	

	• Teaching load.	
	• Evaluation of physical education teachers	
	• Preparation of physical education teachers in Nepal.	
	• Status of physical education teachers in Nepal.	
III	Management in Physical Education	57
	Meaning Importance and Necessary Equipment and Personds	15
	• Meaning and importance of office management.	
	• Office space	
	• Office personnel	
	• Equipment and supplies.	
	- purchase and care of equipment	
	- purchasing process	
	- ordering equipment.	
	- care and repair of equipment.	
	Facility Management	24
	• Principles of facility planning	
	- indoor	
	- outdoor	
	• Teaching stations	
	• New trends in facility development	
	• Maintenance of facilities.	
	Financial Management	18
	• Importance of financial management	
	• The physical education budget	
	- sources of income in physical education programme	
	- Areas of expenditure in physical education programme.	
	• Budgetary Principles	
	• Administering budget	
IV	Public Relation	21
	• Definition and importance of public relation	
	• Purposes of public relation programme	
	• Principles of public relation programme	
	• Use of media in public relation	
V	Supervision in Physical Education Programme	24
	• Meaning and importance of supervision in physical education.	
	• Guiding principles of supervision	
	• Qualities of supervises	
	• Functions of supervisors	
	• Techniques of supervision in physical education.	
	- Visitation/Observation	
	- Conference individual. group	
	- Workshop seminar	

- Clinical supervision in physical education
 - Trends
 - Practices
 - Trends of physical education supervision in Nepal.

Textbooks

1. Voltmer E.f. et al The Organization and Administration of Physical Education New Jersey: Prentice Hall-inc. 1979.
2. Buche. C.A. Administration of Physical Education and Athletic Programs. St. Louis: The C.V. Mosby Company. 1979.

References

1. Mc Kean & Mills. the Supervisor. New Delhi: Prentice Hall of India
2. Frost. Reuben B., et al Administration of Physical Education & Athletics Universal Book Stall. 1992. New Delhi:
3. Dheer S. & Radhika Kamal: Organization and Administration of Physical Education. Delhi: Friends Publications. 1991.
4. W. Cogan. Clinical Supervision 1977.
5. Koortz & Weihrich. Management (10ths ed.) Asian Students Edition

Research and Project Meet in PE

Course Title: Research and Project Meet in PE	Full Marks: 100 (60-40)
Course No.: HPE 307	Pass Marks: 40 (24-16)
Nature of the Course: Practical	Period per week : 9
	Time per period: 50 min

Course Description

This course deals with basic research techniques in physical education and processes of practical experiences to the prospective teachers in organizing and conducting sports meet. This course, which is fully a practical course, has two sections. one is the basic ideas for research work to prepare a project report and the other section is conducting sports tournament and preparing a report on it.

Course Objectives

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

- describe the importance of conducting a research work in physical education.
- explain various methods and techniques needed for conducting research work.
- identify major study problems in physical education.
- prepare a research proposal and write a report on it.
- explain the importance of organizing tournaments in different games & sports.
- construct fixtures & time tables for games tournament & athletic meet. and
- organize tournament in different games and sports and prepare a report on it.

Unit	Contents	Time for the Unit.
I	Meaning & importance of research	6
II	Research Format <ul style="list-style-type: none">• Preliminary Part• Main Part• Reference Part	12

Details of Research Format

I Introduction

- Background of the study
- Objectives of the study

2	Methods of study	18
•	Sources of data sampling Data gathering tools	
-	Questionnaire	
-	Interview Schedule	
-	Observation	
•	Data collection	
3	Analysis of Data	27
1.	Analysis of Data	
-	Text. tables & figures	
4	Conclusion and Suggestion	5
5	Bibliography	3

Preparation and submission of the study report 33

III Preliminary preparation 47

1. Formation of committees Technical committee. main organizing committee. financial committee. publicity committee (subcommittees of needed)
2. Announcement of meet. printing and distribution of application form. call for team entry. entry fee. eligibility last date of entry. competitive rules
3. Preparation of time table and fixture of the meet. tournament type. venue.
4. Conducting tournament opening ceremony. start of tournament. prize distribution and closing ceremony.
5. Preparation and submission of a project meet report.

Textbooks

1. Anand. R.L. Playng Field Manual. Patiala: NIS Publication. 1986.
2. Sports Facilities Kathmandu: Ekta Publication. 1993.
3. Best. John W. and James V. Kohan. Research in Education New Delhi: Prentice Hall of India. 1995.
4. Barrow and McGee. Test and Measurement in Physical Education. Philadelphia: Lea & Febiger. 1981.
5. Voltmer. E.F. et. al. The Organization and Administration of Physical Education. New Jersey: Prentice-Hall Inc. 1979.

Reference

1. Frost. Reuben B. et al Administration of Physical Education & Athletics New Delhi: Universal Book Stall. 1992.
2. Organization and Administration of Physical Education Delhi: Friends Publications. 1991.

Evaluation Scheme

Part - I	Internal	Participation	5	Part - II	Internal	meeting	- 5
	Supervisor	Research Report Attendance	5		Supervisor	Participation	- 5
			10			Attendance	- 5
		Total	20			Viva	- 5
					Total	20	
	External	Research Report Viva	10		External	Report	- 8
			30			Viva	- 12
		Total	40			Total	20
		20+40	60	Marks		20+20	40 Marks

Professional Preparation for Administration and Supervision in School Health Education

Course Title: Professional Preparation for
Administration and Supervision in
School Health Education

Full Marks: 100

Course No.: HPE 308
Nature of the Course: Theory

Pass Marks: 35
Period per week : 6
Time per period: 50 min

Course Description

This course is designed for three year bachelor degree in health and physical education. It provide basic process, policies, practices of health education, administration and supervision in school level of Nepal for the professional preparation of prospective teachers and administrators of this field. It also deals with administration of school health programme in school by Ministry of Education and Health. This course deals with clinical and general supervision as well as organizational pattern of supervision in health education and administration.

