

## **PURBANCHAL UNIVERSITY**



Syllabus Of

**One-Year**

**BACHELOR IN EDUCATION (B. ED.)**

**(Regular and Distance Mode)**

Office of the Dean

Faculty of Education

**Biratnagar, Nepal**

**2015 (2072 BS)**



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## Introduction

One-Year Bachelor in Education (B.Ed.) Programme of Purbanchal University is a professional and academic programme designed for preparing competent teachers for secondary schools in specialization areas like English Education, Nepali Education, Mathematics Education, Health and Physical Education, Population Education, Social studies Education and Information Technology in Education, Science Education, Business Studies Education, educational supervision and management, educational leadership, educational technology,. It focuses on the pedagogical skills that are essential to be competent teachers for schools. PU had introduced One-year B.Ed. Programme decades before with the curriculum having a subject specialization. The curriculum is revised and made effective from 2015 session. The aims and objectives, structure and contents of the revised courses, instructional techniques, evaluation scheme and eligibility criteria for the admission are presented here.

## Aims and objectives

One-year B.Ed. programme seeks to develop competent school teachers and educational professionals. The major objectives of the programme are as follows:

- To prepare professionally sound teachers required for the secondary schools of Nepal.
- To develop professionally trained and qualified human resources in the field of educational policy, planning, management and supervision.
- To develop positive attitudes towards teaching.

### Course Structure

The one year B.Ed. programme courses can be divided into TWO categories, viz. Core Courses which carry 500 full marks, and Specialization Courses (English, Math, etc.) which carry 200 full marks. The following table shows different courses with their mark distribution.

| S.N. | Nature of the Course       | Full Marks |
|------|----------------------------|------------|
| 1    | Professional (Core Course) | 500        |
| 2    | Specialization             | 200        |
|      | Total                      | 700        |

Of the courses, in Group 'A', five papers on professional core courses including Research Methods and Practice Teaching or Practicum are offered. These courses are compulsory for all students irrespective of what subject they take as specialization. In Group 'B' 2 papers on subject areas including Method of Teaching are offered as specialization areas. There are 12 specialization subject areas which students select according to their interest and their study background. Courses having any portion of practical contents are not provided internal evaluation weightage. Only theoretical courses are provided 20 percent internal evaluation weightage. The course titles under each group and their full marks are presented below.

### Entry Requirement

Students with Bachelor Level Examination Pass Certificate or equivalent to it are eligible for the admission in One Year B.Ed. programme. In addition, they need other requirements for the admission in different specialization areas which are as follows:

1. Nepali Education- BA pass or equivalent with Nepali major.
2. English Education- BA pass or equivalent with English major.
3. Mathematics Education- BA or B.Sc. pass or equivalent with Mathematics major.
4. Health Education- BA pass or equivalent with any major area.
5. Population Education- BA pass or equivalent with any disciplines.
6. Social studies Education- BA pass or equivalent with any disciplines.
7. IT in Education- BA pass or equivalent securing an aggregate score of second division from any discipline.
8. Science Education- B.Sc. pass or equivalent with science.
9. Business Studies Education- BBS pass or equivalent.

10. School supervision and management: Bachelor level pass or equivalent
11. Education leadership: Bachelor level pass or equivalent
12. Education Technology: Bachelor level pass or equivalent

### COURSE CYCLE

#### Core Subjects:

|           |                                                         |
|-----------|---------------------------------------------------------|
| FOEED01P  | Philosophical and Sociological Foundations of Education |
| EDPSED02P | Educational Psychology                                  |
| CUEVED03P | Curriculum and Evaluation                               |
| RMED04P   | Research Methods                                        |
| PTED05P   | Practice Teaching                                       |
| Or        |                                                         |
| PRED05P   | Practicum                                               |

#### Major Subjects:

Any eligible group among the 12 specialization areas.

Major I

Major II

**Note:** The code number for Major subjects has also been given in respective courses.

#### Duration of the programme and Instructional Hours for regular mode:

- One academic year
- Effective teaching days in the academic year will be 150 (excluding days for examination and admission)
- One course of 100 marks will be taught for 6 periods a week
- Teaching hours per week will be 36 (6 periods x 6 days)
- Seventy percent attendance in each of the course is compulsory.

#### Duration of the programme and Instructional Hours for distance mode:

- One academic year
- 3 contact sessions each containing 2 weeks

#### Teaching/Learning Activities

The courses are designed in such a way that students are not just lectured at but are required to do group work, project work, case studies, survey, paper presentation, seminars, problem solving etc. More importantly, each student must complete teaching practice or practicum of the programme. In this course, each student is placed in a secondary school to carry out activities as mentioned in the course after completing on-campus micro-teaching activities and seminar. It is an opportunity to practice what they have learned on the campus during their course works.

#### Grading system

In order to earn Bachelor's degree, a student must pass the required courses of this level. Grading system is as follows:

- Internal evaluation pass percent: 40
- Practical pass percent: 40
- Theoretical Pass percent: 35
- Second division: 45 percent marks and above
- First division: 60 percent marks and above
- Distinction: 80 percent marks and above.

#### List of courses

The course titles along with course number to be offered in one year B.Ed. under each group are presented below.

## Courses offered in One Year B.Ed.

| Group and Code           | Course Title                                                                                                                                 | FM             |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Group A</b>           | <b>Professional Core Course</b>                                                                                                              |                |
| FOED101P                 | Philosophical and Sociological Foundations of Education                                                                                      | 100            |
| EDPSED202P               | Educational Psychology                                                                                                                       | 100            |
| CUEVED203P               | Curriculum and Evaluation                                                                                                                    | 100            |
| RMED304P                 | Research Methods (20 Percent Practical)                                                                                                      | 100            |
| PTED305P/<br><br>PREDO5P | Practice Teaching (100 Percent Practical) For Prospective teachers<br>Or<br>Practicum (100 Percent Practical) For Prospective Administrators | 100<br><br>100 |
| <b>Group B</b>           | <b>Specialization Course</b>                                                                                                                 |                |
|                          | <b>English Education</b>                                                                                                                     |                |
| ENGED111M                | Language and Linguistics                                                                                                                     | 100            |
| ENGED214M                | English Language Teaching Methods                                                                                                            | 100            |
|                          | <b>Nepali Education</b>                                                                                                                      |                |
| NEPED121M                | सामान्य र प्रायोगिक भाषा विज्ञान                                                                                                             | 100            |
| NEPED224M                | नेपाली भाषा शिक्षण                                                                                                                           | 100            |
|                          | <b>Math Education</b>                                                                                                                        |                |
| MATHED131M               | Modern Mathematics                                                                                                                           | 100            |
| MATHED234M               | Teaching Mathematics (20 % Practical)                                                                                                        | 100            |
|                          | <b>Health and Physical Education</b>                                                                                                         |                |
| HPED141M                 | Foundation of Health                                                                                                                         | 100            |
| HPED244M                 | Teaching Health and Physical Education                                                                                                       | 100            |
|                          | <b>Population Education</b>                                                                                                                  |                |
| POPED151M                | Introduction to Population Education                                                                                                         | 100            |
| POPED254M                | Methods of Teaching Population Education (20 Percent Practical)                                                                              | 100            |
|                          | <b>Social Studies Education</b>                                                                                                              |                |
| SSED161M                 | Introduction to Social Studies                                                                                                               | 100            |
| SSED264M                 | Teaching Methods in Social Studies (20 Percent Practical)                                                                                    | 100            |
|                          | <b>IT in Education</b>                                                                                                                       |                |
| ITED171M                 | Fundamentals of Information Technology (40 Percent Practical)                                                                                | 100            |
| ITED274M                 | Method of Teaching Information Technology (40 Percent Practical)                                                                             | 100            |
|                          | <b>Science Education</b>                                                                                                                     |                |
| SCED181M                 | Introduction to Science Education (20 Percent Practical)                                                                                     | 100            |
| SCED284M                 | Methods of Teaching Science Education (20 Percent Practical)                                                                                 | 100            |
|                          | <b>Business Studies Education</b>                                                                                                            |                |
| BSED191M                 | Introduction to Business Studies Education                                                                                                   | 100            |
| BSED294M                 | Teaching Methods in Business Studies Education                                                                                               | 100            |
|                          | <b>School Supervision and Management</b>                                                                                                     |                |
| SMED1101M                | School Supervision (20 Percent Practical)                                                                                                    | 100            |
| SMED1102M                | School Management (20 Percent Practical)                                                                                                     | 100            |
|                          | <b>Educational Leadership</b>                                                                                                                |                |
| ELED1111M                | Principles of Education Leadership (20 Percent Practical)                                                                                    | 100            |
| ELED1112M                | Instructional Leadership (20 Percent Practical)                                                                                              | 100            |
|                          | <b>Educational Technology</b>                                                                                                                |                |
| ETED1121M                | Theory of Educational Technology (20 Percent Practical)                                                                                      | 100            |
| ETED1122M                | Application of Educational Technology (20 Percent Practical)                                                                                 | 100            |

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: Philosophical and Sociological

Foundations of Education

Course Code: FOEED01P

Level: B.Ed. One Year

Period per Week: 6

Periods: 150

Course: Professional

Nature of Course: Theoretical

F.M.: 100 (20 Internal+80 External)

P.M.: 36 (8 Internal+28 External)

Time per Period: 50 min.

### 1. Course Introduction

This Philosophical and sociological foundation of Education is a core course of Bachelor level in education which is common for three year B.Ed., one year B.Ed. regular mode and distance mode as well. This course has covered some philosophical thoughts that contribute theoretical foundation for Education. Similarly, some sociological thoughts that affect education are included. The long practice of education by mankind and its use in national and global perspectives are also given place in this course. This course has been divided into ten long and short units organized according to the context of the content's chronological sequence and level of difficulty. Therefore, it requires to start teaching from the first unit and then to proceed to the successive ones. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### 2. Course Objectives

This course intends the following changes in the behaviors of students:

- Define education after culminating the thought of eastern and western scholars on Education.
- Compare different schools of philosophy and their impact over education.
- Analyze the relation between education and society.
- Overview and describe the major turning points in the developmental history of education in Nepal
- Summarize the national and global efforts to promote access and quality of education
- Generalize and use the innovated techniques in teaching as secondary level teacher to accelerate and upgrade the quality of teaching and teaching profession.
- Explain the modern reformation and movements in higher education and decentralized plans in education in Nepal

### 3. Course Contents

#### Unit I: Introduction

-14

- 1.1. Education as a discipline: education as whole knowledge, education as a Faculty of knowledge, education as an independent subject.
- 1.2. Definition of education: views of prominent scholars of the east and the west.
- 1.3. Meaning of Education: ( Etymological, Narrow, Wider and actual meaning)
- 1.4. Nature of education: General/specific, Individual/group, Direct/Indirect, Theoretical /practical
- 1.5. Types of Education: Formal, Non formal, Informal.
- 1.6. Functions of Education: Individual, social, National, Global.
- 1.7. Delivering process of Education: Lifelong process, alternative approaches: correspondence course, Open University and virtual university.

#### Unit II: Education and philosophy

- 30

- 2.1. Concept of philosophy: Meaning, definition, scope and function.

- 2.2. Relation between philosophy and education.
- 2.3. Eastern philosophies: Hindu & Bauddha Darsan
- 2.4. Western philosophies: Idealism, Naturalism, Realism, Pragmatism.
- 2.5. Philosophical premises, aims of education, content to be thought, educative process, role of teacher and students, evaluative process regarding afore-mentioned eastern and western philosophies.

### **Unit III: Teaching profession and empowerment of Teachers - 15**

- 3.1. Concept of profession: Meaning and characteristics.
- 3.2. Teaching as a profession: Requirements, development and licensing.
- 3.3. Empowerment of teacher through facilities, code of conduct, Teacher union, continuity of education and training
- 3.4. Teacher's Effectiveness: Meaning and importance of teacher's effectiveness in hard situations, Teacher as all in one device for teaching, qualities of a good teacher ( personal, professional).

### **Unit IV: Innovations in Teaching - 15**

- 4.1. Teaching Models: Concept, elements and characteristics.
- 4.2. Classification of models of teaching on the basis of families (social interactive, information processing, personal and behaviour modification) - general information only.
- 4.3. Behavior modification techniques
- 4.4. Self instruction (programmed instruction).
- 4.5. Micro teaching
- 4.6. Small and large group instruction.
- 4.7. Hardware and software technology in education

### **Unit V: Education and Society -15**

- 5.1. Concept of society
- 5.2. Inter-dependence between education and society.
- 5.3. Role of education in socialization process:
- 5.4. Modes of Socialization - Repressive, Permissive
- 5.5. Directedness in Socialization-Traditional, inner, other directedness
- 5.6. Agencies of socialization - Family, peer group, school, community, associations and political, economic and social groups and media.
- 5.7. Role of education in social interaction.
- 5.8. Patterns of social interaction - Associative patterns and dissociative patterns of social interaction.

### **Unit VI: Education and Social Policy -15**

- 6.1. Social Policy in Education: meaning
- 6.2. Equal opportunity in Education: concept, needs, hindrances, and measures for promoting equal opportunity in education.
- 6.3. Education and social justice: Human rights and education, child rights and education, inclusive education, education for delinquents and disadvantaged.
- 6.4. Education for national integration.
- 6.5. Role of SAARC in promoting regional integrity through educational policies.
- 6.6. Education and global perspectives: Education for all: The millennium goal with reference to Jomtien Conference 1990, Oman Conference-1996, Dakar Conference 2000.

### **Unit VII: Education in Nepal -8**

- 7.1. Historical development of education in Nepal (major turning Points only)
- 7.2. Pre democratic period: Before 2007 BS
  - Indigenous period (before unification),

- Period of Negligence (1825 to 1903 BS)
- Period of educational opposition (1903 to 2007 BS)
- 7.3. Post democratic period: After 2007 BS
  - Period of educational foundation (2007 to 2027 BS)
  - Period of educational development (2027 to 2048 BS)
  - Period of educational reformation (2049 to 2062 BS)
  - Period of educational transition and reconstruction (2063 BS onward)

**Unit VIII: Different commissions of education and their major recommendations, strengths and weaknesses - 10**

- 8.1. Nepal National Education Planning Commission (NNEPC) 2011BS.
- 8.2. All-round National Education Committee (ARNEC) 2018 BS.
- 8.3. National Education System Plan (NESP) 2028 BS.
- 8.4. Royal Higher Education Commission (RHEC) 2040 BS.
- 8.5. National Education Commission (NEC) 2049 BS.
- 8.6. High-level National Education Commission (HLNEC) 2055 BS.

**Unit IX: Decentralized Plans in Education -12**

Introduction, features, Strengths & weaknesses of:

- 9.1. School Improvement Plan(SIP)
- 9.2. Village Education Plan(VEP)
- 9.3. District Education Plan(DEP)
- 9.4. Secondary Education Support Program (SESP).

**Unit X: Educational Movement and Events -16**

- 10.1. Seti Education for Rural Development (SERD)1981
- 10.2. Primary Education Project (PEP)1984
- 10.3. Basic and Primary Education Project-I (BPEP) 1992
- 10.4. Basic and Primary Education Project-II(BPEP)1999
- 10.5. Education for All (EFA) 2001-2015
- 10.6. Reformation in Higher Education: The emergence of-
  - i. Higher Secondary Education Board (HSEB)
  - ii. Concept of multi-university and incorporation of different universities.
- 10.7. University grant commission (UGC).  
(Introduction, purpose and functions of above movements and Events)

**4. Instructional technique**

All the units and lessons can be taught using mostly lecture, discussion and question answer methods. Specific methods are prescribed in some lessons of some units as in the following:

- |           |                                                                                                                                                                                                                                                                                         |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit- I   | Lecture discussion and question answer methods. Students can summarize the meaning and definition of education through class participation.                                                                                                                                             |
| Unit-II   | Lecture and discussion methods can be applied. Students can prepare a comparative chart of different philosophies of education regarding educational aims, contents to be taught, educative processes, role of teacher and student, evaluative process and premises of each philosophy. |
| Unit -III | Lecture and discussion methods. Students can compare teacher facilities, provision of licensing, role and function of teacher unions of different levels can be compared with university teachers union and with of SAARC teachers.                                                     |
| Unit- IV  | Lecture, discussion, question answer and practical work in lesson like micro teaching and computer work.                                                                                                                                                                                |

- Unit-V Project work and other common methods.  
 Unit- VI Assignments, library reading and other common methods  
 Unit-VII Library study and prepare a report for presentation and group work may be provided.  
 Unit-VIII Library study and prepare a report on group.  
 Unit-IX&X Student can prepare report after project work.

## 5. Evaluation Scheme

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation can not attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

The formats for internal and final annual examination are separately presented.

### Format for Internal Evaluation

Format for Internal evaluation to this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 16                          | 16 questions×1 mark                                   | 16          |

|                          |    |                      |    |
|--------------------------|----|----------------------|----|
| Group B: Long questions  | 3  | 2 questions×12 marks | 24 |
| Group C: Short questions | 7  | 5 questions×8 marks  | 40 |
| Total                    | 26 | -                    | 80 |

## 6. Reference Books in English

- Aggarwal, J.C. (2008): Essentials of Educational Technology: Innovations In Teaching Learning. New Delhi: Vikas Publishing House Pvt. Ltd. (For Unit-IV)
- \_\_\_\_\_, (1997). Principle, Method And Techniques of Teaching, New Delhi: Vikas Pub. House Pvt. Ltd. (For Unit- IV)
- Aryal, Krishna Raj (1970). Education for the Development of Nepal, Kathmandu: Shanty Prakasan. (for unit-VII & VIII)
- Bhatia, Baldev and Kamala Bhatia (1977). The Principles and Methods of Teaching Delhi DOBA House. (for Unit –III & IV)
- Brubacher, John S. (1978): Modern Philosophies of Education, New Delhi: McGraw Hill Publishing Company. (for Unit II)
- Bruce, Joyce and Marsh Weil (1972). Models of Teaching, Delhi: Prentice Hall of India. (for Unit-IV)
- Crow, Lester D. and Alice Crow (1976). Introduction to Education. New Delhi: Eurasia Publishing House. (for Unit I & III)
- Das, B.N. (1995). Foundation of Education Thought and Practice, Calcutta: Kalyani Publication. (for unit -1, II & III)
- Faure, Edgar et. al (1992). Learning to Be the World of Education Today and Tomorrow. Paris: UNESCO.
- Hammedi, Dr A.H. (1989). Open University (Retrospect and Prospect, Delhi: Bibliographics Bureau. (for Unit- I & X).
- Kneller, G.E. (1967). Foundations of Educations (2<sup>nd</sup> ed). Sydney: John Wiles and Sons Inc. (for Unit II, III, IV & V)
- Ministry of Education and Sports (2003). Education for All, National Plan of Action, Nepal. (2001-2015). Kathmandu: NNC for UNESCO Nepal (for Unit VI and X)
- Ottaway, A.K.C. (1964). Education and Society, An Introduction to Sociology of Education, London: Rontledge and Kegan Paul. (for Unit – III, V and VI)
- Vedanyayam, E.G. (1988). Teaching Technologies for College Teachers, Sterling Publishing Pvt. Ltd. (for unit IX)

## Websites

- Eighteenth SAARC Summit, Kathmandu Declaration 2014 ([www.saarc-sec.org/SAARC-Summit/7/](http://www.saarc-sec.org/SAARC-Summit/7/)) (for Unit III, VI, X)
- SAARC Areas of cooperation-Education ([http://saarc-sec.org/areaofcooperation/cat-detail.php?cat\\_id=53](http://saarc-sec.org/areaofcooperation/cat-detail.php?cat_id=53)) (for Unit III, VI, X)

## Books in Nepali:

- नेपाल सरकार, शिक्षा विभाग, पाठ्यक्रम विकास केन्द्र, अनौपचारिक शिक्षा परिषद, शैक्षिक जनशक्ति विकास केन्द्रका जर्नलहरु (एकाइ ९ का लागि)
- मल्ल, कोमल वदन र साथीहरु (२०५६)। नेपालमा प्राथमिक शिक्षा, कीर्तिपुर, शिक्षा शास्त्र संङ्काय, डीनको कार्यालय (एकाइ ९ र १० का लागि)
- शर्मा, गोपीनाथ (२०४३)। नेपालको शिक्षाको इतिहास, काठमाडौं : श्रीमती हेमकुमारी शर्मा (एकाइ ७ का लागि)
- शिक्षा आयोगहरुका प्रतिवेदनहरु (एकाइ-८ का लागि)  
नेपाल राष्ट्रिय शिक्षा योजना आयोगको प्रतिवेदन २०११, (२०१४ वि.सं) काठमाडौं: कलेज अफ एजुकेशन

सर्वाङ्गीण राष्ट्रिय शिक्षा समितिको प्रतिवेदन- २०१८ वि.सं., काठमाडौं, श्री ५ को सरकार शिक्षा मन्त्रालय  
राष्ट्रिय शिक्षा पद्धतिको योजना २०२८ वि.सं., काठमाडौं, श्री ५ को सरकार शिक्षा मन्त्रालय  
शाही उच्च शिक्षा आयोगको प्रतिवेदन २०४० वि.सं., काठमाडौं  
राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९ वि.सं., काठमाडौं, राष्ट्रिय शिक्षा आयोग  
उच्चस्तरीय राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०५५ वि.सं., काठमाडौं

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: Educational Psychology  
Course Code: EDPSED202P  
Level: B. Ed. One Year  
Period per Week: 6  
Periods: 150

Course: Professional Core  
Nature of Course: Theoretical  
F.M.: 100 (20 Internal+80 External)  
P.M.: 36 (8 Internal+28 External)  
Time per Period: 50 min.

**Course Description:**

This course is designed for the students of the Bachelor Level in Education. This is a professional core course. This is a theoretical course. This course is divided into two parts. Part I is about Developmental Psychology which covers four units. It deals with the introductory aspect of Psychology, Educational Psychology Growth and Development and stages of Development. This part helps the prospective teachers to understand the child to whom they should teach in the future. Similarly the II<sup>nd</sup> part of this course is about Learning Psychology. There are six long and short units that deal with concept of Learning Theories, Factors Affecting Learning, Memory and Forgetting, Transfer of Learning, Instruction Procedure and Guidance and Counseling. Altogether this part helps the student teachers to become aware of the learning principles and apply them in teaching. The subject matter is organized in accordance with the difficulty level and chronological sequence. Therefore the teachers should start teaching from the 1<sup>st</sup> unit and then to proceed to the successive units. The figures in the margin of each unit indicate approximate teaching periods for that unit.

**Course Objectives:**

On the completion of this course the student will be able to -

- Describe the meaning and scope of educational psychology and explain the importance of studying educational psychology to educators.
- Explore and compare the process of human growth and development.
- Elucidate the methods of studying human development.
- Identify the developmental characteristics of students of different stages of development.
- State the nature and process of learning.
- Review the different learning theories and apply the principles in teaching.
- Explain the factors affecting learning process.
- Discuss basic instruction procedure and
- Provide guidance and counseling service in schools.

**Contents**

**Part I : Developmental psychology**

Unit 1- Concept of Psychology - 10

- Meaning and definition of psychology.
- Relation between education and psychology.
- Concept and definition of educational psychology.
- Scope of educational psychology.
- Concept and definition of developmental psychology.
- Need of developmental and educational psychology for educators.

Unit II: Human growth and development - 15

- Meaning of growth and development.
- Interdependence and difference between growth and development.
- Role of growth, maturation and learning in development.
- Determinants of Development:
  - +Heredity and environment: Concept and definition
  - + Role of heredity and environment in individual difference
- Issue regarding development.
  - +Nature VS nurture.
  - +Continuity VS Discontinuity.
  - +Change VS Stability
- Major characteristics of human development

#### Unit III : Methods of studying Human Development - 10

- Importance of studying human development for teachers.
- Purpose of studying Human Development.
- Methods of studying Human Development:
  - + Longitudinal method
  - + Cross sectional method
 (Sequential approach: Concept, uses, strength and weakness of above methods).

#### Unit - IV: Stages of Human Development -25

- Different Stages of human development:
  - + Ages in life span of each stage.
  - + Characteristics and development tasks.
- Puberty:
  - + Characteristics
  - + Physical changes during puberty.
  - + Changes in social behavior.
  - +Effects of puberty changes.
  - + Sources of concern.
  - + Unhappiness at puberty.
  - + Control of unhappiness.
  - + Hazards of puberty.
- Adolescence:
  - + Characteristics.
  - + Physical changes during adolescence.
  - + Social changes.
  - + Adolescents interests (Social, Personal and recreational)
  - + Hazards of adolescence.
- Role of parents and teachers to safeguard the development of student in the stages of puberty and adolescence.

### Part II Learning Psychology

#### Unit V: Concept and nature of learning- 9

- Meaning, definition and Nature of learning.
- General characteristics of learning.
- Factors influencing learning -:
  - + Psychological factors.
  - + physiological factors.
  - + Environmental factors.
  - + Instructional factors

#### Unit VI : Theories of Learning and their Educational Applications - 30

- Issues that separate learning theories.

- Broad classification of learning theories : Behaviourist, Cognitivist and constructivist
  - Pavlov's Classical Conditioning theory.
  - Skinner's Operant Conditioning theory
  - Thorndike's Trial and Error theory
  - Gagne's Multiple Learning theory
  - Kohler's Insightful Learning theory.
  - Piaget's Cognitive Development theory.
  - Bandura's social learning theory
  - Vygotsky's constructionist theory.
- (Process, feature and educational application of above mentioned learning theories.)

#### Unit VII: Factors Affecting Learning Process- 12

- Motivation:
  - + Meaning and importance of motivation.
  - + Types of motives: Inborn and Acquired.
  - + Different techniques of classroom motivation:
    - Reward and Punishment
    - Praise and Blame
    - Competition
    - Co-operation
    - Curiosity
    - Knowledge of progress
    - Novelty
    - Need
    - Goal orientation
    - Interest
  - +Maslow's Hierarchy of motivation.
  - +Reinforcement:
    - Meaning and need of reinforcement
    - Types of reinforcement: Positive and Negative
    - Reinforcement schedule.
- Practice:
  - + Concept and need of practice
  - + Techniques of practice:
    - massed vs distributed
    - part vs whole
    - blind vs reinforced
    - random vs planned

#### Unit VIII: Memory, Forgetting and Transfer of learning -13

- Memory
  - Meaning and types of memory.
  - Relation between retention and memory.
  - Process of memory - receiving, coding, storage and retrieval
  - Techniques of improving memory
- Forgetting
  - Meaning of forgetting
  - Cause of forgetting: Theory of disuse, interference and repression.
- Transfer of learning
  - concept and types of transfer
  - Theories of transfer of learning
    - + Theory of mental discipline.
    - + Theory of identical element.
    - + Theory of generalization.

- Factors affecting transfer of learning.

#### Unit IX: Basic Instruction Procedure -20

- Concept of instructional procedure
- Verbal learning: nature, materials, procedures and instructional steps.
- Concept learning: nature and types of concepts, use of concept in Learning and instructional steps.
- Learning of Principles: meaning of principle and teaching of principles.
- Skill learning - nature and definition of skills, Phases of learning psychomotor skills, and Instructional steps.
- Life skill learning - meaning and importance.
- Categories of life skills.
  - + Interpersonal communication skills.
  - + Decision making/ problem solving and critical thinking skills.
  - + Self management skills.

#### Unit X: Guidance and counseling. -6

- Meaning of Guidance.
- Definition of Guidance.
- Need for Guidance.
- Guidance services in School:
  - + Individual inventory service
  - + counseling service
  - + Information service
  - + placement service
  - + Follow up and
  - + Research service.
- Meaning of counseling.
- Directive and non directive counseling.
- Techniques of counseling in School.

### 4. Instruction Techniques:

In general the teachers can use lecture, discussion, question answer, brain storming, library work, self study, assignment, preparing paper for classroom presentation, etc. where-ever necessary. Some specific techniques can be used as suggested in the following:-

- |           |                                                                                                                                         |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Unit-II   | - Arrange discussion on the issues of developments.                                                                                     |
| Unit-III  | - Ask the student to contrast among the methods of studying human development.                                                          |
| Unit-IV   | - Organize Quiz contest among students in class about the facts regarding different stage of development.                               |
| Unit-V    | - Brain storming on characteristics of learning and exceptions of learning.                                                             |
| Unit-VI   | - Compare and contrast the multiple learning theory with classical conditioning, operant conditioning and insightful learning theories. |
|           | - Paper presentation on different theories of learning by the group of students.                                                        |
| Unit-VII  | - Discussion on Maslow's hierarchy of motivations judging the appropriateness of hierarchy of each level with reason among students.    |
| Unit-VIII | - Ask the students to guess the techniques of improving memory and causes of forgetting using question answer method.                   |
| Unit-IX   | - Paper presentation on the categories of life skill learning.                                                                          |
|           | - provide different types of problems and situations based on life skill to the student and encourage them to suggest best solutions.   |

- Unit-X - Arrange discussion on the difference between guidance and counseling among students.

## 5. Evaluation Scheme

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation can not attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

The formats for internal and final annual examination are separately presented.

### Format for Internal Evaluation

Format for Internal evaluation to this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 16                          | 16 questions×1 mark                                   | 16          |
| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |

|       |    |   |    |
|-------|----|---|----|
| Total | 26 | - | 80 |
|-------|----|---|----|

### Reference books (Related topics only)

- Aggrawal, J.C. (2002) Essentials of Educational Psychology, New Delhi, Vikash Publishing House PVT.Ltd. (For unit - II, IV, V, VII, X)
- Borich, Gary. and Martin L, Tombari (1996) Educational Psychology, New Delhi, Long man Publication. (For unit V,VI, VII, VIII)
- Chauhan, S.S.(1997) Advanced Educational Psychology, New Delhi, Vikash Publishing House Pvt.Ltd- (For unit V,VI,VII,VIII)
- Chauhan, S.S.(2001) Principles and Techniques of Guidance New Delhi, Vikas Publishing House Pvt.Ltd.- (For unit X).
- Dececco, John P. and Crawford William (1974) The Psychology of Learning and Instruction, Delhi, Prentice Hall of India –(For unit II).
- Hillgard, Ernst R. and Bower Gordon H (1986), Theories of Learning, New Delhi Prentice Hall of India. (For unit-V,VI,VII,VIII).
- Hurlock, E.B.(2007) Child Development, Delhi, Tata Mc Graw Hill Pub.Comp. Ltd – (For part I).
- Hurlock, E.B.(2007) Developmental Psychology, Delhi. Tata Mc Graw Hill Pub.Comp.Ltd. (For part I).
- Mangal, S.K.(2004), Advanced Educational Psychogy, New Delhi Prentice Hall of India, Pvt. Ltd. (for unit I, V, VI, VII, VIII).
- Ministry of Education (2064 B.S.) Leaflets and Booklets related to life skill Training Manual of Health education (For unit-IX)

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: Curriculum and Evaluation  
 Course Code: CUEVED203P  
 Level: B. Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Professional Core  
 Nature of Course: Theoretical  
 F.M.: 100 (20 Internal+80 External)  
 P.M.: 36 (8 Internal+28 External)  
 Time per Period: 50 min.

