Course Title: **Foundations of Education**
Course No. : Ed 511 Nature of Course: Theoretical
Level: M.Ed. Credit Hours: 3 cr.hrs.
Semester: First Total teaching hours: 48 hours

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1. **Course introduction**

   This is a core and compulsory course designed for the students of the Master Degree in education. It enables students to develop a comprehensive theoretical knowledge and profound understanding related to different philosophical approaches. It also orients students about the social foundation and different power perspectives in education, role of state in education, and educational development in Nepal at various historical times.

2. **General objectives of the course**
   - To assist the students to analyze the philosophical base of education within different schools of philosophy.
   - To analyze the sociological basis of knowledge and identify its possible use in education.
   - To explore the role of state in education.
   - To link power perspectives in relation to political, economic, cultural and global context
   - To review the politics of education in Nepal at various historical periods and draw implications for future.

3. **Course outlines**

Specific Objectives	Contents
• Conceptualize the fields of philosophy. • Elaborate the eastern philosophical thought with their educational implications • Draw implications of each philosophies in terms of objective, curriculum and pedagogy • Identify the channel of eastern education system and its educational implications • Critically analyze the above eastern philosophies	**Unit I: Introduction to Eastern Philosophies of education (12 hours)** 1.1 Fields of philosophy (Metaphysics, Epistemology, Axiology, and Logic) 1.2 Linking above fields of philosophy with indigenous knowledge. 1.3 Introduction to Vedic Philosophy and its educational implications • Sankhya, • Yoga, • Vaishesika, • Nyaya, • Mimamsa, • Vedanta 1.3.1 Gurukul education system 1.4 Introduction to Buddhist philosophy and its educational implication 1.4.1 Monastic education system 1.5 Introduction to Islam and its educational implications 1.5.1 Madarsa education system

	1.6 The critique of eastern philosophies
• Identify relationship of indigenous knowledge with the fields of philosophy • Explore philosophical elements like Metaphysics, Epistemology, Axiology and Logic embedded in different isms. • Compare the four philosophies and draw lessons for contemporary educational development. • Analyze Reconstructionism, Modernism and Postmodernism in terms of their philosophical premises and draw lessons for educational implications.	**Unit II: Introduction to Western Educational Philosophies (10 hours)** 2.1 Introduction to and implications (in terms of objectives, curriculum and pedagogy) of Western Educational Philosophies • Perennialism • Essentialism • Progressivism • Existentialism 2.2 Reconstructionism (philosophical premises and educational implications) 2.3 Modernism and Postmodernism (philosophical premises and educational implications)
• Elaborate the origin, development, theories and methodologies of sociological foundations of education • Clarify the contents and the scope of the sociology of education. • Discuss the theories and the methodologies such as structural and functional, conflict, and symbolic Interactionism)	**Unit III: Theories of sociological foundation of education (8 hours)** 3.1 Sociological theories and their implications in education • Structural-functional • Conflict theory, • Critical theory, • Symbolic interaction theory 3. 2 Integralism from eastern philosophy to above theories in contemporary society

• Clarify the concepts of social stratification, change, mobility and transformation • Analyze the elements, process and characteristics, of social stratification in education • Elaborate theories related to social change, types and measures of social mobility • Explain factors affecting mobility with reference to Nepal. • Specify the multicultural perspective of education and social transformation. • Analyze the role of education in social transformation in Nepalese context	**Unit IV: Social Transformation (10 hours)** 4.1. Concept of social stratification, change, mobility, and social transformation 4.2.Social stratification • Basic elements, processes, and characteristics of social stratification • Linking sociological theories (functional and conflict) to social stratification • Impact of social stratification on education 4.3.Social change • Theories related to social change (Evolutionary, conflict, cyclic) 4.4. Social mobility • Types and measures of social mobility • Factors affecting mobility: socio-economic status (culture, caste/ethnicity, family status, demography, gender, income, property and resource), intelligence, education • Role of education for social mobility with reference to Nepal 4.5. Social transformation and education in Nepalese Society
• Clarify the concept of politics and power • Explore different power perspectives in education • Explain the role of state in education • Analyze the educational development in Nepal in various historical times from political perspectives	**Unit V : Politics of education (8 hours)** 5.1 Concept of power, politics and politics of education 5.2 Different power perspectives(functional, conflict, elite and plural) in education 5.3 Linking power perspectives in relation to political, economic, cultural, gender and global context 5.4 Role of state in education 5.5 Politics of education in Rana, Panchyat, Multi-party democracy systems and their implications in education in Federal Nepal

