Faculty of Education

Master of Education (M.Ed.)
in
* Geography Education
* Economics Education
* History Education
* Political Science Education

Curriculum

1999

Curriculum Development Centre
Tribhuvan University
Kirtipur, *Kathmandu*
Nepal

TEXT BOOK

Faculty of Education

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Master of Education (M.Ed.)

* Geography Education
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Effective from 1999

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

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

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

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

I. Programme Objectives

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

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

II. Curriculum Structure

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

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

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

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

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

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

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

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

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

III. Course Cycle

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

IV. Instructional Days

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

V. Method of Instruction

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

VI. Eligibility for Admission

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

VII. Admission Criteria

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

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

VIII. Thesis Writing and Evaluation

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

IX. Practicum

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

X. Attendance and Evaluation System

- Minimum attendance (i.e. 7op. c.) in accordance with the University regulation is required in each subject in order to be eligible for the annual examinations (i.e. 70 percent).
- Controller of Examination, T.U., will conduct the annual examinations at the end of each academic session. Each student must appear in and pass all those examinations in order to qualify for M.Ed. degree.
- The evaluation procedures for practical courses will be as specified by the subject committees.
- The minimum pass marks for the theory paper is 40 percent and for the practicum, 50 percent.

XI. Grading System

The grading system will be as follows:

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

XII. Graduation Requirements

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

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

Educational Core Courses

First Year

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

Second Year

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

Foundations of Education

Course No.: Ed. 501 | Full Marks: 100
Nature of the course: Theoretical | Pass Marks: 40
Year: First | Periods per week: 5

Course Description

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

General Objectives

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

Specific Objectives

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

Course Contents

Part I: Philosophical Foundation

Unit I Introduction to Philosophy **6 hrs.**

- Approaches to study philosophy
- Philosophy and Education
- Uses of philosophy
- Fields of philosophy (Metaphysics, Epistemology, Axiology, Logic)
- Functions of Philosophy (Descriptive, Speculative, Prescriptive, Analytic)

Unit II Progressivism in Education **6 hrs.**

- Basic principles
- Progressivism and Education
- Progressivism and Aims of Education
- Progressivism and Curriculum
- Progressivism and Role of the Teacher, School and Students.

Unit III Existentialism in Education **6 hrs.**

- Existentialism and Education
- Existentialism and Aims of Education
- Existentialism and Curriculum
- Existentialism and Role of the Teacher, Student and School

Unit IV Hindu and Buddhist Philosophy **7 hrs.**

Views of Hindu Philosophy

- Concept of Reality
- Nature of Knowledge
- Value system

Views of Buddhist philosophy

- Concept of Reality
- Nature of Knowledge
- Value system
- Implications of their views in Education

Part II Sociological Foundation

Unit V The Origin, Nature and Structure of the Sociological Foundation of Education **6 hrs.**

- Origin and development stage
- Educational Sociology and the Sociology of Education (concept, differences and functions)
- The content and the scope of the Sociology of Education.

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

Unit VI Theories of Social Stratification **6 hrs.**

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

Unit VII Education and Social Selection **6 hrs.**

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

Unit VIII Social Transformation and Education **6 hrs.**

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

Unit IX The Politics of Education **7 hrs.**

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

Unit X Education and Culture **5 hrs.**

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

- comparatively explain the social justice approaches in education

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

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

Part III Historical Foundations of Education

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

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

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

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

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

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

- National Goals
- Cultural factors
- Social factors
- Relegious factors
- Geographical factors

- **National economic factors**
- Political system factor

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

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

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

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

Instructional Techniques

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

Evaluation Technique

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

Textbooks and References

- Allan C, Ornstein and David V, Levine, (1989), **Foundations of Education**, Houghton Mifflin Company, Boston, USA
- Boyd, William (1957), **History of Western Education**, London, Adam and Charts Black.
- Butler, **Four Philosophies and their practice in Education and Religion,** Harper & Row Publication.
- Chanube SP and Chanbe A (1994) **Foundations of Education** New Delhi: Vikas Publishing House.

Dandekar, **Psychological Foundations in Education** Macmillan India Limited.

- Good, H.G. (1960), **History of Western Education,** New York, MacMillan Company.
- George L.F. Beredey, (1967) **Comparative Method in Education,** Oxford and IBS Publishing Company Calcutta, India.
- Haralambos, Michael and Holborn, Martin (1995) **Sociology: Themes and Perspectives.** London: Collins Educational
- Hans, Nicholas, **Comparative Education,** Routledge and Kegan Paul Ltd. London.
- Kneller, George F (1964). **Introduction to the Philosophy of Education.** New York: Johnwiley & Sons.
- Mukherjee, **Comparative Education** Kitab Mahal, Pvt. Ltd., Allahabad, India.
- Morris, Ivor (1976). **The Sociology of Education: An Introduction.** London: George Allen & UNwin Ltd.
- Tumin, Melvin. M., (1982), **Social stratification** Prentice Hall of India.
- Thakur, A.S., (1977), **The Philosophical Foundations of Education,** National, New Delhi.
- Wagley M. & Karki, H. (1998), **Different Foundations of Education,** Bidhyarthi Publications, Kathmandu.

Psychology in the Classroom

Course No.: Ed. Psy. 502 | Full Marks: 50
Nature of the course: Theoretical | Pass Marks: 20
Year: First | Periods per week: 3

Course Description

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

General Objectives

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

Specific Objectives

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

Course Contents

Unit I Nature and Stages of Human Development **2 hrs.**

- A review of the different stages of human development and their major characteristics.
- Concept of developmental norms and status of the normative studies in Nepal.

Unit II Domains of Human Development **3 hrs.**

- A review of physical, mental and emotional characteristics of adolescence and their educational implications.
- The Nepalese adolescent vis-avis the adolescent in the west.

Unit III Major Factors Influencing Human Development **4 hrs.**

- Genetic and sex-related factors.
- Socio-economic and educational factors.
- Eco-cultural factors.

Unit IV Theories of Human development **8 hrs.**

- Major Issues in Human Development
  - Nature Vs Nurture
  - Universal Vs Culture Specific.
  - Maturation Vs Learning
- Major Approaches to Human development
  - Behaviouristics Approach: Skinner's view
  - Psychoanalytic Approach: Freud's view
  - Humanistic Approach: Maslow's view
  - Cognitive Approach: Piaget's view

Unit V Developmental Deviation: A General Survey **13 hrs.**

- Nature and Types
  - Mental Retardation: symptoms and causes
  - Sexual Perversions: sex diseases and perversions
  - Behavioural Disorders: delinquency and psycho-sociopaths
  - The Drug Abusers
  - The economically and culturally deprived children.
- Remedial Measures
  - Medical Measures
  - Institutionalization and Family Rehabilitation.
  - Special Education Programs: headstart program and education for the out-of school children.
  - Psychotherapies.
  - Practical: Case studies of the deviated.

Unit VI Orientation to Guidance **3 hrs.**

- Guidance Program (Preventive Measures)
  - Meaning of guidance

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

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

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

Unit VIII Counselling **6 hrs.**

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

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

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

Unit X Behaviouristic Theories

1 Pavlovian Conditioning **7 hrs..**

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

* Habit formation,
* Fear and other emotional conditioning,
* Verbal learning
* Sensitization

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

2 Skinnerian Operant Conditioning **6 hrs.**

- Acquisition of operant response: The technique of operant conditioning.
- Role of reinforcement in operant conditioning
  - Nature of reinforcement: Skinner's view,
  - Types of reinforcement

* Primary and secondary reinforcement.
* Positive and negative reinforcement.

  - Schedule of reinforcement.

* Fixed-variable
* Interval-ratio
* Differential schedule

  - Impact of different schedules of reinforcement on operant behaviour.

- Application of operant conditioning in
  - Personnel management; group contingency management
  - Behaviour therapy
  - Verbal learning
  - Programmed instruction
  - Use of token economy.
  - Group Contingency
- Practical: The teacher demonstrates a simple experiment to show the effect of reinforcement and non-reinforcement on learning and teaching.

3 Thorndike's Connectionism **3 hrs.**

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

Unit XI Cognitive Approaches to Learning **6 hrs.**

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

Unit XII Models of Teaching **6 hrs.**

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

Instructional Techniques

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

Evaluation Technique

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

Instructional Materials

Main texts

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

Curriculum Planning and Practices

Course No.: Ed.503
Nature of the course: Theoretical
Year: First

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

Course Description

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

General Objective

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

Specific Objective

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

Course Contents

Unit I Changing Concept of Curriculum **8 pds.**

a. Curriculum as syllabus / subject matter / courses of study.
b. Curriculum as a plan for instruction
c. Curriculum as an organization of educational process.

Unit II Steps of Curriculum Development **8 pds.**

a. Objectives
b. Contents
c. Methods / strategies
d. Evaluation

Unit III Patterns of Curriculum Organization (To address specific issues) **10 pds.**

a. Activity-based curriculum
b. Broadfield Curriculum
c. Curriculum based on life situation (intergrated curriculum)
d. Core Curriculum

Unit IV A Systemic View of Curriculum **22 pds.**

a. Curriculum Inputs
   - Operant
     * Contents
     * Materials
     * Facilities
   - Operator
     * Teachers
     * Students
     * Administrative personnel

b. Curriculum Process
   - Teaching Learning Process
   - Time and Task
   - Activities

c. Curriculum Output
   - Student Achievement
   - Institutional Development
   - Cost-effectiveness
   - External Efficiency

Unit V Issues in Curriculum **12 pds.**

a. Relevance to life (Does education help the learner to solve his daily problems of life ? Does education help the learner to become a good member of society?)

b. Medium of instruction

c. integration of courses

d. monolithic vs diversities of course.

Unit VI Emerging Challenges in Curriculum Development **15 pds.**

a. Impact of Science and Technology on Social life and Curriculum Plan.

b. Behavioural Problems (Social evils)

c. Impact of drugs, alcohol, sex problems, aculturation and deculturation of society.

d. Student migration out for education.

Instructional Techniques

- Lecture
- Discussion
- Term paper writing

Evaluation Technique

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

Textbooks

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

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

Research Methodology

Course No.: Ed. 504 | Full Marks: 50
Nature of the course: Theoretical | Pass Marks: 20
Year: Second | Period per week: 3

Course Description

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

Course Objectives

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

Course Contents

Unit I Concept of Research **6 hrs.**

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

Unit II Research Designs **6 hrs.**

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

- The pre-test-post test control group
- The post test only control group

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

Unit III Methods and Tools of Data Collection **6 hrs.**

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

Unit IV Introduction to Educational Statistics **5 hrs.**

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

Unit V Measures of Dispersion (Meaning, Purpose and Computation) **5 hrs.**

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

Unit VI Measure of Relative Position **5 hrs.**

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

Unit VII Measures of Relationship / Association **15 hrs.**

- Significance of testing differences and association: testing of significance of means, chi-square (x^2 tests), concept of multiple regression.
- Coefficient of correlation (r test)
- t test
- Analysis of variance (concept and applications)
- Analysis of co-variance (concept only)

Unit VIII Analysis and Presentation of Data **5 hrs.**

- Tabulation and graphic presentation
- Computation of percentage
- Central Tendency (mean, median, and measures of dispersion, standard deviation)

Unit IX Research Proposal **15 hrs.**

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

Unit X: The Research Report **7 hrs.**

- Executive summry
- Introduction
- Objectives
- Statement of hypothesis
- Methodology sampling plan, data collection, tools, analysis
- Presentation: based on findings: summary, conclusion and recommendations

Instructional Techniques

- Lecture
- Assignment/term paper
- Presentation

Evaluation Technique

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

Textbooks

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

References

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

Measurement and Evaluation in Education

Course No.: Ed. Psy. 505 | Full marks: 50
Nature of the course: Theoretical | Pass Marks: 20
Year: Second | Periods per week: 3

Course Description

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

General Objectives

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

Specific Objectives

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

Course Contents

Unit I Concept of Measurement **10 hrs.**
(Physical measurement and psychological measurement)

a. Purposes of measurement
b. Uses of measurement
c. Scales: nominal, ordinal, interval, ratio
d. Characteristics of Measuring Instruments
   - Reliability
   - Validity
   - Practicability
   - Comparability
   - Utility

e. Errors of measurement and methods of minimizing errors
f. Norm and criterion referenced measurement.

Unit II Concept of Evaluation **12 hrs.**

a. Comprehensive Concept of Evaluation: Student Evaluation, Teacher Evaluation, Curriculum Evaluation, Program Evaluation

b. Types of Evaluation
- Formative
- Summative
- Evaluation at all levels (primary, secondary and higher education)

c. Components of Student Evaluation
- Social Development
- Attitudinal Development
- Emotional Development
- Intellectual Development
- Achievement/Performance
- Co-curricular Activities

Unit III Construction of a Test **16 hrs.**

a. Differences between Teacher-made Test and Standardized
b. Need and Purposes of Test
c. Planning Test
- Why Testing
- What to test (selection of subject matter, area)
- How to test (written / oral, subjective, objective, practical)
- When to test (testing schedule)

d. Construction of Test
- Content analysis
- Specification Chart
- Writing test items
- Editing and arranging test items
- Writing directions for test administration
- Administering test
- Interpretation of test results
- Pilot study.
- Item analysis and selection of final test items

Unit IV Standardization of a Test **11 hrs.**

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

Unit V Standardized Test **12 hrs.**

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

Unit VI Non- Testing Devices **6 hrs.**

a. Observation
b. Questionnaire
c. Interview Schedules
d. Opinionnaire
e. Sociometric Test
f. Gallop Poll

Unit VII Planning Testing Program **8 hrs.**

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

Practical Activities

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

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

Instruction Techniques

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

Evaluation Technique
Final Examination at the end of the year
External Examination 100%

References

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

Specialization
Geography Education

Specialization

Geography Education

First year

Course No.	Course Title	Full Marks	Nature
Geo.Ed. 511:	Advanced Physical Geography	100	Theoretical
Geo.Ed. 521:	Advanced Human Geography	100	Theoretical
Geo.Ed. 531:	Geographical Thought	50	Theoretical
Geo.Ed. 541:	Advanced Geographic Techniques I	50	Theoretical

Second Year

Geo.Ed. 551:	Geography of Tourism	50	Theoretical
Geo.Ed. 561:	Regional Study with Reference to Nepal	50	Theoretical
Geo.Ed. 569:	Advanced Geographic Techniques II	50	Theoretical
Geo.Ed. 590:	Teaching of Geography *	100	Theoretical
Ed. 598:	Thesis	50	Practical
Ed. 599:	Practicum *	50	Practical
Elective			
	Any one of the following courses		
Geo.Ed. 572:	Political Geography	50	Theoretical
Geo.Ed. 573:	Geographical Information System and Remote Sensing (GIS & RS)	50	Practical

* The detailed course is yet to come from the concerned subject committee.

Advanced Physical Geography

Course No. : Geo.Ed. 511
Nature of the course : Theoretical
Year: First

Full Marks : 100
Pass Marks : 40
Periods per week : 5

Course Description

This course which is designed to provide advanced knowledge of physical geography consists of two parts: geomorphology and climatology. Part I deals with geomorphology and Part II is concerned with climatology. The study of geomorphology helps to understand and analyse the shape of landforms; the erosional and depositional processes at work on them and their evolution through time. The study of climatology helps to understand the nature of the climate; vareties of climate found on the earth, their distribution over its surface; the patterns of interaction between man and climate and the relationship of climate with other environmental factors. Sixty percent of the total time is given to Part I (Geomorphology) and the remaining forty percent is given to Part II (climatology).

General Objectives

This course intends to :

- Make students understand the geomorphic features of the earth in relation to plate tectonics, mass wasting and different geomorphic processes.
- Impart to them knowledge regarding the composition and structure of atmosphere, classification of world climate, weather disturbances and climatic change.

Specific Objectives

- Explain the fundamental concepts of geomorphology
- Describe the morphometry of major relief features of the earth in relation to associated processes
- Classify the slope and explain different theories on its evolution
- Apply geomorphological knowledge in different aspects of developmental activities
- Describe the concept and trends of climatology
- Explain weather disturbances and their impact on climatic conditions
- Explain climatic change and different theories related to it
- Associate the relationship of climate with agriculture, water resources, vegetation, soil, etc.
- Interpret weather information and forcast the weather

Part I : Geomorphology

Course Contents

Unit I : Scope and Methods **6 hrs.**

Unit II : Fundamental Concept of Geomorphology **10 hrs.**

Unit III : Morphometry of Relief Features **9 hrs.**

Unit IV : Theory of Mountain Building **6 hrs.**

4.1 Plate-tectonic theory

Unit V : Process Geomorphology **7 hrs.**

5.1 Mass wasting - Types of mass wasting

5.2 The concept of morphogenetic regions

Unit VI : Slope Analysis **12 hrs.**

6.1 Classification of slopes

6.2 Approaches in the study of slope

6.3 Theories of slope evolution - W.M. Davis, W. Penck, L. King

Unit VII : Fluvial Geomorphology **20 hrs.**

7.1 Hydrological cycle - Precipitation, evaporation, infiltration, transpiration, run - off, hill slope run-off process, water budget.