### **Course Description**

This is a professional core course for Bachelor Level in Education. This is a common course for One year B.Ed. regular and distance mode and Three year B.Ed. as well. This course is of theoretical nature but students are encouraged in most of the lessons to participate in creative activities to make learning effective. This course is divided into three parts. The 1st part deals with the contemporary knowledge about curriculum development. Part II provides the basic knowledge for conducting evaluative activities. Part III is related with the review of Existing School level curriculum of Nepal. Knowledge acquired in Part I and II will help the students to explore and analyse the School curriculum. The lessons are organized in the units according to their difficulty level and spiral relationship among them. Therefore the teachers should begin teaching from the first unit and then to proceed to the successive ones. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### **Course Objective:**

This course is intended to bring the following changes in the abilities and behaviors of the students:

- Define curriculum and describe its relation with course of study.
- Introduce different designs of curriculum and describe the curriculum development process regarding different elements of curriculum.
- Elucidate the process of curriculum change and implementation strategies of curriculum.
- Clarify the concept of Test, measurement, assessment and Evaluation.
- Construct evaluative tools for the assessment of student achievement in School.
- Administer the test and compute simple statistic to analyze test results.
- Review and analyze the components of Existing School curriculum in Nepal.

### **Contents:**

#### **Part I: Curriculum Theory and Development**

Unit I: Concept of Curriculum- 10

- 1.1. Meaning of curriculum (Etymological, narrow and wider meaning of curriculum )
- 1.2. Definition of curriculum
- 1.3. Importance of curriculum
- 1.4. Relation between curriculum and course of study ( Interrelation and distinction)

Unit II: Consideration on sources of curriculum. 10

- 2.1. Growth and development process of the learner
- 2.2. Major Learning Theories
- 2.3. The Nature of Knowledge
- 2.4. Society and Schooling.

Unit III: Curriculum Development Process and Curriculum Designs.

20

### 3.1. Process of curriculum development with respect to the elements of curriculum( Objectives, Content, learning Experiences and Evaluation)

- Diagnosis of Needs - meaning and process
- Objective :
  - + Meaning of objective
  - + Concept of Aims, Goals and objectives,
  - + Types of objectives - (General, Specific/Behavioral)
  - + Principles of determining objectives
  - + Limitation of Bloom's Taxonomy of educational objectives.
  - + New taxonomy of Educational objectives.
- Content:
  - + Meaning of content
  - + Relation between objectives and content of a curriculum
  - + Criteria for selection and organization of contents.
- Learning Experiences:
  - + Meaning of learning Experiences
  - + Difference between content and Learning experience
  - + Criteria for selection and organization of learning Experiences.
- Evaluation of outcome of curriculum
  - + meaning of evaluation of outcomes
  - + Narrow and broad definition of evaluation of outcome of curriculum
  - + Need for evaluation of outcomes.
  - + Criteria for a program evaluation.

### 3.2. Curriculum Designs:

- meaning of curriculum design
- characteristics and criticism of the following:
  - + Discipline centered curriculum
  - + Learner centred curriculum
  - + Problem centered curriculum
  - + Core curriculum

## Unit IV: Curriculum change -7

### 4.1. Need for curriculum change

### 4.2. Factors affecting curriculum change:

- Influential or out spoken individuals
- Financial pressure
- Staffing issues
- Employer and industry view point
- Students view points
- Student abilities
- Pedagogical argument, academic merit
- University and Government regulations
- National and International accreditation bodies
- Academic fashion

### 4.3. Change strategies:

- Rational empirical strategy
- Normative reeducative strategy
- Power coercive strategy

## Unit V: Curriculum Dissemination and Implementation. -8

### 5.1. Meaning of curriculum dissemination

## 5.2. Meaning and definition of curriculum implementation

## 5.3. Role of support in curriculum Implementation

- Support in training and staff development
- Financial support
- Administrative support
- Peer support
- Monitoring support
- Support in self learning materials

## 5.4. Role of communication in curriculum Implementation.

## 5.5. Problems of curriculum Implementation

- Resistance of Individual towards change
- Inadequate dissemination and orientation
- Inadequate training
- Inadequacy of curriculum support materials
- Inadequacy of monitoring and supervision
- Lack of administrative support
- Lack of proper communication
- Lack of Instructional plan
- Lack of relevant curriculum

## Part II: Measurement and Evaluation

### Unit VI: Measurement and Evaluation: - 10

#### 6.1. Concept of Test, Measurement, Assessment and Evaluation.

#### 6.2. Scales of measurement (nominal, ordinal, interval and ratio)

#### 6.3. Types of Evaluation: (Formative, Summative, Diagnostic, Placement)

### Unit VII: Purpose and Essential qualities of Test -14

#### 7.1. Purpose of testing

- Improving instruction
- Grading students
- Improving curriculum
- Right placement
- Right selection
- Diagnose reason
- Provide guidance and counseling
- Improve Administrative policies

#### 7.2. Essential qualities of a Test:

- Reliability – concept, meaning & definition  
+ Methods of estimating reliability: (Test -re test, Parallel form, Split-Halves. Kuder - Richardson -KR20 and KR21)
- validity: concept, Meaning and definition  
+ Types of Validity: Content, criterion related, construct
- Relation between validity and reliability.
- Conditions that jeopardize validity and reliability.
- Usability –meaning, conditions affecting usability of a test

### Unit VIII: Testing achievement of pupils and Test construction-14

#### 8.1. Types of Test:

- Subjective test and objective test
- Characteristics of subjective test

- Types of subjective test: Essay test and short answer test
- Characteristics of objective test
- Types of objective test: Multiple choice, Matching, True false, Completion item (features, strength, weakness and construction procedure of above mentioned type of test)
- Norm referenced test (NRT) and criterion referenced test (CRT) : Meaning and Characteristic
- Difference between NRT and CRT
- Standardized test and Teacher made Test: (meaning)
- Characteristics of Standardized Test and Teacher made Test.
- Difference between Standardized Test and Teacher made Test
- Construction of Teacher made Test:

#### 8.2. Planning the test:

- Determining objectives
- Writing instruction objectives
- Preparing specification chart

#### 8.3. Preparing the test:

- preparing test items
- preparing scoring key and marking scheme.
- Preparing instruction.

### Unit IX: Assembling, Administering, Scoring and Analyzing the test: -22

#### 9.1. Assembling the test: meaning and procedure

#### 9.2. Administering the test: Condition for test administration

#### 9.3. Scoring answer sheet

#### 9.4. Grading and grading system

#### 9.5. Statistical analysis of Test scores:

- Frequency distribution
- Graphical presentation: line, bar& pie chart.
- Measures of central tendencies: mean median mode
- Measures of variability: Standard deviation
- Measures of relationship : Correlation (Pearson's and spearman's rank difference correlation)
- Item analysis: Procedure

### Unit X: Performance Based and Non testing devices -15

#### 10.1. Performance based evaluation -concept

#### 10.2. Rubrics: Concept and process of designing scoring rubrics

#### 10.3. Portfolio: Concept, Guidelines for portfolio entries

#### 10.4. Non testing devices: Concept and construction process of

- Observation: Concept and types
- Concepts and construction process of the following:
  - + Check list
  - + Rating scale
  - + Anecdotal record
  - + Cumulative record
  - + Self appraisal

### Part III: Study of School Curriculum in Nepal. -20

#### Unit: XI: Study of School curriculum

- 11.1 Brief historical events of School level curriculum development in Nepal (Major turning points only)
- 11.2 Characteristics of School curriculum prescribed by National Education System plan 1971-1975
- 11.3 Review of the components of National curriculum frame mark
- 11.4 Review of Existing School curriculum in Nepal with special reference to
  - National goals and level wise objectives
  - Structure, subjects and weight age
  - Instruction Techniques
  - Evaluation system
- 11.5 Process of School curriculum development in Nepal
- 11.6 Concept and need of local curriculum
- 11.7 Process of curriculum construction in local level
- 11.8 Challenges of local curriculum development and Implementation in Nepal.

### Instruction Techniques:

In general the teacher can use lecture, question answer, Brain storming, buzz session, discussion, mini project work, case study approach, library study and assignment methods where as necessary. Some of the units are suggested to adopt methods of teaching as in the following:

Unit III- Assignment and practice in writing behavioral objectives with respect to the New taxonomy of educational objectives.

Unit VII - Provide opportunities for computing reliability coefficient.

Unit VIII - Practice on preparing all types of subjective and objective test items in the subjects of specialization of the students from grade IX and X text books.

: Plan and prepare teacher made test for grade IX & X

Unit IX: Practice of item Analysis

: Practice of grouping scores into a frequency distribution and calculate mean, median, mode, Standard deviation and correlation coefficient.

: Preparing line & bar graph and pie chart for the presentation of data.

Unit X: Prepare scoring rubrics and portfolio

: Prepare non testing devices.

Unit XI: Students can visit School and study the local curriculum and prepare report to present in the class.

: review the Existing School curriculum and present paper in the class

### 5. Evaluation Scheme

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation can not attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

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### Format for Internal Evaluation

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 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

#### Format for final examination

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| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

#### Reference Books in English (Concerned portion only)

- Aryal, P.N. and Niure, D.P. (2010) Curriculum Planning and Practice. Kathmandu. Intellectuals Books Palace For Unit III, IV and V.
- Bhalla, Navaneet (2007). Curriculum Development, Delhi, Authors Press, For unit IV
- Freeman, R and Lewis, R (2005). Planning and Implementing Assessment. (1st Indian Reprint) New Delhi, Kogan Page For unit- VI, VII, X
- Linn, R.L. and Gronlund, N.E. (2003). Measurement and Assessment in Teaching. (8th ed.). India Pearson Education For units of part II
- Marzano, R.J. and Kendall, J.S. (2007), New Taxonomy of Educational Objectives (2nd Edn ) California; Carwin press. For unit -III
- Ornstein, A.C and Hunkins, F.P (2004), Curriculum Foundations, Principles and Issues (4th Ed) New York. Pearson education. Inc. For unit II, III, V
- Print, Murray, (1993) Curriculum Development and Design. Australia Allen and Unwin Pvt Ltd. For unit I, III.
- Singh, A.K. (1997), Test, Measurement and Research Methods in Behavioural Sciences (2nd Edn.) India. Bharati Bhawan Publishers and Distributors. For unit VII, VIII.

- Swain. S.K, Pradhan, C. and khato P.K. (2005) Educational Measurement Statistics and Guidance ( 2nd Edn) New Delhi. Kalyani Publishers. For unit - VI,VII,VIII,IX.
- Taba, Hilda(1962) Curriculum Development; Theory and Practice USA. Harcourt, Brace and world, Inc. For unit - I, II, III
- Wiles, Jon and Bondi, Joseph (1993) Curriculum Development. A Guide in Practice (4th Edn) New Jersey Prentice Hall. For unit II

### Books in Nepali (for Part III) (Concerned Portion Only)

- पाठ्यक्रम विकास केन्द्र, (२०६५), प्राथमिक शिक्षा पाठ्यक्रम २०६५, भक्तपुर: पाठ्यक्रम विकास केन्द्र ।
- (२०६३) नेपालमा विद्यालय शिक्षाको लागि राष्ट्रिय पाठ्यक्रम प्रारूप २०६३/भक्तपुर: पा.वि.के
- (२०६४) माध्यमिक शिक्षा पाठ्यक्रम २०६४ भक्तपुर पा.वि.के।
- (२०५८) निम्नमाध्यमिक शिक्षा पाठ्यक्रम २०५७ भक्तपुर पा.वि.के।
- (२०६६) विद्यालय स्तरीय मूल्याङ्कन सहयोगी पुस्तिका २०६६ सानोठिमी भक्तपुर, पा.वि.के।
- (२०६४) स्थानीय पाठ्यक्रम निर्माण निर्देशिका, सानोठिमी भक्तपुर।
- (२०६४) प्राथमिक पाठ्यक्रम कार्यान्वयन सहयोगी पुस्तिका, सानोठिमी भक्तपुर।
- पौडेल, लेखनाथ (२०६१), शैक्षिक प्रकृया र नेपालमा शिक्षा, काठमाण्डौ, विद्यार्थी पुस्तक भण्डार।
- शिक्षा मन्त्रालय (२००९ सन) विद्यालय क्षेत्र सुधार योजना (२०६६-२०७२) काठमाडौं : शिक्षा मन्त्रालय।
- (२०२८), राष्ट्रिय शिक्षा पद्धतिको योजना २०२८-२०३२, काठमाडौं ।

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Years B.Ed.**

Course Title: Research Methods  
 Course Code: RMED04P  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Professional  
 Nature of Course: Theoretical and Practical  
 F.M.: 100 (20 Practical+80 External)  
 P.M.: 36 (8 Practical +28 External)  
 Time per Period: 50 min.

### 1. Course Introduction

This is core course of education which is common for three year B.Ed., one year B.Ed. regular mode and distance mode as well, provides the fundamental knowledge and skills necessary for conducting quality research in education and related social science fields. Upon successful completion of this course, students will be able to formulate important research questions, design and carry out studies to provide answers to these questions, and critically evaluate the results and conclusions from other educational research studies. This course stresses the scientific aspects of educational research that center on hypothesis formulation and hypothesis testing. Students are encouraged to design studies that address important and current educational issues, gather data to shed light on these issues, analyze these data, and derive conclusions based on their analyses. The strengths and limitations of various educational research designs, and the types of instruments used to measure educational outcomes, will be emphasized. This course has been divided into ten units organized according to the sequence and level of difficulty. Therefore, it requires to start teaching from the first unit and then to proceed to the successive ones. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### 2. Course Objectives

The specific objectives of the course are as follows:

- To develop an description on the meaning of research and its application in the field of education
- To enable students to prepare a research proposal.
- To enable students to describe different types of variables, meaning and types of hypothesis, sampling techniques and tools and techniques of educational research.
- To develop and apply the different types of research methodology of educational research.
- To enable students to describe and use quantitative and qualitative data analysis techniques.
- To enable students to prepare a research proposal and report writing.

### 3. Contents

#### Unit 1. Concept of Research 15

- (a) Meaning, definition, purposes of research
- (b) Difference between research method and research methodology
- (c) Meaning, steps and scope of educational research
- (d) Ethical Considerations in educational research

#### Unit 2: Variables and Hypotheses 20

##### (a) Variables :

- i) Meaning of variables
- ii) Types of variables (independent, dependent, extraneous, intervening and moderator)

##### (b) Hypotheses :

- i) Concept and meaning of hypothesis

- ii) Formulating hypothesis
- iii) Types of hypothesis: Null and alternative hypothesis
- iv) Hypothesis testing

**Unit 3: Sampling :** **15**

- (a) Concepts of universe and sample
- (b) Need for sampling
- (c) Characteristics of a good sample
- (d) Techniques of sampling
  - i) Probability sampling: Types and characteristics
  - ii) Non-Probability sampling: Types and characteristics

**Unit 4. Research methodology** **20**

- (a) Research design- Meaning of research design, need and characteristics of good research design.
- (b) Types of educational research design- Pure, applied and action research, case study, historical and philosophical research in education. ethnographic research, experimental research, qualitative and quantitative research.
- (c)

**Unit 5.Characteristics and tools in research** **20**

- (a) Characteristics of research tools
  - i) Validity : Meaning, types and factors affecting validity
  - ii) Reliability: Meaning, types and factors affecting reliability
- (b) Concept and procedure of non testing tools of research:
  - i) Check list
  - ii) Attitude scale: Likert scale
  - iii) Questionnaire
  - iv) Observation
  - v) FGD
  - vi) Interview

**Unit 6. Qualitative and quantitative data analysis techniques** **25**

- (a) Quantitative data analysis
  - i) Descriptive data analysis : Measures of central tendency, variability and graphical presentation of data
  - ii) Inferential statistics: Concepts, use and interpretation of following statistical techniques: Correlation, t-test and z-test for mean, chi-square test.
  - iii) Computer application: Use of internet, word, excel, and powerpoint in research, concept and basic application of SPSS
- (b) Qualitative data analysis
  - i) Data reduction and classification
  - ii) Analytical induction
  - iii) Constant comparison
  - iv) Triangulation

**Unit 7. Data presentation and conclusions** **10**

- (a) Purpose and nature of the data presentation
- (b) Interpretation of the data
- (c) Conclusions
- (d) Recommendations and implications

**Unit 8: Research proposal and report writing****25****a) Research proposal writing**

- i) Its meaning and need
- ii) Identification of a research topic : Sources and need
- iii) Review of related literature
- iv) Rationale of the study
- v) Definition of operation variables
- vi) Research problem, Research questions, objectives and hypotheses, limitations and chapterization
- vii) Research methodology: Research design, data source, sample selection and unit of data analysis and data analysis tools
- viii) Other managerial consideration: Time frame, budget, manpower etc.
- ix) References

**b) Report writing**

- i. Importance of writing a research report
- ii. Component and steps involved in report writing
- iii. Format of report writing (APA format): Title and author(s), Abstract, introduction, review of literature, specific research question or hypothesis, research methods, data presentation, conclusions and references, appendix.
- iv. Evaluation of research report

**4. References:**

- American Psychological Association (2001). *APA Publications Manual* (5<sup>th</sup> edition). Washington, D.C.: Author.
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- Howard, Wolf K. and Prem R Pant, 1999, *A Hand Book of Social Research and Thesis Writing*, (Tribhuvan University, Kathmandu).
- Judd, Charles M, Eliot R Smith and Louise H Kidder, 1991. *Research Methods in Social Relations, sixth edition* (Texas: Harcourt Brace Jovanovich)
- Keeves J.P. (ed.) (1988). *Educational Research, Methodology and Measurement: An International Handbook* Oxford, Pergamon.
- Kerlinger, F. N. (1986). *Foundations of behavioral research (3rd Edition)*. New York: Holt, Rinehart & Winston.
- Kothari, C. R., 1998, *Research Methodology: Methods and Techniques*, 19th Reprint, (Wishwa Prakashan).
- Krueger, Richard A., 1994, *Focus Groups: A Practical Guide for Applied Research*, 2nd edition, New Delhi: Sage Publications.
- Louis Cohen, Lawrence Manion and Keith Morrison (2007), *Research Methods in Education* (Sixth edition), New York: Taylor & Francis e-Library.
- Marshall, Catherine and G.B. Rossman, 1995, *Designing Qualitative Research*, Second edition, (Sage Publications, New Delhi).

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Wainer, H. (1992). Understanding Graphs and Tables. *Educational Researcher*, 21, 1423.

#### 4. Instructional technique

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

#### 5. Evaluation Scheme

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

#### Evaluation scheme for practical examination

Format for practical examination of this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of student<br>(Alphabetical order<br>in Roman) | Internal      |                                             | Intrranal +exteranl |                          | Total   | Remarks |
|-----------------------------------------------------|---------------|---------------------------------------------|---------------------|--------------------------|---------|---------|
|                                                     | Class<br>test | Attendance/<br>Participation/<br>Discipline | Report<br>Writing   | Defence/<br>Presentation |         |         |
|                                                     | (*FM=5)       | (FM=3)                                      | (FM=6)              | (FM=6)                   | (FM=20) |         |
|                                                     |               |                                             |                     |                          |         |         |
|                                                     |               |                                             |                     |                          |         |         |
|                                                     |               |                                             |                     |                          |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation. The documents of the practical marks should be submitted to the external sent from university.

#### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total qaestions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 12                          | 12 questions×1 mark                                   | 12          |
| Group B: Long questions        | 2                           | 1 question×12 marks                                   | 12          |
| Group C: Short questions       | 8                           | 6 questions×6 marks                                   | 36          |
| Total                          | 20                          | -                                                     | 60          |

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: Practice Teaching

Course Code: PTED305P

Level: B. Ed. One Year

Duration 2 months Time per Period: 50 min

Course: Professional Core

Nature of Course: Practical

F.M.: 100 (internal 20+External 80)

P.M.: 40 (internal 8+External 32)

**Course description**

This course is designed for One Year B.Ed. programme. This course is to provide teaching experience to students in actual classroom setting. This is the practical phase for preparation of trained teachers for secondary schools. The students are placed in workshops for an intensive period of time of 2 weeks (on campus activities) and are sent to schools for practice teaching for six weeks (off campus activities). In this course the internal supervisor and external supervisor will evaluate the performance of the students independently as well as jointly. Students will be eligible to participate in Practice Teaching only after they attend examination of the entire courses of one year B.Ed. program. Similarly, the students will be allowed to participate in off campus activities only after completing On Campus activities successfully.

**General objectives**

This course aims at providing the student teachers the opportunities to develop skills and competencies involved in teaching and understand secondary school children as learner and expose with day to day school activities.

**Specific objectives**

- On the completion of the course the student teachers will be able to:
- Plan and Organize the activities of a lesson to achieve the lesson objectives,
  - Play the facilitator's role in classroom activities,
  - observe the classroom critically and provide constructive suggestions to the peers,
  - Select and use appropriate methods of teaching,
  - Collect, prepare and use properly the instructional materials,
  - Organize and conduct extra-curricular activities,
  - Diagnose learning difficulties of the students conducting case studies and provide guidance,
  - Use textbooks, reference books and other resource materials in teaching,
  - Develop and use various evaluative tools in classroom teaching and
  - Prepare a report on the different aspects of cooperating school suggesting different measures to major problems faced by the school

**Course contents**

This course includes two main phases,

1. 1<sup>st</sup> phase-on-campus activities (Pre-practice teaching)- 2 weeks.
2. 2<sup>nd</sup> phase-off-campus activities (practice teaching)- 6 weeks.

**Course contents in details** (activities to be carried out)

**1. 1<sup>st</sup> phase-on-campus activities (Pre-practice teaching) - 2 weeks.**

This phase will be carried on in the campus under the direct supervision of subject supervisor.

For this each student will:

- attend for pre-practice teaching program organized by the campus.
- plan at least 10 lessons in the specialization subject area (Grade 9,10).

- observe at least three lessons in the presence of the subject supervisor.
- Questions preparation:
  - (i) Subjective type at least 10 questions in the subject area (5 long + 5 short)
  - (ii) Objective type at least 10 questions in the subject area  
(Multiple choice 7, other (matching, completion and true false items) one set for each containing 5 sub items)
- Preparing the marking scheme with subject and objectives test items,
- participate in post conference with subject supervisor,
- attend workshop on preparation of instructional materials organized by the campus,
- observe at least 3 peer classes using peer observation from,

## 2. 2<sup>nd</sup> phase-off-campus activities (practice teaching) - 6 weeks.

This phase will be implemented in the co-operation of secondary schools. Each student will:

- observe at least two assigned classes of school subject teacher
- teach regularly at least six weeks in assigned school,
- teach at least 30 lessons in his/her specialization subject,
- prepare, collect and use the instructional materials as required in specialization teaching subject,
- present at least 3 lessons of actual classroom teaching to the campus supervisor,
- implement the suggestions given by the campus supervisor for the improvement of his/her own teaching,
- Questions preparation :
  - (i) Subjective type at least 20 questions in the subject area (10 long + 10 short)
  - (ii) Objective type at least 20 questions in the subject area  
(multiple choice 14, other (matching, completion, true false items) two sets each with 5 sub items)
  - (iii) S.L.C. Model question one set in student's major subject area,
- Preparing the marking scheme and scoring keys for subjective and objective test items,
- Observe at least 3 peer classes using peer observation forms,
- Present one final teaching lesson to the external evaluator,
- Prepare school survey report, child case study and daily lesson plan diary,
- Conduct 2 class tests (pre-test and post-test) and compare the results to provide feedback to the students and maintain their records
- Conduct at least extra/ co-curricular activities in the class/ school individually/ in group and
- Attend post conference (viva voce) in the assigned school organized by the evaluation team and present lesson plan book, used instructional materials, observed peer observation forms, SLC model questions, question item construction, school survey report, case study and daily lesson plan diary, test reports, extra activity report and approval letter of attendance at cooperating school from head teacher and letter from internal supervisor to the evaluation team.

## 4. Instructional Techniques:

- lecture, explanation,
- discussion,
- observation,
- demonstration,
- workshop,
- use of media.

## 5. Evaluation scheme :

The evaluation team will comprise of -

- Chairman- Senior education teacher (External evaluator).

- Member-Subject Supervisor (Internal Evaluator)

### Assessment techniques and marks distribution :

The student teacher should obtain pass marks in both on campus and off campus activities' evaluation separately. The total marks of this course for evaluation is distributed as below.

1. On-Campus activities (by campus supervisor)..... 20 marks.
2. Off-campus activities..... 80 marks.
  - i. Actual classroom teaching..... 20
    - Campus Internal Supervisor .....15
    - Headmaster/ School Supervisor..... 5
  - ii. Supporting activities ..... 25  
(Internal Supervisor and External Evaluator)
  - iii. Final classroom teaching (by External Evaluator).....25
  - iv. Post conference (viva) ..... 10  
(Internal Supervisor and External Evaluator)

*Note : Practice teaching manual should be developed for the implementation of this course.*

### References :

- Angelo, Thomas A. and K.P. Cross, 1993, Classroom assessment techniques, Second edition, San Fransisco, Jossey-Bas Publishers.
- Butler, K.A., 1987, Learning and Teaching Style: In theory and Practice, Colombia, C.T.: Learner's Dimension.
- Dhakal, Madhav P. and Prem Narayan Aryal (2056), Abhyash Shikshan : Nirdesan Ra Prayog, Kathmandu:Kathmandu Shikshya Campus.
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- Gronlund, N.E., 1985, Stating Objectives of Classroom instructions, Third Edition, New York: Mac Milan Publishing.
- Harold, Admas and Frank Dicky (1965), Basic Principles of Students Teaching, New York, American Book Co.
- Linn R.L. and Gronlund, N.E., 2000, Measurement and Assement in Teaching, Singapore: Pearson education Pvt. Ltd.
- Marzano, R.J. and Kendall, J.S., 2007, The New Taxonomy of Educational Objectives, Calofornia: Carwin Press.
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- Saxena N.R. and Oberal S.C., 2005, Technology of Teaching, New Delhi: R.L. Books Depot Meerut.
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- Wankat, P.C. and F.S. Oreo-Vicz, 1993, Teaching Engineering, New York: MaCro Hill.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: Practicum  
 Course Code: PRED05P  
 Level: B. Ed. One Year  
 Duration 2 months

Course: Professional Core  
 Nature of Course: Practical  
 F.M.: 100 (internal 20+External 80)  
 P.M.: 40 (internal 8+External 32)

**Course Description:**

This is a Professional core course for one year B.Ed program. This course is designed to provide practical experiences to prospective administrators in the field of education whose areas of specialization are: School supervision and Management, Educational Leadership and Education Technology. This course intends to provide opportunities to the students to study and analyze educational administration in its actual setting for example: the students are initiated to collect experiences regarding teaching, reviewing theses, books and articles, organizing educational seminars and symposiums, carrying out an Intern's responsibilities and prepare reports about such activities. For this, the course will be implemented in two phases. In the 1st phase, the interns are provided preparatory experiences in the concerned campus/college for 2 weeks. Similarly, in the 2nd phase, the interns are placed in a local secondary school for 6 weeks. To participate in the phase 2nd activities the interns should successfully complete phase 1st activities.

**Course Objectives**

This course intends to accomplish the following objectives:

1. To give the students an actual experience of the operation of school system
2. To enable the students to conduct simple seminars, review theses, books and articles, teach secondary level students efficiently and carry out internship responsibilities effectively.
3. To prepare a report about the activities performed as an intern.
4. To develop administrative qualities to enhance the school system.
5. To enable the student to solve educational problems.

**Course Content**

This course consists of the practical aspects of school education such as:

- Micro teaching and practice teaching in real situation,
- Skill and procedures regarding the review of theses, book and articles.
- Organization of simple seminars.
- Carry out responsibilities as an intern and
- Prepare report on aforementioned aspects in combined form.

**Course details :**

The duration of this practicum course will be of 8 weeks in which there will be two phases: phase I, and phase II.

**i) Phase I:**

This phase is of 2 weeks which consist of preparatory activities. These activities are conducted in the concerned campus / college under the guidance of campus / college supervisor here after, called internal supervisor. The intern should attend the orientation program and workshop conducted in this phase. Phase I activities are divided into two parts:

**Part I: Micro teaching activities for one week.**

Requirements :

- Attendance 100%
- Attend orientation class and take information about phase I and phase II requirement and procedures.
- Plan 5 lessons and teach 3 lessons to peers. (Micro Teaching).
- Observe at least 1 class of any peer.
- Prepare questions
  - Subjective : (Long-5, Short-5)
  - Objective : Multiple choice-5, completion, true-false and matching item each one set with 5 sub-items.
- prepare scoring key and marking scheme.
- Prepare teaching materials and maintain files, regarding all activities performed in part I phase I and be presented before evaluation committee.

**Part II : Pre-internship activities for one week.**

Requirements:

- Attend the orientation class and take information about phase I & II requirement and procedures such as-
- Review of Thesis or text book or an article
- Internship and seminar activities, their formats, requirements, procedures and other information.
- Prepare a report of the pre internship activities in part I, phase I and maintain a file and be presented to evaluation committee.

**Phase II:**

This phase will be of 6 weeks and is required fulltime participation of the interns placed to cooperating school which will sponsor up to six interns. Each intern will prepare the operation calendar for the entire period of practicum and submit it to the internal supervisor for approval within one week of his/her placement.

Major tasks to be performed by the intern:

**1. Practice Teaching**

- Attendance-100%
- Teach 7 classes to the students with lesson plans.
- Observe peer's 2 classes with observation form, observe subject teachers 2 classes.
- Prepare questions:
  - \* Subjective - Long 5, short 5
  - \* Objective - Multiple choice- 10, completion True/false and matching item each 2 sets with 5 sub items.
- Prepare answer key and marking scheme
- Select, prepare and use teaching materials and maintain files and be presented before evaluation committee.

**2. Seminar:**

- Conduct a seminar at the cooperating school on the topic related to instructional improvement.

- The interns will identify the topic of seminar through class observation and interaction with subject teacher and head teacher.
- The topic for seminar should be approved by the internal supervisor and the activities should be planned in the guidance of internal supervisor.
- prepare a report and submit it before the external supervisor and evaluation committee.
- The report should be written in an accepted format.