Course Objectives

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

- define concept, need and importance of professional preparation in school health education.
- describe the objectives and scope of professional preparation.
- describe the hindering factors and promoting factors for professional development in school health education.
- describe organization, its importance functions and its types.
- identify the basic elements and principles of (organization) administration.
- define meaning, definition and importance of administration in school health education.
- describe administrative process in school.
- describe administrative principles, theories and management of school health education programme.
- identify the practices and trends in administration in school health education programme.
- define the modern concept of supervision, its importance, elements, and procedures in teaching health education.
- define general supervision and clinical supervision in school health education.
- illustrate the role of supervisors.

Unit	Contents	Time for the Unit.
I	Professional Preparation	21
	<ul style="list-style-type: none"> - Meaning, definition, importance of professional preparation in school health education programme. - role, need and scope of professional preparation in health education programme (School level, ministry of health and education). - Hindering and promoting factors of professional preparation in health education. 	
II	Administration of School Health Education programme	30
	<ul style="list-style-type: none"> - Definition of administration - Need and importance of administration - Administrative duties (PODS CORB) - Theories of administration. <ul style="list-style-type: none"> • Traditional theories authoritarian, democratic, lassies faire • Modern theories • Three dimensional theory • System theory • Participatory theory 	
III	Organization of school health programme.	27
	<ul style="list-style-type: none"> - organization, its meaning, definition need and importance - Basic elements of organization - Types of organization <ul style="list-style-type: none"> • Line organization. • Line and Staff organization. • Committee formation organizational structure of Ministry of Education and Health. • School Health Council. 	
IV	Management of school health programme.	21
	<ul style="list-style-type: none"> • Planning for management of school health programme. • Management of Physical facilities and funds for conducting school health programme. • Co-ordination between community and school administration, NGO and INGOs. 	
V	Supervision in School Health Programme	30
	<ul style="list-style-type: none"> • meaning, definition, importance, scope and types of general supervision and clinical supervision. • Elements and procedures of supervision in School Health Programme. • Characteristics and qualities of the supervisor, Headmaster and teacher. 	

- Historical glimps of FOE and production of professional manpower of health education.
- Institute of Medicine to produce manpower of health areas.
- Role and characteristics of a leader.

Textbooks

1. Voltmer E.F. et al The Organization and Administration of Physical Education New Jersey: Prentice Hall-inc 1979.
2. Bucher. C.A. Administration of Physical Education and Athletic Programs St. Louis: The C.V. Mosby Company. 1979.
3. Kerry. Redician et al. Organization of School Health programme
4. Gupta. Om Prakash. Administration and Management Kathmandu: FOE. TU.

References

1. Mc Kean & Mills. The Supervisor, New Delhi: Prentice Hall of India
2. W. Cogan. Clinical Supervision 1977.
3. Koorntz & Weihrich Management (10ths ed.) Asian Student Edition.
4. आधारभूत तथा प्राथमिक शिक्षण परियोजना विद्यालय सुपरीवेक्षण श्रोत सामग्री सानोठिमी, भक्तपुर, २०५३ ।

Field Study in Health Education

Course Title: Field Study in Health Education
Course No.: HPE 309
Nature of the Course: Practical

Full Marks: 100
Pass Marks: 40
Period per week : 9
Time per period: 50 min.

Course Objectives

This course is designed to provide the prospective health educators practical experience in identifying the health needs and problems of school community. It also intends to make them able to prepare health education programme in accordance with the survey findings. Though this course is practical in nature, the necessary theoretical knowledge will be provided in the classroom.

Course Description

On completion of the course the prospective health education teachers will be able to:

- analyse community & school community health problems & issues.
- survey the school community following appropriate steps and measures.
- prepare a survey report. and
- develop health education programme for a school community to intervene health problems and issues.

Unit	Contents	Time for the Unit.
I	Introduction to Community / School Survey	30
	<ul style="list-style-type: none">- Meaning & features of community- Meaning, types & importance of survey- Community school analysis<ul style="list-style-type: none">• Geographic features.• Demographic characteristics• Social & Political structure• Health situation, vital statistics, health care & service delivery- Community health needs - felt, observed and real- School Community health problems & their nature.	
II	School/Community Survey	60
	<ul style="list-style-type: none">- Identification of health problem.<ul style="list-style-type: none">• School/Community visit• Study of related literature- Methods of the Study- Sampling & its procedure	

- Developing survey tools - Observation forms. Questionnaire. Interview Schedule.
- Collection and tabulation of data.
- Analysing and presentation of the survey results in.
 - Text
 - Table
 - Figure.

III Writing the Study Report under the following structure 45

- Background & rational of the study
- Objectives of the study
- Method of the study
- Illustration of the study area
- Analysis & Interpretation of data
- Findings and conclusion
- Recommendations with health education programme.
- Bibliography & Appendices.