7.2 River and channel system

- 7.2.1 Drainage basin - Fluvial morphometry
- 7.2.2 Channel patterns - Meanders and braids.
- 7.2.3 The peneplain concept (W.M. Davis and W. Penck)

Unit VIII : Glacial Geomorphology **8 hrs.**

8.1 Periglacial environment - Process and landforms.

8.2 Glacial lake - Process, formation and out-burst

Unit IX : Application of Geomorphology in : **12 hrs.**

9.1 Hydrology

9.2 Engineering projects

9.3 Terrain classification

9.4 Regional planning

9.5 Agriculture

Part II : Climatology

Unit X : Climatology **5 hrs.**

10.1 Definition

10.2 Scope

10.3 Trends

Unit XI : Atmosphere **4 hrs.**

11.1 Structure

11.2 Composition

Unit XII : Solar Energy and Temperature **8 hrs.**

12.1 Insulation and heat budget

12.2 Temperature of the atmosphere

12.3 Distribution of temperature (vertical)

Unit XIII : Atmospheric Moisture **7 hrs.**

13.1 Fogs and clouds - Formation, characteristics and types.

13.2 Precipitation - Process (related theories), forms and distribution

Unit XIV : General Circulation of the Atmosphere **7 hrs.**

14.1 Upper level waves and jet stream

14.2 Monsoon mechanism

Unit XV : Weather Disturbances **7 hrs.**

15.1 Air masses and fronts

15.2 Cyclones

Unit XVI : Classification of Climate **5 hrs.**

16.1 Koppen's and Thornwaite's

16.2 Mountain climate

16.3 Valley climate

Unit XVII : Applied Climatology **10 hrs.**

17.1 Emergence of applied climatology

17.2 Relation of climate with agriculture, water resources, vegetation, soil, housing and health

Unit XVIII : Climatic Change **4 hrs.**

18.1 Theories of climatic change

Unit XIX : Weather Information **3 hrs.**

19.1 Analysis and forecasting

Instructional Techniques

Lecture, discussion, assignment, report writting and classroom presentation

References

1. Ahamad, E (1985) **Geomorphology,** Kalayni Publication, N. Delhi.
2. Barry, R.G. and R.J. Chorley (1976), **Atmosphere, Weather and Climate**, MethunCo Ltd., London
3. Brayant, Richard H. (1986) **Physical Geography,** Heinemann Professional Books London.

4. Chorley, R.J. and B.A. Kennedy. (1972) **Physical Geography: A System Approach**. Prentice Hall. London.
5. Critchfield, H.J. (1987). **General Climatology**, Prentice Hall, New Delhi.
6. Crowe, P.R. (1972) **Concepts in Climatology**, Longman.
7. Dayal, P. (1996) **A Textbook of Geomorphology**, Shukla Book Depot. Patna.
8. Holmes, A., **Principles of Physical Geology**, Nelson. London.
9. Lal, D.S. (1992). **Climatology**, C.S. Jain for Chaitanya Publishing House. Allahabad.
10. Singh, Sabindra(1985) - **Geomorphology.** Basundhara Publication, Gorakhpur.
11. Smith, Keith. (1975). **Principles of Applied Climatology**
12. Stringer, E.T. (1982) **Foundation of Climatology** Surjeet Publication.
13. Thornbury, W.D. (1984) **Principles of Geomorphology,** John Wiley International Edition Also Wiley Eastern Reprint.
14. Trewartha, Glenn T. and L.H. Horn (1980), **An Introduction to Climate** (5th Ed.) Mc Graw Hill Book Company, New Yoprk

Advanced Human Geography

Course No. : Geo.Ed. 521 | Full Marks : 100
Nature of the course : Theoretical | Pass Marks : 40
Year: First | Periods per week : 5

Course Description

This course which is designed to provide advanced knowledge of human geography consists of four parts. Part I deals with Population Geography, Part II with Environmental geography, Part III with Agricultural Geography and part IV with settlement Geography. Twenty percent of the total time in given to Population Geography, thirty percent is allotted for Environmental Geography, thirty percent to Agricultural Geography and remaining twenty percent to Settlement Geography.

General Objectives:

This course intends to:

- develop among the students the knowledge of population in geographical perspective.
- familiarize them with the global, national, regional and local level issues on environment.
- make them familiar with principles, concepts and methods of agricultural geography.
- impart to them knowledge about the nature, scope and approaches of settlement geography and enable them to analyse morphological and functional characteristics of rural/urban settlement.

Specific Objectives

- Describe growth and evolution, methods, techniques and approaches of population geography
- Analyse population in relation to resources
- Analyse trends and levels of fertility and mortality in developed and developing countries
- Project population based on information provided
- Explain the concept of environment
- Summarize the global environmental hazards
- Identify the levels of air, water and noise pollution
- Assess drinking water crisis in urban areas of developing countries
- Find out the salient characteristics of urban environment and trace out global environmental movements
- Introduce agricultural geography and explain its various approaches
- Describe determinants of agricultural patterns and explain major models in agriculture
- Elucidate the methods of delimiting crop combinations
- Explain meaning, nature, scope and approaches of settlement geography

- Illustrate the types and patterns of rural/urban settlements in relation to siting factors
- Explain with examples the different land use models
- Identify and describe the different functional zones of urban centres
- Explain the socio-spatial structure of Nepali villages and urbanization in the country

Course Contents

Part I : Population Geography

Unit I: Growth and Evolution of Population Geography **2 hrs.**

Unit II: Methods, Techniques and Approaches to Population Geography **3 hrs.**

Unit III: Population-Resource Relation **6 hrs.**

3.1 Optimistic and pessimistic views
3.2 Over population, under population and optimum population
3.3 Demographic Transition Theory.

Unit IV: Demographic Change **7 hrs.**

4.1 Fertility - Measures, regional variation, trends and levels, theoretical issues and differentials in fertility.
4.2 Mortality - Measures, construction and interpretation of life table in the analysis of mortality in developed and developing countries.
4.3 Migration - Theoretical framework for migration studies: Ravenstain, Everette Lee and Zipf.

Unit V: Nupiality **3 hrs.**

5.1 Measures
5.2 Trends
5.3 Differentials and
5.4 Patterns

Unit VI: Population Projection **6 hrs.**

6.1 Introduction and types
6.2 Interpolation and extrapolation, component methods, projection of school-going population, projection of economically active population

Unit VII: Emerging Issues on Population Related Activities **3 hrs.**

7.1 Mexico to Cairo conferences on population

Part II: Environmental Geography

Unit VIII: Introduction to Environment **8 hrs.**

8.1 Conceptual background of environment

8.2 Significance of environmental geography and its relationship with other disciplines.

8.3 General assessment of terrestrial and aquatic ecosystems (Food chain and food webs).

8.4 Basis of eco-development.

Unit IX: Environmental Hazards **10hrs.**

9.1 Natural hazards - Tectonic (earthquakes and volcanoes) Geomorphic (land slides and floods), Atmospheric (drought, storms and fog).

9.2 Biological hazards - Forest and grass land fire, insect bite and pathogen

9.3 Toxicological - Gasses, metalic and non-metalic compounds.

Unit X : Environmental Pollution **5 hrs.**

10.1 Causes and effects of air and water pollution

10.2 Solid waste disposal

10.3 Slums

Unit XI : Environmental Management and Sustainable Development **12hrs.**

11.1 Meaning, concept and significance

11.2 Soil and forest degradation and conservation

11.3 Water-shed management and development

11.4 Drinking water crisis and management

11.5 Preservation of bio-diversity

Unit XII : Energy Crisis and Management **5hrs.**

12.1 Production and use of coal, oil, natural gas and nuclear power

12.2 Environmental effect of energy use

a) Air pollution and acid rain

b) Green house effect and global warming

c) Ozone depletion and ultraviolet radiation

Unit XIII : Environmental Status and Global Efforts **5 hrs.**

13.1 Urban environment: characteristics of developed and developing countries.

13.2 The global environmental movement.

Part III : Agriculture Geography

Unit XIV : General Introduction to Agriculture Geography **4 hrs.**

14.1 Definition

14.2 Nature and scope

14.3 Origin and dispersal of agriculture

Unit XV : Approaches to Agriculture Geography **8 hrs.**

15.1 Commodity approach
15.2 Regional approach
15.3 Systematic approach
15.4 Recent approaches: System analysis, behavioural and eco-system

Unit XVI : Factors Affecting Agricultural Patterns **8 hrs.**

16.1 Natural factors
- a) Terrain (Altitude and slope)
- b) Climate
- c) Soil

16.2 Socio-economic factors
- a) Demography
- b) Culture
- c) Infrastructure services
- d) Policies

16.3 Technological Factors
- a) Technology

Unit XVII : Methods of Delimiting Crop Combinations **10 hrs.**

17.1 Minimum deviation method-K. Dois method
17.2 Least square method-Maximum positive deviation method
17.3 Basis for the classification
17.4 Classification of world agriculture - Whittlesey

Unit XVIII : Concepts of Field studies and Surveys **9 hrs.**

18.1 Techniques of land-use survey
18.2 Land capability survey
18.3 Land classification

Unit XIX : Models in Agriculture **6 hrs.**

19.1 Location model
19.2 Diffusion model

Part IV : Settlement Geography

Unit XX : Introduction to Settlement Geography **4 hrs.**

20.1 Nature, scope and development of settlement geography
20.2 Approaches to settlement geography
20.3 Basis for the classification of settlements

Unit XXI : Rural Settlement **10 hrs.**

21.1 Siting factors for rural settlement
21.2 Origin and evolution of rural settlement
21.3 Types and patterns of rural settlement

21.4 Rural Morphology
21.5 Cultural landscape of rural settlement
21.6 Functional classification of rural settlement
21.7 Socio-spatial structure of Nepal villages in different ecological regions.

Unit XXII : Urban Settlement **10 hrs.**

22.1 Growth and development of urban settlement
22.2 Urban settlement patterns
22.3 Central Place Theory - Christaller, Losch and Bouderville
22.4 Urban morphology - Land - use models
a) Burgess - Concentric zone model
b) Harris-Ulman - Multiple nuclie model
c) Hoyt- Sector model

Unit XXIII : Functional Characteristics of Urban Centre **6 hrs.**

23.1 Built-up area
23.2 CBD
23.3 Residential and industrial areas
23.4 Rural-urban fringe, rural urban interaction and umland
23.5 Urbanization in Nepal

Instructional Techniques

Lecture, Discussion, Question-answer, Assignment, Report writing and classroom presentation

References

1. Bhende, Asha and Kanitkar, Tara, (1992), **Principles of Population Studies,** Himalaya Publishing House, Delhi
2. CBS, Various Dates, **Demographic Sample Surveys,** Central Bureau of Statistics, Kathmandu.
3. C.B.S., (1995), **Population Monograph OF Nepal,** Central Bureau of Statistics, Kathmandu.
4. Chandna, R.C., (1992), **Geography of Population,** Kalyani Publishers New Delhi.
5. Dahal, Madan K. and Dahal, Dev Raj (ed.) (1998), **Environment and Sustainable Development, Issues in Nepalese perspective,** NEFAS.
6. Dhillon, S.S. and Jasbir Singh, (1987), **Agricultural Geography,** Tata McGraw-Hill Company Limited, New Delhi
7. Ghosh, B.N, (1985), **Fundamentals of Population Geography,** Sterling Publishers Pvt. Ltd. New Delhi
8. Grigg, J.B., (1984) **An Introduction to Agricultural Geography.**
9. Hudson, F.S. (1981) **Geography of Settlement,** Mac Donald & Evans, Newyork.
10. Husain, M., (1979) **Agricultural Geography,** Inter-India Publication, New Delhi.
11. Kaushik, S.D., (1982), **Human Geography,** Rastogi Publisher, Meruth, India.

12. Morgan, W.B. and R.J.C. Munton. (1971). **Agricultural Geography**, Methun, London.
13. Prithvish, Nag and V.K. Kumra (ed.) (1997). **Geography and Environment, Vol- I, II and III** Concept Publishing Company, New Delhi.
14. PRB, Various dates, **World Population Data Sheet**. Population Reference Burean, Washington D.C.
15. Singh, Savindra (1991) **Environmental Geography**, Prayag Pustak Bhawan, Allahabad.
16. Singh, S.N. (1993) **Elements of Environmental Geography and Ecology,** Tara Book Agency, Varanasi.
17. Singh, R. L. and Singh, Kashi Nath (eds.) (1975), **Readings in Rural Settlement Geography,** B.H.U.,Varanasi.
18. Singh, Ujagar (1982), **Urban Geography**, Basundhara Prakashan, Gorakhpur
19. Srivastava, O.S., (1994), **Demography amd Population Studies**, Vikash Publishing House Pvt. Ltd., New Delhi
20. Sundaram, K.V. etal., (1985), **Population Geography**, Heritage Publishers. New Delhi
21. UNFPA, Various Dates, **States of World Population**, UNFPA, New York.
22. Symon L., **Agricultural Geography,** (1964), G.Bill & Sons, London
23. Yadav, J.P. and Suresh Ram 1984, **Rural Settlement Geography,** Kitabghar Kanpur.

Geographical Thought

Course No.: Geog. Ed.531 | Full Marks: 50
Nature of the course: Theoretical | Pass Marks: 20
Year: First | Periods per week: 3

Course Description

This course is designed to provide students with the knowledge of the historical development of geography. It also deals with the modern themes and recent trends in the discipline of geography.

General Objectives

This course intends to :

- provide to the students the knowledge of the historical development of geography.
- develop in them the knowledge of modern themes of geography.
- familiarise them with the recent trends in geography.

Specific Objectives

- Plain the basic concepts of geography
- Describe the historical development of geography
- Discuss the schools of geographical thought.
- Identify and explain the modern themes of geography.
- Describe the recent trends in geography.
- Trace out the development of geography in Nepal.

Course Contents

Unit I : Introduction **6 hrs**

1.1 Evolution of geographical thought
1.2 Fundamental concepts of geography

Unit II : Geography in the Classical Period **12 hrs**

2.1 Greek geography
2.2 Roman geography
2.3 Indian geography
2.4 Chinese geography

Unit III : Geography in the Medieval Period **10 hrs**

3.1 Geography in the Christian world
3.2 Geography in the Arab world
3.3 Impact of voyages and discoveries and the Renaissance

Unit IV : The Begining of Modern Grography **8 hrs**

4.1 The works of Verenius, Cluverius and Kant
4.2 Contributions of Humboldt and Ritter

Unit V : Schools of Geographical Thought **15 hrs**

5.1 German school of geography
5.2 French school of geography
5.3 British school of geography
5.4 American school of geography
5.5 Russian school of geography

Unit VI : Dualism in Geography **6 hrs**

6.1 Systematic Vs Regional geography
6.2 Physical Vs Human geography
6.3 Determinism Vs Possibilism

Unit VII : Modern Themes in Geography **6 hrs**

7.1 Behavioral geography
7.2 Humanistic geography
7.3 Radical geography

Unit VIII : Recent Trends in Geography **10 hrs**

8.1 New technology of observation
8.2 New analytical procedure : Quantitative analysis, analysis through computer
8.3 Emphasis on GIS
8.4 Changing paradigms in geography
8.5 Criticism of quantification
8.6 Geography as a discipline of synthesis

Unit IX : Development of Geography in Nepal **2 Hrs**

Instructional Techniques

Lecture, discussion, assignment, class presentation

References

1. Adhikari, Sudipta, (1992), **Fundamentals of Geographical Thought,** Allahabad.
2. Husain, Majid, (1990), **Evolution of Geographical Thought,** Rawat Publication, Jaipur.
3. James, Preston E., (1972), **All Possible World : A History of Ideas,** New york.
4. Johnson, R.J., (1991), **Geography and Geographers,** London.

Advanced Geographic Techniques I

Course No. : Geo.Ed. 541
Nature of the course : Practical
Year: First

Full Marks : 50
Pass Marks : 25
Periods per week : 4

Course Description

This course which consists of cartography and instrumental surveying is designed to provide knowledge and skills relating to map reading, interpretation of toposheet and weather map and instrumental surveying. Sixty percent of total marks is allotted to Part I (Cartography) and forty percent to Part II (Instrumental Survey). This course is practical in nature.