### 3. Thesis/ book/ article Review:

- The interns require to submit a detailed report in the accepted format.
- Either of the following field will be chosen by the intern for review:
  - \* Masters degree thesis
  - \* Secondary level (Grade IX or X) text book.
  - \* Research article from newspapers or journals.
- The intern should remain under guidance of internal supervisor while performing such activities.

### 4. Internship:

- The interns should prepare an internship report under the following guidelines:
- Plan internship activities under guidance of internal supervisor and study:
  - History, mission and future direction of the cooperative school.
  - Administrative organization of the school.
  - Office procedures including book-keeping, preparation of records, filing systems and handling of supplies.
  - Entrance policies, promotion policies of teachers, teacher loads, teacher pupil ratio, class size.
  - Enrolment pattern over a period of five years.
  - Interactive communication among stakeholders.
  - Develop a plan for improving library facilities.
  - Dropouts, repeaters, promotion and new admission of students.
- Arrange meeting regarding professional problem among teachers as the end of internship.

### Method of Instruction :

The following general method of instruction can be used as lecture, explanation, demonstration, discussion, workshop, seminars, microteaching, project work and presentation and observation.

### Evaluation scheme:

- For the purpose of Evaluation of this course there will be organized an evaluation committee in each campus/college as following.

Chairman - Senior Evaluation teacher (External Evaluation)

Member - Subject superior (Internal Supervisor)

- Assessment techniques and marks distribution

Particulars / performances - makes distribution

|                      |   |     |
|----------------------|---|-----|
| 1. Practice teaching | - | 10% |
| 2. Review            | - | 15% |
| 3. Seminar           | - | 20% |
| 4. Internship        | - | 35% |
| 5 Viva-voce          | - | 20% |

Internal Evaluation: -20% of marks for phase 1 activities by internal supervisor.

-20% of marks for phase II activities under which 15% by internal supervisor and 5% by Head teacher or subject teacher of the cooperating school.

External Evaluation: -60% of marks by external Evaluator.

- The intern should pass both phases separately scoring 40% of marks allotted in each phase.
- The interns should submit following particulars to the Evaluation committee in a single report form:

**Practice teaching materials:**

lesson plan book, teaching materials used, Question papers and question items, peer observation form,

**Seminar Report**

- Internship report,
- Review report,
- Operation calendar for practicum,
- Records phase I activities.
- Approval letter from the cooperating school about the attendance of interns and successful completion of practicum by the interns.
- Forward letter from internal supervisor.

*Note: Practicum manual should be developed for the implementation for this course.*

**References:**

- Angelo, Thomas A. and K.P. Cross, 1993, Classroom assessment techniques, Second edition, San Fransisco, Jossey-Bas Publishers.
- Butler, K.A., 1987, Learning and Teaching Style: In theory and Practice, Colombia, C.T.: Learner's Dimension.
- Dhakal, Madhav P. and Prem Narayan Aryal (2056), Abhyash Shikshan : Nirdesan Ra Prayog, Kathmandu:Kathmandu Shikshya Campus.
- Gronlund, N.E., 1985, Stating Objectives of Classroom instructions, Third Edition, New York: Mac Milan Publishing.
- Harold, Admas and Frank Dicky (1965), Basic Principles of Students Teaching, New York, American Book Co.
- Linn R.L. and Gronlund, N.E., 2000, Measurement and Assement in Teaching, Singapore: Pearson education Pvt. Ltd.
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- Purbanchal University, 2058 BS, *Abhyash Shikshyan Nirdesika*, For one Year and Three Year B.Ed., Biratnagar: PU Office of examination Management.
- Purbanchal University, 2069 BS, *Practice Teaching/Practicum Guide-lines*, For post graducat level (M.Ed.), Biratnagar: PU Dean's Office, Faculty of Education
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- T.U., 2008, Practice Teaching Manual for B.Ed. Programme, Kathmandu: TU.
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**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: **Language and Linguistics**  
 Course Code: ENGED111M  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150 Hrs

Course: English Major Paper I  
 Nature of Course: Theoretical  
 F.M.: 100 (Internal 20+External 80)  
 P.M.: 36 (8 Internal+28 External)  
 Time per Period: 50 Min.

### 1. Course Description

This is a basic course in the study of language and linguistics. It deals with different kinds of linguistic terms and branches. This course introduces different areas of language and linguistics such as language, linguistics, phonetics, phonology, morphology, syntax, semantics, pragmatics, pedagogical implications of linguistics, sociolinguistics, psycholinguistics and translation studies. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### 2. Course Objectives

The general objectives of this course are:

- to make students familiar with different areas of language and linguistics.
- to make them able to analyse different speech sounds
- to provide knowledge of correct pronunciation
- to learn about importance of translation studies
- to have knowledge about morphemes, word formation and sentence building.
- to acquaint them with language and society and language acquisition.

### 3. Course Contents

#### Unit-I Language (10)

- 1.1 Definition of Language
- 1.2 The Origins of Language (The divine source, The natural Sound Source, The oral-gesture source, Glossogenetics, Physiological adaption, Interactions and transactions).
- 1.3 Importance of language
- 1.4 Properties of language (Communicative versus informative; Unique properties: Displacement, Arbitrariness, Productivity, Cultural transmission, Discreteness, Duality)
- 1.5 Comparative study between human language and animal communication
- 1.6 Chimpanzees and Language- Washoe; Sarah and Lana; Nim Chimsky; Hans, Buzz and Doris

#### Unit-II Linguistics (10)

- 2.1 Definitions of Linguistics
- 2.2 Branches of Linguistics (Theoretical linguistics, Applied linguistics, Synchronic linguistics, Diachronic linguistics, General linguistics, Descriptive linguistics, Micro linguistics, Macro linguistics, Psycholinguistics, Sociolinguistics, Neuro-linguistics, Computational linguistics and Developmental linguistics)
- 2.3 Levels of linguistic analysis (phonological, grammatical, semantics and pragmatics)

#### Unit-III Concepts in Language and Linguistics (6)

- 3.1 Speech and writing

- 3.2 Competence and performance
- 3.3 Langue and Parole
- 3.4 Descriptive grammar and prescriptive grammar

#### **Unit-IV Phonetics**

**(23)**

- 4.1 Definition of phonetics
- 4.2 Branches of phonetics
- 4.3 Organs of speech
- 4.4 Description of vowels
  - 4.4.1 Quality: Monophthong, Diphthong
  - 4.4.2 Length: short and long vowels
- 4.5 Classification of vowels:
  - 4.5.1 Tongue position: (i.) high, mid, low (ii) front, central, back; and (iii) Lip position rounded, unrounded
- 4.6 Direction of glide: Closing and centring
- 4.7 Prominence of glide: falling, rising
- 4.8 Processes involved in the production of speech sounds:
  - (Air stream mechanism, phonation process, oro-nasal process, articulation)
- 4.9 The consonants
  - 4.9.1 Three term descriptions of consonants
    - 4.9.1.1 Voicing: voiced and voiceless
    - 4.9.1.2 Place of articulation
    - 4.9.1.3 Manner of articulation
- 4.10 Suprasegmental features: length, stress, tone, intonation, tempo, juncture
- 4.11. Speech units: phone, syllable, stress unit, tone unit
- 4.12 Forces of articulation: fortis and lenis, tense and lax
- 4.12 Consonant clusters: (word initial, medial and final)
- 4.13 Vowel sequences

#### **Unit –V Phonology**

**(10)**

- 5.1 Definition of phonology
- 5.2 English phonemes
- 5.3 Phone, phoneme and allophones
- 5.4 Principles of phonemic analysis: (Principle of contrastive distribution, principle of complementary distribution, principle of free variation, principle of phonetic similarity, principle of pattern congruity and principle of economy)
- 5.5 Definition of Morphophonemics
- 5.6 Morphophonemic changes: (loss of phonemes, addition of phonemes, assimilation, stress shift)
- 5.7 Morphophonemic changes in English: (pronunciation of plural morphemes- s / es and their allomorphs; pronunciation of past morphemes and their allomorphs, zero morph).
- 5.8 Distinction between phonetics and phonology

#### **Unit-VI Morphology and Syntax**

**(23)**

- 6.1 Definition of morphology and morpheme
- 6.2 Types of morphemes: free and bound
- 6.3 Morphological analysis: stem, root and affixes: (prefix, suffix, inflectional, derivational)
- 6.4 Definition of word
- 6.5 Orthographic, morphological, lexical and semantic words
- 6.6 Words classes
  - 6.6.1 Major classes: noun, verb, adjective, adverb

- 6.6.2 Minor word classes: pronoun, preposition, conjunction, interjection, conjunction, determiner, classifier, intensifier
- 6.7 Word formation: (affixation, reduplication, compounding, clipping, backformation, blending, borrowing, acronym, coinage, cliticization, derivation, inflection)
- 6.8 The phrase
  - 6.8.1 Definition of Phrase
  - 6.8.2 Types of phrase: noun phrase, verb phrase, adverb phrase, prepositional phrase
- 6.9 The clause
  - 6.9.1 Definition of clause
- 6.10 Types of clause: main clause, co-ordinate clause, subordinate clause (noun clause, adjective clause, adverb clause)
- 6.11 The sentence
  - 6.11.1 Definition of sentence
  - 6.11.2 Functional classification of sentences: (declarative, interrogative, imperative, optative, exclamatory)
  - 6.11.3 Formal classification of sentences: simple sentence, compound sentence, complex sentence

## **Unit VII Semantics**

**(6)**

- 7.1 Introduction to semantics and concept of meaning
- 7.2 Semantic relations among words: synonymy, antonymy, converseness, hyponymy (hyperonymy and hyponyms), homophony and homography, homonymy and polysemy
- 7.3 Meaning: Lexical meaning, grammatical meaning, contextual meaning

## **Unit VIII Pragmatics**

**(6)**

- 8.1 Definition of pragmatics
  - 8.1.1 Invisible meaning
  - 8.1.2 Context
  - 8.1.3 Deixis
  - 8.1.4 Reference
  - 8.1.5 Inference
  - 8.1.6 Anaphora
  - 8.1.7 Presupposition
  - 8.1.8 Speech acts
  - 8.1.9 Politeness

## **Unit IX History of Language and Language Change**

**(6)**

- 9.1 Introduction to Historical Linguistics
- 9.2 Major language families in the world
- 9.3 Language change
- 9.4 Sound change
- 9.5 Lexical change
- 9.6 Syntactic change
- 9.7 Semantic change

## **Unit X Pedagogical Implications of Linguistics**

**(15)**

- 10.1 Introduction to Applied Linguistics and language teaching
- 10.2 Contrastive analysis:
  - 10.2.1 What is CA?
  - 10.2.2 CA hypothesis: Transfer Theory

- 10.2.3 Principles of CA
- 10.2.4 Assumptions of CA
- 10.2.5 The uses of CA
- 10.3 Concept of error analysis
  - 10.3.1 Stages of error analysis: collection of error, recognition of error, description of errors, explanation of errors (interlanguage errors, intralingual and development errors)
  - 10.3.2 Lapses, mistakes and errors
  - 10.3.3 The uses of Error analysis

#### **Unit XI Sociolinguistics**

**(15)**

- 11.1 Demographic introduction of different languages spoken in Nepal
- 11.2 Introduction of Sanskrit Language as a classical and global language of popular culture
- 11.3 Introduction to Indo-Aryan and Tibeto-Burman languages in Nepal
- 11.4 Written and unwritten languages in Nepal
- 11.5 Monolingualism, bilingualism and multilingualism
- 11.6 The lesser known and endangered languages in Nepal and India
- 11.7 Concept and criteria of standard language
- 11.8 Development of Nepali language as a lingua franca, national language and official language
- 11.9 Language as a socio-cultural system
- 11.10 Language, dialects, and register
- 11.11 Pidgins and creoles
- 11.12 Language and gender
- 11.13 Relationships between language and society.

#### **Unit XII Psycholinguistics**

**(10)**

- 12.1 Nature and scope of psycholinguistics
- 12.2 First language acquisition: mentalist and behaviourist view
- 12.3 Language and thought
- 12.4 Interlanguage development in children
- 12.5 Concept of first and second language acquisition
- 12.6 Sapir- Whorf hypothesis

#### **Unit XIII Translation Studies**

**(10)**

- 13.1 Introduction to translation studies
- 13.2 Linguistic and literary point of views of translation
- 13.3 Types of translation: literary and scientific
- 13.4 Importance and need of translation
- 13.5 Translation and language learning
- 13.6 Current trends and problems of translation
- 13.7 Practical work of translation

#### **4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem solving

## 5. Evaluation Scheme

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation can not attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

The formats for internal and final annual examination are separately presented.

### Format for Internal Evaluation

Format for Internal evaluation to this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 16                          | 16 questions×1 mark                                   | 16          |
| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

## 6. Prescribed Books and Reading Materials

- Aarts, B. (1997). *English Syntax and Argumentation*. Great Britain: Antony Rowe Ltd.
- Aarts, F. and Aarts, J. (1986). *English Syntactic Structures*. Great Britain: Pergamon Press.
- Abercrombie, D. (1966). *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.
- Balasubramanian, T. (1981). *A Textbook of English Phonetics for Indian Students*. New Delhi: Macmillan.
- Bourdieu, P. (1997). *Language and Symbolic power*. Oxford: Blackwell Publishers.
- Central Bureau of Statistics (2013). National Population census.
- Downes, W. (1998). *Language and Society*. United Kingdom: Cambridge University Press.
- Gurung, H. (1998). *Nepal: Social Demography and Expressions*. Kathmandu: New ERA.
- Hyman, L.M. (1975). *Phonology: Theory and Practice*. Los Angeles: Holton, Rinehart and Winston.
- Ladefoged, P. (1982). *A Course in Phonetics*. New York: Harcourt Brace Jovanovich, Publishers.
- Peter, N. (1988). *A Textbook of Translation*. New York: Prentice Hall.
- Sujit, M. (1994). *Translation as Discovery*. New Delhi: Orient Longman.
- Varshney, R. L. (1998). *An Introductory Textbook of linguistics and Phonetics*. Bareilly: Student Store.
- Verma, S. K. and Krishnaswamy, N. (2009). *Modern Linguistics: An Introduction*. New Delhi: Oxford University Press.
- Yadav, Y. P. (2001). *Linguistics: A Basic Course*. Kirtipur: New Hira Books Enterprises.
- Yule, G. (1997). *The Study of Language*. Great Britain: Cambridge University Press.
- Wardaugh, R. (2000). *An Introduction to Sociolinguistics*. Oxford: Blackwell Publisher.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: **English Language Teaching Method**  
 Course Code: ENGED214M  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Professional  
 Nature of Course: Theoretical  
 F.M.: 100 (20 Internal+80 External)  
 P.M.: 36 (8 Internal+28 External)  
 Time per Period: 50 min.

**Course description:**

This is a specialization course for prospective secondary level English teachers. This course helps them to use effective methods of teaching English and helps to perform planning lessons, teaching materials as provided by the modern technology. Similarly it enhances the teachers for using evaluating skills in real situations. The figures in the margin of each unit indicate approximate teaching periods for that unit.

**Course objective:**

This course aims at :-

- Introducing the students to the various ELT methods, Their terminology and underlying theoretical assumptions,
- Raising the students awareness of the strength and weaknesses of the various ELT methods,
- Helping the students find ways to improve their teaching practice by becoming more aware of the way learning happens,
- Helping the students find ways to adjust their teaching to the specific groups of learners with specific goals and in specific contexts,
- Examining general teaching methods in order underlie them.

**Contents**

**Unit-I Theories of Language Learning**

**30**

1. The Behaviorists and the Mentalist theories.

- 1.1 Introduction
- 1.2 The Behaviorists Theory
- 1.3 Structuralism in linguistics
- 1.4 Chomskyan transformational - Generative Theory as the Mentalist Theory
- 1.5 Chomskyan Mentalist and cognitive psychology
- 1.6 Which Theory is to Adopt? Discussion.

2. Factors Affecting Language Learning

- 2.1 Age of the learner
- 2.2 Environment
- 2.3 Exposure
- 2.4 Procedure
- 2.5 Feedback
- 2.6 Motivation
  - 2.6.1 Types of Motivation
    - 2.6.1.1 Extrinsic Motivation
    - 2.6.1.2 Intrinsic Motivation
  - 2.6.2 Enhancing learners Motivation
- 2.7 Attitude
- 2.8 Aptitude
- 2.9 Anxiety and self confidence

### 3. First language Acquisition and second Language Learning.

- 3.1 Terminological Distinction.
- 3.2 Chronology of Speech development in a child
- 3.3 The first Language acquisition process.
- 3.4 Conditions under which L1 is acquired.
- 3.5 Comparison of first language Acquisition and second language learning.

## **Unit- II Approaches, Methods and Techniques of language Teaching. 35**

- 1. Introduction
- 2. Definition of Approach, Method and technique
- 3. Some Major Methods and Approaches.
  - 3.1 Grammar Translation Method.
  - 3.2 Direct Method
  - 3.3 The Audio Lingual Method.
  - 3.4 The Oral Structural Situational Approach.
  - 3.5 The Communicative Approach.
  - 3.6 Total physical Response.
  - 3.7 Content-based, task-based and participatory Approaches.
  - 3.8 Which method. Approach is Preferable? Discussion.
- 4. Language teaching Techniques
  - 4.1 Drill
    - 4.1.1 Usefulness of drills
    - 4.1.2 Types of drills
    - 4.1.3 Demerits of drills and ways of minimizing them
  - 4.2 Simulation, role play and demonstration
  - 4.3 Pictures
  - 4.4 Strip story
  - 4.5 Pair work and group work
  - 4.6 Elicitation
    - 4.6.1 Importance of Elicitation
    - 4.6.2 How to use elicitation technique effectively
  - 4.7 Demonstration
  - 4.8 Correction
    - 4.8.1 Attitude to learners error
    - 4.8.2 General principles of error correction
    - 4.8.3 Error Correction techniques
  - 4.9 Project work.

## **Unit-III Teaching Different Language Skill 35**

- 1. Introduction
- 2. Teaching of Listening
  - 2.1 Importance of listening skill
  - 2.2 Aspects of listening skill
  - 2.3 Reasons for listening.
  - 2.4 Problems Associated with Listening
  - 2.5 Ear training
    - 2.5.1 Exercise at the word level
    - 2.5.2 Teaching Listening Comprehension, a three stage procedure
  - 2.6 Teaching Strategies
    - 2.6.1 Planning
    - 2.6.2 Material production
      - Authentic Vs Non-authentic materials

- Live Vs recorded materials
- 2.6.3 Activities
  - Short-response activities
  - Long response activities
  - Integrating the listening skill with other skills.
- 3. Teaching of Speaking
  - 3.1 Elements of the Speaking skill
  - 3.2 Stages of Speaking
    - 3.2.1 Early Stage
    - 3.2.2 Controlled conversation
    - 3.2.3 free Conversation
  - 3.3 Teaching Strategies
    - 3.3.1 Planning
    - 3.3.2 Material Production
    - 3.3.3 Activities
      - Imitation and repetition
      - Discourse chain
      - Role playing
      - Information gap activity
      - Group discussion
      - Playing language game
    - 3.3.4 correcting Speaking
- 4. Teaching of Reading
  - 4.1 What is reading?
  - 4.2 reasons for reading
  - 4.3 reading Skills
  - 4.4 reading and reading comprehension
  - 4.5 Stages of reading development
    - 4.5.1 Mimicry
    - 4.5.2 Controlled reading
    - 4.5.3 Guided reading
    - 4.5.4 Intensive reading
    - 4.5.5 Extensive reading
    - 4.5.6 Reading for pleasure
  - 4.6 Rapid Reading
  - 4.7 Skimming and Scanning
  - 4.8 Teaching Strategies
    - 4.8.1 Planning
    - 4.8.2 Material production
      - Selecting text
      - Setting questions and tasks
    - 4.8.3 Activities
      - Understanding words in context
      - Drawing inferences
      - Establishing relations between different parts of a text
      - Answering questions
- 5. Teaching of writing
  - 5.1 What is writing?
  - 5.2 Writing process
  - 5.3 Aspects of the writing process
    - 5.3.1 Audience
    - 5.3.2 Purpose

- 5.3.3 Word choice
- 5.3.4 Organization
- 5.3.5 Mechanism
- 5.3.6 Grammar and Syntax
- 5.3.7 Content
- 5.4 Stages in the development of writing
  - 5.4.1 Copying
  - 5.4.2 Reproduction
  - 5.4.3 Recombination
  - 5.4.4 Guided composition
- 5.5 teaching Strategies
- 5.6 Correcting written work.

#### **Unit-IV Teaching Different Aspects of Language** **15**

- 1. Teaching vocabulary
  - 1.1 Skills involved in learning words
  - 1.2 Aspects of Learning words
  - 1.3 receptive Vs productive vocabulary
  - 1.4 Vocabulary teaching strategies
    - 1.4.1 Pronunciation
    - 1.4.2 Spelling
    - 1.4.3 Meaning
    - 1.4.4 Vocabulary practice exercise
- 2. Teaching Grammar
  - 2.1 Approaches of teaching Grammar
    - 2.1.1 The deductive approach
    - 2.1.2 The Inductive approach
  - 2.2 Classroom Procedure
  - 2.3 Material production
- 3 Teaching Pronunciation
  - 3.1 The rationale behind teaching pronunciation
  - 3.2 Identifying the areas of difficulty
  - 3.3 Pronunciation teaching procedures
    - 3.3.1 Teaching Individual Sound
    - 3.3.2 Teaching Stress and Intonation

#### **Unit-V Modern ELT Technology** **15**

- 1 Introduction
- 2 Audio- Video Recorders
  - 2.1 Advantages and role of recording in foreign language teaching
- 3 Overhead projector & multimedia
- 4 The Language Laboratory
  - 4.1 The nature and function of Language laboratory
  - 4.2 The role of language laboratory
  - 4.3 Installing of language laboratory
  - 4.4 Advantages of language laboratory
  - 4.5 Limitations of language laboratory
- 5 The computer
  - 5.1 Computer Assisted language learning (CALL)
  - 5.2 Advantages of computer in language Teaching and learning
  - 5.3 Limitations of Computer in language teaching

**Unit-VI Resources and Planning****10**

- 1 Using course book
  - 1.1 Use of course book
  - 1.2 Adding, adapting and replacing course book
  - 1.3 Reason for ( and against) using a course book
  - 1.4 Textbook analysis
  - 1.5 Choosing course-book
- 2 Planning Lessons
  - 2.1 reasons for planning lessons
  - 2.2 Lesson format
  - 2.3 Micro/peer teaching

**Unit-VII ELT Issues and challenges in Nepal****10**

- 1 Student of different learning levels and mixed ability class
- 2 Class size
- 3 Dealing with homework
- 4 Encouraging less motivated students
- 5 Giving feedback

**4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem solving

**5. Evaluation Scheme**

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation can not attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

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 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

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|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

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| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### Recommended Books and Reference

Larsen-Freeman, D. (2006) Techniques and principles in language teaching. Oxford: OUP.

Richards, J.C. & Rodgers T.S.(2005) Approaches and methods in language teaching. Cambridge CUP.

Doff. A. (1988) Teach English- A training course for teachers, Cambridge: CUP.

Harmer, J. (2008) How to teach English: London: Pearson Longman

Basnet Nil Bahadur (2005) Theories and Methods of English Language teaching

Agrawal, J.C. (1996) Principles, Methods and techniques of the Teaching. New Delhi: Vikash publishing.

Corder, S.Pit (1992) A Practical Handbook of Language teaching. London

Kochhar, S.K.(2000) Methods and techniques of teaching. New Delhi; Sterling publisher.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: सामान्य र प्रायोगिक भाषाविज्ञान  
 Course Code: NEPED121M  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Major Nepali Paper I  
 Nature of Course: Theoretical  
 F.M.: 100 (20 Internal +80 External)  
 P.M.: 36 (8 Internal + 28 External)  
 Time per Period: 50 min.

**१. पाठ्यांश परिचय**

यो पाठ्यांश तीन बर्से बी.एड. कार्यक्रम अन्तर्गत नेपाली विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि सामान्य भाषाविज्ञान र प्रायोगिक भाषाविज्ञानसम्बन्धी परिचयात्मक ज्ञानको विकास गर्न राखिएको हो।

**२. पाठ्यांशका उद्देश्यहरू**

**(क) साधारण उद्देश्य**

१. नेपाली भाषाका सन्दर्भमा भाषाविज्ञानको परिचय दिन,
२. ध्वनिविज्ञान, वर्णविज्ञान, रूपविज्ञान, वाक्यविज्ञान, अर्थविज्ञान र नेपाली भाषाको विकासक्रमसम्बन्धी आधारभूत धारणा बताउन,
३. प्रायोगिक भाषाविज्ञानका आधारभूत धारणाहरू बताउन,

**(ख) विशिष्ट उद्देश्य**

यो पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् :

१. भाषा र भाषिक भेदको परिचय दिन,
२. भाषाविज्ञानका अध्ययन क्षेत्रहरू र यसका शाखाहरूको वर्णन गर्न,
३. ध्वनिहरूको उच्चारण प्रक्रिया बताउन र वर्गीकरण गर्न,
४. वर्ण सिद्धान्तको परिचय दिन र अक्षरहरूको स्वरूप पहिल्याउन,
५. रूपविज्ञानको परिचय दिन र आधारभूत धारणाहरू बताउन,
६. शब्दवर्ग, पदावली, वाक्यतत्व र वाक्यका स्वरूपसम्बन्धी ज्ञान प्रदान गर्न,
७. अर्थविज्ञानको परिचय दिन र अर्थगत सम्बन्धहरूको वर्णन गर्न,
८. प्रकरणार्थ विज्ञानको परिचय, प्रकृति र क्षेत्रहरूको वर्णन गर्न,
९. नेपाली भाषाको उत्पत्ति, विकासक्रम र वर्तमान स्थितिको जानकारी दिन,,
१०. प्रायोगिक भाषाविज्ञानको परिचय दिन,
११. व्यतिरेकी विश्लेषणका आधारभूत धारणा र प्रक्रिया बताउन,
१२. त्रुटिविश्लेषणका आधारभूत धारणा बताउन,
१३. कोशविज्ञानसम्बन्धी आधारभूत धारणा र प्रक्रिया बताउन,
१४. अनुवाद विज्ञानसम्बन्धी आधारभूत अवधारणाको परिचय दिन,