IV Development of Health Education Programme. 15

- Background of the programme
- Objectives of the programme.
- Target population
- Content areas (Subject-matter)
- Methods & procedures
- Expected outcomes
- Resources - human and materials
- Programme Schedule.

References

1. Best. John W. and James V. Kahn. Research in Education New Delhi: Prentice Hall of India. 1995.
2. Hale. Cynthia et al. Community Diagnosis Manual. Kathmandu: Health Learning Materials Centre. 1996.
3. Food and Agriculture Organization of the UN. Conducting Small-scale Nutrition Surveys: A Field Manual. Rome. 1990

Note:

1. Field work should be carried out by the student teachers in the group consisted of not more than eight members
2. Three typed and binded copies of the study report should be submitted in the concern department.
3. Assessment of class and field work activities is done by the internal examiner e.i., class teacher. whereas study report evaluation and viva voce will be done jointly by internal and external examiner.

Personal Development and Effective Behaviour

Course Title: Personal Development and Effective Behaviour

Full Marks: 100

Course No.: Ed. 321

Pass Marks: 35

Nature of the Course: Theory

Period per week : 6

Time per period: 50 min

Course Description

This course is designed to make acquainted the prospective teachers with the personality development process by which they will be able to adjust in personal behaviour. It is also intended that the student teachers' mental health be improved through the study of this course. Besides, as a teacher, the student teacher be capable of managing for effective and adjustive behaviour of his pupils from this course.

Course Objectives

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

- Explain the areas, determinants and patterns of personal development.
- Discuss the types and hierachy of human motives.
- Acquint with the dynamics of adjustive behaviour, and
- Manage for effective adjustment for personal growth.

Unit	Contents	Time for the Unit.
I	Human Development <ul style="list-style-type: none">- Human being as a living system<ul style="list-style-type: none">• General properties of living system• Special characteristics of the human development systme- Major areas of Human Development<ul style="list-style-type: none">• Physical• Intellectual• Emotional• Social- Determinants of Development<ul style="list-style-type: none">• Heredity• Environment• Self- Patterns of Development<ul style="list-style-type: none">• Directive and guiding principles• Maturity• Sequencing of development	20

II Variations in Development

25

- Faculty development and its early condition
 - Genetic and acquired defects
 - maternal deprivation and early trauma.
 - Photogenic family patterns
 - Social pathology
 - Faulty self structure.
- Early conditions forstnering healthy development
 - Infant and child care
 - Love and acceptance
 - Stimulating and responsive environment
 - Structure and guidance
 - Success and recognition
- Early detection and correction of defects
 - Need and importance
 - Main corrective measures.

III Human Motivation and Needs

30

- Concepts of motive, motivation and need.
- Human Needs: actual, felt and real
- Motive patterns and behaviour
- Hierarchy of motives
- Social forces in motivation
- Motives and psychological process.

IV Dynamics of Adjustive Behaviour

35

- Introduction to adjustive behaviour
- General principles of adjustive behaviour
- Stress as a problem of adjustment.
 - Types and sources of stress: frustration, conflict, pressure.
 - Key aspects of stress.
 - Severity of stress
 - Characteristics of adjustive demands.
- Processing of adjustive demands
 - Appraising the stress situation
 - Deciding on a course of action
 - Taking action and suing feedback
- Psychological adjustive reactions
 - Task oriented reactions
 - Defence oriented reactions

V Effective Adjustment and Personal Growth

40

- Effective and ineffective adjustment
- Maladjustive patterns
 - Personality disorders

- Neurotic disorders
- Psychotic disorders
- Alcoholism
- Drug addiction
- Prevention and treatment against Maladjustive behaviour: Psychological, sociological, medical.
- Measures of Effective behaviour
 - Intellectual competence: learning, problem solving, creative thinking
 - Emotional competence: emotional experience, pattern of expression and control: dealing with problem emotions- fear, anger, love etc: fostering constructive emotions.
 - Social competence: interpersonal relationship: recognition of mutual purposes, rights and responsibilities.

Textbook:

1. James C.. Coleman. **Psychology and Effective Behaviour** (1969). D.B. Taraporewala Sons & Co. Pvt.Ltd. Treasure House of Book. Dr. Dadabhai Naroji Road Bombay- 1. India.

Reference:

1. Frager R.. **Personality and Personal Growth**. Harper.
2. Malavik Kapur. **Mental Health in India Schools** (1997). Sege Publications. India.
3. Mussen P.H. **Essentials Child Development and Personality**. Harper.

Social Justice Education

Course Title: Social Justice Education	Full Marks: 100
Course No.: Sp. Ed. 301	Pass Marks: 35
Nature of the Course: Theory and Practical	Period per week: 6
Credit hours : 150	Time per period: 50 minutes.

Course Description

This course is designed for the prospective teachers and other educational personnel to orient them to the basics of social justice education. It deals with a number of issues ranging from human rights, child rights to child labour. The course is divided into nine units each containing a distinct issue but all contributing towards the main theme/focus of the course-social justice education.

Course Objectives

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

- define meaning and concept of justice and social justice.
- describe the history of social welfare in Nepal.
- review and identify the status and problems of children at work and with disability.
- explain the concept of human rights, U.D.H.R. and their incorporation in the constitution of Nepal.
- define child labour by outlining its causes and practices in Nepal.
- examine the legislative provisions in Nepal and explain special features of I.T.C. 1989, Geneva.
- explain the collective responsibility of family in reproductive role of women and their discrimination in the society.
- identify the role and responsibility of women in the protection and promotion of culture and religion, and in overall decision making process of economic, political and social life.
- be familiar with the task of promoting social justice by the NGOs and INGOs based in Nepal.
- explain, in many dimensions, the meaning, nature, needs and classification of values and human values in education.
- describe the implications of child labour, girl's trafficking, social disorders and injustice in Nepal, and
- describe the approaches to be adopted to promote social justice in the society.