General Objectives

This course intends to:

- develop among the students skills regarding the selection and construction of appropriate cartograms.
- impart to them knowledge and skills of interpreting toposheets and weather maps,
- enable them to do the surveying and preparing maps of an area.

Specific Objectives

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

- Enlarge and reduce the given map with the help of pantograph.
- Measure the area of a given map with the help of planimeter.
- Interpret toposheets, LRMP maps and weather maps of a given region.
- Prepare various types of thematic maps.
- Select appropriate diagrams to represent geographical data and construct cartograms.
- Handle different instrumental survey-tools skillfully and effeciently.
- Survey assigned area and prepare maps.

Course Contents

Part I : Cartography

Unit I : Introduction **5 hrs.**

1.1 Development of cartography
1.2 Basic principles of cartography
1.3 Elements and techniques of cartography

Unit II : Map Study **10 hrs.**

2.1 Elements of map
2.2 Classification of maps
2.3 Interpretation and application of
- Weather map

- Topo map
- LRMP maps

Unit III : Map Reproduction **15 hrs.**

3.1 Procedure and techniques of map reproduction
3.2 Reproduction of maps by overlay and mozaic methods
3.3 Measurement of area on the map
3.4 Preparation of thematic maps
  3.4.1 Profile maps (VDC or District)
  3.4.2 Land use maps

Unit IV : Construction of Cartograms and Charts **15 hrs.**

4.1 Selection of cartograms to represent different geographical data
4.2 Construction of cartograms (using one, two & three dimensional figures)
4.3 Construction of flow charts.

Part II : Instrumental Survey

Unit V : Plane Table Survey - Radiation and resection **5 hrs.**

Unit VI : Prismatic Compass - Traversing (Close) **3 hrs.**

Unit VII : Dumpy Level - Direct levelling (Differential levelling and longitudinal sectioning) **4 hrs.**

Unit VIII : Abney Level - Indirect levelling (Base of the object accessible and inaccesible) **3 hrs.**

Unit IX : Theodolite - Measurement of vertical and horizontal angles (Concept of triangulation and traversing) **9 hrs.**

Unit X : GIS - Application of GIS in mapping **3 hrs.**

Unit XI : GPS - General introduction and use of GPS in surveying and mapping **3 hrs.**

Instructional Techniques

Lecture, discussion, demonstration, lab-work

Evaluation Scheme

There will be a practical examination of three hours duration at the end of the academic session. Distribution of marks are as follows :-

• Examination including instrumental surveying	30 marks
• Practical record book	10 „
• Participation during instrumental survey	5 „
• Viva	5 „
Total	50 marks

Requirements on the part of student

- Practical records have to be submitted to the department before the practical examination.
- A map of an assigned area prepared by using different instrumental survey tools has to be submitted to the department before the final practical examination takes place.

References

1. Banister, A. and S. Raymond, (1992)., **Surveying,** ELBS with Longman.
2. Lawrence, (1979), **Cartographic Methods,**
3. LRMP, **Report and Maps**
4. Monkhouse, F.J. and H.R. Wilkinson, (1964), **Maps and Diagrams.,** Metheun, London.
5. Punmia, B.C. and Arun Kumar Jain, (1994), **Surveying** Vol. I and II, Laxmi Publications, New- Delhi,
6. Singh, R.L. and Rana P.B. Singh, (1993), **Elements of Practical Geography,** Kalyani Publications, New Delhi,

Geography of Tourism

Course No. : Geo.Ed. 551
Nature of the course : Theoretical
Year: Second

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

Course Description

Nepal is getting increasing popularity in the global tourism market and of course tourism has proved to be a strong source of employment and foreign currency earnings of the country. In this perspective the present course on tourism geography has been designed to provide to the students adequate knowledge on tourism and to initiate them into promoting sustainable development programme in this respect in the country.

General Objectives

This course is designed to:

- enable the students to understand the basic concept of tourism,
- make them able to analyse and evaluate tourist resources and activities, develop in them knowledge and skill for planning, development and create awareness in the national context of tourism.

Specific Objectives

- Explain the concept of tourism.
- Analyse and evaluate tourist resources and activities of the country.
- Analyse development trends of modern tourism.
- Classify tourism in different catagories.
- Estimate the carrying capacity in tourism.
- Create awareness and develop planning skill in connection with the need and issues of tourism development in Nepal.

Course Contents

Unit I : Introduction **10 hrs.**

1.1 Definition, nature, concept and approaches (holistic, epistemological and technical approaches)
1.2 Tourist and tourism typology

Unit II : Tourism and Recreation Development **3 hrs.**

2.1 Historical overview
2.2 Development trends

Unit III : Tourism and Recreation Resources **10 hrs.**

3.1 Natural resources
3.2 Social and cultural resources

Unit IV : Sociology of Tourism **10 hrs.**

4.1 Tourism services, facilities and organizations

4.2 Social engineering of tourism and tourism products

Unit V : The Economic Aspects of Tourism **10 hrs.**

5.1 Employment and foreign currency earning

5.2 Analysis, explanation and prediction of tourism economics

Unit VI : Tourism Carrying Capacity **5 hrs.**

6.1 Carrying capacity concept

6.2 Analysis of carrying capacity

Unit VII : Impact of Tourism **5 hrs.**

7.1 Physical impact

7.2 Socio cultural impact

7.3 Economic impact

Unit VIII : Tourism Policy and Planning in the Context of Nepal 10 hrs.

Unit IX : Tourism in Nepal (Special emphasis on mountain and eco-tourism) 12 hrs.

Instructional Techniques

Lecture, discussions, project, individual assignment

References

1. Collier, A. (1989) **Principles of Tourism**. Pitman, Newzealand.
2. HMG/ DOT. (1972), **Nepal: Tourism Master Plan**. His Majesty's Government, Ministry of Commerce and Industry, Department of Tourism (DOT). Kathmandu.
3. Inskeep, E. (1994), **National and Regional Tourism Planning**. Himalayan Books, New Delhi.
4. Kunwar,. R.R. (1997), **Tourism and Development: Science and Industry Interface**.. Laxmi Kunwar, Kathmandu.
5. Murphy, P.E. (1985), **Tourism: A Community Approach. Routdedge**, London and New York.
6. Mathesion, A and Wall, G. (1982), **Tourism; Economic, Social and Physical Impacts**, Longman, London and Newyork.
7. Robinson, H. (1976), **A Geography of Tourism**. MacDonald and Evans, London.
8. Sharma, P. (1995), **A Frame work for Tourism Carrying Capacity Analysis**. ICI MOD. Discussion Paper, Series No. ME1 95//, Kathmandu.
9. Smith, S.L. (1987), **Tourism Analysis: A Handbook**, Longman Group, U.K.

Regional Study with Reference to Nepal.

Course No.: Geo.Ed. 561 | Full Marks: 50
Nature of the course: Theoretical | Pass Marks: 20
Year: Second | Periods per week: 3

Course Description

This course is designed to provide to the students adequate knowledge of regions, regionalism and advanced geography of Nepal. Thirty percent of the total time is given to Part I and the remaining seventy percent time is alloted to Part II.

General Objectives

This course is designed to:

- develop among the students the basic concepts and types of region.
- enable them to assess regional planning as development strategies.
- provide advanced geographical knowledge of Nepal.
- review the regional plans and programmes of Nepal.

Specific Objectives

- Explain the meaning, nature and types of region
- Assess regional planning as development strategy to minimize regional disparities.
- Divide a given area into various formal and functional regions
- Describe physiography, drainage system with their significance to the country and regional as well as seasonal variations of climate in Nepal.
- Illustrate the conditions, problems and conservation of soil, water, flora and fauna in Nepal.
- Describe the problems of agriculture in Nepal and suggest the measures to solve them.
- Critically examine the process of industrialization in Nepal.
- Point out the prospects and problems of tourist industry in Nepal.
- Review the regional plans and programmes in Nepal.
- Identify the problems of regional development in Nepal.

Course Content

Part I: Regions, Regionalism and Regional Planning

Unit I : Conceptual and theoretical frame work of region **8 hrs.**

1.1 Definition and concept of region.
1.2 Hierarchical levels of region (micro, meso & macro)
1.3 Significance of regions in regional planning
1.4 Sectoral Vs regional planning.

Unit II : Regionalism **6 hrs.**

2.1 Historical background of regionalism

2.2 Types of regions

2.3 Introduction to the regions of the world - physical and cultural

Unit III : Regional Planning as a Development Process **9 hrs.**

3.1 Indicators of development

3.2 Regional disparities and levels of regional development

3.3 Regional planning as regional development strategy

Part II: Regional Study of Nepal

Unit IV : General Geography of Nepal **20 hrs.**

4.1 Nepal in the context of Asia

4.2 Land-Geological structure, physiography, drainage system and their significance to the country.

4.3 Climate-Regional and seasonal variations, climatic regions

4.4 Soil: Problems of soil exhaustion, erosion, siltation and measures of soil conservation.

4.5 Flora and Faurna-Vegetation cover, regional variations, bio-diversity, national-parks and wild life reserves, community forest, process of desertification.

4.6 Water resource-Potentiality and present utilization of irrigation, drinking water supply and hydro-power projects, prospects of micro and mega projects, drinking water crisis and management in urban centres.

Unit V : Economy **12 hrs.**

5.1 Agriculture

5.1.1 Major characteristics

5.1.2 Agriculture regions

5.1.3 Problems of agriculture

a) Man-land ratio
b) Land productivity
c) Draught and flood
d) Soil erosion and siltation

5.2 Industry- Problems and measures associated with cement, sugar and paper industries, locational patterns of factory industries

5.3 Tourism- Prospects and problems.

5.4 Transport- Road - Development and significance
Cable car - Development and prospect

5.5 Trade- Nature and composition of foreign trade

Unit VI : Population **8 hrs.**

6.1 Spatial pattern of population distribution and density

6.2 Population growth - Inter censal and inter regional

6.3 Migration - Trend and direction

6.4 Urbanization - Growth and development of urban centres.

Unit VII : Regions **12 hrs.**

7.1 Basis of regional division

7.2 Regional growth and disparities

7.3 Regional plans and programmes - Regional development planning, remote area development planning, integrated rural development planning, district and local planning.

7.4 Regional planning strategies - Review of growth centre, growth axis and growth corridor.

7.5 Problems of regional development - Land-locked situation, lack of development infrastructure, disparity in income distribution, disguised unemployment and under employment.

Instructional Techniques

Lecture, discussion, project : individual and group work, assignment, report writing and class presentation.

References

1. Albert, R. et al., (1971), **Spatial Organizations: The Geographic View of the World**. Prentice Hall, Englewood Cliff, N.J.
2. Chorley, R.J. and Haggett P. (1969), **Models in Geography**, Metheun, London.
3. Christller, W. (1966), **Central Place in Southern Germany,** Translated by Puskin, C.W. Prentice Hall, Englewood Cliff New Jersey.
4. Friedman, J. and Alouse W. (eds) (1974), **Regional Policy**, MIT Press, Cambridge.
5. Glicksen, A. (1955), **Regional Planning and Development,** Leidon, The Hague.
6. Hagen, Toni (1998), **Nepal: The Himalayan Kingdom**. Leidon, The Hague.
7. Mishra, R.P. (Ed.) (1970), **Regional Planning: A Reader, Concept, Tools, Techniques and Case Studies,** Mysore University Press, Prasaranga, India.
8. Sen, L.K. (1972), **Reading in Micro-Level Planning and Rural Growth Centres,** NIDC Hyderabad.
9. Shrestha, B.P. and Jain S.C. (1978), **Regional Development in Nepal An Exercise in Reality**, Development Publisher.
10. Shrestha Sharan Hari (1998), **Economic Geography of Nepal**, Educational Enter-prises Pvt. Ltd., Kathmandu.

Advanced Geographic Techniques II

Course No.: Geo.Ed. 569 | Full Marks: 50 (T-30 + P-20)
Nature of the course: Theoretical and Practical | Pass Marks: 22 (T-12 + P-10)
Year: Second | Periods per week: 2 (T) + 2(P)

Course Description

This course is designed to provide knowledge and skills of quantitative geography and village survey techniques. The course will enable the students to collect and analyze the collected informations and submit village survey report based on field works. This is theory cum practical course. Part I is theory and Part II is practical in nature. Sixty percent of time is alloted to Part I (Quantitative Techniques) and the remaining forty percent to Part II (Village survey). The students are required to pass in theory and in practical separately.

General Objectives

This course intends to :

- impact to the students knowledge related to field study.
- develop in them skills regarding the collecting, processing and analysing of geographical data,
- enable them to use various quantitative techniques in analysing and interpreting geographical data.

Specific Objectives

- Apply various statistical techniques in research works and draw useful conclusions.
- Use statistical techniques for estimation and decision making.
- Predict the future trend of different changing patterns.
- Prepare essential data collection tools for village survey to get Geographical information of study area.
- Collect various types of geographical data from the field study area.
- Process, analyse and interpret the collected data by using their quantitative Knowledge of geography.
- Apply their cartographic skills in preparing maps, diagrams, charts, etc. in the field study report.

Course Contents

Part I: Quantitative Techniques (Theory)

Unit I : Introduction to Quantitative Geography **5 hrs.**

Unit II : Descriptive statistics **20 hrs.**

2.1 Nearest neighbour analysis
2.2 Quadrat measures
2.3 Network measures : Analysis of networks and flows
2.4 Measurement using areal units: Lorenz curve and related indices.

Unit III : Probability **5 hrs.**

3.1 Theoretical distribution : Normal distribution

Unit IV : Statistical Inferences **10 hrs.**

4.1 Estimation

4.2 Hypothesis testing: Z test

Unit V : Analysis of Time Series **5 hrs.**

Part II : Village Survey (Practical)

Unit VI : Design of Village Survey **30 hrs.**

6.1 Planning

6.2 Instrumentation

6.3 Data Collection

6.4 Analysis and Interpretation

6.5 Report Writing

Instructional Techniques :

For Part I :

Lecture, problem solving, project, discussion

For Part II :

Observation, assignment, inquiry lab-work

Evaluation Scheme for Part II

There will be a practical examination of three hour's duration. Distribution of marks is as follows :

• Village Survey report	10	Marks
• Students participation in the field	5	,,
• Viva	5	,,
Total	20 marks	

Requirements on the part of the students

- The students have to compulsorily participate in the Village Survey organized by the department.
- The duration of the village survey should be at least of 15 days.
- the students are required to prepare their individual report of the study area and submit it to the department before the practical examination takes place.
- The report should contain sufficient maps, charts, diagrams, tables and necessary photographs.
- The report must be double space computer typed and the main text has to be of not less than 15 pages.

References

1. Gupta, S.P., **Statistical Methods**, (1987), Sultan Chand and Sons New Delhi,.
2. Matthews, John A., (1981), **Quantitative and Statistical Approaches to Geography: A Practical Manual**, Porgamm on Press, New York,
3. Pal, Saroj K., (1982), **Statistical Techniques: A Basic Approach to Geography**, Tata Mc. Graw-Hill Publishing Company Limited, New Delhi,
4. Stoddard, Robert H., (1976), **Problems for Geographic Analysis**, Tribhuvan University Kirtipur Nepal,
5. Yeates, Mamice, (1974), **An Introduction to Quantitative Analysis in Human Geography,** Mc Graw-Hill Book Company, New York,.
6. Singh, R.L. and Rana P.B. Singh (1993), **Elements of Practical Geography**, Kalyani Publications, New Delhi.
7. Jones, P.A., (1968), **Field Work in Geography,** Longman, London

Political Geography (Electives)

Course No. : Geo.Ed. 572 | Full Marks : 50
Nature of the course : Theoretical | Pass Marks : 20
Year: Second | Periods per week : 3

Course Description

This course is designed to familiarise the students with spatial phenomenon on the earth surface in the political context. It deals with space, state, nation, polity, government, interstate relationships and development of political thought in geographical perspectives. So it is a thought - as well as an issue based course.

General Objectives

This course has been designed to :

- comprehend the disciplinary heritage of political geography.
- understand and interpret contemporary issues on political geography.

Specific Objectives

- Explain the nature and scope of political geography.
- Analyse different approaches of political geography.
- Interpret state as a politico-territorial phenomenon.
- Explain boundaries as economic and cultural barrier
- Illustrate the concepts of core areas and capitals
- Interpret the theories related to global strategic views.
- Describe history, nature, patterns and types of colonialism.
- Explain the nature and stages of federalism.
- Elaborate the importance, approaches and practices of electoral studies in political geography.