**३. पाठ्यविषय**

**खण्ड क : सामान्य भाषाविज्ञान**

**७५ अङ्क**

**एकाइ एक : भाषा र भाषिक भेदको परिचय**

**१२ घण्टी**

- १.१ भाषाको परिभाषा र विशेषताहरू
- १.२ भाषा, भाषिका र व्यक्तिभाषा
- १.३ भाषा र भाषिका छुट्याउने आधारहरू
- १.४ सामाजिक भाषिका र प्रयोजनपरक भेदहरू

|                    |                                                                                                                               |                 |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------|
| १.५                | भाषाका भेदहरू<br>- औपचारिक र अनौपचारिक<br>- स्तरीय र सामान्य                                                                  |                 |
| १.६                | भाषाको मानकीकरण                                                                                                               |                 |
| १.७                | भाषाको आधुनिकीकरण                                                                                                             |                 |
| <b>एकाइ दुई :</b>  | <b>भाषाविज्ञानको परिचय, यसका क्षेत्र र शाखाहरू</b>                                                                            | <b>१० घण्टी</b> |
| २.१                | भाषाविज्ञानको परिचय                                                                                                           |                 |
| २.२                | भाषाविज्ञानको केन्द्रीय र परिधीय क्षेत्र - ध्वनि, वर्ण, रूप, वाक्य र अर्थतत्व                                                 |                 |
| २.३                | भाषाविज्ञानका शाखाहरू<br>ध्वनिविज्ञान, वर्णविज्ञान, रूपविज्ञान, वाक्यविज्ञान, अर्थविज्ञान                                     |                 |
| २.४                | समकालिक र कालक्रमिक भाषाविज्ञान                                                                                               |                 |
| २.५                | सैद्धान्तिक र प्रयोगिक भाषाविज्ञान                                                                                            |                 |
| २.६                | सामाजिक भाषाविज्ञान र मनोभाषाविज्ञान                                                                                          |                 |
| <b>एकाइ तीन :</b>  | <b>ध्वनिविज्ञान</b>                                                                                                           | <b>१० घण्टी</b> |
| ३.१                | ध्वनिविज्ञानको परिचय                                                                                                          |                 |
| ३.२                | श्वास प्रवाह र ध्वनि अवयव                                                                                                     |                 |
| ३.३                | स्वर र व्यञ्जन ध्वनिहरूको उच्चारण प्रक्रिया                                                                                   |                 |
| <b>एकाइ चार :</b>  | <b>वर्णविज्ञान</b>                                                                                                            | <b>१२ घण्टी</b> |
| ४.१                | ध्वनिविज्ञान र वर्णविज्ञानमा भिन्नता                                                                                          |                 |
| ४.२                | वर्ण सिद्धान्त - व्यतिरेक, परिपूरक वितरण, मुक्तपरिवर्तन र तटस्थीकरण                                                           |                 |
| ४.३                | स्वर र व्यञ्जन वर्णहरूको वर्गीकरण                                                                                             |                 |
| ४.४                | खण्डीय वर्ण र खण्डेतर वर्ण : मात्रा, अनुनासिकता, बलाघात, श्वासन र तान                                                         |                 |
| ४.५                | अक्षरहरूको संरचना र अक्षर छुट्याउने आधारहरू                                                                                   |                 |
| ४.६                | लेख्य र कथ्य भाषामा भिन्नता                                                                                                   |                 |
| <b>एकाइ पाँच :</b> | <b>रूपविज्ञान</b>                                                                                                             | <b>१२ घण्टी</b> |
| ५.१                | रूपविज्ञानको परिचय                                                                                                            |                 |
| ५.२                | रूपनिर्धारण प्रक्रिया<br>- रूप र संरूप<br>- मुक्त रूप, बद्ध रूप र शून्य रूप                                                   |                 |
| ५.३                | रूपायन प्रक्रिया                                                                                                              |                 |
| ५.४                | व्युत्पादन प्रक्रिया                                                                                                          |                 |
| ५.५                | सन्धि (रूपध्वन्यात्मक परिवर्तन) प्रक्रिया                                                                                     |                 |
| <b>एकाइ छ :</b>    | <b>वाक्यविज्ञान</b>                                                                                                           | <b>२७ घण्टी</b> |
| ६.१                | रूपविज्ञान र वाक्यविज्ञान                                                                                                     |                 |
| ६.२                | शब्द, पदावली, उपवाक्य, वाक्य र सङ्कथन                                                                                         |                 |
| ६.३                | शब्दवर्गको परिचय, प्रकार र तिनका कार्यहरू : नाम, सर्वनाम, विशेषण, क्रिया, नामयोगी, क्रियायोगी, संयोजक, विश्रमयादिबोधक र निपात |                 |
| ६.४                | पदावलीको परिचय र प्रकार                                                                                                       |                 |
| ६.५                | वाक्यका प्रकार : सरल र जटिल वाक्य                                                                                             |                 |
| ६.६                | वाक्यात्मक कार्य : कर्ता, कर्म, पूरक र क्रियायोगिक                                                                            |                 |
| ६.७                | व्याकरणात्मक कोटिहरूको परिचय : लिङ्ग, वचन, आदर, पुरुष, काल, पक्ष, भाव, वाच्य र कारक                                           |                 |
| <b>एकाइ सात :</b>  | <b>अर्थविज्ञान</b>                                                                                                            | <b>६ घण्टी</b>  |

|                                               |                                                                                                                                                                    |                 |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ७.१                                           | अर्थविज्ञानको परिचय                                                                                                                                                |                 |
| ७.२.                                          | अर्थविज्ञानको प्रकृति र क्षेत्र                                                                                                                                    |                 |
| ७.३                                           | अर्थका प्रकार : व्याकरणात्मक, कोशीय, सन्दर्भपरक, साहचर्यात्मक र धारणात्मक                                                                                          |                 |
| ७.४                                           | अर्थगत सम्बन्धहरू :<br>पर्यायता, असमावेशात्मकता, समावेशात्मकता, अनेकार्थकता                                                                                        |                 |
| <b>एकाइ आठ :</b>                              | <b>प्रकरणार्थ विज्ञान</b>                                                                                                                                          | <b>५ घण्टी</b>  |
| ८.१                                           | प्रकरणार्थ विज्ञानको परिचय                                                                                                                                         |                 |
| ८.२                                           | प्रकरणार्थ विज्ञानको क्षेत्र                                                                                                                                       |                 |
| ८.३                                           | सन्दर्भ निर्देशन, र पूर्वअवधारणा                                                                                                                                   |                 |
| <b>एकाइ नौ :</b>                              | <b>नेपाली भाषाको विकासक्रम</b>                                                                                                                                     | <b>२२ घण्टी</b> |
| ९.१                                           | भारोपेली परिवार र नेपाली भाषाको उत्पत्ति                                                                                                                           |                 |
| ९.२                                           | नेपाली भाषाको विकासक्रम<br>- प्राचीन नेपाली<br>- मध्यकालीन नेपाली<br>- आधुनिक नेपाली                                                                               |                 |
| ९.३                                           | नेपालीका भाषिका र तिनका प्रमुख विशेषताहरू                                                                                                                          |                 |
| ९.४                                           | नेपाली भाषाको विस्तारका लागि भएका प्रयासहरू<br>(क) हलन्त बहिस्कार आन्दोलन<br>(ख) भुर्रोवादी आन्दोलन<br>(ग) व्याकरण लेखन परम्परा<br>(घ) शब्दकोश निर्माणका प्रयासहरू |                 |
| ९.५                                           | नेपालमा बोलिने भाषाका भाषा परिवार र नेपालका प्रमुख भाषाहरूको वर्तमान स्थिति                                                                                        |                 |
| <b>खण्ड ख : प्रायोगिक भाषाविज्ञान अङ्क २५</b> |                                                                                                                                                                    |                 |
| <b>एकाइ दश :</b>                              | <b>व्यतिरेकी विश्लेषण</b>                                                                                                                                          | <b>८ घण्टी</b>  |
| १०.१                                          | व्यतिरेकी विश्लेषणको परिचय                                                                                                                                         |                 |
| १०.२                                          | व्यतिरेकी विश्लेषणको उपयोगिता                                                                                                                                      |                 |
| १०.३                                          | व्यतिरेकी विश्लेषणको प्रक्रिया                                                                                                                                     |                 |
| <b>एकाइ एघार :</b>                            | <b>त्रुटिविश्लेषण</b>                                                                                                                                              | <b>९ घण्टी</b>  |
| ११.१                                          | त्रुटिविश्लेषणको परिचय                                                                                                                                             |                 |
| ११.२                                          | भाषाशिक्षणमा त्रुटिकोस्थान                                                                                                                                         |                 |
| ११.३                                          | भाषा शिक्षणमा त्रुटिविश्लेषणको उपयोगिता                                                                                                                            |                 |
| ११.४                                          | त्रुटिका प्रकारहरू                                                                                                                                                 |                 |
| ११.५                                          | त्रुटिविश्लेषणको प्रक्रिया : पहिचान, वर्गीकरण र विश्लेषण                                                                                                           |                 |
| <b>एकाइ बाह्र :</b>                           | <b>अनुवाद विज्ञान</b>                                                                                                                                              | <b>८ घण्टी</b>  |
| १२.१                                          | अनुवादको परिचय                                                                                                                                                     |                 |
| १२.२                                          | अनुवादको प्रयोजन र आवश्यकता                                                                                                                                        |                 |
| १२.३                                          | अनुवादका प्रकार : भाषान्तरिक, अन्तरभाषिक र भाषेतर अनुवाद                                                                                                           |                 |
| <b>एकाइ तेह्र :</b>                           | <b>कोशविज्ञान</b>                                                                                                                                                  | <b>९ घण्टी</b>  |
| १३.१                                          | कोशको परिचय                                                                                                                                                        |                 |
| १३.२                                          | कोशको प्रकार र तिनका विशेषताहरू                                                                                                                                    |                 |
| १३.३                                          | शब्दकोशकोस्वरूप र शब्दकोश सम्पादन प्रक्रिया                                                                                                                        |                 |
| १३.४                                          | भाषाशिक्षणका सन्दर्भमा शब्दकोशको महत्व                                                                                                                             |                 |

**४. शिक्षण विधि**

- व्याख्यान विधि
- छलफल विधि
- प्रश्नोत्तर विधि
- समूहकार्य विधि
- पुस्तकालयीय अध्ययन विधि
- लिखित परीक्षा
- मौखिक तथा लिखित कक्षाकोठा प्रस्तुति
- समस्या समाधान आदि

**५. मूल्याङ्कन**

विद्यार्थीको मूल्याङ्कन पाठ्यवस्तुको प्रकृतिअनुसार विभिन्न विधिद्वारा गरिनेछ। यस पाठ्यांशको अन्तिम मूल्याङ्कन पू.वि. परीक्षा प्रणालीअनुसार आन्तरिक र बाह्य दुई किसिमबाट मूल्याङ्कनद्वारा गरिनेछ। विद्यार्थीहरूले आन्तरिक तथा बाह्य दुवै परीक्षामा अलग-अलग उत्तीर्ण हुनुपर्नेछ। आन्तरिक परीक्षामा उपस्थित नहुने विद्यार्थीले बाह्य परीक्षामा सामेल हुन पाउने छैन। दुवैको संयुक्त मूल्याङ्कनबाट श्रेणी कायम हुनेछ।

क) आन्तरिक मूल्याङ्कन : २० प्रतिशत

ख) बाह्य मूल्याङ्कन : ८० प्रतिशत

**आन्तरिक मूल्याङ्कन**

अध्यापनको अवधिभित्र कक्षाकार्यकलापको रूपमा पाठ्यवस्तुको प्रकृतिअनुसार व्याख्यान विधि, छलफल, समूहकार्य, पुस्तकालयीय अध्ययन, लिखित परीक्षा, मौखिक तथा लिखित कक्षाकोठा प्रस्तुति, उपस्थिति, सहभागिता र प्रश्नोत्तर जस्ता आन्तरिक मूल्याङ्कनका शिक्षण विधि अपनाइनेछ।

आन्तरिक मूल्याङ्कन निम्न ढाँचा र अङ्कभार अनुसार हुनेछ :

Name of College.....Address.....

Subject Code.....Subject Title.....

Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

प्रत्येक शीर्षकमा ८० प्रतिशत भन्दा बढी अंक दिन कारण अनिवार्य खुलाउनुपर्नेछ। विश्वविद्यालयले मागेको समयमा आन्तरिक मूल्याङ्कनको अंक दिएको आधिकारिक प्रमाण कलेजले उपलब्ध गराउन सक्नेगरी सो वर्षको लागि सुरक्षित राख्नुपर्नेछ।

**बाह्य परीक्षा**

बाह्य परीक्षा पू.वि. परीक्षा व्यवस्थापन कार्यालयले गर्नेछ। यसमा सोधिने प्रश्नको प्रकृति, प्रश्न ढाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ:

| प्रश्नको प्रकृति                | जम्मा प्रश्न सङ्ख्या | उत्तर दिनुपर्ने प्रश्न सङ्ख्या र अङ्क | जम्मा अङ्कभार |
|---------------------------------|----------------------|---------------------------------------|---------------|
| समूह क : वस्तुगत प्रश्न         | १६                   | १६ वटा × १ अङ्क                       | १६            |
| समूह ख : लामो उत्तरात्मक प्रश्न | ३                    | २ वटा × १२ अङ्क                       | २४            |
| समूह ग : छोटो उत्तरात्मक प्रश्न | ७                    | ५ वटा × ८ अङ्क                        | ४०            |
| जम्मा                           | २६                   | -                                     | ८०            |

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- श्रेष्ठ, डा दयाराम, प्रा. मोहनराज शर्मा (२०६४), *नेपाली साहित्यको संक्षिप्त इतिहास*, काठमाडौं : साभा प्रकाशन
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**Purbanchal University**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: नेपाली भाषा शिक्षण  
 Course Code: NEPED224M  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Professional  
 Nature of Course: Theoretical  
 F.M.: 100 (20 Internal+80 External)  
 P.M.: 36 (8 Internal+28 External)  
 Time per Period: 50 min.

**१. पाठ्यांश परिचय**

यो पाठ्यांश एक बर्से बी.एड. कार्यक्रमअन्तर्गत नेपाली विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो। यस पाठ्यांशमा भाषा पाठ्यक्रम, भाषा पाठ्यपुस्तक, भाषिक सीप, शिक्षण विधि तथा भाषिक मूल्याङ्कनका साथै नेपाली भाषाशिक्षणको सम्यक परिचय गराउने दृष्टिकोण राखिएको छ।

**२. पाठ्यांशका उद्देश्यहरू**

**(क) साधारण उद्देश्य**

यो पाठ्यांशका साधारण उद्देश्यहरू यसप्रकार उल्लेख गरिएका छन् :

१. भाषा शिक्षणका सामान्य सिद्धान्तहरू, नेपाली भाषा शिक्षणका समस्याहरू र तिनका समाधानका उपायहरूको जानकारी प्रदान गर्न,
२. विविध सन्दर्भमा नेपाली भाषाको भूमिकाको वर्णन गर्न,
३. नेपाली भाषा शिक्षणका विविध विधि तथा प्रविधिको प्रयोग गर्न,,
४. विद्यालय तहका नेपाली भाषा पाठ्यक्रम तथा पाठ्यपुस्तकहरूको अध्ययन तथा विवेचना गर्न,
५. नेपाली भाषा शिक्षणमा प्रयोग हुन सक्ने सहायक सामग्रीको निर्माण र प्रयोग गर्न,
६. प्रयोजनका आधारमा अध्यापन योजना निर्माण र प्रयोग गर्न
७. भाषिक मूल्याङ्कनका सिद्धान्तहरूको परिचय दिई प्रयोजनका आधारमा प्रश्नहरूको निर्माण गर्न,

**(ख) विशिष्ट उद्देश्य**

यो पाठ्यांश पूरा गरेपछि विद्यार्थीहरू निम्नलिखित कार्यहरू गर्न सक्षम हुनेछन् :

१. नेपाली भाषा शिक्षणको परिचय दिई आवश्यकता बताउन,
२. भाषाशिक्षणका सामान्य सिद्धान्तहरूको वर्णन गर्न,,
३. नेपाली भाषाशिक्षणका समस्याहरू पहिचान गरी तिनका समाधानका उपायहरू पत्ता लगाउन,
४. पहिलो तथा दोस्रो भाषाको सन्दर्भमा नेपाली भाषाको भूमिकाको वर्णन गर्न,
५. मातृभाषा शिक्षणको महत्व बताउन,
६. नेपालका विभिन्न मातृभाषाहरूको स्थिति वर्णन गर्न,
७. माध्यमिक तहका नेपाली भाषा पाठ्यक्रम तथा पाठ्यपुस्तकहरूको विश्लेषण गर्न,
८. नेपाली भाषा शिक्षणका विधि तथा प्रविधिहरूको परिचय दिन,
९. प्रयोजन अनुरूप अध्यापन योजनाको परिचय दिई निश्चित ढाँचामा योजना निर्माण गर्न,
१०. पाठयोजना बनाई लघुशिक्षण गर्न,
११. नेपाली भाषा शिक्षणमा प्रयोग हुने सहायक सामग्रीहरूको परिचय दिई सङ्कलन, निर्माण र प्रयोग विधि उल्लेख गर्न,
१२. भाषिक मूल्याङ्कनका साधन तथा उपायहरूको परिचय दिन,
१३. विशिष्टीकरण तालिका निर्माण गरी तदनुरूप प्रश्नहरू बनाउन

**३. विषयवस्तु**

**एकाइ एक :** भाषाशिक्षणको परिचय

**८ घण्टी**

१.१ भाषाशिक्षणको परिचय

१.२ भाषा शिक्षणको आवश्यकता

|                    |                                                                                                  |                 |
|--------------------|--------------------------------------------------------------------------------------------------|-----------------|
|                    | १.३ भाषाशिक्षणका सामान्य सिद्धान्तहरू                                                            |                 |
|                    | १.४ नेपाली भाषाशिक्षणका समस्याहरू र तिनका निराकरणका उपायहरू                                      |                 |
| <b>एकाइ दुई :</b>  | <b>नेपाली भाषाशिक्षणका विविध सन्दर्भहरू</b>                                                      | <b>१२ घण्टी</b> |
| २.१                | पहिलो भाषा सिकाइको स्वरूप                                                                        |                 |
| २.२                | पहिलो भाषाजनको प्रक्रिया                                                                         |                 |
| २.३                | पहिलो भाषाका रूपमा नेपाली शिक्षण                                                                 |                 |
| २.४                | दोस्रो भाषा सिकाइको स्वरूप                                                                       |                 |
| २.५                | दोस्रो भाषाका प्रकारहरू                                                                          |                 |
| २.६                | दोस्रो भाषाका रूपमा नेपाली शिक्षण                                                                |                 |
| २.७                | दोस्रो भाषा सिकाइमा प्रभाव पार्ने तत्वहरू                                                        |                 |
| २.८                | पहिलो तथा दोस्रो भाषा सिकाइमा भिन्नता                                                            |                 |
| २.९                | सरकारी कामकाजका भाषाका रूपमा नेपाली शिक्षण                                                       |                 |
| २.१०               | विदेशी भाषाका रूपमा नेपाली शिक्षण                                                                |                 |
| २.११               | द्विभाषिक तथा बहुभाषिक परिवेशमा नेपाली भाषा शिक्षण                                               |                 |
| <b>एकाइ तीन :</b>  | <b>भाषा शिक्षणका प्रमुख विधिहरूको परिचय</b>                                                      | <b>६ घण्टी</b>  |
| ३.१                | निगमनात्मक विधि                                                                                  |                 |
| ३.२                | आगमनात्मक विधि                                                                                   |                 |
| ३.३                | व्याकरणनुवाद विधि                                                                                |                 |
| ३.४                | प्रत्यक्ष विधि                                                                                   |                 |
| <b>एकाइ चार :</b>  | <b>मातृभाषा शिक्षण</b>                                                                           | <b>६ घण्टी</b>  |
| ४.१                | मातृभाषाको महत्व तथा आवश्यकता                                                                    |                 |
| ४.२                | मातृभाषा शिक्षणको प्रयोजन                                                                        |                 |
| ४.३                | विषय र माध्यमका रूपमा मातृभाषाको उपयोग                                                           |                 |
| ४.४                | नेपालका मातृभाषाको स्थिति                                                                        |                 |
| <b>एकाइ पाँच :</b> | <b>भाषा पाठ्यक्रम निर्माणका सिद्धान्त र अध्ययन</b>                                               | <b>१७ घण्टी</b> |
| ५.१                | पाठ्यवस्तु छनोट तथा स्तरणको आवश्यकता                                                             |                 |
| ५.२                | भाषा पाठ्यक्रम निर्माणका सामान्य सिद्धान्तहरू                                                    |                 |
| ५.३                | पाठ्यवस्तुको छनोट तथा स्तरणका आधारहरू                                                            |                 |
| ५.४                | छनोट र स्तरणमा भिन्नता                                                                           |                 |
| ५.५                | माध्यमिक तह (कक्षा ९ र १०) को वर्तमान नेपाली भाषा पाठ्यक्रमको अध्ययन                             |                 |
| ५.६                | २०२८ साल पूर्वका माध्यमिक तहको नेपाली भाषा पाठ्यक्रमको स्थिति                                    |                 |
| ५.७                | २०२८, २०३८, २०५५ र २०६४ सालका माध्यमिक तहको नेपाली भाषा पाठ्यक्रमका विशेषताहरू                   |                 |
| <b>एकाइ छ :</b>    | <b>नेपाली भाषा पाठ्यपुस्तकको अध्ययन</b>                                                          | <b>२० घण्टी</b> |
| ६.१                | भाषा पाठ्यपुस्तकको परिचय                                                                         |                 |
| ६.२                | पाठ्यक्रम र पाठ्यपुस्तकको सम्बन्ध                                                                |                 |
| ६.३                | भाषा पाठ्यपुस्तक र अन्य विषयका पाठ्यपुस्तकमा भिन्नता                                             |                 |
| ६.४                | भाषा पाठ्यपुस्तकमा राखिएका निम्नलिखित विधाहरूको शैक्षणिक प्रयोजन तथा शिक्षण प्रक्रिया            |                 |
|                    | ● कविता                                                                                          |                 |
|                    | ● कथा                                                                                            |                 |
|                    | ● निबन्ध                                                                                         |                 |
|                    | ● रूपक                                                                                           |                 |
|                    | ● जीवनी                                                                                          |                 |
|                    | ● चिठी                                                                                           |                 |
|                    | ● भाषातत्व                                                                                       |                 |
| ६.५                | माध्यमिक तह (कक्षा ९ र १०)को नेपाली भाषाका वर्तमान पाठ्यपुस्तकहरूको निम्नलिखित आधारमा मूल्याङ्कन |                 |
| (क)                | बाह्य आधारहरू :                                                                                  |                 |

- आवरण, आकार, अक्षर, कागज, छपाइ र बाँधाइ, मूल्य, सुलभता
- (ख) आन्तरिक आधारहरू :
- विधा र विषयवस्तु, पाठको प्रस्तुतीकरण, भाषा, शब्दभण्डार, नमूना अभ्यास, चित्र, व्याकरण
- ६.५ २०२८ साल पूर्वका नेपाली भाषा पाठ्यपुस्तकहरूको स्थिति
- ६.६ २०२८ साल र त्यसपछिका नेपाली पाठ्यपुस्तकहरूका प्रमुख विशेषता
- ६.७ माध्यमिक तह (कक्षा ९ र १०)को नेपाली भाषा पाठ्यक्रमअनुरूपताका आधारमा वर्तमान नेपाली भाषा पाठ्यपुस्तकको तुलनात्मक अध्ययन
- ६.८ माध्यमिक तह (कक्षा ९ र १०)को २०६४ अगाडिको र पछाडिको नेपाली भाषापाठ्यपुस्तकको तुलनात्मक अध्ययन
- (६.७ र ६.८ नम्बरका शीर्षकहरू कक्षामा विद्यार्थीहरूलाई प्रयोगात्मक रूपमा अनिवार्य गर्न लगाई कक्षामा प्रस्तुत गर्नुपर्ने)
- एकाइ सात : श्रुतिबोध शिक्षण** **६ घण्टी**
- ७.१ माध्यमिक तहमा श्रुतिबोध शिक्षणको आवश्यकता तथा महत्व
- ७.२ श्रुतिबोध शिक्षणका कार्यकलाप
- ७.३ श्रुतिबोधमा पाइने कमजोरीका कारण र तिनको निराकरणका उपायहरू
- एकाइ आठ : मौखिक अभिव्यक्ति शिक्षण** **७ घण्टी**
- ८.१ माध्यमिक तहमा मौखिक अभिव्यक्तिको शिक्षणको आवश्यकता तथा महत्व
- ८.२ मौखिक अभिव्यक्ति शिक्षणका कार्यकलापहरू
- ८.३ मौखिक अभिव्यक्तिसम्बन्धी त्रुटिका कारणहरू र तिनको निराकरणका उपायहरू
- एकाइ नौ : उच्चारण शिक्षण** **६ घण्टी**
- ९.१ माध्यमिक तहमा उच्चारण शिक्षणको आवश्यकता
- ९.२ उच्चारण शिक्षण र वर्णविन्यासको सम्बन्ध
- ९.३ उच्चारण शिक्षणका कार्यकलापहरू
- ९.४ उच्चारणसम्बन्धी कमजोरीका कारण र तिनको निराकरणका उपायहरू
- एकाइ दश : वाचन शिक्षण** **१७ घण्टी**
- १०.१ वचनरूप परिचय र प्रकार
- १०.२ सस्वरवाचन शिक्षण
- क) परिचय
- ख) आवश्यकता
- ग) सस्वरवाचन शिक्षणका क्रियाकलापहरू
- १०.२ मौनवाचन शिक्षण
- १०.३ पठनबोध शिक्षण
- (क) माध्यमिक तहमा पठनबोध शिक्षणको आवश्यकता
- (ख) पठनबोध शिक्षणका क्रियाकलापहरू
- (ग) पठनबोध शिक्षणक्रम
- १०.४ द्रुतपाठ शिक्षण
- (क) द्रुतपाठ शिक्षणको महत्व
- (ख) द्रुतपाठ शिक्षणका लागि सामग्रीको छनोट
- (ग) द्रुतपाठ शिक्षणका कार्यकलापहरू
- एकाइ एघार : शब्दार्थ र वाक्यगठन शिक्षण** **६ घण्टी**
- ११.१ शब्दार्थ शिक्षण
- (क) शब्दार्थ तथा शब्दभण्डार शिक्षणको आवश्यकता
- (ख) शब्दार्थ शिक्षणका कार्यकलापहरू
- ११.२ वाक्य रचना शिक्षण
- (क) वाक्य रचना शिक्षणको महत्व
- (ख) वाक्य रचना शिक्षणका कार्यकलापहरू
- ११.३ शब्दार्थ र वाक्यरचना शिक्षणमा शब्दकोशको उपयोगिता
- एकाइ बाह्र : लिखित अभिव्यक्ति शिक्षण** **८ घण्टी**
- १२.१ माध्यमिक तह (कक्षा ९ र १०)मा लिखित अभिव्यक्ति शिक्षणको आवश्यकता

- १२.२ लिखित अभिव्यक्तिका प्रकारहरू: यान्त्रिक, निर्देशित, स्वतन्त्र तथा सिर्जनात्मक लेखन
- १२.४ लिखित अभिव्यक्ति शिक्षणका कार्यकलापहरू
- १२.५ लिखित अभिव्यक्तिमा पाइने कमजोरी र तिनका निराकरणका उपायहरू
- एकाइ तेह्र :** **वर्णविन्यास शिक्षण** **५ घण्टी**
- १३.१ माध्यमिक तहमा वर्णविन्यास शिक्षणको आवश्यकता
- १३.२ वर्णविन्याससम्बन्धी त्रुटिका प्रमुख क्षेत्रहरू
- १३.३ वर्णविन्यास शिक्षणका कार्यकलापहरू
- एकाइ चौध :** **व्याकरण शिक्षण** **६ घण्टी**
- १४.१ माध्यमिक तहमा व्याकरण शिक्षणको आवश्यकता
- १४.२ व्याकरण शिक्षणका प्रमुख विधिहरू
- १४.३ माध्यमिक तहमा नेपाली व्याकरण शिक्षणका समस्याहरू र तिनका निराकरणका उपायहरू
- एकाइ पन्ध्र :** **अध्यापन योजना** **१२ घण्टी**
- १५.१ भाषाशिक्षणमा अध्यापन योजनाको आवश्यकता
- १५.२ कार्ययोजनाको परिचय र निर्माण अभ्यास
- १५.३ एकाइ योजनाको परिचय र निर्माण अभ्यास
- १५.४ पाठयोजनाको महत्व
- १५.५ पाठयोजनाका अङ्गहरूको परिचय
- १५.६ नेपाली भाषाका विभिन्न विधामा पाठयोजना निर्माण गरी लघुशिक्षण (प्रयोगात्मक अभ्यासका रूपमा अनिवार्य) गर्ने
- एकाइ सोह्र :** **शिक्षण सहायक सामग्री** **५ घण्टी**
- १७.१ भाषा शिक्षणमा सहायक सामग्रीको महत्व
- १७.२ नेपाली भाषाशिक्षणका लागि प्रयोग हुने सहायक सामग्रीहरूको परिचय, वर्गीकरण, सङ्कलन तथा निर्माण र प्रयोग विधि
- एकाइ सत्र :** **भाषिक मूल्याङ्कन** **१२ घण्टी**
- १७.१ भाषिक मूल्याङ्कनका सिद्धान्तहरू
- १७.२ भाषिक मूल्याङ्कनका विभिन्न साधन तथा उपायहरू र तिनको उपयोगिता
- १७.३ विशिष्टीकरण तालिकाको परिचय, निर्माण र उपयोग
- १७.४ विशिष्टीकरण तालिकाका आधारमा विभिन्न किसिमका प्रश्न निर्माणको अभ्यास (प्रयोगात्मक)
- ४. शिक्षण विधि**
- एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिकाहरूको उपयोग गरिनेछ। प्रत्येक एकाइमा आवश्यकताअनुरूप व्याख्यान विधि, प्रश्नोत्तर विधि, छलफल विधि, समस्या समाधान विधि, खोज विधि, प्रस्तुतीकरण विधि आदिको उपयोग गरिनेछ।
- ५. मूल्याङ्कन**
- अध्यापनको अवधिभित्र कक्षाकार्यकलापको रूपमा पाठ्यवस्तुको प्रकृतिअनुसार समूहकार्य, लिखित परीक्षा, मौखिक तथा लिखित प्रस्तुतिद्वारा विद्यार्थीको मूल्याङ्कन गरिनेछ। यस पाठ्यांशको अन्तिम मूल्याङ्कन पू.वि. परीक्षा प्रणालीअनुसार आन्तरिक र बाह्य परीक्षा प्रणालीद्वारा गरिनेछ।
- क) आन्तरिक मूल्याङ्कन : २० प्रतिशत**
- ख) बाह्य मूल्याङ्कन : ८० प्रतिशत**

#### क) आन्तरिक मूल्याङ्कन

अध्यापनको अवधिभित्र कक्षाकार्यकलापको रूपमा पाठ्यवस्तुको प्रकृतिअनुसार व्याख्यान विधि, छलफल, समूहकार्य, पुस्तकालयीय अध्ययन, लिखित परीक्षा, मौखिक तथा लिखित कक्षाकोठा प्रस्तुति, उपस्थिति, सहभागिता र प्रश्नोत्तर जस्ता आन्तरिक मूल्याङ्कनका शिक्षण विधि अपनाइनेछ।

आन्तरिक मूल्यांकन निम्न ढाँचा र अङ्कभार अनुसार हुनेछ :

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

प्रत्येक शीर्षकमा ८० प्रतिशत भन्दा बढी अंक दिन कारण अनिवार्य खुलाउनुपर्नेछ। विश्वविद्यालयले मागेको समयमा आन्तरिक मूल्यांकनको अंक दिएको आधिकारिक प्रमाण कलेजले उपलब्ध गराउन सक्नेगरी सो वर्षको लागि सुरक्षित राख्नुपर्नेछ।

#### ख) बाह्य मूल्याङ्कन : ८० प्रतिशत

बाह्य परीक्षामा सोधिने प्रश्नको प्रकृति, प्रश्न ढाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ :

| प्रश्नको प्रकृति                | जम्मा प्रश्न सङ्ख्या | उत्तर दिनुपर्ने प्रश्न सङ्ख्या र अङ्क | जम्मा अङ्कभार |
|---------------------------------|----------------------|---------------------------------------|---------------|
| समूह क : वस्तुगत प्रश्न         | १६                   | १६ वटा × १ अङ्क                       | १६            |
| समूह ख : छोटो उत्तरात्मक प्रश्न | ७                    | ५ वटा × ८ अङ्क                        | ४०            |
| समूह ग : लामो उत्तरात्मक प्रश्न | ३                    | २ वटा × १२ अङ्क                       | २४            |
| जम्मा                           |                      |                                       | ८०            |

#### ६. सिफारिस गरिएका पाठ्यपुस्तक तथा सन्दर्भसूची

अधिकारी, हेमाङ्गराज (२०६५), *नेपाली भाषाशिक्षण*, काठमाडौं : विद्यार्थी पुस्तक भण्डारा।  
 अधिकारी, हेमाङ्गराज (२०५९), *भाषाशिक्षण : केही परिप्रेक्ष्य तथा पद्धति*, काठमाडौं : विद्यार्थी पुस्तक भण्डारा।  
 आचार्य, माधवप्रसाद (२०६४), *नेपाली भाषाशिक्षण*, काठमाडौं : दीक्षान्त पुस्तक भण्डारा।  
 ढकाल, शान्तिप्रसाद (२०६६), *नेपाली भाषाशिक्षण परिचय र प्रयोग*, काठमाडौं : शुभकामना प्रकाशना।  
 ढुङ्गेल, भोजराज र दुर्गाप्रसाद दाहाल (२०६४), *नेपाली भाषाशिक्षण परिचय र प्रयोग*, काठमाडौं : एम.के. पब्लिसर्स।  
 नेपाली कक्षा ९ र १०, पा.वि.के. सानोठिमी भक्तपुर, २०६८  
 पाठ्यक्रम विकास केन्द्र, *माध्यमिक शिक्षा पाठ्यक्रम*, २०२८, २०३८, २०५५, २०६४।  
 पाण्डेय, रामशकल (इ.१९७६), *हिन्दी शिक्षण*, आगरा : विनोद पुस्तक मन्दिर।  
 भण्डारी, पारसमणि र अन्य (२०६९), *नेपाली भाषाशिक्षण*, काठमाडौं : पिनाकल पब्लिकेसन।  
 लम्साल, रामचन्द्र र अन्य (२०६६), *नेपाली भाषाशिक्षण*, काठमाडौं : भुँडीपुराण प्रकाशना।  
 शर्मा, गोपीनाथ (२०४३) *नेपालमा शिक्षाको इतिहास*, काठमाडौं : हेमकुमारी शर्मा।  
 शर्मा, केदारप्रसाद र आचार्य, माधवप्रसाद (२०६५), *नेपाली भाषा र साहित्य शिक्षण*, काठमाडौं : दीक्षान्त प्रकाशना।  
 Lado, Robert, 1964, *Language Teaching: A syntific Approach*, New York: MacGraw Hill.  
 Richard, J.C., Rodgers, T.S., 1995, *Approaches and Methods in Language Teaching: A description and Analysis*, New York: Press syndicate of the university of Cambridge.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: **Modern Mathematics**  
 Course Code: MATHED131M  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Major Math Paper I  
 Nature of Course: Theoretical  
 F.M.: 100 (20 Internal +80 External)  
 P.M.: 36 (8 Internal + 28 External)  
 Time per Period: 50 min.