Unit	Contents	Time for the Unit.
I	Introduction to Social Justice	10
	<ul style="list-style-type: none"> • Meaning of social justice • Concept of social justice • History of the social welfare in Nepal. 	
II	Disadvantaged Population Groups	20
	<ul style="list-style-type: none"> • Children at work <ul style="list-style-type: none"> - Work and children - Causes of child work - Child work free society • Children with disabilities <ul style="list-style-type: none"> - Disability and child - Types of disabilities - Early rehabilitation - Disability and inclusive or special education • Girl Child and Women <ul style="list-style-type: none"> - Girl trafficking - Violence against the girl child and woman - Exploitation against the girl child and woman - Measures to end exploitation against the girl child and woman • Street Children <ul style="list-style-type: none"> - Status of street children - Causes behind becoming street children - Rehabilitation of street children • Bonded Labour <ul style="list-style-type: none"> - Causes of bonded labour - Status of bonded labourers - Legal provisions for elimination of bonded labour • Forced labour <ul style="list-style-type: none"> - Situation of forced labour - Problems and consequences of forced labour - Remedial measures of forced labour • Socially Ex cluded Groups <ul style="list-style-type: none"> - Ethnic groups - Caste groups - Language minority groups - Social opportunity and causes of exclusion . 	
III	Human Rights	15
	<ul style="list-style-type: none"> • Concept of Human Rights (Practices in Asia with special reference to Nepal) • Main features of U.D.H.R. 	

- Enforcement scenario of Human Rights with reference of Nepal.
- IV Child Rights and Child Labour 20**
- Definition of Child Labour
 - Causes of Child Labour and its practices in Nepal
 - Legislative provisions in Nepal (Labour Act 1992. Children ACT 1992. Nepal)
 - International Treaty Convention (1989 CRC) Geneva
- V Women and their position 18**
- Role of Women in Household Affairs
 - Reproductivity and women
 - Family care and women
 - Women and water supply
 - Household work and women
 - Role of Women in Culture
 - Women and religion
 - Status of women in different religion
 - Women and festivals
 - Women as preserver of culture
 - Role of Women in Decision Making Process
 - Participation of women in decision making in domestic life
 - Participation of the woment in decision making of political, social and economic life
 - Family life and need of cooperative decillion making
 - Role of Women in community
 - Traditions and women in community development
 - Women and education
 - Community health and women
 - Natural resources and women
 - Success stories of the role of women in community
 - Women and Labour
 - Gender issues in economics
 - Equal pay for equal work
 - Public work and wome (agriculture, business...)
 - Evaluation of women's labor
 - Role of women in Nepal's national economy
 - CEDAW
 - Introduction of the CEDAW convention
 - Provision of ratification, implementation and reporting
 - Convention and Nepal ratification
 - Governments responsibility regarding the convention
 - Campaign for the convention and gender equality

- Discriminatory Laws for Women in Nepal
 - Legal protection for gender equality
 - Level view of women's potentiality ability
 - Discriminatory laws in Nepal
 - Provisions of political and social discrimination
 - Responsibility of the government against discrimination (Legal protection)

VI Role of Various Agencies in Promoting Social Justice in Nepal 20

- National and International Non-governmental organizations
 - Introduction
 - Contribution of these organizations to ensure social justice.
 - Expected role
- Community
 - Community and social justice.
 - Existing social discrimination and exploitation
 - Equality of social opportunities.
 - Provision of social justice within the social structure.
- Communication Media
 - Electronic Media
 - Print media
 - Contribution of media to promote awareness towards social justice.
- National, Regional, International Bodies and UNO.
 - National Organizations
 - SAARC- regional organisations
 - International bodies
 - UNO
 - Organizations and social justice
- Schools
 - Equality of educational opportunity and school
 - Concept of social justice in school education
 - Role of students in promoting social justice.
 - Civic awareness and social justice.
- Teachers
 - Concept of social justice in the educative process
 - Social justice education in teaching
 - Role of teacher in promoting social justice education

VII Concepts of Human values

- Meaning and nature of values
- Need for inculcation of values
- Classification of values

- Spiritual (Religious, Holy mindedness, Devotional, Self-control material)
- Intellectual (open mindedness, Receptibility, Sincerity, Right judgement)
- Social (Tolerance, Cooperation, Discipline, Altruism)
- Moral (Honesty, Truthfulness, Kindness, Good conduct, Moral Stability and Justice)
- Political (Equality, Fraternity, Liberty, freedom of Expression)
- **Approaches to Human Values**
 - Value oriented education & programmes
 - Talks
 - Personal examples (Teachers)
 - Citizenship training
- **Democratic Values**
 - Respect for the dignity of all persons
 - Loyalty to the dignity of all persons
 - Loyalty to the country
 - Freedom, sharing & tolerance
 - Dignity of Labour
 - Development of character: Truth, Love, Peace, Right action & Non- violence.