Course Contents

Unit I : Introduction to Political Geography **8 hrs.**

1.1 Nature and scopeh
1.2 Development
1.3 Relation with political science

Unit II : Approaches to Political Geography **10 hrs.**

2.1 Functional approach
2.2 Morphological approach
2.3 World system approach

Unit III : Nation and State **10 hrs.**

3.1 Basic concept of nation, state and nation state
3.2 Elements of state and nation
3.3 Nation building in geographical perspective
3.4 The state as a politico-territorial phenomenon

Unit IV : Boundary and Frontier **10 hrs.**

4.1 Basic concepts
4.2 Classification of boundaries
4.3 Boundaries as economic and cultural barriers.
4.4 Life in boundary zone

Unit V : Core Areas and Capital **9 hrs.**

5.1 Core and periphery
5.2 Classification of core
5.3 Capital - types; factors of development

Unit VI : Global Strategic Views **8 hrs.**

6.1 Introduction
6.2 Geostrategic views of
  6.2.1 Mahan
  6.2.2 Mackinder
  6.2.3 Spykman
6.3 Global strategy of land, sea and airpower

Unit VII : Geography and Federalism **6 hrs.**

7.1 The nature of federalism
7.2 Federalism and democracy

Unit VIII : Geography of Colonialism **6 Hrs.**

8.1 Nature and type
8.2 Historical review
8.3 Neo-colonialism and decolonization

Unit IX : Electoral Geography **8 hrs.**

9.1 Concept and approaches
9.2 Geography of campaigning and electoral abuse
9.3 Electoral constituencies - determination and gerrimandering
9.4 Spatial organization of electoral areas and the geography of representation and malproportionment.

Instructional Techniques

Lecture, discussion, assignment, report writing, classroom presentation

References

1. Dikshit, R.D. (1982), **Political Geography: A Contemporary Perspective,** Tata Mc. Graw Hill-Publishing Co, New Delhi
2. Miuls, R. (1976), **Modern Political Geography** MacMillan Co. London,
3. Pounds, N.J.G. (1972), **Political Geographic** McGraw Hill, Newyork
4. Prescott, J.R.V. (1972) **Political Geography,** Methuen & Co. London
5. Short, J.R (1985) **An Introduction to Political Geography**, Rout Ledge and Kegan Paul, London
6. Taylor, J. Peter (1985) **Political Geography** Longman, London

Geographical Information System and Remote Sensing (GIS and RS)
[Elective]

Course No.: Geo.Ed. 573 | Full Marks: 50
Nature of the course: Practical | Pass Marks: 25
Year: Second | Periods per week: 4

Course Description

This course which is designed to impact basic knowledge and skills of geographical information system and remote sensing is practical in nature. Fifty percent of the total time is given to Part I (GIS) and the remaining fifty to Part II (RS).

General Objectives

This course aims to:

- develop among the students the concept of geographical information system and enable them to apply it as a tool for natural resource management and spatial planning.
- develop in them basic knowledge of remote sensing and enable them to apply the skills in related fields.

Specific Objectives

- Acquainted with GIS as a new analytical tool
- Use GIS in research works,
- Introduce the concept of remote sensing in relevant fields.
- Use remote sensing as major sources of spatial data in their research works.
- Apply GIS and RS techniques in natural resource management and spatial planning

Course Contents

Part I : Geographical Information System (GIS)

Unit I : Introduction to GIS **4 hrs.**

1.1 Concept, compenents and issues in GIS
1.2 Application of GIS
1.3 Direction and trends in GIS

Unit II : Sources of Data **2 hrs.**

2.1 patial data
2.2 Attribute data
2.3 Meta data

Unit III : Data Structure **17 hrs.**

3.1 Raster Data Model
    3.1.1 Creating a raster

3.1.2 Analysis: Examples

3.2 Vector Data Model

3.2.1 Digitizing

3.2.2 Editing

3.2.3 Building topology

3.2.4 Edgematching

3.3 Raster Vs Vector

Unit IV : Database Concept and Management **2 hrs.**

4.1 Database design

4.2 Database management

4.3 Georeferencing

4.4 Data accuracy

Unit V : Geographic Analysis

5.1 Spatial analysis **9 hrs.**

5.1.1 Overlay operations

5.1.2 Buffer operations

5.1.3 Clipping

5.1.4 Suitability

5.1.5 Network analysis

5.1.6 Database query

5.1.7 Statistics/Table

5.2 Out put **2 hrs.**

5.2.1 Map design and annotation

5.2.2 Types of output

Unit VI : Application of GIS in Natural Resource Management and Urban/Regional Planning **2 hrs.**

Part II : Remote Sensing (RS)

Unit VII : Concept of Remote Sensing **4 hrs.**

7.1 Introduction to RS

7.2 Principles and stages in RS

7.3 History of development of RS

7.4 Energy sources and radiation principles

7.5 Interaction of EMR with earth's surface and atmosphere.

7.6 Spectral reflectance and spectral signature

7.7 Multi concept in RS

Unit VIII : Remote Sensing System and Sensor Characteristics **4 hrs.**

8.1 RS plate forms
8.2 Satellites: Earth resource and meteorological satellites
8.3 Sensor characteristics : Multispectral, thermal and microwave

Unit IX : Concept of Photogrammetry **4 hrs.**

9.1 Introduction to photogrammetry
9.2 Fundamentals of aerial photography
9.3 Aerial photography in Nepal
9.4 Film, filter, aerial cameras and aerial flight planning
9.5 Scale, resolution, tilt and relief displacement.
9.6 Stereo model

Unit X : Interpretation of Remote Sensing Products **9 hrs.**

10.1 Elements of interpretation
10.2 Interpretation keys
10.3 Interpretation of aerial photographs and satellite imagery.

Unit XI : Digital Image Processing **9 hrs.**

11.1 Introduction to digital image processing
11.2 Image rectification and enhancement
11.3 Image classification and accuracy assessment.

Unit XII : Applications of RS in Natural Resource Management and Urban/Regional Planning **7 hrs.**

Instructional Techniques

Lecture, discussion, demonstration, laboratory work, observation, project.

Evaluation Scheme

There will be a practical examination of three hour's duration. Distribution of marks is as follows :

1.	Written Examination	30 marks (15 + 15)
2.	Practical Records / Project Report	10 „ (5 + 5)
3.	Viva	10 „ (5 + 5)
	Total	**50 marks**

Requirements on the part of students

- Each student is required to produce a project report using GIS techniques.
- Each student is required to prepare practical records on RS.

References

1. Aronoff, Stan. (1989), **Geographic Information System : A Management Perspective**, Ottawa.
2. Bernbardsen, Tor. (1992), **Geographic Information System,** Norway VIAKIT.
3. Burrough, P.A. (1989), **Principles ofGeographic Information Systems for Land Resources Assessment,** Clarendon Press Oxford.
4. Christopher Jones, (1997), **Geographic Information System and Computers Cartography** Longman.
5. **ERDAS** (1991), **Imagine guide,** Version 7.5.
6. Gleun E. Montogomery and Harold C. Schuch (1993), **GIS Data Conversion Handbook.**
7. Lillesand and Keifer, (1987), **Remote Sensing and Image Interpretation,** John Wiley and Sons, New York.
8. Star, Jeffrey and John Estes (1990), **Geographic Information System: An Introduction** Prentice Hall New Jersey.
9. Thomas, Eugene Avery and Graydon Lennis Berlin, (1992), **Fundamentals of Remote Sensing and Air Photo Interpretation,** Macmilan Publishing Company, New York.

Specialization
Economics Education

Specialization

Economics Education

First Year

Course No.	Course Title	Full Marks	Nature
Eco.Ed. 511	Economic Analysis	100	Theoretical
Eco.Ed.521	Quantitative Techniques	100	Theoretical
Eco.Ed. 531	Economics of Development and Government Finance	100	Theoretical

Second Year

Eco.Ed. 551	Ecnomics of Education	100	Theoretical
Eco.Ed. 561	International Economics	50	Theoretical
Eco.Ed.590	Teaching of Economics	100	Theoretical
Ed. 598	Thesis (Eco. Ed.)	50	Theoretical
Ed. 599	Practicum(Eco. Ed.)	50	Theoretical
	Elective Course		
Eco.Ed. 571	Rural Development	50	Theoretical

* The detail course is yet to come from the concerned subject committee.

Economic Analysis

Course No.: Eco.Ed. 511 | Full Marks: 100
Nature of the course: Theoretical | Pall Marks: 40
Year: First | Periods per week: 5

Course Description

This course is designed to familiarize the students with the evolution of economic thought, the tools of analysis of micro economics, the theory of macro economics and the development of welfare economics.

Objectives

- Explain the evolution of economic thought from mercantilist to Scientific socialism.
- Analyse various approaches to consumer's utility.
- Describe one or more input's link with output.
- Distinguish among various types of product pricing
- Understand national income accounting system.
- Explain income and output determination in classical and keynesian model.
- Analyse the factors contributing to demand for money and the rate of interest.
- Explain various concepts, Pareto's conditions and its efficiency of welfare economics.

Part A : History of Economic Thought (15%)

Unit I : Economic Thought

- Mercantilism
- Physiocracy
- Classical school (Adam Smith, David Ricardo and John Mill)
- Scientific socialism (Karl Marx)

Part B : Micro Economics (35%)

Unit II : Theory of Demand

- Cardinal approach
- Indifference curve analysis : income effect, price effect, substitution effect (Hicks and Slutsky)
- Revealed preference theory

Unit III : Theory of Production

- Production with one variable input: total, average and marginal product; stages of production
- Production with two variable inputs: isoquants. The Cobb Douglas Production function

Unit IV : Theory of Product Pricing

- Price and output determination under perfect competition and monopoly.
- Price and output determination under monopolistic completion and oligopoly
- Short-run and long-run equilibrium under monopolistic competition
- Oligopoly model : Cournot, Edgeworth, Chamberlin, Kinked demand curve and price leadership.

Part C : Macro Economics (35%)

Unit V : National Income and its Accounting

- Measuring the value of the economy's output : The expenditure approach
- Measuring the value of the economy's output : The income approach
- National product and national welfare.

Unit VI : Classical theory of output and employment

- Output and employment in classical theory
- The quantity theory of money and price level

Unit VII : The Simple Keynesian Model of Income Determination

- Consumption spending and consumption function Determination of equilibrium level of income and output.
- Shifts in aggregate spending function and the multipler
- Fiscal policy (government spending and taxation) and the full employment level of income.
- Foreign spending (the foreign trade multiplier and equilibrium level of income and ouutput)

Unit VIII : The Supply of and Demand for Money and the Rate of Interest

- The demand for money
- The equilibrium interest rate

Part D : Welfare Economics (15%)

Unit IX : Welfare Economics

- Pigou's concept of welfare economics
- Pareto's concept of welfare economics
- Pareto's conditions of equilibrium

Evaluation Techniques
Annual Examination
External Examination 100%

Recommended Books

1. Eric Roll; (1973), **A History of Economic Thought**. Faber and Faber Ltd. London, 1973.
2. Graff, J. Ole. V.; **Theoretical Welfare Economics**. Cambridge, London.
3. Koutsoyiannis, A., (1979), **Modern Micro Economics,** Second Edition, The Macmillan Press Ltd. Hongkong.
4. Shapiro, E.; (1990), **Macro Economic Analysis,** Fifth Edition, Galgotia Publications Pvt. Ltd., New Delhi.

Reference Books

1. Ahuja, H.L., (1992), **Advanced Economic Theory,** Seventh Edition S.Chanda and Co. (Pvt.) Ltd. New Delhi.
2. Ackley G.; (1978), **Macro Economics: Theory and Policy** Macmillan Publishing Co., Inc. New York.
3. Salvatere, Dominice; (1987), **Micro Economic Theory**, Second Edition, Schaums Outline Series McGraw Hill Book Co. Singapore.

Quantitative Techniques

Course No. : Eco. Ed. 521 | Full Marks : 100
Nature of Course : Theoretical | Pass Marks : 40
Year: First | Periods per week : 5

Course Description

This course is designed to familiarize the students with current mathematical and statical tools for understanding and analyzing problems in the field of Economics Education.

Objectives

- Comprehend set theory, matrix algebra, tools of calculus, linear programming and game theory in understanding and analyzing economic concepts and problems.
- Use different statistical tools in studying Economics Education.

Course Contents

Part A : Mathematics

Unit I : Elementary Set Theory **10 hrs.**

Concept, Types, Laws and operations.

Unit II : Vector Analysis **5 hrs.**

Vector space, linear dependence and independence of vectors.

Unit III : Matrix Algebra **5 hrs.**

Concept, types and operations, Determinates (Definition and basic properties); Inverse Singular and non-singular matrices, solution of simultaneous equation system (Creamer's rule and inverse method), Leontief input output models.

Unit IV : Function, Limit and Continuity **5 hrs.**

Economic applications

Unit V : Differentiation, Basic Rules (Including Inverse, Implicit, Partial, and Total) **25 hrs.**

a. Use in comparative static analysis; Optimization (Simple),

b. Optimization with equality constraints (Lagranze-multiplier method).

c. Economic application, utility maximization and consumer demand, least cost combination of inputs, linearly homogeneous functions, Cobb-Douglas production function, Elasticity of substitution, C.E.S. function.

Unit VI : Integration (Definite and Indefinite) **8 hrs.**

Economic application: Investment and capital formation, present value problems, Domer Growth model.

Unit VII : Linear Programming **8 hrs.**

Concept, graphic and simplex methods, duality

Unit VIII : Game Theory **4 hrs.**

Concept and classification, 2- person constant sum games with finite strategies - Saddle point solutions; mixed strategy.

Unit IX : Basic Concepts **3 hrs.**

Permutations and combinations; Binomial coefficients.

Unit X : Theory of Probability **8 hrs.**

Introduction, Definition of probability, Sample spaces and events, Basic laws and rules of probability, Conditional probability, Independent events Bayes' theorem.

Unit XI : Probability Distributions: Mathematical Expectations **20 hrs.**

Mean and variance of continuous and Discrete distributions, Binomial distribution (Mean and Variance), Poisson distribution, Normal distribution (properties), Relation between binomial and normal distributions, Fitting binomial and Poisson distribution.

Unit XII : Sampling **10 hrs.**

Meaning and objectives of sampling, Error and Bias, Sampling distribution of sample mean and sample proportion, standard error.

Unit XIII : Estimation **10 hrs.**

Point and Interval Estimation, confidence limits (Large and small samples).

Unit XIV : Correlation and Regression **10 hrs.**

Correlation and covariance, simple regression analysis, multiple regression, standard error. analysis of variance.

Unit XV : Hypothesis Testing **10 hrs.**

Z-test, T-test, F-test, X^2-test

Unit XVI : Time series analysis (Least square method) **4 hrs.**

Instruction Techniques

Lecture and discussion, proolem solving, question - answer.

Evaluation Techniques
Annual Examination
External Examination 100%

Basic Books

1. Allen, R.G.D. (1989), **Mathematical Analysis for Economists**, India: Macmillan India Ltd.
2. Archibald and Lipsey, (1994), **An introduction to Mathematical treatment of Economics**, Third Edition, Delhi: all India Traveller Bookseller.
3. Chiang, Alpha C. (1988). **Fundamental Methods of Mathematical Economics.**
4. Freund, J.E. (1967), **Modern Elementary statistics**, (Third Edition), New Jersey: Prentice-Hall.
5. Gupta, S.C. (1987), **Fundamentals of Statistics** (Second Edition), Delhi: Himalaya Publishing House.
6. Kmenta, Jan (1990), **Elements of Econometrics**, (Second Edition), Singapore: Macmillan Publishing company

Reference Books

1. Baumol, Willian J. (1987), **Economic Theory and Operations Analysis**, New Delhi Prentice hall of India (Pvt.) Ltd.
2. Croxton, F.E. Lowden, D.J. and Klein, S., **Applied Genereal Statistics**, New Delhi: Prentice Hall of India (Pvt.) Ltd.
3. Freund and Walpole, (1987), **Mathematical Statistics**, (Fourth Edition), New Delhi: Prentice Hall of India (Pvt.) Ltd.
4. Fryer M.J. (1978), **An Introduction to Linear Programming and Matrix** game theory. London, Edward Arnold (Publishers) Ltd.
5. Gupta S.P. Statistical methods.
6. Monga, G.S. **Mathematics and Statistics for Economics**, New Delhi: Vikash Publishing House (Pvt.) Ltd.
7. Monga, G.S. **Mathematics and Statistics for Economics**, New Delhi: Vikash Publishing House (Pvt.) Ltd.
8. Mehta and Madani, (1992), **Mathematics for Economists**, Seventh Revised Edition, New Delhi: Sultan Chand and Sons,.
9. Miller, Jane (1996), **Statistics for Advanced Level**. Great Britain: Cambridge University Press.
10. Kothari, C.R. (1988-90) **Quantitative Techniques** (third Edition), New Delhi: Vikash Publishing House.
11. Yamane, Taro (1996), **Mathematics for Economists an Elementary Survey**. new Delhi: Prentice Hall of India (Pvt.) Ltd.
12. Yamne, T., Statistics: **An Introductory Analysis**, Hasper & Row.
13. Zill, Dennis G. (1977), **Introductory Calculus for Business**, Economics and Social Sciences, California; Wadsworth Publishing company, Inc.