### 1. Course Description

This is a foundation course. The aim of the course is to develop an understanding and acquire insights into the different aspects of mathematics and statistics. This course consists of nine units deal with symbolic logic, infinite sets, correlation and regression, probability distribution, sampling distribution, test hypothesis, number theory, linear programming and graph theory. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### 2. General Objectives

The general objectives of the course are as follows:

- demonstrate the ability of giving judgments with the help of logic.
- prove the characteristic properties of infinite sets.
- explain and prove fundamental theorem of arithmetic.
- investigate and establish important properties in arithmetic, congruency.
- classify graphs, prove simple properties of these graphs and discuss their applications.
- solve problems on linear programming.
- derive properties of correlation and regression and apply them to solve problems.
- explain different discrete and continuous probability distributions.
- define and use sampling distribution and estimation.
- distinguish and use test of hypothesis.

### 3. Course Contents

#### Unit-I Symbolic Logic

(8)

1. Compound statements
2. Logic connectives, truth table
3. Conditional Statements
4. Biconditional Statements
5. The more connectives
6. Tautology and Contradiction.
7. Algebra of Propositions
8. Arguments
9. Euler's Diagram
10. Deductive System
11. Method of deductive

#### Unit-II Infinite sets

(9)

1. Infinite sets
2. Denumerable set
3. Countable sets

4. Uncountable sets
5. Cardinality
6. Cantor's theorem
7. Schoeder Bernstein
8. Continuum Hypothesis

**Unit-III Correlation and regression****(6)**

1. Correlation
  - a. Pearson's correlation
  - b. Rank correlation
  - c. Probable error
  - d. Properties of correlation
2. Regression
  - a. Equation of regression
  - b. Angle between regression lines
  - c. Properties of regression co-efficient.
  - d. Standard error of estimate.

**Unit-IV Probability Distribution****(15)**

1. Axioms of probability, some theorems on probability, Baye's theorem.
2. Random variables, discrete and cumulative probability distribution, mathematical expectation, mean, and variance uniform distribution and binomial distribution: mean and variance binomial distribution.
3. Continuous random variables, probability density, cumulative distribution, mean and variance, Chebyshev's theorem, Normal distribution, properties of mean and variance, the uniform distribution, binomial distribution, normal approximation to binomial distribution.

**Unit-V Sampling distribution and estimation****(20)**

1. Parameters and statistics
2. Sampling distribution of mean and variance, chi-square
3. Standard error of statistics (Concept only)
4. Central limit theorem (Concept only)
5. Estimation of parameters
6. Confidence interval for mean and variance.

**Unit-VI Test of hypothesis****(34)**

1. Basic concepts: Null hypothesis, alternative hypothesis, one tailed and two tailed tests, Type I and type II errors, level of significance, critical region, critical value, test statistics, steps in hypothesis testing
2. Z-Test
3. T-Test
4. Chi-Square test
5. Significance test for correlation

**Unit-VII Number theory****(20)**

1. Divisibility theorem
2. Division algorithm
3. Euclidean algorithm, lami's theorem
4. Diphantine equation
5. Primes and their distributors
6. Fundamental theorem of arithmetic
7. Theorem of congruence

8. Properties of congruence
9. Divisibility test
10. Linear Congruence
11. Fermat's little theorem
12. Wilson's theorem
13. Euler's theorem

#### **Unit-8 Linear programming**

**(8)**

1. Solution of linear programming problem
2. Graphical method
3. Simplex method
4. The simplex method for maximization LPP
5. The simplex method to minimization LPP
6. Duality on LPP.

#### **Unit-9 Graph theory**

**(30)**

1. Basic concepts: Graphs and multi-graphs, Degree of vertices, connectivity, isomorphism of graphs, sub-graphs.
2. Traversability: Eulerian graphs, hamiltonian graphs
3. Tree: Properties of trees, spanning trees minimal spanning trees
4. Planar graphs: Planar graph, representation of colouring graphs, Instructional techniques

#### **4. Instructional techniques**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

#### **5. Evaluation Scheme**

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

The formats for internal and final annual examination are separately presented.

#### **Format for Internal Evaluation**

Format for Internal evaluation to this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 16                          | 16 questions $\times$ 1 mark                          | 16          |
| Group B: Long questions        | 3                           | 2 questions $\times$ 12 marks                         | 24          |
| Group C: Short questions       | 7                           | 5 questions $\times$ 8 marks                          | 40          |
| Total                          | 26                          | -                                                     | 80          |

### 6. Recommendation books

Pandit, R. (2008). Elementary Modern Mathematics. Kathmandu: Indira Pandit.

Maskey, S.M. (1998). First Course in Graph Theory, Kathmandu: Ratna Pustak Bhandar.

Maskey, S.M. (2005). Introduction to Modern Mathematics, vol I and II, Kathmandu: Ratna Pustak Bhandar.

**PURABNCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: **Teaching Mathematics**  
 Course Code: MATHED234M  
 Level: B.Ed. One Year  
 Period per Week: 6 (4 Th+ 2 Pr)  
 Periods: 150

Course: Professional  
 Nature of Course: Theoretical  
 F.M.: 100 (20 Practical+80 External)  
 P.M.: 36 (8 Practical+28 External)  
 Time per Period: 50 min.

**Course Description**

Teaching mathematics course for bachelor degree students in mathematics education with a broader aim to impart Pedagogical Content Knowledge (PCK) and meaningful Mathematics Content Knowledge (MCK) related to secondary mathematics curriculum to enhance teaching competency in prospective secondary school teacher of mathematics. In order to achieve the aim of preparing professionally competent mathematics teacher's, this course provides students a comprehensive understanding of different philosophies of mathematics and mathematics education, different reform movements of mathematics education, different learning theories, instructional strategies and skills on preparing instructional materials and application of all these pedagogical knowledge in classroom instruction and learning management. This course also provides skill on instructional planning as well as supervision of mathematics classroom instruction techniques, students learning assessment, preparation of assessment tools, test construction and standardization. The nature of the course is both theory (80%) and practical (20%). Students will have to pass both theory and practical course separately in order to get success in this course. The figures in the margin of each unit indicate approximate teaching periods for that unit.

**Course Objectives:**

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

- to differentiate mathematics education from mathematics in terms of philosophy, nature and structure,
- to explicate learning theories and use them in designing instruction in order to teach secondary level mathematics,
- to classify objectives of different domains (cognitive, affective, & psychomotor )
- to appraise critically the strong and weak aspects of curriculum, text books and teacher guide of school mathematics,
- to discover the student learning difficulties and prepare strategies to facilitate learning of particular content,
- to develop appropriate teaching strategies for a particular content from school mathematics,
- to analyze different instructional strategies supporting different school of thought and use in classroom instruction,
- to develop instructional materials, lesson plan, teaching module and assessment tools and use them in the respective purpose,
- To use supervision skills to improve teachers' competency of classroom instruction and learning facilitation in students.

**Contents**

**Unit -1 Math & Math Education**

**10 Periods**

- Introduction to math & math education.
- Different philosophies of math and math education (absolutists vs fallibilists).
- Nature & structure of mathematics and mathematics education.

- Goals of mathematics education and problems and issues inherent in mathematics education.
- Importance of mathematics (utilitarian, social value) and mathematics education.

### **Unit -2 Psychological aspects of learning mathematics 20 periods**

- Behaviorist's vs cognitive theories of learning: An Overview.
- Cognitive theories for mathematics learning ( Piaget, Bruner, Diene's, Gagne, ausubel, Van Hiele, Vygotsky and their implications )

### **Unit - 3 Formulation Of Instructional Objectives 10 - periods**

- Blooms taxonomy
- Harrows/ Hoffer's taxonomy;
- Krathwool's taxonomy.

### **Unit - 4 Curriculum & Curriculum Materials Study 15-periods**

- Different international reform movement in curriculum development (new math, back to basic, problem solving )
- NCTM curriculum and evaluations standards;
- National curriculum Reform ;
- Review & comparison of national with SAARC.
- Over view of national curriculum.
- Critical appraisal of Text- Book, Teacher's Guide and curriculum

### **Unit – 5 Instructional Strategies 20 – periods**

- Problems of instruction in mathematics such as
  - Understanding, assimilation, transfer, permanence.
  - Learning disabilities in students.
  - Individual differences caused by multiple intelligence.
  - Classroom diversity (gender, culture, language etc )
  - Mathematical anxiety in students.
- Teaching methods and their application in classroom.
  - Lecture Method.
  - Laboratory, Inductive & deductive, Analytic & Synthetic, Problem solving.
  - Discovery method, Project Method.
  - Cooperative and constructivist approach.
  - Classroom Questioning Techniques.

### **Unit – 6 Instruction Materials 10 - periods**

- Introduction, rationales for using instructional materials ;
- Classification (audio, visual, audio – visual such as computer, multimedia).
- Preparation / Development of instructional materials.

### **Unit – 7 Planning of instruction 12 – periods**

- Instructional planning (Annual, unit, lesson plan )
- Preparation of modules (instructional module, learning module, and training module).
- Plans for micro teaching.

### **Unit – 8 Evaluation 8 - periods**

- Traditional vs alternative assessment ;
- Measurement and evaluation: meaning, types and comparison.
- Different types of tests (norm referenced, criterion referenced, achievement and diagnostic tests) and their application purposes.

- Construction and standardization of test items ( reliability & validity )
- Alternative assessment techniques ( CAS, project work, home work, quiz, class tests, portfolio assessment ) and their application,
- Different techniques of checking answer book ( point scoring, test item base scoring etc )
- Analysis of scores.
- Determining grade points.
- Clinical approach diagnostic tests & in-depth interview.
- Strategies of prevention from failure and math anxiety ( remediation & rehabilitation )

#### **Unit – 9 Supervision in math instruction 5 – periods**

- Need of supervision.
- Techniques of supervision.
- Use of supervision techniques for improving classroom teaching.
- Rating of teachers' teaching using different scales.

#### **Unit – 10 Teaching secondary school contents 40 – periods**

- Motivation Skills ;
  - Intrinsic and extrinsic motivation.
  - Applications of motivations techniques for problems of instruction.
- Enriching math instruction
  - Teaching construction of concepts.
  - Teaching discovering relationship.
  - Teaching problem solving.
  - Teaching theorem proving
  - Teaching geometric construction (using straight edge & compass )
- Teaching topic of school math ( compulsory & and optional )
- Concept formation, relationship (principles, algorithms, problem solving, theorem proving and construction problems etc).

#### **4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

#### **5. Evaluation Scheme**

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

**Evaluation scheme for practical examination**

Format for practical examination of this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of student<br>(Alphabetical order in Roman) | Internal   |                                       | Internal+ External   |         | Total   | Remarks |
|--------------------------------------------------|------------|---------------------------------------|----------------------|---------|---------|---------|
|                                                  | Class test | Attendance/ Participation/ Discipline | Practical Activities | Defence |         |         |
|                                                  | (*FM=5)    | (FM=3)                                | (FM=8)               | (FM=4)  | (FM=20) |         |
|                                                  |            |                                       |                      |         |         |         |
|                                                  |            |                                       |                      |         |         |         |
|                                                  |            |                                       |                      |         |         |         |

\*FM represents Full Marks

Details of Practical Activities for external evaluator

| S. N. | Practical Activities                                                    | Marks allotted for external |
|-------|-------------------------------------------------------------------------|-----------------------------|
| 1     | Construction of instructional materials (At least five)                 | 2                           |
| 2     | Development of module.                                                  | 2                           |
| 3     | Preparation of annual plan, unit plan, and lesson plan ( at least six ) | 2                           |
| 4     | Construction of test items (each type of each domain )                  | 2                           |
| 5     | Construction of diagnostic test.                                        | 2                           |
| 6     | Appraisal of math's curriculum and text book.                           | 2                           |

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation. The documents of the practical marks should be submitted to the external sent from university.

**Format for final examination**

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 12                          | 12 questions×1 mark                                   | 12          |
| Group B: Long questions        | 2                           | 1 question×12 marks                                   | 12          |
| Group C: Short questions       | 8                           | 6 questions×6 marks                                   | 36          |
| Total                          | 20                          | -                                                     | 60          |

**Recommended Books :**

Mahaarjan, H. B.et. al ( 2058 B S ), Teaching mathematics in secondary school, Kathmandu: Bhundipuram Prakashan, (All Units).  
 Pandit, R. P. (2009), teaching mathematics. Kathmandu: Indira Pandit (All Units)  
 Pandit, R.P. (2007). Foundation of mathematics education, Kathmandu; Indira Pandit, (All Units)  
 Rahaman, H. (2064 B S). Teaching mathematics. Kathmandu: Shabdarth Prakashan. (All Units)

Upadhyay, H. P. (2064 B S).Teaching mathematics (2<sup>nd</sup> edition) Kathmandu; Ratna Pustak Bhandar. (All Units).

**Reference Books :**

- Butler, C.H. & Wren, F. L. (1969).The teaching of secondary mathematics (3rd edition).New York: Mc. Graw Hill Book Company. Inc
- CDC Curriculum, Text book, Teacher's Guide, Specification Grid, Curriculum Elaboration.
- Congelosi, J. S. (2003). Teaching mathematics in secondary & middle school: An interactive approach (3rd edition). New Jersey: Merrill / Printice Hall.
- Maharjan, H.B. et. Al. (2009); Instructional materials for mathematics. Kathmandu, Paluwa Prakashan Pvt.
- Pandit, R.P. (2009). Teaching elementary mathematics. Kathmandu: Indira Pandit.Upadhyay, H.P. (2063 BS).Mathematics methods (2nd edition); Kathmandu: Bidyarthi Prakashan Pvt.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: **Foundation of Health Education**  
 Course Code: HPED141M  
 Level: B.Ed. One Year  
 Period Per Week: 6  
 Periods: 150

Course: Major H&P Education Paper I  
 Nature of Course: Theoretical  
 F.M.: 100 (20 Internal +80 External)  
 P.M.: 36 (8 Internal+ 28 External)  
 Time per period: 50 min.

### 1. Course Description

This course is designed to develop the knowledge and understanding of health and disease in terms of traditional and contemporary prospective, human anatomy and physiology, and basic epidemiology with morbidity and mortality. Moreover, it helps the students to be clear about the disease cycle, various forms of diseases, the concept, sign and symptoms, causative agents and preventive measures of diseases. The aim of this course is to widen the students' horizon of knowledge and understanding with the significant health problems and help them to apply their knowledge and understanding of different socio-cultural and bio-medical thoughts in solving the health problems.

### 2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with the concept of health and disease in traditional and modern perspective.
- To enable the students in illustrating structure and functions of human cell, tissues and sensory organs.
- To provide the knowledge on anatomy and physiology of different system of human body.
- To make the students familiar with the concept of epidemiology, measurement of morbidity and mortality, cycle and process of infectious diseases and immunity.
- To make the students able in describing etiology, mode of transmission, symptoms and prevention and controlling measures of various diseases.

### 3. Course Contents

#### Unit-1: Introduction of Health and disease

**30 Hrs**

##### 1.1 Concept of health

- Traditional concept of health
- Contemporary concept of health

##### 1.2 Concept and definition of disease

##### 1.3 Spectrum of health and disease

##### 1.4 Determinants of health and disease

Biological factors, Socio-cultural factors, Physical factors, Political factors

##### 1.5 Health and its economic implication

##### 1.6 Short historical glimpse of world health and disease

a) Primitive age:-Greek, Rome, Hebrew and Egypt

b) Middle age:-

c) Modern period:-

-Misma Phase, Bacteriological phase, Positive health phase, Social engineering phase,

Health for all phases

##### 1.7 Short historical development of Health and disease in Nepal

#### Unit-2: Human anatomy and physiology

**40 Hrs**

- 2.1 Meaning and definition of anatomy and physiology
- 2.2 Structure and functions of cell, Cell Division
- 2.3 Classifications, structure and function of tissue
- 2.4 Structure and function of sensory organs:( eye, ear, nose, tongue and skin)
- 2.5 Structure and function of the following system:
  - a) Skeletal system
  - b) Muscular system
  - c) Digestive system
  - d) Respiratory system
  - e) Circulatory system
  - f) Lymphatic system
  - g) Excretory system
  - h) Nervous system
  - i) Glandular system
  - j) Reproductive system (menstrual cycle, sex determination and mammary gland)

### **Unit- 3: Basic epidemiology and communicable disease process** **30 Hrs**

- 3.1 Concept and definition of epidemiology
- 3.2 Aims of epidemiology
- 3.3 Importance of epidemiology
- 3.4 Basic measurements in epidemiology
  - a) Measurements of morbidity: Incidence rate, Prevalence rate
  - b) Measurements of mortality
    - Crude death rate (CDR), Infant mortality rate (IMR), Age specific death rate (ASDR), Maternal mortality rate (MMR)
- 3.5 Terminology related with basic epidemiology
  - Endemic, Epidemic, Sporadic, Pandemic, Infection, Contamination, Infestation, Virulence, Resistance, Inflammation, Antiserum, Zoonosis, Pathogenic
- 3.6 Epidemiological triad (agent, host and environmental)
- 3.7 Process of communicable disease
  - Causative agent, Sources of causative agent, Mode of entry, Mode of transmission, Mode of escape, susceptible host
- 3.8 Stages and cycle of communicable disease
- 3.9 Control and prevention of communicable disease
- 3.10 Immunity: Meaning and definition of immunity, Types of immunity
  - National immunization schedule

### **Unit-4: Communicable disease** **35Hrs**

- 4.1 Cause, symptoms, mode of transmission and prevention and controlling measures of following disease
  - a) Viral infectious disease
    - Measles, Chicken pox, Common cold, mumps, Influenza, Hepatitis A, B, C and E, Poliomyelitis, Encephalitis, Rabies, HIV/AIDS, SARS, Bird flu, Ebola, Swine flu, Dengue
  - b) Bacterial infectious disease
    - Dysentery, Diarrhea, Cholera, Pneumonia, Whooping cough (pertusis), Diphtheria, Tetanus, Enteric fever, Tuberculosis, Meningitis, Leprosy, Plague
  - c) Protozoal infectious disease: Malaria, Amoebic dysentery, Kala Zar,
  - d) Helminthes disease:
    - Filariasis, Round worm, Hook worm, Tape worm, Thread worm, Scabies
  - e) Ricketial disease: -Typhus fever
  - f) Fungal infectious disease: Ring worm, Athletes-foot
  - g) Venereal disease:

Syphilis, Gonorrhea, Chanroid, Trichomoniasis vaginalis, candidiasis

#### Unit-5: Non-communicable disease

15 Hrs

5.1 Cause, clinical features and controlling measures of the following diseases  
Heart diseases (hypertension, congestive cardiac failure-CCF, rheumatic fever),  
Cancer, Diabetes, Gastritis, Ulcers, Asthma, Arthritis, Stones (Gall stone, kidney)

#### 4. Instructional techniques

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

#### 5. Evaluation Scheme

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

The formats for internal and final annual examination are separately presented.

#### Format for Internal Evaluation

Format for Internal evaluation to this course is as follows:

Name of College.....Address.....  
Subject Code.....Subject Title.....  
Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 16                          | 16 questions×1 mark                                   | 16          |
| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### 6. Recommended Books

Dhakal, S. N. (2063 B.S.). *Foundation of Health*. Kathmandu: Ratna Pustak Bhandar.  
 Giri, S. (2060 B.S.). *Foundation of Health*. Kathmandu: Vidhyarthi Prakashan.  
 Jha, A. K. (2059 B.S.). *Foundation of Health*. Kathmandu: M.K. Publishers and Distributors (P.) Ltd.  
 Maharjan, S. K. (2064 B.S.). *Foundation of Health*. Kathmandu: Bhundipuran Prakashan.  
 Sherchan, Lokendra & Upreti, Yaduram (2068B.S.) *Foundation of Health*. Kathmandu, Quest Puplicatation, kirtipur.

### References

Acharya, K. P. & Lama, C. K. (2055B.S.) *Foundation of Health*. Kathmandu: Vidharthi Pustakak Prakashan.  
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 Mudwari, N. R. (2065 B.S.) *Foundations and Principles of Health Education* (3<sup>rd</sup> Ed.). Kathmandu: Jupiter Publishers and Distributors (P.) Ltd.  
 Park, K. (2008). *Textbook of Preventive and Social Medicine*. Jabalpur, India: M/S Banarsidas Bhanot.  
 Pathak, T. (2064 B.S.). *Anatomy and Physiology*. Kathmandu: Vidhyarthi Prakashan.  
 Sapkota, S. P. (2055 B.S.). *Health Education and Communication*. Kathmandu: Vidhyarthi Prakashan.  
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 UNFPA (1994). *International Conference on Population and Development*. 5-13 September (Draft program of Action). Cairo Egypt: Author.  
 Wilson, O. K.J. W. & Waugh, A. (2006). *Ross and Wilson Anatomy and Physiology in Health and Illness*. New York: Churchill Livingstone.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: **Method of Teaching Health and Physical Education**

Course: Major HP Paper IV

Course Code: HPED244M

Nature of Course :Theoretical

Level : B.Ed. One Year

F.M.: 100 (20 Internal +80 External)

Period Per Week: 6

P.M.: 36 (8 Internal + 28 External)

Periods : 150

Time per period:50 min.

**Course Description**

This course is designed to make the prospective teachers competent in developing and implementing health and physical education curriculum and instruction program in secondary school. It intends teaching methods and materials, evaluation of students' achievement, planning of lessons in health and physical education (HPE), and organization and management of school health programme. The figures in the margin of each unit indicate approximate teaching periods for that unit.

**Course Objectives:**

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

- Identify and apply appropriate methods of teaching health and physical education.
- Describe the communication process in health education.
- Collect, prepare and make proper use of various instructional materials in teaching health and physical education.
- Explain the parts of lesson plan in health and physical education.
- Explain the concept of curriculum, its types, plan and patterns.
- Develop and apply appropriate evaluation technique and devices in health and physical education.
- Critically analyses existing secondary curriculum and textbook of health and physical education (grade 9 and 10).
- Explain the meaning, purposes and importance of school health programme and health promoting schools.

**Course Contents:**

**Unit-I Teaching Methods in Health and Physical Education**

**(22)**

- 1.1 Meaning and definition of teaching method in HPE
- 1.2 Need and importance of teaching methods in HPE
- 1.3 Principle of Teaching HPE
- 1.4 Teaching method of HPE
  - 1.4.1 Teacher oriented methods: lecture, demonstration, and question-answer.
  - 1.4.2 Student oriented methods: Field trip, mini project method, survey, problem solving
  - 1.4.3 Group discussion: Value clarification, panel discussion, buzzes session, cooperative learning.
  - 1.4.4 Materials focused and action oriented methods: exhibition, puppet show, film show, role-play, cross words, puzzles and simulation.
- 1.5 Factors determining choice of teaching methods in HPE
- 1.5 Micro-teaching in HPE

**Unit-II Communication process in HPE**

**(8)**

- 2.1 Meaning and definition of communication in HPE.
- 2.2 Need and importance of communication
- 2.2 Elements of Communication.

2.3 Types of Communication: - Formal and informal one way, two way, verbal, non verbal, visual, telecommunication and internet.

2.4 Models of Communication:- Aristotle, Shannon and weaver, Schramm, laegann's, Westly-Maclean's Model.

2.5 Communication process in Health Education

### **Unit-III Teaching Materials and media in Health and Physical Education (15)**

3.1 Concept of Teaching materials and media

3.2 Need and importance of Teaching materials and media.

3.3 Types of teaching materials and media.

3.3.1 Materials: Locally available materials

3.3.2 Media: Audio, visual, audio-visual, printed

3.4 Preparation and use of charts, poster, flash cards, puppets, models, graphs, picture, flannel board.

3.5 Basic Guidelines in the Use of Teaching Materials.

3.6 Qualities/feature of good teaching materials.

### **Unit-IV Planning in Health and Physical Education. (16)**

4.1 Meaning and importance of planning in HPE

4.2 Instructional planning: Work plan/Annual plan, unit plan, daily lesson plan, parts of plan in health and physical education.

4.3 Developing a lesson plan:

4.3.1 Determining instructional objectives.

4.3.2 Selection of subject matters

4.3.3 Determining learning opportunities.

4.3.4 Identifying evaluation technique

### **Unit-V Test, Measurement and Evaluation in Health and Physical Education. (24)**

5.2 Meaning, importance and objectives of test, measurement and evaluation.

5.3 Types of evaluation: Formative, Summative and Diagnostic evaluation.

5.4 Tools and Techniques of evaluation in HPE:

5.3.1 Testing device: Teacher made test( subject and objective), standardized test (intelligence, achievement, personality, aptitude, attitude),

5.3.2 Non-testing device: anecdotal record, rating scales, performance test, oral test, observation.

5.4 Testing in physical education:

5.4.1 Physical fitness test: - AAHPER Youth Fitness Test

5.4.2 Motor ability test:- JCR Test, Cozen Athletic Ability Test

5.4.3 Sport skills test:- Russell lange volleyball test, Johnson Basketball ability test

5.5 Qualities and Characteristics of test and measurement: Reliability, validity, objectivity, comprehensiveness, practicability and norms.

5.6 Analysis and utilization of evaluation results.

### **Unit-VI Study of Health and Physical Education Curriculum (20)**

6.1 Concept and Meaning of Health and Physical Education Curriculum.

6.2 Organizational pattern of curriculum: Separate Subject Curriculum, Core Curriculum, Board Field Curriculum, Humanistic Curriculum, Integrated Curriculum.

6.3 Curriculum Planning: Continuous Plan, Cycle Plan, Psychological Plan, Modified Plan.

6.4 Process or stage of developing HPE Curriculum.

6.5 Factors to be considered in developing HPE Curriculum.

6.6 Critical Analysis of Health and Physical Education Curriculum and Textbook of Secondary School (grade 9 and 10).

### **Unit –VII School Health Programme (SHP) (45)**

7.1 Meaning and objective of school health progarmme.

7.2 Meaning and objective of health promoting schools and child friendly school.

- 7.4 Need and importance of school health programme and health promoting schools.
- 7.5 Scopes of school health programme.
- 7.4.1 School health service**
  - 7.4.1.1 Meaning and objective of school health service.
  - 7.4.1.2 Scopes of School health service: Appraisal, Preventive and Remedial service.
- 7.4.2 Healthful school living**
  - 7.4.2.1 Meaning and objectives of healthful school living.
  - 7.4.2.2 Scopes of healthful school living: Physical environment and Mental environment.
- 7.4.3 Health instruction**
  - 7.4.3.1 Meaning and objectives of health instruction.
  - 7.4.3.2 Types of instruction: Planned, integrated, correlated and incidental.
  - 7.4.3.3 Life-skill based health instruction.
- 7.4.4 School and community cooperation**
  - 7.4.4.1 Concept and objective of school community cooperation
  - 7.4.4.2 School programme for community participation: PTA, parent's day, parent's meet, talk programme, exhibition.
  - 7.4.4.3 School participation in community: health awareness programme, immunization programme, and school led cleanliness and sanitation campaign.
  - 7.4.4.5 Utilizing community resources in school: Planning, proposing, conducting/ utilizing, social auditing and acknowledgement.
- 7.4.5 School nutrition programme**
  - 7.4.5.1 Concept and objective of school nutrition programme
  - 7.4.5.2 Management and supervision of canteen and tiffin
  - 7.4.5.3 Counseling on nutritious food.
- 7.4.6 Physical education and extra-curricular activities**
  - 7.4.6.1 Concept and objective of physical and extra-curricular activities
  - 7.4.6.2 Organizing intramural and inter school competitions.
  - 7.4.6.3 Managing and facilitating for sports and ECAs.
- 7.4.7 Counseling and mental health programme**
  - 7.4.7.1 Concept and objective of counseling
  - 7.4.7.2 Appraisal of mental health problems.
  - 7.4.7.3 Counseling and motivating for adaptation and minimizing the mental stress.
  - 7.4.7.4 Developing coping power and providing life skills.
- 7.4.8 Health promotion for staff**
  - 7.4.8.1 Meaning and objective of health promotion for staff
  - 7.4.8.2 Identifying the problems of staff in school
  - 7.4.8.3 Managing and solving the problems of staff.
  - 7.4.8.4 School Health Council/ School Health Programme Coordination Committee, and coordination and organization of SHP

#### 4. Teaching Methodology

- Lecture
- Question-answer
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem solving

#### 5. Evaluation Scheme

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation can not attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

The formats for internal and final annual examination are separately presented.

### Format for Internal Evaluation

Format for Internal evaluation to this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
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| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### References

Aggarwal, J. C. (1996). *Principles, methods and techniques of teaching*. New Delhi: Vkas Publishing House Pvt Ltd.

- Allensworth and Kolbe (1987). "The comprehensive School Health Programme: Exploring and expanded Concept". *Journal of School Health* 59(10): 409-12
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- Maharjan, S.S. (2065). "Towards Health Promoting School" *SOPHES SOUVENIR (Vol.1)*. Society for Physical Education and Sports
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- World Health Organization (1996). *The Status of School Health*. Geneva: WHO Expert Committee on Comprehensive School Health Education and Promotion.

### Recommendation books

- Anspaugh, D. J. (1998). *Teaching Today's Health*. Boston: Allyn and Bacon
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- Bruess Initiate & Gay, (1978). *Implementing comprehensive School Health*. New Yourk: Macmillon Publishing company.
- Ch hetri, H.S. and Bhandari, Tulsiram (2065). *Management and Supervision of School Health Programme (Nepali)*. Kirtipur: Kshitiz Prakashan
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- Jha, A.K. (2068 V.S.). *Method of Teaching Health Education (Nepali)*. Kathmandu: M.K. Publishers and Distributors
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- Sherchan, L. (2070). *Method of Teaching HPE*. Kathmandu: Quest Publication and Distributors.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: **Introduction to Population Education**  
 Course Code: POPED151M  
 Level: B.Ed. One Year  
 Period Per Week: 6  
 Periods: 150 Hrs

Course: Major Population Paper I  
 Nature of Course: Theoretical  
 F.M.: 100 (20 Internal+80 External )  
 P.M.: 36 (8 Internal+28 External)  
 Time per Period: 50 Min.