VIII	Implications of Child Labour/Girl's Trafficking Child Prostitution and Social Injustice	15
	<ul style="list-style-type: none"> • Social implications in community assets and cultural heritage • Cultural implications • Economic implications • Political implications • Environmental implications Solid Waste management 	
IX	Approaches to Promote Social Justice in Society	20
	<ul style="list-style-type: none"> • Educational Approaches • Legal Approaches • Awareness Campaign • Advocacy • Rehabilitation Programme • Strengthening Institutional Capacity • Role of teachers to overcome the problem of child labour and girl's trafficking • Alternative school system <ul style="list-style-type: none"> - flexible scheduling - teacher training • literacy classes and vocational training. 	

Recommended Books :

1. Child Labour in Nepal. ILO. IPEC Vol I & II. Kathmandu. Nepal.
2. Targeting the Intolerable. ILO. Geneva.
3. Sattaur. Omar (1993). Child Labour in Nepal. Kathmandu: Child Workers in Nepal.

Reference :

1. मुल्की ऐन २०२०
2. नेपाल अधिराज्यको संविधान २०४७
3. जिउ मास्ने बेच्ने नियन्त्रण ऐन २०४३
4. श्रम ऐन २०४८ र श्रम नियमावली २०५०
5. श्रम नियमावली २०५१
6. नेपाल परिचय. पाठ्यक्रम विकास केन्द्र, त्रि.वि., कीर्तिपुर ।
7. मानव अधिकारको विश्व घोषणापत्र, १० डिसेम्बर १९४८, संयुक्त राष्ट्र संघ
8. बाल अधिकार : सबैको सरोकार, सिविन, तेश्रो संस्करण, २०५४
9. बालबालिक सम्बन्धी ऐन २०४८ र नियमावली २०५१
10. सं.रा.सं. को बाल अधिकार सम्बन्धी महासन्धी १९८९
11. UNICEF द्वारा प्रकाशित बालक र महिला सम्बन्धी पुस्तक तथा प्रतिवेदनहरू
12. काशिराज दाहाल, औद्योगिक विधिशास्त्र, पैरवि प्रकान २०५३
13. प्रधान, गौरी २०४८, नेपालमा चेर्लावेटीको देहव्यापार, काठमाडौं : नेपाल बाल मजदुर सरोकार केन्द्र ।
14. प्रधान, गौरी २०४८, बाल अधिकार : सबैको सरोकार, काठमाडौं : नेपाल बाल मजदुर सरोकार केन्द्र ।
15. Women: Challenges to the Year 2000, United Nations, New York, 1991.
16. Children and Women of Nepal. A Situation Analysis, 1996. National Planning Commission, HMG and UNICEF, Kathmandu, Nepal.
17. Fernandes, Dr. Gracy; A presentation for Strategic Workshop on Trafficking in Women and Girls, Oct. 2-4, 1996, Lalitpur, Nepal.
18. Grover. Deepa: 1993: Law. "Labour and the Economic Vulnerability of Women in Nvinba Society". Kailash - A Jourjan of Himalayan Studies. Vol. VII. Numbers 3-4. 1981.
19. O'Dea. Pauline: Gender Exploitation and Voilence: The Market in Women, Girls and sex in Nepal. 1993. UNICEF. Kathmandu. Nepal.
20. The Progress of Nations. 1996: UNICEF House: Division of Communication. 3 United Nations Plaza. New York. J.Y. 10017. USA.

21. The Progress of Nations 1997: UNICEF: Divisions of Communication. 3 United Nations Plaza, New York, J.Y. 10017, USA.
22. Women in Action, Women and Migration. ISIS Vol 2&3 '93. ISIS International. Manila Communication networking Program.
23. Women In Development, A Resource Guide for Organization and Action. 1993. ISIS Women's International information and communication service. ISIS. Geneva.
24. Women Development and Decomcracy: A study of the Socio-Economic Changes in the Profile of Women in Nepal. Shri Shakti. Kathmandu, Nepal 1995.
25. Black's Law Dictionary. 6th Edition. Centinnial Edition 199=81-1991. West Publishing Company 1990.
26. Merriam Webster's Collegiate Dictioneary. 10th Edition, 1993.
27. Singh, V.P.. Education in Human Values: (Manual for teachers). nandan Offset Press Madras. 1995.
28. Dash. B.N. Foundation of Educational Thought and Practice, Kalyani Publishers. New Delhi. 1994.
29. Aggrawal. J.C.. Theory and Principles of Eduation, Vikash Publishing House Pvt. Ltd.. New Delhi. 1994 (Second Reprint)
30. Murty. S.K. Philosophical and Sociological Foundations of Education, Prakash Brothers Ludhiana. 1985.
31. Designing a National Framework of Action against Child Labour in Nepal, ILO.

Population Education

Course Title: Population Education

Full Marks: 100

Course No.: Pop.Ed. 306

Pass Marks: 35

Nature of the Course: Theory (Electives,
Interdisciplinary)

Period per week: 6

Time per period: 50 min

Course Description

This course is intended to the prospective teachers to develop an awareness and understanding of the nature, causes, and personal as well as social implications of population phenomenon. The concept intended in the course are techniques for defining population problems and methods of ascertaining the determinants and consequences of population processes and change: population and development, family life education, aging and aids, core messages, approaches, policies and programmes on population education.

Course Objectives

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

- explain sources of population data, population situation and determinants of population change, and to compute basic demographic measures.
- describe consequences of rapid population growth and the factors that affect quality of life.
- show relationship between man and environment.
- describe need of sex education and structure and functions of human reproductive organs.
- plan family for quality of life.
- justify need of family planning programme.
- delicate importance, objectives and scopes of population education.
- discuss population policies and programmes of Nepal.
- select appropriate methods of teaching population education
- suggest management of elderly people, and
- communicate measures to prevent AIDS.