Economics of Development and Government Finance

Course No.: Eco. Ed. 531 | Full Marks : 100
Nature of Course : Theoretical | Pass Marks : 40
Year: First | Periods per week : 5

Course Description

This course is designed to acquaint the student with the fundamental problems and measures for economic development and government financial arrangement. This course is intended to provide theoretical knowledge on major theories of economic development, strategies of economic planning public finance and their applicability with special reference to developing countries.

Course objectives

- Explain the characteristic and constrains of under developed countries.
- Analyze the theories of economic growth and development interns of underdeveloped countries with special reference of Nepal.
- Investigate the different issues and aspects of economic development process.
- Explain the characteristics and processes of economic planning.
- Discuss the choice of techniques and investment criteria.
- Explain the concept and nature of public finance.
- Describe the principles and forms of taxation.
- Discuss the principles, effects and growth of public expenditure.
- Describe the principles of public debt and explain burden and methods of debt redemption.
- Analyze the processes and various forms of budgeting.

Course Contents

Part A : Economics of Development

Unit I : Characteristics and Constraints of developing economies 15 hrs.

a. Characteristics of developing countries; economic characteristics, demographic characteristics, technological characteristics, socio-cultural and political characteristics.

b. Constraints of economic development of developing countries; vicious circles, socio-cultural constrains, market imprecation, general resistance to changes, hardship to adopt western technology, population problems and human resource constraint, agricultural constraint, lack of capital, lack of modern enterprise and management strategy, political instability, weak and corrupt public administration, play of international forces.

Unit II : Theories of Economic Growth and Development 15 hrs.

a. Classical theory of economic development

b. Rostow's stages of economic growth.
c. Balanced vs unbalance growth theory.
d. Theory o0f growth with unlimited supply of labour
e. Marxian theory of economic development.
f. Keynesian theory of economic development.

Unit III : Aspects of Economic Development **14 hrs.**

a. Capital formation; role, sources, process and problems.
b. Education and human development.
c. Role of Monetary and fiscal policy.

Unit IV : Issues in Economic Development **14 hrs.**

a. Poverty and inequality
b. Unemployment
c. Transfer of technology and resources

Unit V : Economic Planning **18 hrs.**

a. Concept and characteristics of economic planning
b. Process of plan formulation
c. Relevancy of planning in mixed economies
d. Choice of techniques
e. Investment criteria

Part B: Government Finance

Unit VI : Nature of Public Finance **14 hrs.**

a. Nature of public finance.
b. Evolution of public finance
c. Significance of fiscal operation of the government.
d. Public finance Vs private finance.

Unit VII : Public Revenue **18 hrs.**

a. Classification of taxation
b. Principles of taxation
c. Forms of taxation
d. Role of direct and indirect taxes in development countries
e. Taxable capacity.

Unit VIII : Public Expenditure **14 hrs.**

a. Reasons to growth of public expenditure
b. Cannons of public expenditure
c. Effects of public expenditure

Unit IX : Public Debt **10 hrs.**

a. Principles of public debt
b. Burden of public debt
c. Methods of debt redemption
d. Debt management.

Unit X : Government Budgeting **20 hrs.**

a. Process of budgeting
b. Deficit and surplus budgeting
c. Program and performance budgeting
d. Budget and economic development in developing countries

Instruction Techniques
Lecture, Discussion, Question-answer, Library Work.
Evaluation Techniques
Annual Examination
External Examination 100%

Text Books and Reference

A. Text Books

1. Leki, R.K. (1996), **The Economics Development and Planning**, Kalyani Publishers, New Delhi, India.
2. Lekhi, R.K. (1998), **Public Finance**, Kalyani Publishers, Ludhiana, New Delhi.
3. Todaro, Michael P. (1998), **Economic Development**, Sixth Edition, Addition Wesley, USA.
4. Prest, A.R. **Public Finance in Underdeveloped Countries.**, 1996.

B. References

1. Agrawal, A.N. and Kundan Lal, (1997), **Economics of Development and Planning,** Vikash Publishing House (Pvt.) Ltd., New Delhi.
2. Bhatia, H.L., (1998), **Public Finance**, Vikash Publishing House Pvt. Ltd., New Delhi.
3. Due, John F., (1998), **Government Finance**, Vikash Publishing House Pvt. Ltd., New Delhi.
4. Goode, Richard, (1997), **Government Finance in Developing Countries**, Tata Mac Grant Hill, New Delhi.
5. Higgins, Benjamin, (1998), **Economics Development, Problems, Principles**, Universal book Stall, New Delhi.
6. Herber, Bernard P. (1996), **Modern Public Finance**, All India Traveller Bookseller, Delhi.
7. HMG/N, Economic Surveys and Budget Speeches.
8. Jhingan, M.L., (1998), **"The Economics of Development and Planning,** Vrind Publications (Pvt.) Ltd., Delhi.
9. Masgrave, R.A. and Peggy b. Musgruve, (1989), **Public Finance in Theory**, MC Graw Hill book Company, New York.
10. Srivastava, O.S., (1996), **Economics of Growth, Development and Planning,** Vikash Publishing House (Pvt.) Ltd., New Delhi.
11. Seth, M.L. and S.P. Singh, (1998), **Economic Planning, Theory and Practice**, Chand and company Ltd., New Delhi.
12. Meier G.M., (1997), **Leading Issues jn Economic Development**, Delhi, Oxford University Press, USA.
13. World Bank, **World Development reports**, Annual Issues, Washington D.C., USA.

Economics of Education

Course No. : Eco. Ed. 551 | **Full Marks : 100**
Nature of Course : Theoretical | **Pass Marks : 40**
Year: Second | **Periods per week : 5**

Course Description

This course is designed to impart the basic knowledge of economic value of education and the economic aspect of educational system. It is divided into two parts. Part A deals with educational planning, approaches, process and techniques. It is intended to develop acquaintance with project planning, analysis; and project implementation, management monitoring and evaluation. Part B is intended to develop acquaintance with different approaches to education finance in Nepal. Cost benefit analysis Educational unemployment, related education sectors are also included.

Objectives

- Analyze the different approaches to educational planning.
- Develop the education plans.
- Project the enrollment teacher and Finance
- Analyze the educational planning techniques.
- Analyze the project planning especially educational project.
- Develop monitor and evaluate educational project.
- Show the importance of human of human capital on economic growth.
- Show the relationship between education and economic growth.
- Analysis the economics effect of education policies.
- Calculate the rate of return to investment in education.
- Compute the wastage ratio in educational cycle.
- Investigate the economic effect of the financing of education in Nepal.

Course Contents

Part A : Economics of Development

Unit I : Educational Planning **10 hrs.**

a. Concept of educati0on planning.
b. Case for planning education
c. Economic objectives of education

Unit II : Process of Educational Plannign

a. Projection of enrollment - school, teacher and Finance
b. Demographic expect of educational planning

Unit III : Approaches of Educational Planning **10 hrs.**

a. Social demand approach
b. Cost-benefit approach

c. Manpower requirement approach.

Unit IV : Recent Educational Plan Efforts in Nepal **15 hrs.**

a. Evolution of Educational plan
b. Recent educational plan effort
   - primary education
   - secondary education
   - higher secondary education
   - higher education

Unit V : Educational Project in Nepal **10 hrs.**

a. Basic primary education project (BPEP)
b. Secondary education development project)SEDP)
c. Technical education and vocational training project

Unit VI : Project Plan and Analysis (With reference to education project) **10 hrs.**

a. Nature of education project
b. Project cycle and its stages
c. Project implementation and management
d. Project monitaring and evaluation

Unit VII : Seminar Group Work, Group Discussion and Concerning Topics of Educational Planning. **3 hrs.**

Part B: Educational Finance and Cost Analysis (50%)

Unit VIII : Concept of Economics of Education **10 hrs.**

a. Concept and scope of economics education.
b. Concept of human capital and its relations with economics of education.

Unit IX : Demand for education **10 hrs.**

a. Consumption demand for education
   - Social demand for education
   - Rate of return
b. Investment demand for education

Unit X : Contribution of Education to economic growth **10 hrs.**

a. International compressions of income and literacy related income and education of the labour force.
b. Production function
   - Cobb Douglas Production functions.

Unit XI : Educational Finance **7 hrs.**

a. Method of financing education
   - Loan system

- Grant system
- Voucher system

d. Financing of education in Nepal.

Unit XII : Efficiency of Education System **10 hrs.**

a. Internal efficiency
b. External efficiency
c. Unit cost
d. Cycle cost

Unit XIII : Cost-Benefit Analysis **10 hrs.**

a. Cost-Benefit, cost-effectiveness analysis
b. Private rate of return
c. Social rate of return

Unit XVI : Educational and the Employment Problem in Developing Countries **5 hrs.**

a. Employment problem
b. Educated unemployment
c. Unemployment problem of SAARC region and its solution

Unit XVII : Investment in on the Job-training **3 hrs.**

a. On the job training
b. General training
c. Specific training.

Unit XVIII : Seminar/Group work, Group Discussion Concerning Topics of Educational Finance **3 hrs.**

Teaching Techniques

The course is based on intensive class work, independent study/group work participatory teaching and interactive learning methods (small group work, presentation used on experience, case studies, group discussion) and a part of the overall pedagogical approaches of the course.

Evaluation Techniques

Annual Examination
External Examination 100%

Recommended Books

1. Blau M., (1972), **Economics of Education** (Volume Dne) English Language Books Society in.
2. Frank W. Banghart and Albert Trull J.R. (1967), **Educational Planning the Macmillan Company**, New york.
3. Samuel Bowels, **Planning Educational System for Economic Growth**.
4. Blaug M., (1970), **An Introduction on the Economics of Education** Allen Lene.

5. Blaug M. **Economics of Education Penghen Modern Education Reading**.
6. Sheehan H. (1972), **The Economics of Education** Allen and Unwin.

References

1. Ahamad B. and blaug M. Eds. (1973), **The Practice of Manpower Forecasting**, Elseview.
2. Beeker. G.S. (1964), **Guman Capital** NBER.
3. Blaug M. Layard R and Woodhal M., (1969), **The Cause of Graduate Unemployment in India**, Allenlane the penguin Press.
4. Rogar A. Kaufman, (1972), **Educational System Planning** Prentice Hall Ince Eglewooclifs N.J. USA.
5. UNESCO, (1975), **Educational Planning in the Asian Region**, Bangkok.
6. UNESCO, (1971), **Reading in the Economics of Education** Paris.
7. UNESCO - (1971), **Reading in the Economics of Education**, Paris.
8. Vaizey J., (1962), **The Economics of Education**, Faber.
9. World Bank **Investment in Development**.

International Economics

Course No.: Eco. Ed. 561 | **Full Marks: 50**
Nature of the course: Theoretical | **Pall Marks: 20**
Year: Second | **Periods per week: 3**

Course Description

This course is addressed to the students of M.Ed. Studying Economics Education as a specialization area. It aims at acquainting students with major trade theories, issues and policies of International Economics.

Objectives

- Explain various theories of international trade.
- Describe the law of Reciprocal Demand and offer curves.
- Analyse the terms of trade and explain the balance of payments adjustment mechanism.
- Examine measures of exchange control.
- Analyse trade problems of the development countries.
- Describe the nature of international forums and issues such as the UNCTAD, GATE and WTO.

Course Contents

Unit I : Trade Theories **18 hrs.**

- Theories of Adam Smith, Ricardo and Haberler.
- Heckshar - Ohlin theory, Leontief's Paradox and factor price equalization theorem.

Unit II : Law of Reciprocal Demand **10 hrs.**

- Law of Reciprocal Demand and Derivation of Offer Curves

Unit III : Terms of Trade **10 hrs.**

- Concept and types
- Determinants

Unit IV : Balance of Payment and Adjustment **17 hrs.**

- Automatic adjustment
- Price and income adjustment
- Money in the adjustment process

Unit V : Exchange Control **10 hrs.**

- Tariffs
- Quotas
- Dumping

Unit VI : Trade and International Forums for Developing Countries 10 hrs.

- Trade problems of developing countries
- UNCTAD, GATT and WTO

Instructional Techniques

Lecture, Discussion, Inquiry, Question answer techniques

Evaluation Techniques

Annual Examination

External Examination 100%

Recommended Books

1. Kind leberger, Charles, P., **International Economics**, Rechard D. Irwin inc. illions.
2. Manur, H.G., **International Economics Theory and Issues**

References

1. Bo Sodersten, **International Economics**
2. Young, Devid, **International Economics**
3. Gupta K.R., **International Economics**

Rural Development (Elective)

Course No.: Eco. Ed. 571 | Full Marks: 50
Nature of the course: Theoretical | Pall Marks: 20
Year: Second | Periods per week: 3

Course Description

This course sheds light on the problems of rural economy so as to acquaint the students with the varied problems of rural development and efforts to improve them.

Objectives

- Explain the extent and magnitude of rural problems.
- State the meaning and concept of rural development.
- Examine the policy of rural development.
- Discuss the rural development experience in SAARC countries.
- Analyse the organization, planning and implementation of rural development
- Assess the rural development efforts in Nepal.
- Review the training and education in connection with rural development.
- Examine the role of NGOs and INGOs in rural development.

Contents

Unit I : Nature and Magnitude of the Problems **12 hrs.**

- The extent of rural poverty
- Rural unemployment and under employment
- Inequalities of Income
- Thin institutional coverage
- Low levels of infrastructure
- Inadequate social services

Unit II : Meaning and Concept of Rural Development **7 hrs.**

- Meaning and definition of Rural Development
- Objectives of Rural Development
- Basic elements of Rural Development

Unit III : Policies of Rural Development **7 hrs.**

- Need for Rural Development Policy
- Goals of Rural Development Policy
- Kind of Rural Policy
- Strategies of Rural Development

Unit IV : Rural Experiences in SAARC Countries **10 hrs.**

Unit V : Organization and Planning **9 hrs.**

- National Rural Development Program and Plans

- Coordination at the centre
- Decentralization and coordination at the local level
- Importance of local participation
- Manpower and Institutional constraints

Unit VI : Implementing Rural Development **9 hrs.**

- The minimum package approach
- The comprehensive approach
- Area Development scheme
- Sector and special programs

Unit VII : Rural Development Efforts in Nepal **9 hrs.**

- Village Development
- Small Farmers Development Programs
- Integrated Rural Development Program

Unit VIII : Private Sector in Rural Development **6 hrs.**

- Role of NGOs and INGOs in Rural Development
- People's Participation including women's participation

Unit IX : Training and Education **6 hrs.**

- Training program and the rural people
- Training of field staff and managers
- Education in Rural areas, problems and needs

Instructional Techniques

Lecture, Discussion, Inquiry and Question Answer

Evaluation Techniques

Annual Examination
External Examination 100%

Recommended Books

1. World Bank, (1975), **The Assault on World Poverty - Problems of Rural Development,** The John Hopkins University Press, London.
2. Pant Y.P. and Jain S.C., (1980), **Rural Problems and Rural Development in Nepal,** Development Publishers.
3. Singh, Kartar, (1999), **Rural Development Principles, Policies and Management** sage Publications, New Delhi, (Second Edition).

References

1. Jha Kumar Kant - (1978), **Agricultural Finance in Nepal - An Analytical Study,** Heritage Publishers, New Delhi.
2. National Planning Commission, HMG, **Recent Plans.**

3. Stillers Ludoveg F., (1985), **Integrated Rural Development Projects in Nepal; An Analysis based on Project Evaluation Reports,** Canadian Cooperation office Fela.
4. Uma Lele, (1975), **The Design of Rural Development Lessons from Africa**, The John Hopkins University Press London.