### 1. Course Description

The course has been designed to introduce the concepts of population education, mention the population situation of developed and developing countries and Nepal, population theories, dynamics of nuptiality and fertility, mortality and migration, consequences of RPG and its control measures, urbanization and industrialization in Nepal and population policies and programs of different countries and Nepal. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### 2. General Objectives

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

- Describe concepts of population education, demography/population studies
- Explain the objectives, philosophy, principles, importance, scope and contents of population education.
- Show relationship of population education with other discipline
- Identify population situation of developed and developing countries and Nepal
- Describe the different population theories and their application
- Illustrate the consequences of RPG and its control measures
- Explain dynamics of nuptiality, fertility, mortality and migration
- Explain situation of urbanization and industrialization and its effect on environment.
- Describe the concept and dimension of population policies and their uses.

### 3. Course Contents

#### Unit I Concepts of Population Education

(15)

- 1.1. Concepts and Importance of Population Education, Demography and Population studies
- 1.2. Aims and objectives of Population Education
- 1.3. Principles and Philosophy of Population Education
- 1.4. Scope/Major Contents of Population Education
  - i. Demography
  - ii. Determinants of population change
  - iii. Consequences of rapid population growth
  - iv. Human sexuality and reproduction and
  - v. Planning for the future
- 1.5 Relation of population education with other Disciplines
  - Mathematics and Statistics
  - Geography
  - Economics
  - Political Science
  - Sociology and Anthropology
  - Biology and Health
  - Environment

**Unit II: Population Situation****(15)**

- 2.1. Trend of Size and growth of population in world, Developed and Developing countries with special reference to SAARC countries
- 2.2. Size, growth, composition (age-sex, caste-ethnicity, mother tongue, religion), density and distribution of population in Nepal

**Unit III: Population Theories****(15)**

- 1.5. Kautilya's Views on population
- 1.6. Malthusian theory on population, basic model, its importance and criticism
- 1.7. Marxist theory on population and criticism
- 1.8. Optimum population theories
- 1.9. Demographic Transition theory: Stages and criticism

**Unit IV: Population growth and Its management****(15)**

- 4.1 Consequences of RPG on
  - Food
  - Economic development
  - Employment
  - Education
  - Health services
  - Ecosystem
- 4.2. Control measures:
  - i. Direct: delayed marriage, legalization of abortion, and Family planning
  - ii. Indirect: Awareness, education, Safe motherhood programmes, Nutrition and Health services, Social security, women empowerment

**Unit V: Nuptiality and Fertility****(15)**

- 5.1 Nuptiality
  - i. Definition, terminologies of marital status: Never married, currently married, ever married, separated, widowhood and divorced
- 5.2. Fertility
  - i. Fertility and fecundity
  - ii. Level and trend of fertility in world, developed and developing countries and Nepal (CBR, TFR)
  - iii. Factors affecting fertility: Psychological, biological, economic and socio-cultural
  - iv. Fertility differential by education, employment, ethnicity and place of residence.

**Unit VI: Mortality****(15)**

- 6.1. Definition of mortality,
- 6.2. Level and trend of mortality in world, developed and developing countries and Nepal (CDR, life expectancy, IMR)
- 6.3. Factors affecting mortality: sex, disease, nutritional status, health facilities, education, accident, socio-economic factors.
- 6.4. Mortality differentials by age, sex, race, marital status, socio-economic status and occupation.

**Unit VII: Migration****(10)**

- 7.1. Definition of migration
- 7.2. Factors affecting migration: Push and Pull factors
- 7.3. Impact of migration in context of Nepal
- 7.4. Theories of migration: Revenstein and Everett S. Lee

**Unit VIII: Urbanization and Industrialization****(20)****8.1 Urbanization**

- i. Meaning of urbanization and classification of urban centre with reference to Nepal (most recent)
- ii. Level and trend of urbanization in world, developed and developing countries and Nepal (proportion urban)
- iii. Consequences of urbanization in developed and developing countries

**8.2 Industrialization**

- i. Concept of industrialization
- ii. Industrialization in Nepal and its problems
- iii. Relationship between industrialization and development
- iv. Effect of industrialization on environment

**Unit IX: Population Policies and Programs****(30)**

- 9.1. Definition of population policy: Narrow and Broad
- 9.2. Type of population policies: pro-natalist, anti-natalist and dual population policy
- 9.3. Population influencing policies: fertility influencing policies, mortality influencing policies, migration influencing policies
- 9.4. Population responsive policies
  - i. Health, education and basic needs
  - ii. Basic infrastructure development
- 9.5. Population policies and programs of developed (USA, France, Japan) and developing countries (SAARC especially Nepal)
- 9.6. Role of Ministry of Health and Population (MOHP), Ministry of Education-MOE (Curriculum Development Centre-CDC, National Centre for Education and Development-NCED), Higher Secondary Education Board (HSEB), Central Department of Population Studies (CDPS) of TU, Purbanchal University (PU), Family Planning Association of Nepal (FPAN) and United Nations Population Fund (UNFPA) on population education (objectives and activities only)

**4. Instructional Techniques**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

**5. Evaluation Scheme**

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

The formats for internal and final annual examination are separately presented.

### Format for Internal Evaluation

Format for Internal evaluation to this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 16                          | 16 questions×1 mark                                   | 16          |
| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### 6. Required Readings/Texts

Bhende, Asha A. and Tara Kanitkar, 2004, *Principles of Population Studies (Seventh edition)*, Bombay: Himalaya Publishing House.

Bishta, Prem Singh and Mahendra Raj Joshi, 2068 BS, *Janasankhya Shikshako Adhar*, Kathmandu: Bhudipuran Prakashan.

Central Bureau of Statistics (CBS), 1995, *Population Monograph of Nepal*, Kathmandu: CBS.

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\_\_\_\_\_, 2012, *National Population Report*, Kathmandu: CBS.

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\_\_\_\_\_, 2014, *SAARC in Figures*, 2014, Kathmandu: CBS.

Dhakal, Somnath, 2063, *Janashankhya Shikshyako Adhar*, Kathmandu: Ratna Pustak Bhandar.

- Faculty of Education, 1994, *Janasankhya Shiksha: Adhyayan Samagri*, Kirtipur: Population Education Unit.
- Haupt, Arthur and Thomas, T. Kane, 1998, *Population Handbook* (Fourth Edition), Washington DC: Population Reference Bureau.
- Jnawali, Dr. Damodar, 2007, *Janasankhya Shiksha* (Sixth Edition), Kathmandu: Vidyarthi Pustak Bhandar.
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- Joshi, Mahendra Raj, 2067, *Adharbhut Janashankhya Shiksha*, Kathmandu: Bhudipuran Prakashan.
- Kafle, Rameshwar, 2071, *Adharbhut Janashankhya Shiksha*, Kathmandu: Jupiter Publication and Distributers.
- New Era, 2012, *Nepal Demographic and Health Survey*, Kathmandu: Nepal.
- NPC, 2014, *Three Years Interim Plan*, Kathmandu: NPC. (Current plan)
- PRB, *World Population Data Sheet*. (Recent)
- Sharma, R.C., 1988, *Population, Resources, Environment and Quality of life*, New Delhi: Dhanpat Rai and Sons.
- Shrivastava, O.S., 1993, *A Textbook of Demography*, New Delhi: Vikash Publishing House.
- Shryock, Henry S., and Jacob S. Siegel and Associates, 2004, *The Methods and Materials of Demography (Second Edition)*, California: Elsevier Academic Press.
- Thapa, Nabaraj, 2058 BS, *Janasankhya Gatishilata*, Kathmandu: Sai Pustak Bhandar.
- UN, *World Population Databases*. (Recent)
- UN, 1973, *Determinants and Consequences of Population Trends*, New York: United Nations.
- UNDP, *Human Development Report*, New York: UNDP. (Recent)

#### Websites:

[www.cbs.gov.np](http://www.cbs.gov.np)  
[www.fpan.org](http://www.fpan.org)  
[www.moe.gov.np](http://www.moe.gov.np)  
[www.mohp.gov.np](http://www.mohp.gov.np)  
[www.npc.gov.np](http://www.npc.gov.np)  
[www.prb.org](http://www.prb.org)  
[www.saarc-sec.org](http://www.saarc-sec.org)  
[www.un.org](http://www.un.org)  
[www.undp.org](http://www.undp.org)  
[www.unfpa.org](http://www.unfpa.org)  
[www.who.org](http://www.who.org)

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Years B.Ed.**

Course Title: Methods of Teaching Population Education  
 Course Code: POPED254M  
 Level: B.Ed. One Year  
 Period per Week: 6 (4 Th+2 Pr)  
 Periods: 150

Course: Professional  
 Nature of Course: Theoretical & Practical  
 F.M.: 100 (20 Practical+80 External)  
 P.M.: 36 (8 Practical +28 External)  
 Time per Period: 50 min.

### **Course description**

This course is designed to prepare competent secondary school teachers in population education. It intends to develop necessary knowledge and skills in using appropriate methods and materials for teaching population education. The course also provides the opportunity to the teachers in preparation and use of instructional materials for effective teaching of population education. The course also intends to provide practical experiences of field study on population related issues as practicum. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### **Course objectives**

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

1. Explain the concept of teaching method and its importance in population education.
2. Elucidate the role of communication in classroom teaching.
3. Describe and use the different approaches and methods of teaching population education in secondary school of grade 9 and 10.
4. Prepare and use the appropriate teaching materials for effective teaching.
5. Plan and implement teaching/learning activities of population education for classroom teaching.
6. Evaluate the learning outcomes using appropriate tools and techniques in population education.
7. Explain the factors to be considered in developing population education curriculum for school education with its organizational patterns and plans.
8. Analyse the school level curriculum of population education critically.
9. Find out/ identify population related issues of a given community.
10. Plan, organize and conduct an education programme on population related issues for school/community.

### **Contents**

Unit I introduction to methods of teaching population education

1. Concept, need and importance of teaching population education
2. Aims of teaching population education
3. Objectives of teaching population education at different stages of school Education (Basic and Secondary of grade 9 and 10)
4. Maxims and principles of teaching method in population education
5. Factors determining the selection of teaching population education

Unit II: Communication process of teaching population education

1. Concept and needs of communication process in methods of teaching population education
2. Nature purpose and basic components of communication process of teaching population education
3. Models and barriers of effective communication process of teaching population education
4. Factors affecting of communication process of teaching population education

## 5. Methods and types of communication process of teaching population education

### Unit III: Approaches, Methods and Techniques of Teaching population education

#### 1. Need & importance of methods in teaching of population education

#### 2. Approaches - Heuristic, Inductive & Deductive

#### 4. Modern techniques

1. Teacher-centered methods
  - I. Lecture
  - II. Demonstration
  - III. Question-answer
2. Students- centered methods
  - I. Project work
  - II. Fielded trip
  - III. Case study
  - IV. Problem solving
  - V. Value clarification
3. Group participatory approach
  - I. Discussion
  - II. Focus group discussion
  - III. Brain storming
4. Dramatic method
  - I. Role playing
  - II. Dramatization

### Unit IV: selection, construction and use of materials and media in population education

1. Audio- visual aids
  - I. Radio
  - II. Tape recorder
  - III. Television
  - IV. Films
  - V. VCR
2. Visual aids
  - I. Computer (internet, e-library)
  - II. Multimedia projector
  - III. Overhead projector
  - IV. Maps
  - V. Flash cards
  - VI. Cartoons
  - VII. Diagram
  - VIII. Newspapers (journals and books)
3. Principles of the selection and use of teaching materials

### Unit V: Planning for teaching population education

1. Concept and importance of planning for teaching population education
2. Types of planning for teaching population education
  - I. Work plan
    - Need, significance and preparation of work plan
    - components of work Plan.
    - Factors to be considered in constructing work plan
    - Model of work plan
    - Characteristics of a good work plan
  - II. Unit Plan

- Need, significance and preparation of unit plan
- Components of unit Plan.
- Factors to be considered in constructing unit plan
- Model of unit plan
- Characteristics of a good unit plan

### III. Lesson Plan

- Need, significance and preparation of lesson plan
- Components of Lesson Plan.
- Factors to be considered in constructing lesson plan
- Model of lesson plan
- Characteristics of a good lesson plan

## Unit VI: Analysis of school curriculum in population education

1. Concept and meaning of population education curriculum
2. Types of population education curriculum
3. Principles of population education curriculum construction
4. Factors influencing the construction of population education curriculum
5. Steps of population education curriculum development
6. Critical Analysis of secondary school of grade 9 and 10 population education textbooks
  - a. Physical aspects
    - size of textbooks, cover of textbooks, papers of textbooks, cost of textbooks and printing and binding of the textbooks
  - b. Academic aspects
    - resemblance of objectives and contents, presentation, use of language, organization and selection of content, picturisation, charts, illustrations and exercises

## Unit vii: Evaluation in teaching population education

- 7.1 Meaning and significance of evaluation in teaching population education
- 7.2 Types of evaluation in teaching population education
  - 7.2.1 Formative evaluation in teaching population education
  - 7.2.2 Summative evaluation in teaching population education
  - 7.2.3 Diagnostic evaluation in teaching population education
- 7.3 Development of tools and indicators of evaluation in teaching population education
  - 7.3.1 written test
    - A. Subjective test- Long and short types of question
      - Advantage and disadvantage of subjective test
    - B Objective test-multiple choice, fill in the gaps, true-false and matching items
      - Advantage and disadvantage of objective test
- 7.4 observation: concept, types and procedures
- 7.5 records: concept, types and procedure
- 7.6 oral test/viva
- 7.7 performance test
- 7.8 attitude test
- 8 planning and administration for evaluation in teaching population education
- 9 Analysis and Interpretation of Scores

## Unit VIII: Field study in population education (practical)

- 8.1. Identification of related research problems and issues in population education
- 8.2. Planning and preparation of field study in population education
- 8.3. Report writing on the given format
  - Background of the study
    - Identification of the problems

- Objectives of the study
- Significance of the study
- Delimitation of the study
- Organization of the study

#### Methodology

- Setting
- Source of data
- Population and sample size
- Tools of the data collection
- Data collection procedure
- Data analysis and interpretation

#### Findings

#### Conclusion and recommendations

### 4. Instructional technique

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

### 5. Evaluation Scheme

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

#### Evaluation scheme for practical examination

Format for practical examination of this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of student<br>(Alphabetical order in Roman) | Internal   |                                       | Intrranal +exteranl |                      | Total | Remarks |
|--------------------------------------------------|------------|---------------------------------------|---------------------|----------------------|-------|---------|
|                                                  | Class test | Attendance/ Participation/ Discipline | Report Writing      | Defence/Presentation |       |         |
|                                                  | (*FM=5)    | (FM=3)                                | (FM=6)              | (FM=6)               |       |         |
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\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation. The documents of the practical marks should be submitted to the external sent from university.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 12                          | 12 questions×1 mark                                   | 12          |
| Group B: Long questions        | 2                           | 1 question×12 marks                                   | 12          |
| Group C: Short questions       | 8                           | 6 questions×6 marks                                   | 36          |
| Total                          | 20                          | -                                                     | 60          |

### References

- Bista, Prem Singh and Mahendra Raj Joshi 2067 Methods of Teaching Population Education Bhudipuran Prakashan Bagbazar, Kathmandu.
- CDC 2066, the textbooks of Health, Population and environment Class 9, Ministry of Education, Curriculum Development Centre Sanathimi, Bhaktapur.
- CDC 2066, the textbooks of Health, Population and environment Class 10, Ministry of Education, Curriculum Development Centre Sanathimi, Bhaktapur.
- Dhakal, Somnatha. 2068, Methods of Teaching Population Education. Kathmandu Ratna Pusta Bhandar Bagbazar.
- Jayasuriya, J.E. (1978), Curriculum innovation through population education. Colombo: Associated Educational Publishers.
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- National Curriculum Framework for School Education in Nepal (2007) Government of Nepal Ministry of Education and Sports Curriculum Development Centre Sanathimi, Bhaktapur.
- Neupane, Ishower, 2063, Methods of Teaching Population Education, Kathmandu: Vidyarthi Pustak Bhandar.
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- Sharma, R.C., (1988) Population resources, environment and quality of life, Delhi: Dhanpat Rai & Sons.
- Sharma Y. K., (2005) Population Education: Concepts, Principles and Approaches Delhi Kanishka Publishers.
- Sikes, O.J., (1984) Population education, International encyclopedia of population, Volume One, New York: the Free Press.
- Taba, H., (1962), Curriculum Development, Theory And Practice, New York Harcourt Brace And World Inc.

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- Teachers' Guide, 2066 Health Population and environment Class 10, Government of Nepal Ministry of Education, Curriculum Development Centre Sanothimi, Bhaktapur
- UNESCO (1983). Preparing teachers for Population Education, A Handbook. Paris: UNESCO.
- UNESCO (1986). Teaching methodologies for population education – Inquiry/discovery, value clarification. Bangkok: UNESCO Regional Office for Education in Asia and the Pacific.
- UNFPA (1993), Reconceptualization of population education. New York: United Nations Population Fund.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: **Introduction to Social Studies**

Course Code: SSED161M

Level: B.Ed. One Year

Period Per Week: 6

Periods: 150 Hrs

Course: Major Social Std. Paper I

Nature of Course: Theoretical

F.M.: 100 (20 Internal+80 External)

P.M.: 36 (8 Internal+28 External)

Time per period: 50 min.

### **1.Course Description**

The course aims to impart the knowledge on concept of social studies. This course will help the student to understand the concept and components of social studies and human society through the ages. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### **2.Course objectives**

Upon the successful completion of the course, the students will be able to:

- Know the concept and importance of social studies.
- Familiar with study area of social studies.
- Understand the human society.

### **Structure of Course**

This course is divided into two sections namely: social study and human society. Again, each section is divided into different units.

### **3. Course Contents**

#### **Sections 'A': Concept**

#### **Unit One: General concept**

**-30**

- 1) Meaning and definition of social studies.
- 2) Branches of social studies.
- 3) Historical development of social studies.
- 4) Nature and scope of social studies.
- 5) Relationship among various social studies.
- 6) Importance of social studies.
- 7) Difference between social studies and social science.
- 8) Branches of social sciences: history, culture, geography, anthropology, sociology, psychology, philosophy.

#### **Unit Two: Fundamental concept of social studies**

**-30**

- 1) Social components: society, community, culture, institution, social group, social system, association.
- 2) Social process: acculturation, assimilation, socialization, enculturation, sanskritization/tribalization, differentiation, conflict
- 3) Social Structure and Social system: Meaning, definition and Characteristics.
- 4) Inequality and stratification: class, caste, gender, racism, varna

#### **Unit Three: Concept of social institution**

**-20**

- 1) Macro- social institutions: economic, political and religious
- 2) Micro- social institutions: marriage, family, kinship, lineage

**Unit Four: Social problems and social control****-30**

- 1) Social problems: Poverty, Crime, Unemployment, Suicide, Divorce, Adulteration, Child labour, Human trafficking, Drug addiction and Gender discrimination.
- 2) Preventive Measures of Social Problems: Social Control-direct and indirect means of social control such as norms and values, law, mores, education, art and literature, custom, state policy, awareness, mass media etc.

**Section 'B': Human society****Unit one: Evolution****-20**

- 1) Society on the basis of culture: Paleolithic, Mesolithic, Neolithic
- 2) Society on the basis of subsistence: hunting and gathering
- 3) Society on the basis of modes of production: Marxist approach
- 4) Society on the basis of civilization: Morgan approach

**Unit two: Modern organization****-20**

- 1) World organization: UN, European Union, ASEAN, SAARC, G-8
- 2) INGOs/NGOs: transparency international
- 3) Humanitarian organization: Redcross, ICRC, UNICEF

**4. Instructional Techniques**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

**5. Evaluation Scheme**

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

The formats for internal and final annual examination are separately presented.

**Format for Internal Evaluation**

Format for Internal evaluation to this course is as follows:

Name of College.....Address.....  
Subject Code.....Subject Title.....

Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 16                          | 16 questions×1 mark                                   | 16          |
| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### 6. References

- Agrawal, J.C. (1993). *Teaching of Social Studies* New Delhi: Vikash Publishing House.
- Bhusan, D. R. and Sachdeva (2002). *An Introduction to Sociology*, Allhabad: Kitab Mahal.
- Chhetri, Ganesh and Ram Chandra Rayamajhi (2061). *Manabsastra ra Samajsastra ko Parichaya* Kathmandu: Asia Publication.
- Ember, Carol R. and Ember, Melvin (2002). *Anthropology* Delhi: Pearson Education.
- Ghurya, G.S..(1961). *Caste, Class and Occupation* Bombay: Popular Book.
- Jha, Makhan (1996). *An Introduction to Social Anthropolgy*. Delhi: Vikash Publishing House Pvt. Ltd.
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**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: Teaching Methods in Social Studies  
 Course Code: SS2ED264M  
 Level: B.Ed. One Year  
 Period Per Week: 6 (4 Th+2 Pr)  
 Periods: 150 Hrs

Course: Major Social Std. Paper I  
 Nature of Course: Theoretical +Practical  
 F.M.: 100 (20 Practical+80 External)  
 P.M.: 36 (8 Practical +28 External)  
 Time per period: 50 min.

### Course Description

This course carries 100 marks, 80% of the course is theory and 20% of the course is practical in nature. The course is designed to make prospective social studies teacher able to teach secondary School's (grade 9 and 10) students practically. It also includes different methods of teaching social studies, teaching aids and evaluation system essential for effective teaching. The course consists of 10 units. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### Course Objectives:

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

- a) Discuss the scope and importance of teaching social studies.
- b) Identify and explain the relation of social studies with natural sciences.
- c) Apply different methods of teaching social studies in class room.
- d) Design annual work plan and lesson plan to deliver the activities properly within and outside classroom.
- e) Construct and use instructional aids in teaching social studies.
- f) Construct and use various evaluation tools for effective teaching.
- g) Describe and use different methods and techniques of teaching social studies
- h) Discuss the principle of forming a good text book of social studies.
- i) Conduct survey on community and write its report and
- j) Conduct seminar and present paper in the class room.

### Course Contents:

Part: One:- Theory:80%of The Full marks.(Unit wise F.M.)

Unit: One : Nature and scope of social studies.

- 1.1. Meaning and scope of social studies.
- 1.2. Nature of social studies.
- 1.3. Destination between, social sciences and natural sciences.
- 1.4. Difference between social studies and others subjects.
- 1.5. Objectives of social studies.

Unit: Two: Need and importance of social studies in Nepal.

- 2.1. Necessity of social studies education in Nepal.
- 2.2. Need of social studies as a core subject.
- 2.3. Importance of social studies education.

Unit: Three:- Materials/ Aids in social studies teaching.(Construction and use)

- 3.1. Flannel board
- 3.2. Bulletin board
- 3.3. Charts Graphs, Maps, Diagrams, Tables
- 3.4. Picture, Model, Flash card

Unit: Four: - Methods and techniques of teaching social studies.

- 4.1. Text Book methods.
- 4.2. discussion methods.
- 4.3. Conversational methods or Question- answer method.
- 4.4. Project method.
- 4.5. Inquiry method.
- 4.6. Observation method.
- 4.7. Regional method.
- 4.8. Problem solving method.

Unit: Five:- Planning for teaching social studies: (feature, use, Importance and Preparation of the following Plans)

- 5.1. Annual plan
- 5.2. Unit plan.
- 5.3. Lesson plan.

Unit : Six:-

- 6.1. Concept of instructional objectives.
- 6.2. New taxonomy of Educational objectives.
- 6.3. Construction of behavioral objectives from social studies.

Unit : Seven:- Evaluation in social studies.

- 7.1. Observation Technique.
- 7.2. Testing Technique.
  - Oral test
  - Practical test
  - written test.
    - a) Essay type test.
    - b) Objectives type test
    - c) Dissertation type test

Analyzing the outcome of students performance.

Part : II - Practical 20% - 30 teaching hrs.

Unit: Eight:- Analytical study of secondary School social studies curriculum.12 hrs.

- 8.1. Relevance of objectives
- 8.2. Organization of subject matter in social studies curriculum.
  - Instruction procedure.
  - Evaluation Scheme.
- 8.3. Critical analysis of the curriculum.
- 8.4. Suggestions
- 8.5. Preparation and presentation of report in the class room.

Unit: Nine:- Analytical study of secondary school social studies text book -8hrs

- 9.1. Scale for evaluating text Books of social studies. -?
- 9.2. Physical and academic aspects of the text Book.
- 9.3. Suggestion for improvement.
- 9.4. Submission of report on the text Books.

Unit: Ten:- Social Research Method. -10 hrs.

- 10.1. Meaning and importance.
- 10.2. Selection of a Topic/problem.
- 10.3. Preparation of plan.
- 10.4. Data/ Information collection techniques.(Interview, Observation, Questionnaire, Case study, Focus group discussion)
- 10.5. Preparation and presentation of the report in the classroom.
  - Instruction Techniques?
  - Evaluation Scheme?

## Prescribed Books?

**4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

**5. Evaluation Scheme**

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

**Evaluation scheme for practical examination**

Format for practical examination of this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of student<br>(Alphabetical order in Roman) | Internal   |                                       | Intrranal +exteranl |                      | Total   | Remarks |
|--------------------------------------------------|------------|---------------------------------------|---------------------|----------------------|---------|---------|
|                                                  | Class test | Attendance/ Participation/ Discipline | Report Writing      | Defence/Presentation |         |         |
|                                                  | (*FM=5)    | (FM=3)                                | (FM=6)              | (FM=6)               | (FM=20) |         |
|                                                  |            |                                       |                     |                      |         |         |
|                                                  |            |                                       |                     |                      |         |         |
|                                                  |            |                                       |                     |                      |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation. The documents of the practical marks should be submitted to the external sent from university.

**Format for final examination**

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions | Total qaestions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------|-----------------------------|-------------------------------------------------------|-------------|
|--------------------|-----------------------------|-------------------------------------------------------|-------------|

|                                |    |                     |    |
|--------------------------------|----|---------------------|----|
| Group A: Multiple choice Items | 12 | 12 questions×1 mark | 12 |
| Group B: Long questions        | 2  | 1 question×12 marks | 12 |
| Group C: Short questions       | 8  | 6 questions×6 marks | 36 |
| Total                          | 20 | -                   | 60 |

## References

- Agrawal, J.C, Teaching of social studies (3<sup>rd</sup> ed.) New Delhi: Vikas Publishing House, 1997.
- JEMC, Various dates: Social Studies Text Books from Grade 6 to 10, Sanothimi, Janak Education Material Centre.
- JEMC, Various dates: Teacher's Guides of Social Studies for grade 9 and 10, Sanothimi, Janak Education Material Centre.
- Kochhar, S.K., The Teaching of Social Studies, New Delhi: Stearling Publishers, 1991.
- Kochhar, S.K., The Teaching of History, New Delhi: Stearling Publishers, 1993
- Roy, M.S., Teaching of Geography, New Delhi: Anmol Publication, 1993.
- Yadhav, A, Teaching of Economics, New Delhi, Anmol Publication.

## नेपाली सन्दर्भ सामाग्री

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- पन्त, तुलाराम - सामाजिक अध्ययन शिक्षा, काठमाण्डौ: पाठ्यक्रम विकास केन्द्र त्रि.वि., २०४२।
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- शर्मा, लक्ष्मी प्रसाद - इतिहास शिक्षण,, काठमाण्डौ: विद्यार्थी पुस्तक भण्डार, २०५०।
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**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: **Fundamentals of Information Technology**

Course Code: ITED171M

Level: B.Ed. One Year

Period per Week: 6 (4 Th+2 Pr)

Periods: 150

Course: Major IT Paper I

Nature of Course: Theoretical+Practical

F.M.: 100 (40 Practical+60 External)

P.M.: 37 (16 Practical+21 External)

Time per Period: 50 min.

### 1. Course Description

The main objective of this course is to provide a foundation of computer systems and their applications in various fields. The course also provides the basic concepts of different types of hardware and software components and other related topics. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### 2. Course objectives

After the successful completion of the course, the students will be to:

- know the concept of history, culture and society.
- develop the capacity of critical analysis of history, society and culture of Nepal.
- know the historical, societal and cultural background of the country.

### 3. Course Contents

#### Unit 1: Introduction to Computer (20 Hrs)

- 1.1. Characteristics, applications, and components of computer
- 1.2. History and generation of computers
- 1.3. Classification of computer based on purpose, size and technology

#### Unit 2: Basic Computer Organization and Computer Peripherals (20 Hrs)

- 2.1. Block diagram of computer system
- 2.2. Input devices: Keyboard, mouse, and other types of input devices
- 2.3. Output devices: Monitor, printer, and other types of output devices

#### Unit 3: Computer Storage (20 Hrs)

- 3.1. Concepts of memory and requirements of storage devices
- 3.2. Classification and types of storage devices
- 3.3. ROM and RAM with their types
- 3.4. Magnetic devices and Optical devices

#### Unit 4: Computer Software (10 Hrs)

- 4.1. Introduction and types of software
- 4.2. Definition and functions of operating system
- 4.3. Programming languages and their types

#### Unit 5: Introduction to Database (8 Hrs)

- 5.1. Meaning of data and information
- 5.2. Concepts and characteristics of database and DBMS

#### Unit 6: Networks and Internet (20 Hrs)

- 6.1. Introduction and uses of network
- 6.2. Types and topologies of network
- 6.3. Introduction, features and applications of Internet
- 6.4. Concepts of intranet and extranet
- 6.5. Network media and network software
- 6.6. WWW, E-mail, E-commerce, Hypermedia
- 6.7. Multimedia tools and system
- 6.8. Data Warehouses and Data Marts, Data Mining,
- 6.9. Geographical Information System

### **Unit 7: Applications of Information Technology (8 Hrs)**

- 7.1. Computers in Business and Industry, Computers in education, training, Computers in Entertainment, science, Arts, medicine and Engineering.