Unit Content

I Concept of Demography

Time for the Unit
36 periods

- Meaning and importance of demography
- Sources of population data
 - population census: vital registration: administrative records: sample survey
- Population situation of Nepal and her neighbouring countries (India, Bhutan, Bangalades, Pakistan, China)

- Determinants of population change and their measurement and fertility.
 - Factors affecting fertility (economic condition, socio-cultural beliefs and values, lack of awareness, high infant mortality rate, lack of health facilities and health services)
 - measures of fertility (crude birth rate, age specific fertility rate, total fertility rate)
- **Mortality :- Causes of death**
 - diseases: malnutrition: elderly: accidents: lack of health services
- **Measures of mortality (crude death rate, age specific death rate, infant mortality rate, maternal mortality rate)**
- **Migration**
 - factors influencing in migration: types of migration: measures of migration
- In migration rate, out migration rate, Net migration rate.
- II Consequences of Rapid Population Growth on : 18 periods**
 - Economic development: Food and nutrition: Duality of education Health and health services: National resources: Environment: Social prosperity: Land: Housing.
- III Human Sexuality 18 periods**
 - Concept of human sexuality and sex education
 - Sex education in home and school and its importance
 - Structure and functions of male and female reproductive organs
- IV Family Life Education 8 periods**
 - Concept of family: Family patterns:
 - Family needs and resources: Life cycle
- V Family Planning : 15 periods**
 - Meaning, importance and objectives of family planning
 - Birth control device: Natural, artificial (temporary, permanent)
- VI Population Education : 9 periods**
 - Concept and meaning: Need and importance
 - Aims and objectives: Scopes and contents
- VII Core Message of Population Education 9 periods**
 - Concept, meaning and importance Core message:
 - Family life and family welfare:
 - Delayed marriage
 - Responsible parenthood
 - Population change and resource development
 - Attitude, belief and values in relation to population
 - Empowerment of women.

VIII Some Methods of Teaching Population Education : 15 periods

- Problem solving: Role playing: Brain storming
- Value classification: Field trip: Discussion: Observation

IX Population Policies and Programmes. 12 periods

- Population education in formal sectors: School - University
- Population education non-formal sectors
 - cooperative training centre
 - department of cottages and small industries
- local development training academy: department of labour
- National population policies and programmes with emphasis on Eight fifth year plan and year 2000 A.D.)

X AIDS: Problems, Causes, Symptoms, Prevention, Rehabilitation 9 periods

Text Books

1. Sharma. R..C.. Population Resource Environment and Quality of Life. Dhanpat D. and Sons. Delhi 1988.
2. Population and Quality of Life. CDC. TU. 1993.
3. Population Theory and Population Dynamics. CDC. TU. 1991.

References :

1. Population Education Instructional Materials. Sanothimi CDS.. Nepal 1988.
2. Bogue. Donald J.. Principles of Demography. John Wiley and Sons. New York 1969.
3. Population Manograph of Nepal. Central Bureau of Statistics. Kathmandu. 1978.
4. Statistical Pocket Book. Central Bureau of Statistics. Kathmandu.
5. Analysis of 1991 Census. CBS. Kathmandu. 1993.
6. Ehrlich. Paul R. and Anne H. Ehrlich. Population Resources Environment 1972.
7. Issue in Human Ecology. W.H. Freeman and Company. San Francisco.
8. Resource Book in Population Education for Teacher Education. Ministry of Culture and Sports. Manila.

Fundamentals of Primary Education

Course Title: Fundamentals of Primary Education

Full Marks: 100

Course No.: P.Ed. 301

Pass Marks: 35

Nature of the Course: Theory

Period per week: 6

Total Periods : 150

Time per period: 50 min.

Course Description

This course consists of two major parts: Primary Education in General, and Primary Education in Nepal. The first part is related to the theoretical aspects of primary education. So it provides the knowledge on concepts, aims, theoretical basis, underlying issues and problems of primary education. Similarly, the knowledge regarding the children's learning and their needs along with the primary school teachers' roles and their competencies is also imparted to the students through this course.

Since the second part of this course is related to primary education in Nepal, it provides the knowledge on different types of primary schools, efforts on development of primary education, various educational committees formed in different periods of time, innovative projects and teacher training programmes in primary education in historical prospective.

Course Objectives

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

- explain meaning, aims, characteristics, theoretical bases, problems and issues of primary education.
- list and analyze the children's learning and their needs.
- describe the roles and competencies of a primary school teacher, and
- explain the various aspects (types of primary schools, curriculum efforts on development of primary education, educational commissions, innovative projects, primary teacher training programmes) of primary education in Nepal.

Unit	Content	Time for the Unit
I	Concept, Views, Aims and Characteristics of Primary Education	10
	<ul style="list-style-type: none">• Concept• Views of different educationists.• Aims• Characteristics.	
II	Theoretical Bases of Primary Education	10
	<ul style="list-style-type: none">• The influence of progressive theories.• The influence of developmental psychology.	
III	Factors Influencing and Underlying Issues of Primary School	10
	<ul style="list-style-type: none">• Factors influencing primary school's effectiveness.	