Specialization
History Education

Specialization

History Education

First Year

Course No.	Course Title	F.M.	Nature
Hist. Ed.511	Political History of Modern Nepal (1769-1950)	100	Theoretical
Hist Ed.512	Modern Europe (1789-1945)	100	Theoretical
Hist.Ed.513	History of Modern India	100	Theoretical

Second Year

Hist.Ed.551	Economic History of Nepal(1769-1951)	50	Theoretical
Hist.Ed.552	History of Far East in Modern Time	100	Theoretical
Hist.Ed.590	Teaching of History*	100	Theoretical
Hist.Ed.598	Thesis	50	Practical
Hist.Ed.599	Practicum	50	Practical
Elective			
Hist.Ed.571	Social and Cultural History of Nepal	50	Theoretical
Hist.Ed.572	Introduction to History and Historiography	50	Theoretical

* The detail course is yet to come from the concerned subject committee

Political History of Modern Nepal (1769-1950)

Course No.: Hist. Ed.511 FM.: 100
Nature of Course : Theoretical PM.: 40
Year: First periods per week: 5

Course Description

This course has been designed to give a vivid picture of internal and diplomatic history of modern Nepal from 1769-1950. It includes the unification process of Prithivi Narayan Shah, court politics from 1795 to 1846, rise of the Rana and internal reforms of Rana rules, Nepal's foreign relations with British India, Tibet and China, Democratic movements and fall of the Rana regime.

General Objectives

- Explain the unification process of Prithivi Narayan Shah.
- Discuss the court politics from 1775 to 1846.
- Analyse the causes of the rise of Rana regime and their strategy to consolidate power.
- Identify the major reforms introduced by the Rana Prime Ministers.
- Critically examine the foreign relations of Nepal with (British) India, Tibet and China.
- Analyse the causes of the fall of Rana regime and Democratic movement of 1950.

Specific Objectives:

- Explain the influence of geography on the history of Nepal.
- Discuss the Political condition of Nepal on the eve of Gorkha Conquest.
- Explain the unification process of Prithivinaryan Shah and estimate him as a nation builder.
- Discuss the court intrigues during the time of Pratap Singh Shah.
- Describe the relation between Rajendra Laxmi and Bahadur Shah and their contributions to unification.
- Analyse the causes of the rise of Rana in Nepal.
- Trace the Major internal reforms of the Rana Prime Ministers.
- Critically examine the foreign policy of Nepal with India, Tibet and China.
- Analyse the causes of the downfall of the Rana Regime and Democratic Movement of 1950.

Course Contents

Unit I: Geo-Political Situation 6 hrs.

- Impact of Geography on the history of Nepal.
- Political Conditions of Nepal on the eve of Gorkha Conquest.

Unit II : Prithivi Narayan Shah 16 hrs.

- Unification of Nepal-strategies and battles.
- Relation with East India Company and Tibet.
- Assessment of Prithivi Naryan Shah as a nation builder

Unit III : Pratap Sing Shah 6 hrs.

- Court intrigues during the reign of Pratap Singh Shah.
- Relation with Tibet.

Unit IV : Regency of Rajendra Laxmi and Bahadur Shah 14 hrs.

- Relation between Rajendra Laxmi and Bahadur Shah
- Rajendra Laxmi as axegent
- Bahadur Shah and unification of Nepal
- Nepal-Tibet-China war (1788-92) causes, events and effects

Unit V : Court Politics (1795-1837) 30 hrs.

- Ranabahadur Shah's active rule (1795-99)
- Assessors of Girvanyuddhabikram Shah
- Role of Rajeshwori and Subarnaprabha as regents.
- Ranabahadur Shah and Anglo-Nepalese treaty of 1801
- Rise, reforms and downfall of Bhimsen Thapa
- Anglo-Nepal war (1814-16) causes, events, effects and post war relation with British India.
- Lalittripurasundari as the regent

Unit VI : Political instability in Nepal (1837-46) 20 hrs.

- Attempts of Pandeys to restore power and political ambition of Samrajayalaxmi Devi
- Political design of Rajendralaxmi Devi
- Rise and fall of Mathabar Singh Thapa

Unit VII : Origin of Rana Singh Rule 25 hrs.

- Rise of Jung Bahadur and consolidation of Power
- Conspiration politics of the Ranas
- Major reforms attempted by the Ranas
- Public consciousness and their attempts to overthrow the Rana regime
- Democratic movement of 1950

Unit VIII : Nepal Tibet Relation (1846-1904) 15 hrs.

- Third Nepal-Tibet war and treaty of Thapathali (1856)
- Crisis in Nepal-Tibet relations (1883-84)
- Younghusband's Mission and its impact on Nepal-Tibet relations.

Unit IX : Anglo-Nepal political relations (1846-1947) 18 hrs.

- Nepal's Co-operation in the Indian revolt of 1857
- Gorkha recruitment question
- Anglo-Nepal Co-operation in the World War I
- Anglo-Nepal friendship-Treaty of 1923
- Anglo-Nepal Co-operation in the World War II
- The Tripartite Agreement (1947)

Instructional Techniques

Picture, discussion, paper presentation, assignments, question-answer, project work.

Evaluation Techniques:

Annual Examination

External Examination 100%

Reference Books (English):

1. Acharya, Baburam, (2022 B.S.), **Nepal ko Sanchipta Britantka,** Kathmandu: Promods Shamser and Neer Bikram Pyasi,
2. Acharya, Baburam, (2024-2026 B.S.) **Shree Panch Badamaharajdhiraj Prithivi Narayan Shah ko Sanchipta Jiwani**, 4 Vols., Kathmandu: His Majesty's Press Secretariat, Royal Palace, Kathmadnu.
3. Adhikari, Krishnakant, (1984), **Nepal under Jung Bahadur** , Kathmandu, 'Buku".
4. Husain, Ashad, (1970), **British India's Relations with Kingdom of Nepal**, London: George Alen and Abrabeen Ltd.
5. Kirkpatrick, colonel, (1986), **An Account of the Kingdom of Nepal**, New Delhi: Asian Educational Services.
6. Manadhar, Triratna, **Nepal ko Ethasma Jung Bahadur** , Kathmandu: The Yati Prakashan
7. Manandhar Triratna, (2041 B.S.), **Nepal Bhot Bibad,** Kathmandu: CNAS.
8. Stiller, Ludwig F., (1975), **The Rise of the House of Gorkha,** Ranchi, The Patna Jesuit Society.
9. Regmi, D.R., (1975), **Modern Nepal**, 2 Vols, Calcutta Firma K.L. Mukhopadha.
10. Server, Adrin, (1993), **Nepal under the Ranas,** New Delhi: Oxford and BH Publishing Co. Pvt. Ltd.
11. Uprety, Prem Raman, (1980), **Nepal-Tibet Relations 1850-1930,**Kathmandu: Puga Nara.
12. Upadhaya, Shreeram Prasad, (2056 B.S.), **Nepal ko Samichatmak Ithas,** Sajha Prakashan, Lalitpur.
13. Wright, Daniel, (1990), **History of Nepal**. New Delhi: Asian Educational Services.

Modern Europe (1789-1945)

Course No. : Hist Ed. 512 FM.: 100
Nature of the course : Theoretical PM.: 40
Year: First Periods per week : 5

Course Description

This course intends to acquaint students with the political history of Europe after French Revolution. It also includes unification of Germany and Italy. Similarly it gives clear picture of diplomatic relations and internal affairs of European nations from 1871 to 1945.

General Objectives

- Analyze, explain and evaluate the causes, events and results of French Revolutions.
- Examine the principles and policies of Vienna Congress and concert of Europe to restrain the spread of liberalism and nationalism in Europe as well as its impact on the unification of Germany and Italy.
- Discuss and evaluate the political relations among the European powers from 1871 to 1945 as well as internal problems faced by them during these years.

Specific Objectives

- Describe the political conditions of Europe in 1789
- Analyse and describe the causes, events and results of French Revolution.
- Examine the principles, policies and role of Vienna Congress and concert of Europe in restraining the spread of liberation, and nationalism in Germany and its impact on Europe.
- Explain the factors influencing the rise of nationalism in Germany and Italy and role played by their leaders in unification.
- Critically analyse the various internal problems and policies of Germany, France and Russia from 1905 to 1917
- Assess the role of big European powers in farming alliances and counter alliances system.
- Discuss the origin and expansion of Eastern question up to Crimian war, causes and results of Crimian and Russo-Turkish war.
- Critically examine the decisions of Berlin Congress and its repercussion in Balkan states.
- Explain the factors responsible for the origin of world war first and discuss critically the treaty of Versailles.
- Examine the formation , success and failure of league of Nations.
- State the deplomatic role of European powers between the two wars.
- Discuss the two factors responsible for the rise of dictators in Europe and their role in politics.
- Identify and explain causes and results of second world war and state the objectives and agencies of UNO.

Course Contents:

Unit I : French Revolution 25 hrs.

- Political condition of Europe on the eve of French Revolution.
- Causes of Revolution
- Events
  - * General assembly
  - * Legislative assembly
  - * Convention
  - * Directory
  - * Consulate
  - * Nepoleon rise and Fall

Unit II : Hrs. of Reaction (1815-1848) 13 hrs.

- Vienna Settlement – Principles and policies
- Concert of Europe – Metternich and his role
- Revolution of 1848 – Causes and results

Unit III : Victory of Nationalism in Europe 16 hrs.

- Unification of Germany
- Unification of Italy

Unit IV : Internal affairs 20 hrs.

- Germany
  - * Bismarck's relation with church
  - * his relation with socialists
  - * his new economic policy
  - * william IIs home policy
- Franch

Challenges to the Third Republuc

  - * Commune revolt of Paris
  - * Royalist attempt to capture power
  - * Boulanger erisis
  - * Dreyfus case
  - * Relation between church and state
- Russia
  - * Rise of Nihilists, and liberal experiment
  - * Russo-Japanese (1904-5)
  - * Revolution of 1905 and 1917 (cause and results)

Unit V : European Diplomacy and division of Europe in the two camps 24 hrs.

- Dreikaiser bond 1873
- War Scare 1875
- Dual alliance 1879

- Three Emperors League 1881
- Triple Alliance 1882
- Reinsurance Treaty 1887
- Franco-Russian Alliance 1894
- Anglo-Japanese Alliance 1902
- Anglo-French Entente 1904
- Moroccan Crisis 1905-11
- Anglo-Russian Entente 1907
- Anglo-German hostilities

Unit VI : Eastern Question 18 hrs.

- Meaning and Origin
- Surbian revolt 1804
- Greek war of Independence and Mehmat Ali
- Criminal war – causes and results
- Russo- Turkish war
- Congress of Berlin
- Arminian massacre
- Bosnian crisis 1908
- Tripolian war
- Balkan wars 1912-13 – causes and results

Unit VII : First World War 7 hrs.

- Causes
- Treaty of Versailles and Criticism

Unit VIII : European Diplomacy between the two wars 12 hrs.

- League of Nations – Formation, success and failure
- Problem of reparation
- British policy of appeasement
- Locarno-pact
- Kellog Briand pact
- Rom-Berlin-Tokyo Axis-its imperialistic policy

Unit IX : Rise of Dictators and their role in politics 10 hrs.

- Hitler in Germany – Rise and Foreign policy
- Musolini in Italy- Rise and Foreign policy

Unit X : World War and UNO 5 hrs.

- Causes and effects of Second World War
- UNO, objectives and agencies

Instructional Techniques

Lecture, discussion, question-answer, paper presentation and reading assignment.

Evaluate Techniques
Annual Examination
External Examination 100%

Reference Books

1. A.J.P. Tylor **Bismark**
2. A.J.P. Tylor **Struggle for Mastery in Europe**
3. Chopman **The Third Republic of France**
4. E. Lipsan (1973) **Europe in 19th and 20th Century EIBS,** Adams Chanels black London.
5. G.P. Gooch **History of Modern Europe**
6. G.C. Robertsen **Bismark**
7. Hazen C.D. (1984), **Europe after 1815**, S. Chand and Com. Ltd. New Delhi
8. Majumdar P.K. (1973), **History of Modern Europe** Vol I and II Kitab Mahal, Illahabad
9. N.G.Langsan, (1919), **The World Since**
10. S.B. Fay **Origin of World War**
11. Stuart Hughes **Contemporary Europe – A History**
12. Sector Wasten **The Decline of Imperial Russia**
13. V.D. Mahazan (1974) **Modern Europe since 1789,** S. Chand and Com. Ltd. New Delhi

History of Modern India

Course No. : Hist. Ed. 513 FM.: 100
Nature of the course : Theoretical PM.: 40
Year: First Periods per week : 5

Course Description

This course is design to make students familiar with the political, social and economic changes coming up with the change of time in Modern India. It includes the constitutional development of Modern India, rise of political parties, Indo-Nepal relations after Indian Independence, Educational development in India and Indian economy since Independence.

General Objectives

- Analyse the process of constitutional development of Modern India.
- Describe the causes of the rise of political parties and its impact on contemporary politics.
- Discuss the different stages of Indo-Nepal relations after Indian Independence.
- Trace the history of educational development in India.
- Examine the development oF Press in India.
- Elucidate the feature of Indian economy after Independence and the role of Indian leaders to modernise India.

Specific Objectives

- Analyse the process of the development of the Government of India Act and Constitution of India.
- Describe the causes of the rise of Indian National Congress, Muslim League and Communist Party and its impact on Contemporary Politics.
- Discuss the different stages of Indian foreign policy in the perspective of Indo-Nepal relations after Indian Independence.
- Trace the history of educational commissions after Independence.
- Examine the development of Printing Press and newspaper in India.
- Elucidate the feature of Agriculture Trade and Industry of Modern India.
- Give an account of the role of Indian Leaders of Modern India.

Course Contents

Unit I : Constitutional Development 30 hrs.

- Government of India Act, 1919
- The Indian Independence Act 1947
- Work of Constituent Assembly of India
- The Constitution of India 1950
- Amendment of the Constitution

Unit II : Rise of Political Parties 30 hrs.

- Indian National Congress

- Communist Party of India
- Muslim League
- Impact of Political Parties

Unit III : Indo-Nepal Relations 20 hrs.

- The Stand Still Agreement 1947
- The Treaty of Peace and Friendship 1950
- The Treaty of Extradition 1953
- The Treaty of Trade and Transit 1960

Unit IV : Educational Development in Modern India 10 hrs.

- Sergent Scheme of Education
- Radhakrishna Commission 1949
- University Grants Commission 1956
- Secondary Education Commission 1952
- Kothari Education Commission 1964

Unit V : Development of Press 10 hrs.

- The Press Trust of India Ltd. 1948
- The Press Laws Enquiry Committee 1948
- The Press Act 1951
- The Press Commission 1952

Unit VI : Feature of Indian Economy 30 hrs.

- Character of Zamindar (Landlord)
- Position of Peasants
- Peasants Uprising
- Labour Unrest
- Trade and Industry
- Fate of Cottage Industry

Unit VII : Prominent Indian Leaders to Modernise India 20 hrs.

- Jawaharlal Neharu
- Lal Bahadur Shastri
- Indira Gandhi
- Charan Singh
- Rajiv Gandhi

Instructional Technique

Paper Presentation, Discussion, Micro Teaching, Project Works.

Evaluation Techniques

Written Test, Oral Test, Project Evaluation

Reference Books

1. Appadorai A. (1968), **India, Studies in Social and Political Development 1947-1967** Asia Publishing House, Bombay, 1968

2. Azad, Maulana Abdul Kalam, (1982), **India Wins Freedom**, The Complete Version, Orient Longman Limited.
3. Bright, Jagat S. (1958), **The life of Jawar Lal Nehru** (Second Edition), Indian Printing Work, New Delhi.
4. Bhasin, A.S., (1970), **Documents on Nepali Relations With India and China** 1949-66 Academic Books Ltd., Bombay,
5. Dodwell, H.H. (1958), **The Cambridge History of India The Last Phase, 1858-1918** Volume VI S. Chand & Co. Delhi.
6. Dube, S.C. (Ed.) (1977), **India Since Independence Social Report on India 1947-1972** Vikash Publishing House Pvt. Ltd. New Delhi, 1977
7. Gopal, Sarvepalli, **Jawaharlal Nehru, A Biblography 1889-1947** Volume I, Harvard University Press
8. Mahajan,Vidya Dhar, (1970), **Fifty Years of Modern India (1919-1969)** S. Chand & Co. Ramnagar Delhi.
9. O'Molley, Lss (1969), **Modern India and the West**, Oxford Inoversity Press, London.
10. Singh, Anita inder (1987), **The Origins of the Partition of India 1936-1947**, Oxford University Press, Delhi, 1987
11. Upadhaya, S.R., (2054), **Britishkalin Bharat ko Itihas**, Ratna Pustak Bhandar, Bhotahiti.