### **Unit 8: Information Security (9 Hrs)**

- 8.1. Computer crime, viruses and threats
- 8.2. Cyber law and ethical issues

### **Unit 8: Computer Hardware (35 Hrs)**

- 9.1. Motherboard and its parts, slots, daughterboard, and expansion slots
- 9.2. BIOS, SMPS, CMOS, and Microprocessor
- 9.3. Assembling and disassembling of computer system
- 9.4. Installation of operating system, utilities and application software
- 9.5. Customizing software
- 9.6. Installation of printer, and drivers
- 9.7. Routine checks and troubleshooting, virus protection
- 9.8. Network cabling and Internet connectivity

### **Laboratory Works**

#### **1. Basics of Windows and User Interface**

- Using mouse and moving icons on the screen
- The My Computer icon, the Recycle Bin icon, Status Bar, Start button, Menu Bar
- Opening, closing and running an application
- Using Windows Explorer to view files, folders and directories
- Creating and renaming files and folders
- Windows settings: control panel, wallpapers, screensavers, date and time, sound
- Advanced features: using right mouse button, shortcuts, notepad, accessories

#### **2. Basic DOS Commands**

- Comparison of DOS and Windows, switching between DOS and Windows
- Creating, renaming, copying, moving, and deleting files and directories

#### **3. Word Processing**

- Basics: opening and closing documents, saving documents, page setup, printing, scrolling around a document
- Text manipulation and formatting: text selection, cut, copy and paste, font, Bold, Italic and Underline, text alignment, line and paragraph setting, changing font, size and color, bullets and numbering, changing case
- Table manipulation: drawing and inserting table, changing cell width and height, alignment of text in cell, inserting and deleting rows and columns, table borders

**4. Spreadsheets**

- Basics: opening and closing of spreadsheet, multiple sheets, Menu Bar, cell inputting, cell addressing
- Manipulation of cells: entering texts, creating tables, setting cell width and height, copying of cells
- Formulas: sum, average, percentage, and other basic functions
- Preparing invoices/budgets, totaling of transactions, maintaining daily and monthly reports

**5. Presentations**

- Basics: opening a PowerPoint presentation, using Wizard to create a presentation
- Slide presentation: title, text, picture, table, font color and font size, bullets and indenting, slide design, background, slide numbering, slide show, slide animation, slide sorting, printing slides

**6. Computer Communication and Internet**

- Basics of computer network, WWW, and websites
- Web browsing, net surfing, chatting, using e-mails

**7. Assembling, Disassembling, Installation, Troubleshooting, Cabling, and Networking****4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Assignments
- Self-study
- Problem Solving

**5. Evaluation Scheme**

Students will be evaluated in 2 phases: i) practical evaluation through midterm class test, paper presentation, assignments, and workshops, attendance, participation and viva by subject teacher (internal evaluator) and external evaluator deputed by office of the examination management and ii) final annual examination by the office of the examination management through year end examinations. The students must pass in practical and the final examinations separately. The student who Will not appeared and pass in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both types of evaluations. The weightage given to Practical evaluation is 40 percent and final evaluation is 60 percent to the paper.

- Practical 40 percent (40 marks)
- Final examination 60 percent (60 marks)

The formats for practical evaluation and final annual examination are separately presented.

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of | Internal | Internal + External | Total | Remarks |
|---------|----------|---------------------|-------|---------|
|---------|----------|---------------------|-------|---------|

| student<br>(Alphabetical<br>order in<br>Roman) | Class<br>Test | Attendance/<br>Participation/<br>Discipline | Lab. Assignment | Viva   |         |  |
|------------------------------------------------|---------------|---------------------------------------------|-----------------|--------|---------|--|
|                                                | (*FM=10)      | (FM=5)                                      | (FM=20)         | (FM=5) | (FM=40) |  |
|                                                |               |                                             |                 |        |         |  |
|                                                |               |                                             |                 |        |         |  |
|                                                |               |                                             |                 |        |         |  |

FM represents Full Marks

Regarding practical examinations, internal evaluator will evaluate for class test and attendance/participation/discipline covering 15 marks. College should collect assignment copy of students containing a set of 10 assignments and submit to the external evaluator for evaluation. Internal evaluator will assist to the external evaluator for 25 marks including viva of 5 marks and the deciding role goes to the external evaluator. The assignments will be based on lab. classes from all units. There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation.

#### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total Marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple Choice Items | 12                          | 12 questions×1 mark                                   | 12          |
| Group B: Long Questions        | 2                           | 1 questions×12 marks                                  | 12          |
| Group C: Short Questions       | 8                           | 6 questions×6 marks                                   | 36          |
| Total                          | 22                          | -                                                     | 60          |

#### 6. References

- Alexis Leon & Mathews Leon (2009). Fundamentals of Information Technology, New Delhi: Vikas Publishing House Pvt. Limited.
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**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

|                                                                |                                         |
|----------------------------------------------------------------|-----------------------------------------|
| Course Title: <b>Method of Teaching Information Technology</b> | Course: Major IT Paper I                |
| Course Code: ITED274M                                          | Nature of Course: Theoretical+Practical |
| Level: B.Ed. One Year                                          | F.M.: 100 (20 Internal+80 External)     |
| Period per Week: 6 (4 Th+2 Pr)                                 | P.M.: 37 (8 Internal+21 External)       |
| Periods: 150                                                   | Time per Period: 50 min.                |

### 1. Course Description

This course is about the methods of teaching information technology which help the students to understand the meaning and scope of ICT in education and understanding ICT supported teaching learning strategies. The figures in the margin of each unit indicate approximate teaching periods for that unit.

### 2. Course Objectives:

The objectives of the course are to enable students to:

1. Understand the meaning, nature and scope of ICT in Education.
3. Understand the changes that occur due to ICT in Education.
4. Prepare student to select the appropriate communication facilities through Internet.
5. Understand the legal & Ethical issues related to internet & student safety.
6. Understand ICT supported teaching learning strategies.
7. Get acquainted with e-learning & development in ICT.

#### Unit - I Information & Communication Technology in Education

1.1 Concept, Importance, Meaning & Nature of Information and Communication Technologies.

1.2 Need of Information & Communication Technology in Education

1.3 Scope of ICT in Education

- |                              |                   |
|------------------------------|-------------------|
| a) Teaching Learning Process | b) Publication    |
| c) Evaluation                | d) Research       |
|                              | e) Administration |

1.4 Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure, Educational management.

1.5 Challenges in integrating Information & Communication Technology in school education.

#### Unit - II Introduction to Computer

2.1 Computer - Definition & structure

2.2 Hardware -

- i) Input devices - Key Board, Mouse, Scanner, Microphone, Digital camera.
- ii) Output devices - Monitor, Printer, Speaker, Screen image projector
- ii) Storage devices - Hard Disk, CD & DVD, Mass Storage Device (Pendrive)

2.3 Software

- i) Operating System - Concept and function.
- ii) Application Software (It uses in Education)

Word Processors, Presentation, Spread sheet, Database Management, Viruses & its Management

#### Unit - III Intranet and Internet

3.1 Concept, need & importance

3.2 Facilities available for Communication - E-mail, chat, online conferencing, (Audio-video), e-Library, websites, Blog, wiki. Internet forum, News Groups.

- 3.3 Search Engines - Concept and uses.
- 3.4 Legal & Ethical issues - copyright, Hacking Netiquettes
- 3.5 Student safety on the (Net – safely )

#### **Unit- IV Information & Communication Technology supported teaching and learning strategies**

- 4.1 CAL - Computer Assisted Learning
- 4.2 PBL - Project Based Learning
- 4.3 Collaborative Learning
- 4.4 Technology Aided Learning

#### **Unit - V Introduction to E – Learning**

- 5.1 E - Learning - Concept & Nature
- 5.2 Web Based Learning
- 5.3 Virtual Classroom
- 5.4 Role of EDUSAT

#### **UNIT - VI EDUCATIONAL TECHNOLOGY**

Meaning - Definition of Educational Technology - Difference between Information Technology and Instructional Technology - Aims and Objectives of Educational Technology Components - Hardware and Software - Role of a teacher in Educational Technology

#### **4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Assignments
- Self-study
- Problem Solving
- Practical class

#### **5. Evaluation Scheme**

Students will be evaluated in 2 phases: i) practical evaluation through midterm class test, paper presentation, assignments, and workshops, attendance, participation and viva by subject teacher (internal evaluator) and external evaluator deputed by office of the examination management and ii) final annual examination by the office of the examination management through year end examinations. The students must pass in practical and the final examinations separately. The student who will not appeared and pass in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both types of evaluations. The weightage given to Practical evaluation is 40 percent and final evaluation is 60 percent to the paper.

- Practical 40 percent (40 marks)
- Final examination 60 percent (60 marks)

The formats for practical evaluation and final annual examination are separately presented.

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of student<br>(Alphabetical order in Roman) | Internal   |                                       | Internal + External |        | Total   | Remarks |
|--------------------------------------------------|------------|---------------------------------------|---------------------|--------|---------|---------|
|                                                  | Class Test | Attendance/ Participation/ Discipline | Lab. Assignment     | Viva   |         |         |
|                                                  | (*FM=10)   | (FM=5)                                | (FM=20)             | (FM=5) | (FM=40) |         |
|                                                  |            |                                       |                     |        |         |         |
|                                                  |            |                                       |                     |        |         |         |
|                                                  |            |                                       |                     |        |         |         |

FM represents Full Marks

Regarding practical examinations, internal evaluator will evaluate for class test and attendance/participation/discipline covering 15 marks. College should collect assignment copy of students containing a set of 10 assignments and submit to the external evaluator for evaluation. Internal evaluator will assist to the external evaluator for 25 marks including viva of 5 marks and the deciding role goes to the external evaluator. The assignments will be based on lab. classes from all units. There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation.

#### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total Marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple Choice Items | 12                          | 12 questions×1 mark                                   | 12          |
| Group B: Long Questions        | 2                           | 1 questions×12 marks                                  | 12          |
| Group C: Short Questions       | 8                           | 6 questions×6 marks                                   | 36          |
| Total                          | 22                          | -                                                     | 60          |

#### 6. References

Aggrawal J.C., 2007, Essentials of educational Technology: Innovation in teaching learning (Second Ed.) New Delhi: Vikash Publishing House.  
 Alexis Leon & Mathews Leon (2009). Fundamentals of Information Technology, New Delhi: Vikas Publishing House Pvt. Limited.  
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**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

|                                                        |                                         |
|--------------------------------------------------------|-----------------------------------------|
| Course Title: <b>Introduction to Science Education</b> | Course: Major IT Paper I                |
| Course Code: SCED181M                                  | Nature of Course: Theoretical+Practical |
| Level: B.Ed. One Year                                  | F.M.: 100 (20 Practical+80 External)    |
| Period Per Week: 6                                     | P.M.: 36 (8 Practical+28 External)      |
| Periods: 150                                           | Time per Period: 50 min.                |

**1. Course Descriptions:** This is an introductory course in Science Education. It deals with various aspects of teaching science in secondary level. It helps the prospective secondary level science teachers to understand philosophy, objectives, principles of teaching and preparation of materials, and supervising the program as a whole. The figures in the margin of each unit indicate approximate teaching periods for that unit.

**2. Course Objectives**

After completing this course, the prospective science teacher will be able to-

- a. Comprehend the nature and importance of science.
- b. Acquire the knowledge and understanding of evolution of modern science and history of science education in Nepal.
- c. Understand the ways of preparation to teach science.
- d. Know how to support and enhance the scientific thinking of pupils.
- e. Monitor and assess learning in science.
- f. Recognize the differences among pupils in various aspects and know how to deal with the differentiation.
- g. Understand several aspects of science teaching.
- h. Understand the model-based learning.
- i. Know the uses of learning experiences and teaching aids in science teaching.
- j. Realize the need of basic science education for all.

**3. Course Contents:**

**Teaching Hours**

**Unit 1: Science education, its importance and evolution**

**20 teaching hrs**

- 1.1 The nature of science
- 1.2 Why teach about the nature of science?
- 1.3 The importance of science education
- 1.4 Learning and teaching about nature of science
- 1.5 Science as others see it
- 1.6 Science learners
- 1.7 Models of science teaching and conceptions learning
- 1.8 Evolution of modern science and history of science education in Nepal
- 1.9 Discussion with examples in each sub-topics

**Unit 2: Preparing to teach science**

**15 teaching hrs**

- 2.1 Scientific and pedagogical knowledge
- 2.2 Transmitting knowledge and supporting understanding
- 2.3 Catching interest in science
- 2.4 Productive, safe science lessons
- 2.5 Teachers' questions in the science classroom
- 2.6 The art of asking questions in the teaching of science

2.7 Discussion with examples in each sub-topics

**Unit 3: Supporting scientific thinking**

**10 teaching hrs**

3.1 Shaping thoughts

3.2 Making entities and scientific explanation

3.3 The language of science

3.4 Conversations in science

3.5 Discussion with examples in each sub-topics

**Unit 4: Monitoring and assessing learning in science**

**15 teaching hrs**

4.1 Assessing factual knowledge

4.2 Assessing understanding and productive thinking

4.3 Assessing investigative abilities

4.4 Active assessment

4.5 Reporting on progress in learning

4.7 Discussion with examples in each sub-topics

**Unit 5: Differences**

**15 teaching hrs**

5.1 Ways of learning

5.2 The successful pupil

5.3 The unsuccessful pupil

5.4 Gender

5.5 Culture

5.6 Socio-economic conditions

5.7 Physical disability and medical conditions

5.8 Dealing with differentiation

5.9 Discussion with examples in each sub-topics

**Unit 6: Some broader aspects of science teaching**

**15 teaching hrs**

6.1 Transfer and transition

6.2 Developing thinking skills

6.3 Education for sustainable development

6.4 Citizenship, personal, social, moral, spiritual, cultural and health education

6.5 Information and Communications Technology (ICT) in science education

6.6 Continuing Professional Development (CPD)

6.7 Discussion with examples in each sub-topics

**Unit 7: Learning from models, learning about models**

**15 teaching hrs**

7.1 Real and imagined worlds

7.2 Models and learning science

7.3 Laws, theories and mathematics

7.4 Computer models

7.5 Discussion with examples in each sub-topics

**Unit 8: Teaching for understanding in scientific enquiry**

**10 teaching hrs**

8.1 Using analytical frameworks in dealing with socio-scientific issues

8.2 Interpretation of scientific research

8.3 Recommendations for practice

8.4 Discussion with examples in each sub-topics

**Unit 9: Learning experiences and teaching aids**

**15 teaching hrs**

9.1 Concepts, types of learning experiences

- 9.2 Selection and sources of learning experiences  
 9.3 Importance, uses and classification of teaching aids  
 9.5 Visual and A-V aids, Educational broadcast, educational television, chart, power point presentation, low cost teaching aids  
 9.6 Discussion with examples in each sub-topics

#### Unit 10: Science education for all

20 teaching hrs

- 10.1 Range of examples to help enrich science lessons, e.g.  
 10.1.1 Surgery  
 10.1.2 Personal health  
 10.1.3 Blood transfusions  
 10.1.4 Selective breeding  
 10.1.5 Decay and the preservation of foods  
 10.1.6 Iron and steel  
 10.1.7 Radioactivity  
 10.1.8 Magnetism  
 10.1.9 Astronomy  
 10.2 Discussion with examples in each sub-topics

#### 4. Instructional technique

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

#### 5. Evaluation Scheme

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

#### Evaluation scheme for practical examination

Format for practical examination of this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of student | Internal |             | Intrranal +exteranl |                      | Total | Remarks |
|-----------------|----------|-------------|---------------------|----------------------|-------|---------|
|                 | Class    | Attendance/ | Report              | Defence/Presentation |       |         |

| (Alphabetical<br>order in<br>Roman) | test,<br>Practical<br>Activities | Participation/<br>Discipline | Writing |        |         |  |
|-------------------------------------|----------------------------------|------------------------------|---------|--------|---------|--|
|                                     | (*FM=5)                          | (FM=3)                       | (FM=6)  | (FM=6) | (FM=20) |  |
|                                     |                                  |                              |         |        |         |  |
|                                     |                                  |                              |         |        |         |  |
|                                     |                                  |                              |         |        |         |  |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation. The documents of the practical marks should be submitted to the external sent from university.

#### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total qaestions<br>to be asked | Number of questions to be<br>answered and marks allotted | Total<br>marks |
|--------------------------------|--------------------------------|----------------------------------------------------------|----------------|
| Group A: Multiple choice Items | 16                             | 16 questions×1 mark                                      | 16             |
| Group B: Long questions        | 3                              | 2 questions×12 marks                                     | 24             |
| Group C: Short questions       | 7                              | 5 questions×8 marks                                      | 40             |
| Total                          | 26                             | -                                                        | 80             |

#### Text books:

1. Douglas P. Newton, *A Practical Guide to Teaching Science in the Secondary School*, Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN, 2008.
2. Sandra Amos and Richard Boohan (Editors), *Aspects of Teaching Secondary Science*, Routledge 2 Park Square Milton Park, Abingdon, Oxon OX14 4RN, 2002.
3. R.C. Sharma, *Modern Science Teaching*, Dhanpat Rai Publishing Co (p) Ltd. New Delhi, 2009.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

**Course Title: Methods of Teaching Science Education**  
**Course Code: SCED284M**  
**Level: B.Ed. One Year**  
**Period per Week: 6**  
**Periods: 150**

**Course: Major Science Paper II**  
**Nature of Course: Theoretical+Practical**  
**F.M.: 100 (20 Practical+80 External)**  
**P.M.: 36 (8 Practical+28 External)**  
**Time per Period: 50 min.**

**Course Description:**

This course is designed to provide the one year B.Ed students with the fundamental nature of science, School Science Curriculum and to familiarize them with the various kinds of teaching skills in science. It also deals with skills in developing unit and daily lesson plans; Construction, administration, and Analysis of test items. Moreover it deals with construction and improvisation of the instructional apparatus and equipments so as to carry out successful science lessons. It also gives opportunity to be familiar with the various theories of learning and their implications in science teaching. The figures in the margin of each unit indicate approximate teaching periods for that unit.

**General Objectives**

The general objectives of this course are as follows:

- To impart general knowledge about the nature and importance of science education.
- To make the students familiar with the recent trends in school science curriculum.
- Study critically the school science curriculum.
- Write behavioral objectives for school science lessons.
- Study critically various school science projects.
- Select and practice the appropriate methods in science teaching.
- Design and organize science laboratory.
- Practice Microteaching
- Construct and improvise science materials.
- Develop Unit and Lesson plans.
- Construct and analyze the test items.
- Write a report on the implications of Piaget, Burner and Gagne's theories in teaching and learning of science.
- Explain the ways of developing scientific attitude.
- Evaluate student's learning in science.
- Participate in Professional activities in order to prove school teaching.

**Contents**

**UNIT-1 Nature of Science**

**10- Teaching hrs.**

- 1.1 Introduction
- 1.2 Science and Science education
- 1.3 Science as a product
- 1.4 Science as a process
- 1.5 Historical development of science and science education.
- 1.6 Importance of science in daily life
- 1.7 Importance of science and science education in school curriculum.

1.8 Science for all.

## **UNIT-2 Recent trends in science education 10 - Teaching hrs**

- 2.1 Introduction
- 2.2 Integrated Science
- 2.3 Science Technology and Society
- 2.4 Science project 2000

## **UNIT-3 Theories of learning and its implication in science teaching 10 - Teaching hrs**

- 3.1 Introduction
- 3.2 Piaget's Stages of Intellectual Growth.
- 3.3 Ausubels' theory of Cognitive Subsumption
- 3.4 Gagne's Model of Sequential learning.
- 3.5 Bruner's Model of Concept learning.

## **UNIT-4 Scientific Attitude 5 Teaching hrs**

- 4.1 Introduction
- 4.2 Elements of scientific attitude
- 4.3 Ways of developing scientific attitude among science students

## **UNIT-5 Aims and Objectives**

**15 teaching hrs**

- 5.1 introduction
- 5.2 Bases for the formulation of objectives.
- 5.3 Functions of Educational Objectives
- 5.4 Criteria for the selection of Objectives.
- 5.5 Bloom's Taxonomy of Educational Objectives.
- 5.6 Behavioral Objectives.
- 5.7 Critical study of Secondary school science Objectives.

## **UNIT-6 Curriculum**

**15 – Teaching hrs**

- 6.1 Introduction
- 6.2 Concept of Curriculum
- 6.3 Importance of Curriculum
- 6.4 Principles of Curriculum Construction.
- 6.5 Approaches of curriculum development
- 6.6 Criteria for good science curriculum.
- 6.7 Steps in curriculum development
- 6.8 Current school science curriculum in Nepal.
- 6.9 Science curriculum Projects: B.S.C.S; CHEM Study; PSSC and Nuffield science.

## **UNIT-7 Science Text Books 10 – Teaching hrs**

- 7.1 Introduction, importance and use of science text book.
- 7.2 Characteristics of science textbook.
- 7.3 Evaluation of Science text book.

## **UNIT-8 Methods of Teaching Science**

**15- Teaching hrs**

- 8.1 Introduction
- 8.2 Classification of methods
  - 8.2.1 Lecture method
  - 8.2.2 Demonstration method
  - 8.2.3 Laboratory method

- 8.2.4 Assignment method
- 8.2.5 Project method
- 8.2.6 Inductive and Deductive methods
- 8.3 Selection of teaching methods
- 8.4 Importance of Micro Teaching
- 8.5 Steps of Micro Teaching

#### **UNIT 9 Construction and Management of instructional aids. 10 – Teaching hrs**

- 9.1 Introduction
- 9.2 Importance of instructional aids and its Selection.
- 9.3 Improvisation of apparatus and equipments.
- 9.4 Science Kits.
- 9.5 charts and Models.
- 9.6 Audio-Visual aids, internets and Multimedia.

#### **UNIT 10 Science laboratory 10- Teaching hrs**

- 10.1 Introduction.
- 10.2 Importance of laboratory work.
- 10.3 Characteristics features of Science laboratory.
- 10.4 Organization of Science Laboratory.
- 10.5 Some laboratory accidents and their remedies.
- 10.6 Mobile Science laboratory.

#### **UNIT- 11 Planning of Teaching Units 10- Teaching hrs**

- 11.1 Introduction.
- 11.2 Importance of Unit Plan.
- 11.3 Criteria of a good Unit Plan.
- 11.4 Format of Unit Plan

#### **UNIT 12 Lesson Planning 10- Teaching hrs**

- 12.1 Introduction.
- 12.2 Importance of Lesson Plan.
- 12.3 Steps of Lesson Plan.
- 12.4 Format of Lesson Plan.

#### **UNIT -13 Evaluation of Science Teaching 15- Teaching hrs**

- 13.1 Introduction and importance of Evaluation.
- 13.2 Purpose of evaluation.
- 13.3 Formative and Summative evaluation.
- 13.4 Test items.
- 13.5 Analysis of test items.
- 13.6 SLC questions.
- 13.7 Evaluation of student's achievements.

#### **UNIT 14 Co- curricular activities 5- Teaching hrs**

- 14.1 Science Club.
- 14.2 Science fair.
- 14.3 Science bulletin
- 14.4 Science workshop.

#### **4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work

- Self-study
- Problem Solving

## 5. Evaluation Scheme

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

### Evaluation scheme for practical examination

Format for practical examination of this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of student<br>(Alphabetical<br>order in<br>Roman) | Internal      |                                             | Intrranal +exteranl |                      | Total   | Remarks |
|--------------------------------------------------------|---------------|---------------------------------------------|---------------------|----------------------|---------|---------|
|                                                        | Class<br>test | Attendance/<br>Participation/<br>Discipline | Report<br>Writing   | Defence/Presentation |         |         |
|                                                        | (*FM=5)       | (FM=3)                                      | (FM=6)              | (FM=6)               | (FM=20) |         |
|                                                        |               |                                             |                     |                      |         |         |
|                                                        |               |                                             |                     |                      |         |         |
|                                                        |               |                                             |                     |                      |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation. The documents of the practical marks should be submitted to the external sent from university.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total qaestions<br>to be asked | Number of questions to be<br>answered and marks allotted | Total<br>marks |
|--------------------------------|--------------------------------|----------------------------------------------------------|----------------|
| Group A: Multiple choice Items | 16                             | 16 questions×1 mark                                      | 16             |
| Group B: Long questions        | 3                              | 2 questions×12 marks                                     | 24             |
| Group C: Short questions       | 7                              | 5 questions×8 marks                                      | 40             |
| Total                          | 26                             | -                                                        | 80             |

Recommended Books

- Sharma, R.C. (2009). Modern science teaching science. New Delhi: Dhanpat Rai Publishing Co. (P) Ltd.
- Radha Mohan. (2007). Innovative science teaching. New Delhi: Prentice-Hall of India Private Limited.
- Yadav, KS. (1992). Teaching of science, New Delhi: Anmol Publications.
- Amit Kumar (1995). Teaching of physical science. New Delhi: Anmol Publications Pvt. Ltd.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

|                                                          |                                     |
|----------------------------------------------------------|-------------------------------------|
| Course Title: Introduction to Business Studies Education | Course: Major BS Paper I            |
| Course Code: BSED191M                                    | Nature of Course: Theoretical       |
| Level: B.Ed. One Year                                    | F.M.: 100 (20 Internal+80 External) |
| Period per Week: 6                                       | P.M.: 36 (8 Internal +28 External)  |
| Periods: 150                                             | Time per Period: 50 min.            |

### 1. Course description

The course is developed for prospective business studies teachers to help teaching secondary level subjects like office management and accounting, industrial education and auditing. This course provides basic concepts of business studies education and its use in pedagogical field.

### 2. Course Objectives

This course gives basic knowledge in the area of business and its major activities including communication process, record keeping, book keeping and preparations of financial statements.

### Contents

#### Unit I: Office and Office Resources

**LH: 12**

Meaning and definition of office, Importance of office, Functions of office, Organization of an office, Types of office, Meaning and definition of office personnel, Types of office personnel, Functions and duties of office chief, Section officer and office assistant, Qualification needed.

**Office resources** – Meaning, Necessity and Importance,

**Types of office resources** – Manpower/Human Resources; Materials, Finance, Transportation, Communication

#### Unit II: Communication Process

**LH: 12**

**Types of communication** – Internal and External Communication

**Medium of communication** - Oral, Written and Symbolic

**Correspondence** – Needs and Importance, Objectives of correspondence

**Letter writing** – Types of letter, parts of a letter, handling of letters/emails: entry of mails, dispatch of mails

**Official communication** – Notice, Circular, Mandatory order, Memo, records, resolution – types and drafting process; postal service and its use, Electronic Communication – types and its importance.

#### Unit III: Records and Records Keeping

**LH: 12**

Meaning, Objectives and Importance of records, kinds of records, Records disposal

**Indexing** – Meaning and definition, requisites of good filing system, objectives and importance of filing, Filing methods – Alphabetical filing, Numerical filing, Subject filing, Geographical filing

#### Unit IV: Business Trade and Financial Institution

**LH: 14**

Meaning and definition of Business, Features of business, Importance of Business, Classification of Business, Evolution of Business in Nepal

**Trade** – Meaning and importance, Home trade and foreign trade

**Invoice** – Meaning, Information included in Invoice, Importance and types, Means of payment.

**Globalization, WTO** – Role and its importance; Regional trade group – SAFTA

**Bank** – Introduction, Meaning and functions, Importance, Types of Bank – Central bank, Commercial bank and Development Bank

**Insurance** – Meaning and definition, Functions of Insurance, Types of insurance, Introduction and functions to Employee Provident Fund, Co-operative credit organization and Citizen Investment Trust

#### **Unit V: Book Keeping**

**LH: 10**

Introduction, Meaning and definition, objectives and importance, Concepts of double entry book keeping system

#### **Unit VI: Subsidiary Books**

**LH: 15**

Introduction and Meaning, Purpose or Advantage of Subsidiary Books, Types of Subsidiary Books – Purchase Book, Sales Book, Purchase Return Book, Sales Return Book, Cash Book (Single Column, Double Column and Triple Column Cash Book)

#### **Unit VII: Preparation of Financial Statements**

**LH: 25**

**Journal:** Introduction, Meaning and definition, objectives, Needs and importance, Rules of debit and credit, Steps in Journalizing, Journal entries

**Ledger:** Introduction, Meaning and definition, Objectives and importance, Procedures of preparing ledger, posting into ledger, differences between journal and ledger.

**Trial Balance:** Introduction, Meaning and definition, Objectives and importance, Procedures of preparing Trial Balance.

**Final Accounts:** Introduction, Meaning and definition, Objectives/ Importance of final accounts, Steps of the final accounts – Trading Account, Profit and Loss account, Balance Sheet

#### **Unit VIII: Government Accounting**

**LH: 10**

Introduction, Meaning, Objectives of New Accounting System, Characteristics of New Accounting System, Some major trends used in Government Accounting

#### **Unit IX: Financial Statements used in Government Accounting**

**LH: 20**

**Journal Voucher** - Introduction, Meaning and definition, Objectives and importance, Rules of preparing Journal Voucher, Types of Journal Voucher

**Bank Cash Book** - Introduction, Meaning and definition, Objectives and importance, Considerations for preparing Bank Cash Book, Posting of Journal Vouchers into Bank Cash Book

**Budget Sheet** – Introduction and Meaning, Parts of Budget Sheet, Objective and Importance, Procedures of Preparing Budget Sheet

#### **Unit X: Monthly Statement**

**LH: 20**

Introduction, Objectives and Importance of Monthly Statement, Types of Monthly Statement – Statement of Expenditure, Statement of Outstanding Advance, Bank Reconciliation Statement, Monthly Statement of Security Deposit, Monthly Statement of Revenue

#### **4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

## 5. Evaluation Scheme

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation can not attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to internal evaluation is 20 percent and final evaluation is 80 percent to the course.

- Internal 20 percent (20 marks)
- External 80 percent (80 marks)

The formats for internal and final annual examination are separately presented.

### Format for Internal Evaluation

Format for Internal evaluation to this course is as follows:

Name of College.....Address.....

Subject Code.....Subject Title.....

Course .....Level/Year.....

| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total questions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 16                          | 16 questions×1 mark                                   | 16          |
| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### References

Rai, Kailash and Rai, Yagya Raj (2013), 'Office Practice and Accounting' 5<sup>th</sup> Edition, Ekta Books Distributors Pvt. Ltd., Monaj Offset Press (P.) Ltd.

Koirala, Madhav Raj and Others, Financial Accounting – I, Buddha Academic Publishers and Distributors Pvt. Ltd.

S.N. Maheswari and S.K. Maheswari, Fundamentals of Accounting, Vikas Publishing House Pvt. Ltd.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: Method of Teaching Business Studies Education  
 Course Code: BSED294M  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Major BS Paper II  
 Nature of Course: Theoretical  
 F.M.: 100 (20 Internal+80 External)  
 P.M.: 36 (8 Internal +28 External)  
 Time per Period: 50 min.

### Course Description

This is a method of teaching course for business studies teachers of secondary schools. This course provides basic knowledge for prospective teachers about teaching methods evaluation procedures, planning teaching and teaching materials that help effective teaching in schools.

### Course Objectives

This course gives knowledge in teaching business studies and how to evaluate students in business study. The course introduce business study teaching and gives overview of present curric ulum. The objective of this course is to orient students with methods and tools available to teach business studiesat at secondary level school.