	• Difference and primary school culture.	
IV	Problems of Primary Education	8
	• General problems	
	• Failure to learn	
	• Behaviour problems	
	• High intelligent and gifted children	
	• Selective and open system	
V	Primary Children's Needs	13
	• Needs of primary school children.	
	• Home and school milieu for meeting children's needs.	
	– Major areas of parental involvement.	
	– Level of parental involvement.	
	– Purposes and advantages of parental involvement.	
VI	Children's Learning:	10
	• Effects of learning	
	• Factors associated with good learning	
	• Learning difficulties	
	• The learning profile.	
VII	Primary School Teacher	5
	• Role and functions of a primary school teacher.	
	• Competencies (knowledge and skills) required for a teacher.	
VIII	Problems of Primary Education	5

Part II : Primary Education in Nepal

I	Types of Primary School	5
	• Gumbas primary schools.	
	• English primary schools.	
	• Sanskrit primary schools.	
	• Basic primary schools.	
	• Vernacular primary schools.	
	• National primary schools.	
II	Structure and Curriculum : A Historical Perspective (1951 to present)	10
	• Primary education before 1951.	
	• Structure of primary education.	
	• Mechanism and process of curriculum development.	
	• Objectives	
	• Subject and weightage.	
	• Relevancy of primary education.	
III	Primary Education Development.	15
	• Quantitative Development (1951, 1971 and 1991 onward)	
	• Education for All (1990)	

- Efforts on qualitative development
 - Hindrances of universalization of primary education.
 - Problems and Issues on quantitative and qualitative development of primary education.
- IV Promotion of Girls' Education 10**
- Enrollment. Retention and Achievement.
 - Provision of female teachers.
 - Factors affecting girls' participation..
 - National policies and their impact on education of girls.
 - Programmes. for girls' education.
- V Educational Committees and Commissions (With reference to primary education) 12**
- NNEPC
 - ARNEC
 - NESP
 - NEC
- VI Innovative projects on primary Education and Overview of Primary Teacher Training (PTT) Programmes 15**
- Innovative Projects
 - Distance Education
 - Equal Access to Wome in Education
 - Education for Girls and Women in Nepal
 - Education for Rural Development Project
 - Radio Education Teacher Training Project.
 - Primary Education Project.
 - Basic and Primary Education Project
 - primary Education Development project.
 - Overview of PTT programmes
 - Availability of Trained Teachers
 - Primary Teacher Training Packages.

References :

1. Louis. Cohen and Lawrence. Manion. A Guide to Teaching Practice. Methuen and Co.Ltd., Great Britain. 1990.
2. Bloomer M. and Chau K.E.. The Challenge of Educational Change. Bergman Press. U.K.. 1979 (CERID)
3. Taylor. P.H.. Aims. Influence and Change in Primary School Curriculum. NFER Publishing Co. Britain. 1975.
4. Morries. Keith. Primary Education Curriculum P.C. Production Series. 1987.
5. Clarkson. Malcolan. Emerging Issues in Primary Educaiton. The Folmer Press. 1988.

6. Elizabeth. Hughel. Religious Educaiton in Primary School. Redwood Books. Trawbridge. Great Britian. 1994 (FUE)
7. Wall. W.D.. Constructive Education for Children. Harrop. The UNESCO Press.
8. Agrawal. J.C.. Elementary Educational Psychology. Doaba House. Delhi. 1996. (FUE)
9. Sheila. Wofendale. Primary Schools and Special Needs. Cassell Educational Limited. Village House. London.
10. Jone. Dean. Organizing Learning in the Primary School. Routledge. London.
11. Wood. Huge B.. The Development of Education in Nepal....
12. CERID. School Level Curriculum: A Historical Perspective (Education Day Souvenir). Kathmandu. 1985.
13. Shrestha. Kedar Nath. On Primary Education in Nepal. Primary Materials Unit. MOEC. Sanothimi. Bhaktapur. 1988.
14. Shrestha. Kedar. Nath. Educational Experiments in Nepal. Institute of Education. Sanothimi. Bhaktapur. 1982.
15. CERID. Primary Education in Nepal (Progress Toward Universalization): A Study Report. Kathmandu. 1983.
16. New Era. Primary School Repetition and Drop out in Nepal: A Search for Solutions. Kathmandu. 1993.
17. CERID. A Study of the Impact of Grade one new Materials on Learning and Teaching Kathmandu. 1995.
18. CERID. Promotion of Girls Education in Context of Universalization of Primary Education. Kathmandu. 1983.
19. PEDP. An Educational Brief for National Centre for Educational Development. Kathmandu. 1993.
20. CHIRAG. Primary School Teacher Training in Nepal. Kathmandu. 1996.
21. शैक्षिक जनशक्ति विकास केन्द्र. प्राथमिक शिक्षक सेवाकालिन तालिम पाठ्यक्रम. काठमाडौं. २०५१
22. REports of NNEPC (1954) ARNEC (1961). NESP (1971). NEC (1992).
23. IOE and CERID. Equal Access of Women of Education. T.U. Kathmandu. 1981.
24. CERID. Education of Girls and Women in Nepal. Kathmandu. 1986.
25. CERID. Education for Rural Development in Seti Zone. Kathmandu. 1986.
26. Butterworth. Bargara and Other. Radio Education. Teacher Training Programme. Final Evaluation Report. IOE. Kathmandu. 1983.

Teaching Social Studies

Course Title: Teaching Social Studies
Course No.: So.St.Ed. 392
Nature of the Course: Theory

Full Marks: 100
Pass Marks: 35
Period per week : 6
Time per period : 50 min.