The Economic History of Nepal (1769-1951)

Course No. : Hist. Ed. 551 FM.: 50
Nature of the course : Theoretical PM.: 20
Year: Second Periods per week : 3

Course Description

This course has been designed to make student able to describe the Economic History of Nepal from the Unification to the dawn of democracy. It covers the wide range of economic activities done during the hrs.. The feature of land system, pattern of agriculture, mineral and agro-based industry, forest and water resources, diversification of internal and external trade are also discussed in wide range.

General Objectives

- Analyse the feature of Land system
- Examine the pattern of agriculture
- Explain the causes of the growth and development of the industries
- Describe the forest and water resources of Nepal
- Explore the patterns of internal and external trade

Specific Objectives

- Analyse the feature of Raikar, Birta, Guthi and Kipat Land
- Explain the farming system, animal husbandory and dairy product in mountain, hill, valley and terai.
- Identify the causes of the growth and development of industries
- Examine the changing pattern of forest and water resources
- Interprate the diversification of internal and external trade.

Course Contents

Unit I : Nature of Raikar, Birta, Guthi and Kipat Land **10 hrs.**

- Meaning, Origin and functions of Raikar, Birta, Guthi and Kipat Land
- The purpose and importance of Land system

Unit II : Pattern of Agriculture **15 hrs.**

- Farming system
- Crops in Mountain, Hill, Valley and Terai
- Dairy Products.

Unit III : Growth and Development of Industry **15 hrs.**

- Cottage Industries
- Agro and Forest Based Industries
- Employment opportunities in Industries.

Unit IV : Forest and Water Resources **15 hrs.**

- Forest and Timber

- Skin and Hides of Animals.
- Use of Forest and Water Resources for the benefit of the Nation

Unit V : Diversification of Internal and External Trade **10 hrs.**

- Internal Trade
- External Trade (Tibet and India)
- Impact of Trade in contemporary Society

Instructional Techniques
Dramatization, Workshop, Demonstration, Presentation

Evaluate Technique
Annual Examination
External Examination 100%

Reference Books

1. Regmi D.R. (1961) **Modern Nepal : Rise and Growth of Eighteenth Century Firma,** K.L. Mukopadhiya Calcutta.
2. Regmi, Mahesh C. (1984) **The state and Economic Surplus : Production, Trade and Resource Mobilization in Early 19th Century Nepal**, Nath Publishing House Varanashi.
3. Regmi, Mahesh C., (1978) **Land Tenure and Taxation in Nepal**. Ratna Pustak Bhandar, Bhotahiti
4. Regmi, Mahesh C. (1978) **Thatched Huts and Stucco Palaces, Peasant and Land Lords in 19th Century Nepal**, Vikash Publishing House , New Delhi
5. Thapa, Krishan Bahadur and Others (1999) **The Economic History of Nepal** CENAS, Kirtipur
6. Upadhaya, Shreeram Prasad (1999) **Indo-Nepal Trade Relations : A Historical Analysis of Nepal's Trade with British India**. Nirala Publication, Jaipur

History of Far East in Modern Time

Course No. : Hist. Ed. 552 FM.: 100
Nature of the course : Theoretical PM.: 40
Year: Second Periods per week : 5

Course Description

This course contains the history of China, Japan, Korea and Veitnam as important nation in the far East, Since China and Japan occupy significant position in Asian Continent the emphasis has been given to discuss more about the Modern History of these two nations special reference with the coming of Westerners in China and Japan and its political impact on respective countries, Chinese involvement in new political system and emergence of Japan as a strong nations. It also describes the role played by Korea and Vietnam in the political history of this continent.

General Objectives

- Explain the advent of Europeans and its impact on the political history of Far East
- Discuss the era of Militarism and Warlordism in China
- Describe the role played be Far Eastern Countries in the two World Wars
- Review the changes coming up in Far Eastern countries after the end of the colonial rule.

Specific Objectives

- Explain the impact of the advent of Europeans in the politics of China and Japan
- Decribes the era of Militarism and Warlordism
- Examine the position of China in World War I
- Assess the administration and modernization under communist rule
- Identify the role of Japan in two World Wars
- Evaluate the process of modernization in Japan

Course Contents

Unit I : Background of Chinese and Japanese History 30 hrs.

- Advent of Europeans in China and Japan
- Fall of Qing dynasty in China
- Meiji Restoration in Japan
- Origin of Korea and Veitnam as a Nation

Unit Ii : Era of Militrism in China 10 hrs.

- Formation of Kuomintang Party
- Ambition of Yuan Shikai
- Supperssion of Kuomintang Revolution
- Dissolution of National Assembly
- Revolt in Mangolia and Tibet

Unit III : Warlordism in China 5 hrs.

- Li Yuan – hung as a President
- The Formation of Anfu Party
- Influence of Warlordism in China

Unit IV : China and World War I 15 hrs.

- Chinese Policy of Neutrality
- China joins the war
- Benefits of the war
- May 4th Movement

Unit V : The Triumph of communism in China 30 hrs.

- Early activities of Chinese Communnist Party
- May 30th Movement
- Founding of Red Army
- Long March
- Mao Zedong and his Contributions
- Cultural Revolutions
- Modernisation of China (Open Market and Economy and Privatisation)
- Inclusion of Hongkong and Macao in China

Unit VI : Japan in World War I 10 hrs.

- Japanese Ambition
- Twetyone Demand
- Siberian Intervention
- Paris Peace Conference
- The Five Power Treaty
- The impact of World War I on Japanese Politics

Unit VII : Role of Japanese in World War II 20 hrs.

- The Policy of New Order in Asia
- Japanese success in the war
- American Intervention
- Administration of General Douglas Mac Arthur
- End of the US Military rule
- Emmergence of Japan as industrialised Nation

Unit VIII : Korea in Far Eastern Diplomacy 20 hrs.

- Japenese Empire in Korea (1905-45)
- Division of Korea 1948
- People Democracy (Communist) in North Korea
- Constitutional Government in South Korea
- War between North and South Korea 1950-53
- Economic Growth in South Korea under strong rule with

Military backing

Unit IX : Vietnam, Struggle for Survival 10 hrs.

- Growth of Nationalism in Indo-China
- Ho Chi Minh as a leader of Nationalist
- The France – Vietnamese Hostility
- Success of Ho Chi Minh against the French
- American Intervention and Failure in Veitnam Politics

Instructional Technique
Seminar, Presentation of Paper newspaper Collection

Evaluation Techniques
Annual Examination
External Examination 100%

Reference Books

1. Burks,Ardath, W. (1991), **Japan,A Postindustrial Power**, Third Edition , Revised and Updated, Westview Press, Oxford.
2. Buss, Claude A. (1969), **Asia in Modern World**, The Macmillan Company, New York.
3. Clyde, H. Paul and Beers F. Burton, (1971), **The Far East : A History of Western Impact and Eastern Response 1830-1970,** 5th Edition Prentice Hall Inc Englewood Cliff New Jersey.
4. Crofts, Alfed and Buchchan Percy (1961), **A History of har East** Allied Pacific Provate Limited Bombay.
5. Nahm, Andrew C. (1983), **A Panorama of 5000 years : Korea History** Second Revised Edition Hollym Corporation, New Jersey 1983
6. Schirokauer, Canrad Modern China and Japan A Brief History Harcourt Brace Javanovich, Inc. New York.
7. Perkins, Dwright H. (1975), **China's Modern Economy in Historical Prespective** Stanford University Press, Stanford, California.
8. Kaiming, Su, **Modern China, A Tropical History 1840-1983** New World Press, Beijing
9. Upadhaya, (2053), **China Ra Japan Ko Itihas,** Ratna Pustak Bhandar, Bhotahiti.

Social and Cultural History of Nepal (1769-1951)

Course No. : Hist. Ed. 571 FM.: 50
Nature of the course : Theoretical PM.: 20
Year: Second Periods per week : 3

Course Description

This course is designed as an elective subject for the students of M.Ed. to make them able to analyse the Socio-Cultural and religious belief of Nepalese History.

General Objectives

- Discuss and interprete the different aspects of Nepalese life.
- Explain the customs, tradition and religious beliefs of Nepalese Society.

Specific Objectives

- Explain the Social structure and special features of Nepalese Society
- Discuss the changes coming up in Nepalese Society after the Unification of Nepal
- Identify and explore the settlement of Nepalese urban and rural life.
- Describe the family system and social habits of Nepalese life style
- Review the social evils found in Nepalese Society in Past
- Elucidate the religious toleration and festivals of Nepal
- Assess the importance of Gosthi and Guthi system

Course Contents

Unit I : Nepalese Society 10 hrs.

- Formation of Nepalese Society [a) historical background with reference to the reforms of Jayasthiti Malla and Ram Shah]
- Social Structure and Special features of the Nepalese Society
- Changes in Nepalese Society after Unification

Unit II : Habitational Sit. 10 hrs.

- Urban and Rural Settleme.
- House Pattern (Kathma: 'i Valley and other places)
- Road and Transportation

Unit III : Social Life and Habits 10 hrs.

- Family System
- Position of Women
- Food and Drinks
- Dress and Ornaments
- Entertainment
- Education – Development of Western Education in Nepal

Unit IV : Social Evils 15 hrs.

- Sati System
- Slavery
- Early Marriage
- Polygamy
- Wodow – hood

Unit V : Religion and Festivals 15 hrs.

- Hinduism
- Buddhism
- Islam
- Christianity
- Dasai
- Tihar
- Holi
- Lochchar

Unit VI : Rituals in Hindu and Buddhist Society 5 hrs.

- Birth Ceremony
- Marriage Ceremony
- Death rituals

Unit VII : Social Organization 10 hrs.

- Formation, use and importance of Gosthi system in ancient Nepal
- Guthi System in Medieval and Modern Nepal

Instruction Technique
Discussion, Project, Dramatization, Source Method

Evaluation Technique
Annual Examination
External Examination 100%

Reference Books

1. Maskey, Govind, (1996) **Social Life in Nepal**, Anmol Publication, New Delhi
2. Nepali G.S., (1965) **The Newars: An Enthno Sociological Study of Himalayan Community**, UNited Asia Publication, Bombay.
3. Regmi, Jagdish Chandra, (2037 B.S.) **Nepal Ko Dharmik Itihas**, Ratna Pustak Bhandar.
4. Regmi, Jagdish Chandra, (2027 B.S.) **Licchivi Sanskrit**, Ratna Pustak Bhandar.
5. Sharma, Medini Prasad, (2050 B.S.) **Lichchavi Kalin Nepal Mr. Nariharuy Ko Abasta** (Unpublished Theses) Faculty of Humanities and Social Sciences, T.U., Kirtipur.

6. Sanwal B.D., (1993) **Social and Political History of Nepal**, Manohar Publication and distributor, New Delhi
7. Thapa K.B., (1985) **Women and Social Changes** Mrs. Ambika Thapa, Kathmandu
8. Vaidya T.R., Manandhar Triratna and Joshi Shankar Lal, (1993), **Social History of Nepal**, Anmol Publication, New Delhi
9. Upadhaya, Shreeram Prasad, (2056 B.S.) **Samajeek Arthik Tatha Prasasanik Itihas**, Ratna Pustak Bhandar, Bhotahiti

Introduction to History and Historiography

Course No. : Hist. Ed. 572 FM.: 50
Nature of the course : Theoretical PM.: 20
Year: Second Periods per week : 3

Course Description

This course is intended to make students familiar with the development of the Philosophy of history and historiography in different parts of the world.

General Objectives

- Explain the meaning, nature, concept, scope and purpose of history and historiography
- Discuss the glimpses of Greeco-Roman historiography
- Compare the growth of the history and historiography in Europe and Asia.

Specific Objectives

- Explain the meaning and the nature of history and historiography.
- Discuss the glimpses of Greeco-Roman historiography
- Examine the character of Greeco-Roman historiography
- Describe the nature of Scientific history and historiography in Europe
- Review the state of historiography in Asia.
- Analyse critically the situation of historiography in Nepal.

Course Contents

Unit I : Meaning and Nature of History and Historiography **10 hrs.**

- Meaning
- Nature
- Changing Concept
- Scope
- Purpose

Unit II : Greeco-Roman Historiography **10 hrs.**

- Herodotus
- Thucydides
- The Hallenistic
- Polybius
- Livy and Tacitus

Unit III : Character of Greeco-Roman Historiography **6 hrs.**

- Humanisms
- Substantialism

Unit IV : Scientific History and Historiography in Europe **10 hrs.**

- England

- Germany
- Greece
- Italy

Unit V : Historiography of Asia **10 hrs.**

- India
- China
- Japan

Unit VI : Nepali Historiography **4 hrs.**

- Ancient
- Medieval
- Modern (19th and 20th Century)
- Source Material
- Short Coming

Instructional Technique
Discussion, Project, Report Writing

Evaluation Technique
Annual Examination
External Examination 100%

Reference Books

1. Adhikari, Krishna Kant, 1980, **A Brief Survey of Nepali Historiography**, Buku, Kathmandu
2. Beasley, W.G. and Pulleybalank E.G. (ed), 1965, **Historians of China and Japan**, Historical Writing on Peoples of Asia. Oxford University Press, London
3. Carr E.H., 1986, **What is History**, Penguin Books Ltd. England
4. Collingwood, R.G., 1993 **The Idea of History**, Revised Edition, Oxford University Press, New York.
5. Chetri, Lil Bahadur, 1996 **A Brief Analysis of History Writing in Nepal**, Naya Bazar, Pokhara.

Specialization

Political Science Education

Specialization

Political Science Education

1st Year

Course No.	Course Title	Full Marks	Nature
Pol.Sc.Ed. 511	Political Thought	100	Theoretical
Pol.Sc.Ed. 521	Political Analysis	100	Theoretical
PolSc.Ed. 531	International Politics	100	Theoretical

Second Year

1. Pol.Sc.Ed. 551	Politics of Nepal	100	Theoretical
2. Pol.Sc.Ed. 561	Comparative Government	50	Theoretical
3. Pol.Sc.Ed. 590*	Teaching Political Science	100	Theoretical
4. Ed. 598	Thesis	50	Theoretical
5. Ed. 599	Practicum	50	Theoretical
Elective			
Pol.Sc.Ed. 571	Human Rights	50	Theoretical

* The detail course is yet to come from the concerned subject committee.

Political Thought

Course No.: Pol.Sc.Ed. 511
Nature of the Course: Theoretical
Year: First

Full Marks: 100
Pass Marks: 40
Periods Per Week: 5

Course Description

This course is designed as a part of political science specialization in two year's M.Ed. programme under the Faculty of Education, T.U. It contains intensive studies made of the political thought of the political thinkers of the world.

General Objective

This course aims at enabling prospective teacher educators to understand thoroughly the nature of political thoughts of the select political thinkers.

Specific Objectives

- Explain the features of the Greek, medieval and modern political thoughts.
- Discuss the nature of the political thought of the political thinkers, and
- Evaluate the contributions of the political thinkers to the development of political science.

Course Contents

Unit I : Ancient Period **38 hrs.**

Plato, Aristotle, Cicero, Kautilya and Characteristics of Greek political thought

Unit II : Medieval Period **21 hrs.**

St. Augustine, St. Thomas Aquinas and Characteristics of medieval political thought

Unit III : Modern Period **91 hrs.**

Machiavelli, Hobbes, Locke, Rousseau, Jeremy Bentham, John Stuart Mill, Hegel, T.H. Green, Karl Marx, Lenin, Mao Zedong, Mahatma Gandhi and Characteristics of modern political thought.

Instructional Techniques

Lectures and discussions

Evaluation Techniques

Annual Examination,
External Examination 100%

References

1. Barker, S.E., (1975), **A History of Political Theory**: Plato and His Predecessor. Bombay, Oxford University Press.

2. Dunning, W.A., (1965), **History of Political Theory**, New York, Mac Millan.
3. Ebenstein, William, (1966), **Political Thought in perspective**, Calcutta, Oxford University Press.
4. Foster, M.B., (1975), **Masters of Political Thought**. Vol. 1 Calcutta Oxford University Press.
5. Jones, W.T., (1975), **Masters of Political Thought**. Vol. 2 Calcutta Oxford University Press.
6. Rangarajan, L.N., (1978), **Kautilya, The Artha Shastra**, New Delhi, Vikas Publishing House.
7. Sabine, G.H., (1966), **A History of Political Theory**, London, Oxford University Press.
8. Suda, J.P., (1991), **A History of Political Thought**, Vol. 1 to 4, Meerat, Gupta Printing Press.