### Contents

|                                                                                                                                                                                                                          |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Unit 1.Introduction to business studies teaching :-                                                                                                                                                                      | 10 |
| – Meaning                                                                                                                                                                                                                |    |
| – Need and importance of business study teaching                                                                                                                                                                         |    |
| – Scope of business study teaching                                                                                                                                                                                       |    |
| – Problems oriented with business study teaching                                                                                                                                                                         |    |
| Unit 2. Method of teaching business studies                                                                                                                                                                              | 20 |
| – Lecture, Demonstration, field trip, project, survey, problem solving, exhibition, Film show, Programmed instruction, seminar, symposium, internship, microteaching (introduction, process, strengths and limitations). |    |
| Unit 3. Materials used in business studies teaching                                                                                                                                                                      | 20 |
| – Need and importance of teaching materials                                                                                                                                                                              |    |
| – Types of teaching materials in business studies teaching                                                                                                                                                               |    |
| – Audio, Audio-vidual, and viduals: Flannel board, Bulletine board, Pocket chart, Flip chart, Graph, Maps, Tables, Flash carrd, White board.                                                                             |    |
| – Selection, preparation and use of above teaching materials                                                                                                                                                             |    |
| Unit 4. Business study and secondary school curriculum                                                                                                                                                                   | 15 |
| – Overview of business study curriculum in Nepalese school (Grade 9 and 10 syllabus of office management and accounting, industrial education and auditing)                                                              |    |
| – Elements of business study curriculum in Nepalese school (Objective, content, Method of instruction evaluation)                                                                                                        |    |
| Unit 5. Text book and other reading materials in business studies                                                                                                                                                        | 20 |
| – Importance of book and reading materials in teaching                                                                                                                                                                   |    |
| – Criteria of a good text book                                                                                                                                                                                           |    |

- Internal quantities: Academic Aspect
- External quantities: Physical Aspect
- Review of secondary school textbooks of grade 9 and 10 (office management and accounting, industrial education and auditing).

Unit 6: Evaluation of teaching of business studies 15

- Meaning of measurement and evaluation
- Need and importance of measurement and evaluation
- Objectives of evaluation
- Types of evaluation: summative and formation

Unit 7: Tools of evaluation 15

- Preparation of specification chart
- Types of test:- Subjective and objective
- Oral, written test
- Theoretical and practical test
- Individual and group test

Unit 8: Instructional objectives 10

- Meaning
- Types
- Preparation of instructional objectives

Unit 9: Planning in teaching in business studies 15

- Annual work plan
- Unit plan
- Lesson Plan
- (Preparation of above plans)

Unit 10: Principle of classroom measurement 10

- Physical Aspect: Seat Arrangement, light system, accostics system, material projection
- Academic Aspect: Motivational aspect, Presentation of lesson, evaluation schemes-administering of test.

#### 4. Instructional technique

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
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- Project work
- Self-study
- Problem Solving

#### 5. Evaluation Scheme

Students will be evaluated in two phases i) internal evaluation by the concerned teacher through midterm class test, paper presentation, assignments, project work and workshops, attendance, participation and viva and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the internal and the final examinations separately. The student who is not appeared in internal evaluation can not attend final examinassions. The grades awarded to a student in a course are based on performance in both these

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| Name of the student<br>(Alphabetical order in Roman) | Class test | Paper presentation, assignments, project work or workshops | Attendance, Participation and Discipline | Viva   | Total   | Remarks |
|------------------------------------------------------|------------|------------------------------------------------------------|------------------------------------------|--------|---------|---------|
|                                                      | (*FM=5)    | (FM=5)                                                     | (FM=5)                                   | (FM=5) | (FM=20) |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |
|                                                      |            |                                                            |                                          |        |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of internal evaluation. The documents of the internal marks should be submitted to the external sent from university if so claimed.

### Format for final examination

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| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### Recommended Books:-

- Aggarwal, J.C. (1997) Principles, Method and Technology of Teaching, New Delhi, Vikash publishing house pvt.ltd.
- Bhatia, B.D. And Bhatia, k, (1977) The principle and method of teaching, Delhi, Doba House.
- Curriculum Development Centre (2005) National Curriculum Frame work for school education in Nepal, Sanothimi Bhaktapur.
- Aggarwal, J.C. (2008) Essentials of educational technology: Innovations in teaching learning, New Delhi, Vikash publishing house pvt. Ltd.

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- Angelo Thomas, A, and P.K. Cross (1993) Class room assessment teaching (2<sup>nd</sup> Ed.), Samfransisco – Jossey, Bass Publishes.
- Butler K. A (1987) learning and teaching style in theory and pratice Columbia CT: Learhers
- Wankat P.C. and F.s oreovicz (1993) teaching engineering newyear Mac Graw Hill
- Lin R.L. and Gronhud N.E, (2000) measurementAssesment teaching Singapore pearson educational pvt ltd.
- Marzano, R.J and Kendall, J.S. (2007) The new taxonomy of objective California, carwin press.
- Saxena N.R. and Oberol Sc. (2005) Technology of teaching New Delhi R.L. books.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: School Supervision  
 Course Code: SSSED1101M  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Major SSM Paper I  
 Nature of Course: Theoretical+Practical  
 F.M.: 100 (20 Practical+80 External)  
 P.M.: 36 (8 Practical+28 External)  
 Time per Period: 50 min.

**Course Description:**

This is the course on School Supervision for one year bachelor level in education. This course intends to help students specializing in educational supervision, head teachers and other educational personnel. The major purpose of this course is to enable them to become effective school supervisor/manager. This course also provides the students with the knowledge on recent trends in educational supervision in Nepal. The course includes the concept of supervision, school supervision in SAARC countries and challenges to school supervision in Nepal. Thus, this course deals with the content related to professional supervisors and effective supervision of educational institutions. The figures in the margin indicate approximate number of classes.

**Course Objectives:**

This course intends the following changes in the behaviors of students after the completion of this course:

- Define and interpret the meaning of supervision & principles of educational supervision
- Explain the types of educational supervision.
- Interpret the roles and functions of modern school supervisors.
- Describe the roles & responsibilities, of school supervisory personnel in Nepal.
- Analyze the various problems and issues in supervision system in Nepal.
- Compare school supervision practice in SAARC countries.
- Prepare and present a report of supervisory practices of educational commissions & Plans.

**Content**

**Unit-I Concept of Supervision..... 10 Periods**

- a) Meaning and Definition of Educational supervision
- b) Concept of educational supervision  
(Traditional & Modern)
- c) Principle of modern supervision

**Unit-II Types of educational supervision..... 10 periods**

- a. The corrective supervision
- b. The preventive supervision
- c. The creative supervision
- d. The inspirational supervision
- e. The authoritative supervision

**Unit-III Process of school supervision..... 10 Periods**

- a. Need identification
- b. Planning for school supervision
- c. Classroom observation & guidance
- d. Techniques of supervision
- e. Supervision & interaction system

**Unit-IV Supervision of Individual teachers..... 10 periods**

- a. Classroom visitation
- b. Individual conference with teacher
- c. Demonstration teaching
- d. Planned interschool & intra-school visiting

**Unit-V Role of Supervisor..... 10 periods**

- a. Releasing human potential
- b. Providing continuing education for teacher
- c. Providing educational leadership
- d. Development supervisory program
- e. Design & implement of workshops & conferences

**Unit-VI Role & Responsibilities of School supervisory personnel in Nepal ....10 periods**

- a. Educational supervisors
- b. Head teacher as a supervisor in School
- c. DEO as a chief educational supervisor at district level
- d. Chairperson of school management committee.

**Unit-VII Organisation of Educational supervision in Nepal..... 20 periods**

- a. Overview of development of school supervision
- b. Organisation & structure of supervision
- c. Present scheme of school supervisory programme under new educational regulation

**Unit-VIII Problems & Issues of school Supervision in Nepal.....20 periods**

- a. Understanding psychological environment of the teacher
- b. Human relation skills to deal with the students
- c. Building professional capacity through delivery reality
- d. Promoting diffused leadership
- e. Changing employment structure
- f. Administrative supervision vs instructional supervision

**Unit-IX School supervision system in SAARC countries..... 25 period**

Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Srilanka (Common and exceptional issues)

**Unit-X Practical Activities or project work..... 25 period**

Prepare the report of the following commission & plan regarding the provision of supervisions (NNEPC, ARNEC, NESP, NEC, HNEC, SSRP)

**4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

**5. Evaluation Scheme**

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

### Evaluation scheme for practical examination

Format for practical examination of this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

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|                                                  | Class test | Attendance/ Participation/ Discipline | Report Writing      | Defence/Presentation |         |         |
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|                                                  |            |                                       |                     |                      |         |         |
|                                                  |            |                                       |                     |                      |         |         |
|                                                  |            |                                       |                     |                      |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation. The documents of the practical marks should be submitted to the external sent from university.

### Format for final examination

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| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### Text-books :

1. Adams H.P. & Dickey & Franck G. 1975, Basic Principles of Educational Administration Supervision, New York.
2. Aggrawal, J.C., 1967, Education; Administration-School organisation & Supervision. Arya Book Depot, Newe Delhi.
3. Barr, A.S., Bruton and Bruecner, 1947, Supervision, New York Appleton Century Crofts, Inc.
4. Kochhar, S.K., 1967, School Organisation, University Publisher, Jullander.

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**References:**

1. Aseltine, James M., Faryniarz, Judith O., and Rigazio-Digilio, Anthony J. (2006). Supervision for learning: A performance based approach for teacher development and school improvement, Virginia: ASCD.
2. Marjano, Robert J., Frontier Tony; and Livingston, David. (2011). Effective Supervision supporting the art and science of teaching. Virgina: ASCD.
3. Mashall, Kim. (2009). Rethinking teacher supervision and evaluation: How to work smart build collaboration and close the achievement gap. SF: Jossey-Bass.
4. MOES/HMG/Nepal, Education Act, Education Regulation with latest amendment
5. Wlies, Kimbala & Lovell, J.T. Supervision for Better Schools. Prentic Hall Inc, New Jersey, 1975.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: School Management  
 Course Code: SMED2102M  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Major SSM Paper I  
 Nature of Course: Theoretical+Practical  
 F.M.: 100 (20 Practical+80 External)  
 P.M.: 36 (8 Practical+28 External)  
 Time per Period: 50 min.

**Course Description:**

This is the course of School Management for one year Bachelor level in education. This course is specially designed for prospective and practicing head teachers/ principals and other educational personnel. The major purpose of this course is to enable them to become effective educational manager/administrator. This course has been divided into ten units organized according to context. Thus, this course deals with the content related to professional manager and effective management of school or educational institutions. The figures in the margin indicate approximate number of classes.

**Course Objectives:**

On the completion of this course, the prospective educational planners & managers will be able to:

- define and explain the concept of school management
- explain the implication of managerial theories to school management
- review and outline the organization and development of school management system in Nepal
- explain the reformation and reconstruction movement in education in Nepal
- discuss and point out the various challenges in school management in Nepal
- perform practical activities, like preparation of operation calendar yearly plan, unit plan, lesson plan, teaching materials etc for successful operation of school
- Analyse the changing trend in school management in Nepal such as school-based management and community management of schools.
- Compare School management systems in SAARC countries

**Content**

|                  |                                                      |                  |
|------------------|------------------------------------------------------|------------------|
| <b>Unit - I</b>  | <b>Concept of Management .....</b>                   | <b>10 Period</b> |
|                  | a) Meaning & definition of management                |                  |
|                  | b) Scope of management                               |                  |
|                  | c) Importance of management                          |                  |
|                  | d) Elements of management                            |                  |
| <b>Unit- II</b>  | <b>The evolution of management thought.....</b>      | <b>15 period</b> |
|                  | a) Scientific management theory                      |                  |
|                  | b) Bureaucratic theory                               |                  |
|                  | c) Human relation theory                             |                  |
|                  | d) System theory                                     |                  |
|                  | e) Administrative management theory                  |                  |
|                  | (Implication of above theories in school management) |                  |
| <b>Unit- III</b> | <b>Introduction to educational management.....</b>   | <b>10 Period</b> |
|                  | a) Concept of management in education                |                  |
|                  | b) Management as a science/an art                    |                  |
|                  | c) The function of school manager                    |                  |

- i) Planning
- ii) Organizing
- iii) Directing
- iv) Supervising
- v) Evaluating

**Unit- IV Partners in school management ..... 10 Period**

- a) The parent teacher association
- b) Past or old student's association
- c) Professional teacher's association
- d) The local community
- e) Religious bodies
- i) The role of staff in school management

**Unit- V School based management and Community based school management**

**15 period**

- a) Concept of SBM
- b) Definition of SBM
- c) Decentralization in SBM
- d) Concept CBSM
- e) Strength of CBSM
- f) Weakness of CBSM

**Unit- VI Historical development of school management system in Nepal**

**20 periods**

- a) Ancient period - Before 1825
- b) Negligence period- 1825 - 1903
- c) Oppressed period- 1903 - 2007
- d) Foundational period - 2007 - 2027
- e) Development period 2027-2049
- f) Reformation Period 2049-2063
- g) Reconstruction Period 2066 onward

**Unit-VII Organization of school management in Nepal**

**15 period**

- 1. Central Level**
  - a) Ministry of education (MOE)
  - b) Department of education
  - c) Teacher services commission (TSC)
- 2. Regional Level**
  - a) Regional educational directorate
- 3. District Level**
  - a) District Education Office (DEO)
  - b) District Education Committee (DEC)
- 4. Local Level**
  - a) School Management Committee (SMC)
  - b) Village Education Committee (VEC)
  - (With composition, right & duties)

**Unit-VIII Challenges of school management in Nepal**

**15 period**

- a) Authority & power
- b) Leadership & accountability
- c) Skill of understanding the behavior of the community
- d) Portfolio evaluation

- e) Access equity & relevant challenges on management
- f) Psychological behavior of the sub-ordinate
- g) Information technology and its impact on management
- h) Changing role of head teacher
- i) Management in hardship and disasters

#### **Unit-IX Introduction of school management in SAARC countries 20 period**

Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka (with structure & role of community in school management)

#### **Unit-X Practical activities of project work 20 period**

Preparation of following instructional materials for a secondary school

- a. Operation calendar
- b. Annual work-plan
- c. Unit plan (at least one subject)
- d. Lesson plan (at least 10)
- e. Log-book
- f. Preparation of instructional materials (at least 5)

#### **4. Instructional technique**

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

#### **5. Evaluation Scheme**

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

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Format for practical examination of this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of student | Internal |             | Internal +External |                      | Total | Remarks |
|-----------------|----------|-------------|--------------------|----------------------|-------|---------|
|                 | Class    | Attendance/ | Report             | Defence/Presentation |       |         |

| (Alphabetical order in Roman) | test    | Participation/ Discipline | Writing |        |         |  |
|-------------------------------|---------|---------------------------|---------|--------|---------|--|
|                               | (*FM=5) | (FM=3)                    | (FM=6)  | (FM=6) | (FM=20) |  |
|                               |         |                           |         |        |         |  |
|                               |         |                           |         |        |         |  |
|                               |         |                           |         |        |         |  |

\*FM represents Full Marks

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### Format for final examination

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| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### Reference Book

- Aggarwal, J.C. (1967): School Organization & Supervision, New Delhi, Aryo Book Depot
- Bush, T. (2003): Theories of Educational Management, London: Paul Chapman Publishing Ltd.
- Bush, Tony (2010): Theories of Educational Management, London: Paul Chapman Publishing Ltd.; 2<sup>nd</sup> Edition
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- Wagley, Dr. Mana P & Madhav P. Dhakal (2060), Primary Education (2<sup>nd</sup> Ed.), Bhotahity Kathmandu: Vidyarthi Pustak Bhandar (Nepali Version)

Wagley, Dr. Mana P. (Ed. 2051): B. Ed. Digdarsan, Kathmandu, Nepal, Ganesh Himel Educational (Nepali Version)

Website:

Library.UNESCO.iicba.org. Better School Resources materials for school head in Africa

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: Principles of Educational Leadership  
 Course Code: ELED1111M  
 Level: B.Ed. One Year  
 Period per Week: 6  
 Periods: 150

Course: Major EL Paper I  
 Nature of Course: Theoretical+Practical  
 F.M.: 100 (20 Practical+80 External)  
 P.M.: 36 (8 Practical+28 External)  
 Time per Period: 50 min.

**Introduction:**

This course is specially designed for prospective and practicing head-teachers/principals. The major purpose of this course is to enable them to become effective leaders. Thus, this course deals with the contents related to professional leadership and effective management of educational institutions. The figures in the margin indicate approximate number of classes.

**Expected Learning Outcomes:**

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

- explain the concept and meaning of leadership
- describe the role of head-teachers/principals as leaders as well as manager
- describe different leadership theories in relation to the role of school heads
- appreciate the legal, professional, and ethical bases of leadership
- state the role of leaders in building vision and purpose in the school
- provide leadership role in the institution through appropriate mechanism
- Prepare a School Sector Reform Plan for the next five years

**Contents**

|                                                    |           |
|----------------------------------------------------|-----------|
| <b>Unit I: Concept and Meaning of Leadership:</b>  | <b>15</b> |
| 1.1 Concept, and meaning, leadership               |           |
| 1.2 Characteristics of an effective leader         |           |
| 1.3 Role of principals as an effective leader      |           |
| <b>Unit II: Leadership Theories:</b>               | <b>30</b> |
| 2.1 Trait Theory                                   |           |
| 2.2 Behavioural Theory                             |           |
| 2.3 Contingency Theory                             |           |
| 2.4 Situational Leadership Theory                  |           |
| 2.5 Relational Theory                              |           |
| 2.6 Transformational Leadership Theory             |           |
| 2.7 Entrepreneurial Leadership Theory              |           |
| <b>Unit III: Methods of Developing Leadership:</b> | <b>25</b> |
| 3.1 360-degree feedback                            |           |
| 3.2 Executive coaching                             |           |
| 3.3 Mentoring                                      |           |
| 3.4 Networks                                       |           |
| 3.4 Job assignments                                |           |
| 3.5 Action learning                                |           |
| <b>Unit IV: Strategic Issues in the School:</b>    | <b>15</b> |
| 4.1 Environment Scanning                           |           |
| 4.2 SWOT Analysis                                  |           |
| 4.3 Preparing Vision                               |           |

- 4.4 Preparing Mission
- 4.5 Preparing Objectives
- 4.6 Preparing Policies

#### **Unit V: Implementing Strategies through Right Leadership Approaches 15**

- 5.1 Effective communication
- 5.2 Team building
- 5.3: Delegation and decision-making
- 5.4 Appropriate reward system

#### **Unit VI: School Sector Reform Plan in Nepal 15**

- 6.1 Meaning and concept
- 6.2 Scope of SSRP
- 6.3 Process of preparing SSRP

#### **Unit VII: Stakeholders and current legal provisions 15**

- Composition and legal provisions of:
- 7.1 VEC
- 7.2 SMC (Community and private schools)
- 7.3 DEC

#### **Unit VI: Educational leaders, functions, rights and duties 20**

- Functions, rights and duties of :
- 8.1 Director general of education
- 8.2 Regional director of educational
- 8.3 DEO
- 8.4 Supervisor
- 8.5 VEC
- 8.6 DEC
- 8.7 SMC

#### **4. Instructional procedure**

The method of instruction will mostly comprise of the followings:

- Lecture
- Explanation
- Demonstration
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Mini project
- Report writing
- Self-study
- Problem Solving

#### **5. Evaluation Scheme**

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

### Evaluation scheme for practical examination

Each student participates in the following practical works and must prepare assignments, paper writing, class presentation and field work report. Format for practical examination of this course is as follows:

Name of College.....Address.....

Subject Code.....Subject Title.....

Course .....Level/Year.....

| Name of student<br>(Alphabetical order in Roman) | Internal   |                                       | Internal + External |                      | Total   | Remarks |
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|                                                  | Class test | Attendance/ Participation/ Discipline | Report Writing      | Defence/Presentation |         |         |
|                                                  | (*FM=5)    | (FM=3)                                | (FM=6)              | (FM=6)               | (FM=20) |         |
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| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

### Textbooks

Coleman, Marianne and Glover, Derek (2010). Educational Leadership and Management: Developing insights and skill. England: Open university press.

Green, Howard. (1993). The management and leadership in education series (ed.) London: Kogan Page

Government of Nepal, Shikshya Ain ra Shikshya Niyamawali, Latest Revision, Kanun kitab byabastha samityi, Kathmanadu.

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**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

**Course Title: Instructional Leadership**

Course Code: ELED2112

Level: B.Ed. One Year

Period per Week: 6

Periods: 150

**Course: Major EL Paper II**

Nature of Course: Theoretical+Practical

F.M.: 100 (20 Practical+80 External)

P.M.: 36 (8 Practical+28 External)

Time per Period: 50 min.

**Introduction:**

This course is specially designed for prospective and practicing head-teacher/principals. The major purpose of this course is to enable them to become effective leaders. Thus, this course deals with the contents related to the professional leadership and effective management of educational institution, specially this course deals with the leadership role for instructional improvement and prior to taking this course the students should have taken instructional leadership I. The figures in the margin of each unit indicate approximate teaching periods for that unit.

**Expected learning outcomes:**

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

- a. explain the multi-dimensions of leadership for instructional improvement
- b. describe the role of head-teachers/principals as leaders in building the team
- c. appreciate the role of school-heads in the context of Total Quality Management
- d. describe different decision making styles and role of leaders
- e. relate the role school-heads in school accountability
- f. provide leadership to the institution in the changed content

**Contents****Unit I: Dimensions of leadership for instructional improvement: 25**

- 1.1. Teacher supervision and evaluation systems
- 1.2. Helping teacher's improve
- 1.3. Implement school-based instructional supervision
- 1.4. Staff development
- 1.5. Leadership and school success
- 1.6. Team-building
- 1.7. Working for results

**Unit II: Managing people in school-building the team: 20**

- 2.1. The professional ethic
- 2.2. A healthy professional climate-conformity, morale and motivation
- 2.3. Maintain professionalism in the school

**Unit III: Leadership and TQM: 20**

- 3.1. Quality characteristics
- 3.2. Quality assessment
- 3.3. Quality improvement
- 3.4. Use of quality circles in improving learning

**Unit IV: Leadership and decision making styles: 15**

- 4.1. Authoritative

- 4.2. Consultative
- 4.3. Participative

**Unit V: Leadership and Accountability: 20**

- 5.1. Meaning of accountability
- 5.2. Accountable for what? To whom? How?(Govt. Community, Parents, Governing Boards)
- 5.3. Accountability and quality

**Unit VI: Leadership for the future: 15**

- 6.1 Leadership and organizational change
- 6.2 Role of leaders in the transitional stages

**Unit VII: Educational legal provisions: 20**

- 7.1. Provisions for opening schools
- 7.2. Provisions for curriculum and text books for schools
- 7.3. Provisions for control and execution of school level examinations

**Unit VIII: Legal provisions for delivery of education 20**

- 8.1. Non formal education
- 8.2. Distance education
- 8.3. Special education
- 8.4. Child development centre
- 8.5. Extra activities

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**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: Theory of Educational Technology  
Course Code: ETED1121M  
Level: B.Ed. One Year  
Period per Week: 6  
Periods: 150

Course: Professional  
Nature of Course: Theoretical+Practical  
F.M.: 100 (20 Practical+80 External)  
P.M.: 36 (8 Practical+28 External)  
Time per Period: 50 min.

**Course Description**

This is specialization course designed for the one year B.Ed students. This course is divided in to two parts. The first part deals with the theoretical concept of educational technology and second part deals with practical knowledge of this area of subject matter. This course is specially important to the educational workers to think of innovation in teaching and other field of education. The figures in the margin of each unit indicate approximate number of periods.

**Objectives of the course**

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

- Define meaning and characteristics of educational technology
- Explain evolution of educational technology.
- Explain scope and components of educational technology.
- Draw the concept, nature, and characteristics of teaching and teaching technology.
- Explain need and importance of teaching technology.
- Classify the teaching aids.
- Explain the characteristics and advantages of teaching aids
- Differentiate between teaching methods and strategies.
- Identify maxims of teaching.

**Contents*****Unit 1 educational technology (15)***

- a. Meaning and definition of educational technology
- b. Characteristics of educational technology
- c. Evolution of educational technology
- d. Scope and classification of educational technology
- e. Components of educational technology
  - Behavioral
  - Instructional
  - Teaching

***Unit 2 teaching and teaching technology (15)***

- a. definition of teaching
- b. nature and characteristics of teaching
- c. teaching as an art or science
- d. concept of teaching technology
- e. need and importance of teaching technology

***Unit 3 learning and educational technology (10)***

- a. Perception and formation of concept
- b. Multi sensory approach
- c. Media and method of teaching

**Unit 4 Teaching aids (15)**

- a. Concept and meaning of teaching aids
- b. Classification of teaching aids
- c. Characteristics and advantages of teaching aids

**Unit 5 communication and interaction (15)**

- a. Communication cycle
- b. Types of communication
- c. Communication in the classroom
- d. Micro teaching
- e. Teaching skill
- f. Interaction process

**Unit 6 Teaching strategies (15)**

- a. Meaning of teaching strategies
- b. Differences between teaching methods and strategies
- c. Types of teaching strategies

**Unit 7 Principle and maxims of teaching (20)**

- a. general principle of teaching
- b. psychological principle of teaching
- c. maxims of teaching.

**4. Instructional procedure**

The method of instruction will mostly comprise of the followings:

- Lecture
- Explanation
- Demonstration
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Mini project
- Report writing
- Self-study
- Problem Solving

**5. Evaluation Scheme**

Students will be evaluated in two phases i) practical evaluation jointly by the concerned teacher and external sent from office of examination management, PU and ii) final annual examination by the office of the examination management through year end examinations. The students must pass both the practical and the final examinations separately. The student who is not appeared in practical evaluation cannot attend final examinations. The grades awarded to a student in a course are based on performance in both these types of evaluations. The weightage given to practical evaluation is 20 percent and final evaluation is 80 percent to the course.

- Practical evaluation 20 percent (20 marks)
- Final examination 80 percent (80 marks)

The formats for practical and final annual examination are separately presented.

**Evaluation scheme for practical examination**

Each student participates in the following practical works and must prepare assignments, paper writing, class presentation and field work report. Format for practical examination of this course is as follows:

Name of College.....Address.....  
 Subject Code.....Subject Title.....  
 Course .....Level/Year.....

| Name of student<br>(Alphabetical order in Roman) | Internal   |                                       | Internal + External |                      | Total   | Remarks |
|--------------------------------------------------|------------|---------------------------------------|---------------------|----------------------|---------|---------|
|                                                  | Class test | Attendance/ Participation/ Discipline | Report Writing      | Defence/Presentation |         |         |
|                                                  | (*FM=5)    | (FM=3)                                | (FM=6)              | (FM=6)               | (FM=20) |         |
|                                                  |            |                                       |                     |                      |         |         |
|                                                  |            |                                       |                     |                      |         |         |
|                                                  |            |                                       |                     |                      |         |         |

\*FM represents Full Marks

There should be proper reason strictly mentioned for providing marks above 80 percent in each category of practical evaluation. The documents of the practical marks should be submitted to the external sent from university.

**Format for final examination**

The types and number of questions for this paper in the final annual examination are given in the following table:

| Types of questions             | Total qaestions to be asked | Number of questions to be answered and marks allotted | Total marks |
|--------------------------------|-----------------------------|-------------------------------------------------------|-------------|
| Group A: Multiple choice Items | 16                          | 16 questions×1 mark                                   | 16          |
| Group B: Long questions        | 3                           | 2 questions×12 marks                                  | 24          |
| Group C: Short questions       | 7                           | 5 questions×8 marks                                   | 40          |
| Total                          | 26                          | -                                                     | 80          |

**References**

Aggarwal J.C.(2007) Essentials of Educational Technology Innovations in teaching learning second edition :Vikas publishing house pvt.New Delhi.  
 Sampath, K.; Pannerselvan, A; and Santhanam S (2000). Introduction to educational technology, sterling publishers privet Ltd. New Delhi.  
 Sharma, Yogendra kumar, (2002) Fundamental Aspects of Educational Technology, New Delhi: Kanishka Publishers and Distributors.

**PURBANCHAL UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Syllabus for One Year B.Ed.**

Course Title: ***Application of Educational Technology***  
Course Code: ETED2122M  
Level: B.Ed. One Year  
Period per Week: 6  
Periods: 150

Course: Specialized  
Nature of Course: Theoretical  
F.M.: 100 (20 Practical+80 External)  
P.M.: 36 (8 Practical+28 External)  
Time per Period: 50 min.

***Course Description***

This is specialization course designed for the one year B.Ed students. This course is divided in to two parts. The first part deals with the theoretical concept of educational technology and second part deals with practical knowledge of this area of subject matter. This course is specially important to the educational workers to think of innovation in teaching and other field of education. The figures in the margin of each unit indicate approximate number of periods.

**Objectives of the course**

*At the completion of this course student will be able to:*

- *Explain the basic meaning of technology of education and technology in education.*
- *Differentiate between technology of education and technology in education.*
- *Elaborate meaning and types of new educational technology.*
- *Explain the need and importance of lesson planning.*
- *Adopt various strategies of teaching in classroom.*
- *Identify the need and importance of research in teaching.*
- *Explain different types of teaching methods.*

***Unit 1 Technology of education and technology in education 20***

- a. Meaning and concept of technology of education and technology in education.
- b. Differences between technology of education and technology in education.
- c. Definition of instructional technology.
- d. Differences between educational technology and instructional technology.

***Unit 2 New educational technology. 15***

- a. Concept of major technologies in education.
  - computer assisted instruction
  - educational television
  - E-mail
  - teleconference
  - videoconference
  - educational games.
  - virtual university
- b. use of aforementioned new technologies of education in the context of Nepal

***Unit 3 Lesson planning. 15***

- a. Meaning and definition of lesson planning.
- b. Broad principles and steps in lesson planning.
- c. Approaches of lesson planning.

***Unit 4 Concepts and levels of teaching. 10***

- a. Modes of teaching.
- b. Structure of teaching.
- c. Memory, understanding and reflective levels of teaching.
- d. Relationship between teaching and learning.

**Unit 5 Instructional strategies 15**

- a. Meaning of instructional strategies.
- b. Types of instructional strategies.
- c. Factors involved in instructional strategies.
- d. Teaching methods and teaching tactics

**Unit 6 Research in teaching 20**

- a. Meaning and definition of research.
- b. Types of research (action and basic)
- c. Meaning and characteristics of action research in teaching.
- d. Design of action research in classroom.
- e. Use of action research in teaching.

**Unit 7 Instructional methods 15**

- a. Meaning, characteristics and principles of instructional methods.
- b. Classification of instructional methods.
  - Teacher centered methods
  - Learner centered methods

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|                                                  |            |                                       |                    |                      |         |         |
|                                                  |            |                                       |                    |                      |         |         |
|                                                  |            |                                       |                    |                      |         |         |

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### References

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