Course Description

This course intends to orient the prospective teachers to the nature and foundation of social studies. It helps them develop knowledge and skills required for the effective teaching social studies in the secondary schools of Nepal.

Course Objectives

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

- describe the nature, scope and objectives of social studies.
- determine the foundations of social studies.
- formulate instructional objectives from the social studies course prescribed for secondary schools.
- explain the various skills related to social studies.
- analyse the current secondary school social studies course.
- overview the current secondary school social studies text-books.
- set the strategies for teaching social studies.
- select and use various instructional materials in teaching social studies.
- determine the purposes of using supplementary resources in teaching social studies.
- describe the importance and use of various evaluation devices that are used to measure the success of social studies teaching.
- prepare and use various instructional plans for teaching social studies.
- identify and explain the issues and problems in teaching social studies in Nepal and suggest measures to solve them.

Contents

Unit	Contents	Time for the Unit
I	Nature of Social Studies <ul style="list-style-type: none">• Meaning, scope and importance of social studies• Objectives of social studies• Differences between social studies & social sciences, social studies & social studies education and social studies & social education• Relation of social studies with other areas of school curriculum (language, Physical and social sciences)	15 periods

- II Foundations of Social Studies** **20 periods**
- Social Sciences (history, geography, political science, economics, sociology and anthropology)
 - The concept of the structure of a discipline
 - The basic concepts and generalisations of the social sciences
 - Learner's psychology
 - Societal needs
- III Social Studies Instruction Objectives** **5 periods**
- Understanding
 - Skill
 - Attitude
- IV Skills in Social Studies** **5 periods**
- Reading skills
 - Intellectual skills
 - Social skills
- V Social Studies Curriculum** **2 periods**
- Justification of social studies in school curriculum
 - Different approaches of developing social studies curriculum
 - A study of school social studies curriculum in Nepal
 - Historical development of social studies programme
 - Analysis of the current social studies courses (Grade VI-X) under the following heads:
 - Objectives
 - Contents - Scope and sequence
- VI Social Studies Text-book** **13 periods**
- Overview of the current social studies text-books (Grade VI-X)
- VII Strategies of Teaching Social Studies** **30 periods**
- Teaching historical elements in social studies
 - Purposes of teaching history
 - Inquiry approach in history teaching
 - Developing charts on historical events
 - Time concept in history teaching
 - Teaching geographical concepts in social studies
 - Purposes of teaching geography
 - Observation approach in teaching geography
 - Teaching local geography
 - Maps and globes
 - Reading maps and globes
 - Map filling (Nepal)
 - Teaching civic components in social studies
 - Purposes of teaching civics
 - Citizenship education

- Human right education
 - Teaching international understanding
 - Teaching economic concepts in social studies
 - Purposes of teaching economics
 - Concepts of resources and environment of a country
 - Techniques of reading and developing graphs and diagrams.
- VIII Instructional Materials in Teaching Social Studies 10 periods**
- Major classification of instructional materials
 - Importance and use of :
 - Supplementary reading materials
 - Chalk board, flannel board, bulletin board, and scrap board
 - Atlas, picture, chart, specimen and model
- IX Supplements of Teaching Social Studies 10 periods**
- Community visit
 - Community visit
 - Resource person
 - Teaching current events
 - Teaching controversial issues
 - Social studies teacher
 - Social studies class-room
- X Evaluation in Teaching Social Studies 10 periods**
- Importance and use of :
 - Teacher made test
 - Observation
 - Sociometry
 - Attitude test
 - Skill test - map filling test (Nepal)
- XI Instructional Planning in Teaching Social Studies - Preparation of : 10 periods**
- Work plan
 - Unit plan - teaching unit
 - Lesson plan
- XII Issues and Problems in Teaching Social Studies 5 periods**
- Curriculum integration
 - Implementation problem

Prescribed Text

1. Giri, Keshaba Nanda and Gyawali, Damodar. 2051 *Social Studies* (Second Edition). Vidhyarthi Pustak Bhandar: Bhotahiti, Kathmandu.
2. Pandey, Ram Kumar. 2050. *Teaching Social Studies* (Second Edition). Ratna Pustak Bhandar. Kathmandu.
3. Thakur, Indra Dev: 2053. *Teaching of Social Studies*. Ratna Pustak Bhandar. Bhotahity. Kathmandu.

References :

1. Aggrawal, J.C., 1993. *Teaching of Social Studies* (Second Revised Edition). Vikash Publishing House Pvt.Ltd., New Delhi.
2. Gyawali, Damodar. 1996. *Geography Teaching*. Vidhyarthi Pustak Bhandar: Bhotahiti, Kathmandu.
3. Jarolimik, John. 1963. *Social Studies in Elementary Education*. The Macmillan Company, New York.
4. Kochar, S.K. 1971. *The Teaching of Social Studies*. Sterling Publishers, New Delhi.
5. Kushiya, Binaya Kumar. *Arthasastra Sikshan Bidhi*. Ratna Pustak Bhandar. Kathmandu. (Recent Edition)
6. MOE/HMG. 2050. *Secondary School Curriculum*. CDC. Sanothimi, Bhaktapur.
7. MOE/HMG. *Social Studies Text-books* (Grade VI-X) CDC. Sanothimi, Bhaktapur.
8. Upadhyay, s.R., 2050. *Irihas Sikchan Bidhi*. Ratna Pustak Bhandar. Kathmandu.

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