Political Analysis

Course No.: Pol.Sc.Ed. 521 | Full Marks: 100
Nature of the Course: Theoretical | Pass Marks: 40
Year: First | Periods Per Week: 5

Course Description

This course is designed as a part of Political Science specialization in two year M.Ed. programme under the Faculty of Education, T.U. It includes the study of various approaches and dimensions of political system.

General Objectives

This course aims at enabling prospective teacher educators to understand the different approaches and dimensions of political analysis.

Specific Objectives

- Discuss traditional, behavioral and post behavioral methods to study Political Science;
- Probe different approaches to study political system;
- Explain orientation, classification and role of political culture;
- Elucidate the process of political socialization, political participation and political integration;
- Analyse the theories of political development and political elite;
- Clarify the concept of party system and describe the structure and role of political party;
- Examine the purpose, techniques and role of pressure groups;
- Discuss the various aspects of electoral system;
- Examine the role of military and bureaucracy in politics.

Course Contents

Unit I : Methods of Study of Political Science **10 hrs.**

- Traditional
- Behavioral
- Post-behavioral

Unit II : Approaches to the Study of Political System **50 hrs.**

- General System Theory
- Political System
- Structural - Functional Analysis of Almond and Powell
- Input-output analysis of Easton
- Distributive analysis of Lasswell
- Communication Theory: Cybernetic model of Karl Deutsche
- Decision making approach of Simon

Unit III : Dimensions of Political System **45 hrs.**

- Political Culture

- Political Socialization
- Political Development
- Political Participation
- Political Integration
- Political Elite

Unit IV : Requisites of Political Modernity **30 hrs.**

- Political Party
- Pressure Groups
- Communication Media
- Election

Unit V : Unconstitutional Rule **15 pes.**

- Military
- Bureaucracy

Instructional Techniques

- Lectures and discursions

Evaluation Techniques

- Annual Examination
- External Examination - 100%

References

1. Almond, G.A. and Powell G.B.: (1966), **Comparative Politics**, New Delhi, Amerind Publishing.
2. Blondel, Jean (ed.): (1962), **Comparative Government**, London, Macmillan.
3. Deutsch, Karl: (1968), **The Nerves of Government**, Glenco, The Free Press.
4. Duverger, Maurice: (1955), **Political Parties**, Calcutta, Scientific Book Agency.
5. Deol, D.: (1966), **Comparative Government and Politics**, New Delhi, Sterling Publishers.
6. Eulau, Heinz (ed.): (1966), **Political Behaviour**, New Delhi, Amerind Publishing.
7. Gandhi, M.G.: (1985), **Modern Political Analysis** New Delhi, Oxford Publishing.
8. Johari, J.C.: (1978), **Comparative Politics**, New Delhi, Sterling Publishers.
9. Lasswell, Harold: (1965), **Politics: Who Gets What**, When, How, New York, Mc. Graw Hill.
10. Easton, David: (1953), **The Political System**, Calcutta, Scientific Book Agency.
11. Nohlen, D.: (1995), **Elections and Electoral Systems**,. Bonn, Friedric-Ebert-Stiftung.
12. Pye, Lucian: (1966), **Aspects of Political Development**, Boston, Little Brown.

13. Verma, S.P.: (1978), **Modern Political Theory**, New Delhi, Vikash Publishing.
14. Yong, Oran: (1966), **Systems of Political Science**, New Delhi, Little Brown.

International Politics

Course No.: Pol.Sc.Ed. 531
Nature of the Course: Theoretical
Year: First

Full Marks: 100
Pass Marks: 40
Periods Per Week: 5

Course Description

This course is designed as a part of Political Science Specialization in two year's M.Ed. programme under the Faculty of Education, Tribhuvan University. This course includes the study of various aspects of International Politics, various theories relating to the International Politics, the theoretical concepts of international organization, the United Nations, the specialization agencies of the UN and regional organizations.

General Objectives

This course intends to provide the prospective teacher educators in-depth knowledge of the nature of international politics, national power, various theories of international politics, balance of power, disarmament, the role of small powers in world politics, the concept of international organization, and appreciate the efforts of international and regional organizations to promote world peace and human welfare.

Specific Objectives

- Describe the nature of international politics,
- Explain the national power and the role of small powers in world politics,
- Describe the theories of international politics, balance of power and disarmament,
- Explain the concept of international organization,
- Explain the objectives and principles of the UN,
- State the structure and functions of the UN,
- Evaluate the role of the UN in maintaining international peace and security,
- Examine the activities of the UN in the field of disarmament,
- Discuss the relations between the UN and NAM,
- Explain the contributions of specialized agencies and regional organizations in promoting international peace and human welfare.

Course Contents

Unit I : Nature of International Politics **15 hrs.**

Unit II : National Power **5 hrs.**

Unit III : Theories of International Politics **35 hrs.**

- The realistic theory
- The system theory

- The game theory
- The equilibrium theory
- The bargaining theory
- The decision - making approach

Unit IV : The Balance of Power **5 hrs.**

Unit V : Disarmament **5 dps.**

Unit VI ; The Role of Small Powers in World Politics **5 hrs.**

Unit VII : International Organization **15 hrs.**

- Definition
- Characteristics
- Classification
- Role and function

Unit VIII ; The United Nations **10 hrs.**

- Purposes and principles and structures and functions of the UN
- The peace keeping operation of the United Nations
- The United Nations and Disarmament
- The United Nations and the NAM
- Specialized agencies of the United Nations (ILO, FAO, UNESCO, WHO, IMF)

Unit IX : Regional Organizations **20 hrs.**

- ASEAN
- SAARC

Instructional Technique
Lectures and Discussions

Evaluation Techniques
Annual Examination
External Examination - 100%

Reference

1. Aditya, Anand (ed.), (1995), **The Political Economy of Small States**, Kathmandu, NEFAS, FES.
2. Archer, Clive, (1977), **International Organisation**, New Delhi, Prentice-Hall.
3. Baral, Lok Raj, (1988), **The Politics of Balanced Interdependence** Nepal and SAARC.
4. Charter of the United Nations.
5. Deutsche, Karl, (1989), **The Analysis of International Politics**. New Delhi, Prentice Hall.

6. Finkelstin, Lawrence S. (Editor), (1977), **Politics in the United Nations System**, New Delhi, Prentice Hall.
7. Hoffman, Stanley, (1964), **Contemporary Theory in International Relations**, New Delhi, Prentice-Hall.
8. Holsti, K.J., (1977), **International Politics: A Framework for Analysis**, New York, Prentice-Hall.
9. Morganthau Hans, J., (1991), **Politics Among Nations**, New Delhi, Kalyani Publishers.
10. Rosenau, James, et.al., (1975), **World Politics**, New York: Free Press.
11. Rosenau, James, (1981), **The Study of Political Adaptation**, London, Frances Printer.

Politics of Nepal

Course No.: Pol.Sc.Ed. 551 | Full Marks: 100
Nature of the Course: Theoretical | Pass Marks: 40
Year: Second | Periods Per Week: 5

Course Description

This course is designed as a part of the Political Science specialization in M.Ed. programme under the Faculty of Education, Tribhuvan University. It includes the study of the various aspects of domestic and foreign affairs of Nepalese polity.

General Objectives

Upon completion of this course, the prospective teacher educators will be familiar with political development in Nepal from 1950 onwards. Besides, they will be made familiar with Nepal's foreign policy.

Specific Objectives

- Explain the role of political parties in the political development,
- Ealuate various types of political experiments,
- Analyse the forces of political change,
- Evaluate the present political system,
- Describe the evolution of Nepal's foreign policy,
- Explain the determinants of Nepal's foreign policy,
- Analyse the principles and objectives of Nepal's foreign policy,
- Discuss her role in the United Nations, and
- Analyse her relations with India and China.

Contents

Part I Domestic Politics

Unit I : Political Movement of 1950	**5 hrs.**
Unit II : Era of Party Politics 1950-1960	**10 hrs.**
Unit III : End of Parliamentary Democracy	**5 hrs.**
Unit IV : Consolidation of the King's Power	**5 hrs.**
Unit V : Partyless Panchayat System	**15 hrs.**
Unit VI : Restoration of Democracy	**5 hrs.**
Unit VII : Features of the Present Political System	**25 hrs.**
Unit VIII : Prospects and Challenges of Democratic System	**5 hrs.**

Part II Foreign Policy

Unit I : Historical Evolution of Nepal's Foreign Policy	**10 hrs.**

Unit II : Determinants of Nepal's Foreign Policy **10 hrs.**

Unit III : Principles and Objectives of Nepal's Foreign Policy **10 hrs.**

Unit IV : Nepal and the UN **10 hrs.**

Unit V : Nepal's Relations with Independent India and Communist China **35 hrs.**

Instructional Techniques
Lectures and discussions

Evaluation Techniques
Annual Examination
External Examination 100%

Reference

1. Acharya, Baburam, **Relations of Nepal with China and India.**
2. Agrawal, H.N., (1976), **The Administrative System of Nepal**. New Delhi, Vikas Publishing.
3. Bhandari, Dundiraj, **Nepal Ko Aitihasik Vivechana**.
4. Bhasin, A.K. (ed.) (1970), **Documents on Nepal's Relation with India and China 1946-1966**., Bombay Academic Books.
5. Chatterji, Bhola, **A Study of Recent Nepalese Politics.**
6. Chauhan, R.S., **The Political Development in Nepal.**
7. Devkota, Grishma Bahadur, **Nepal Ko Rajnitic Darpan**.
8. Gupta, Anirudha, (1964), **Politics in Nepal**. Bombay, Allied Publishing.
9. Jaisawal, Tribhuvan Nath, (1975), **The Nepalese Dilemma 1960-1976**, New Delhi, Sterling Publishers.
10. Jha, S.K., **Uneasy Partners**.
11. Joshi, Bhuvan Lal and Leo E. Rose, (1966), **Democratic Innovations in Nepal**, Berkley, University of California.
12. Khanal, Yadu Nath, **Nepal: Transition from Isolation.**
13. Khanal, Y.N., **Reflections on Nepal-India Relations.**
14. Khatri, Padma Bahadur, **Nepal's Foreign Policy.**
15. Muni, S.D., (1992), **Foreign Policy of Nepal**, New Delhi, Monark Publishers.
16. Muni, S.D., (1992), **Nepal, An Assertive Monarchy**, New Delhi, Monark Publishers.
17. Muni, S.D., (1992), **India and Nepal, A Changing Relationship**, New Delhi, Monark Publishers.
18. Ramakant, **Nepal, China and India: Nepal-China Relations.**
19. Rose, Leo, E., (1975), **Nepal: Strategy for Survival**, Bombay, Oxford University.
20. Rose Leo. E. and Margaret W. Fisher, (1975), **The Politics of Nepal**, Bombay, Oxford University.
21. Shaha, Rishikesh, **Nepal Politics: Retrospect and Prospect**.
22. Sharma, Bal Krishna, **Nepal Ko Aitihasik Ruprekha.**
23. Shrestha, Sita, **Nepal and the United Nations.**

24. Tuladhar, T.R., **Nepal-China: A Story of Friendship.**
25. Uprety, Prem Raman, **Political Awakening in Nepal: The Search for a New Identity**, New Delhi, Common Wealth Publisher.

Comparative Government

Course No.: Pol.Sc.Ed. 561 | Full Marks: 50
Nature of the Course: Theoretical | Pass Marks: 20
Year: Second | Periods Per Week: 3

Course Description

This course is designed as a part of the political science specialization in two year M.Ed. programme under the Faculty of Education, T.U. It includes the comparative studies of the government of Switzerland, Japan and People's Republic of China.

Course Objectives

General Objective

This course aims at enabling the prospective teacher educators to understand perfectly the working of the three different models of governments of Switzerland, Japan and People's Republic of China.

Specific Objectives

- Describe briefly the development of constitution of Switzerland, Japan and China.
- Explain fundamental rights and duties.
- Analyse structure, functions and powers of legislature, executive and judiciary.
- Discuss the role of political parties.

Course Contents

Unit I : Concept of Constitutionalism (an overview) **6 hrs.**

Unit II : Constitution of Switzerland **22 hrs.**

- Constitutional Development
- Legislature : Structure, powers and fuctions
- Executive : Structure, power and functions.
- Judiciary : Structure, power and functions.
- Political party : Structure, functions and role.

Unit III : Constitution of Japan **22 hrs.**

- Constitutional Development
- Legislature : Structure, powers and functions
- Executive : Structure, power and functions.
- Judiciary : Structure, power and functions.
- Political party : Structure, functions and role.

Unit IV : Constitution of the people's Republic of China. **25 hrs.**

- Constitutional Development
- Fundamental Rights and Duties of citizens
- Legislature : Structure, powers and functions
- Executive : Structure, power and functions.
- Judiciary : Structure, power and functions.
- Political party : Structure, functions and role.

Instructional Techniques
Lectures and Discussions

Evaluation Techniques
Annual Examination
External Examination - 100%

Reference

1. Kapoor, A.C.,(1995), **Selected Constitution,** New Delhi, S. Chand.
2. Mahajan, V.D., (1996), **Select Modern Government,** New Delhi, S. Chand.
3. Strong, C.F., (1963), **Modern Political Constitutions,** London, E.L.B.S..
4. Vishnoo Bhagawan and Vidya Bhusan, (1995), **World Constitution,** New Delhi, Sterling Publishers.
5. The Constitution of the People's Republic of China, 1982.

Human Rights (Elective)

Course No.: Pol.Sc.Ed. 571 | Full Marks: 50
Nature of the Course: Theory | Pass Marks: 20
Year: Second | Periods Per Week: 3

Course Description

This is an elective course designed as a part of political science specialization of two years' M.Ed. programme under the Faculty of Education, T.U. It covers the study of various aspects of human rights.

General Objectives

This course aims at enabling the prospective teacher educators to understand the concept of human rights and the activities of the UN and non-governmental organizations to promote and protect human rights.

Specific Objectives

- Explain the concept of human rights.
- Explain the Universal declaration of human rights.
- Explain the various international covenants and conventions on human rights.
- Describe the human rights situation in Nepal, and
- State the nature of the activities of international NGOs in the promotion and protection of human rights.

Course Contents

Unit I : Concept of Human Rights **5 hrs.**

Unit II : The United Nations and Human rights **30 hrs.**

- Human Rights under the UN charter
- Universal Declaration of Human Rights, 1948.
- International conferences and conventions on human rights
  a) Civil and Political Rights, 1966
  a) Economic, Social and Cultural Rights, 1966

Unit III : Nepal and Human Rights **20 hrs.**

Unit IV : International Non-Governmental Organizations and Human Rights **20 Hrs.**

Instructional Techniques

Lectures and Discussions

Evaluation Techniques
Annual Examination
External Examination - 100%

Reference

1. Bailey, Peter, **Pringing Human Rights to Life.**
2. Basu, Rumki, (1948), **The United Nations, Structure and Functions of an International Organization Universal Declaration of Human Rights.**
3. Finkelstein, Lawrence S. (Editor), **Politics in the United Nation System.**
4. **International Bill of Human Rights**, Amnesty International Publications, South Asia Publications Service.
5. **The International Covenant on Civil and Political Rights,** 1966.
6. The International Covenant on **Economic, Social and Cultural Rights,** 1966.
7. The Universal Declaration of Human Rights - **A History of its Creation and implementation, 1948-1998, UNESCO.**
8. मानव अधिकार - (१९९८), नेपाल पक्ष भएका मानव अधिकारसम्बन्धी अन्तर्राष्ट्रिय दस्तावेजहरूको संग्रह, प्रकाशक: श्री ५ को सरकार, परराष्ट्र मन्त्रालय, काठमाडौं ।

Thesis Writing for:

- **Geography Education**
- **Economics Education**
- **History Education**
- **Political Sciecne Education**

THESIS WRITING

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

Full Marks: 50
Pass Marks: 25
Duration:

Course Description

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

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

Course Objectives

The course intends to accomplish the following specific objectives:

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

Prerequisites of the course

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

Requirements

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

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

Format for thesis writing

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

II. Review of Related Literature
- Theoretical framework of the study
- Related literature (in and outside Nepal)

III. Methodology
- Research design
- Population and sampling
- Instrumentation
- Data collection and analysis procedures

IV. Analysis and Interpretation of Data

V. Summary, Conclusions and Recommendations
- Summary
- Conclusions
- Recommendations

VI. *Selected References (Bibliography) Annexes/Appendices*

Evaluation of the Thesis

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

Criteria for Evaluating Masteral Thesis

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

Oral Quality	
Presentation of the research work (Substantive part, Methodology, Findings Conclusions)	20
Accuracy, fluency and clarity of verbal presentation	10
Total	**30%**
Grand Total:	**100%**

TEXT BOOK

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