Note: *The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

4. Modes of Instructional Delivery

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 General instructional strategies

- Lecture
- Discussion
- Question answer
- Guest lecture

4.2 Specific Instruction Techniques

Unit	Activity and Instructional Techniques
III	• Individual or group of students will be assigned to work on educational implications of different philosophies • Paper will be presented in the classroom for discussion.
V	• Students will study and analyze given problems and issues of social transformation with respect to socio-cultural context on Nepal. • They will prepare report and present in the classroom for discussion.
VI	• Students will study and analyze different power perspectives in education and role of state in Nepalese context • They will prepare report and present in the classroom for discussion

5. Evaluation

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

1) Attendance	5 points
2) Participation in learning activities	5 points
3) First assignment	10 points
4) Mid-term examination	10 points
5) Second assignment/ assessment (1 or two)	10 points
Total	40 points

5.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1) Objective type question (Multiple choice 10x1)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) Long answer questions (2 questions x 10 points)	20 points
Total	60 points

6. Recommended and Supplementary Books

6.1 Recommended Books

Banks, J. A. (2006). *Cultural diversity and education: foundation, curriculum and teaching.* New York: Boston (Unit V).

Brannigan, M.C. (2000). *The pulse of wisdom* (2nd ed.). United State: (Unit III)

Wingo, G. Max(1947). Philosophies of education. New Delhi: Sterling Publishers Pvt. Ltd.

Giddens, A. (2006). *Sociology* (5th ed.). Delhi: AITBS Publishers and Distributers (Unit IV, V)
Ozmon, H. A. and Craver, S. M. (1999, sixth edition). *Philosophical foundation of education*. New Jersey: Prentice Hall Inc. (Unit II)
Morris, I. (1972). *Sociology: an introduction.* London: George Allen & Unwin Publisher. (Unit V)
Mrudalini, T. (2008). *Philosophical foundations of education.* New Delhi: Neelkamal Publication Pvt. Ltd. (Unit II)
Sharma, P. R. (2006). *The state and the society in Nepal.* Lalitpur, Nepal: Himal Books (VI)
Siderits, M. (2007). *Buddhism as philosophy: an introduction.* UK: Ashgate Publishing Limited. (Unit III).
Tunim, M. M. (2009). *Social stratification: the forms and functions of inequality.* New Delhi: Prentice Hall (Unit V)
Harlambos, M. (2007). *Sociology: themes and perspectives*. New Delhi: Oxford University Press. (Part Three all units)
Ornstein, A. C. & Levine, D.U. (1989). Foundations of education (4th ed.). USA: Houghton Mifflin Company. (Unit I)
Worths, W.T. (2002). *Philosophy* of education: *the pulse of wisdom of philosophy. India, China and Japan*(Unit I)

6 .2 Supplementary books

Abraham, M.F. (2006). *Contemporary sociology: an introduction to concepts and theories*. New Delhi: Oxford University Press.
Adams, B.N. & Sydie, R.A. (2003). *Sociological theory*. New Delhi: Vistaar Publications
Brubacher, J.S. (2007). *Modern philosophies of education*. New Delhi: Surjeet Publication
Nodding (1998).*Philosophy of education: dimension of philosophy series.*Prentice Hall
Pojman, L. P. (2003). *Classics of philosophy* (2nd ed.). New York: Oxford University Press
Rao, C.N. (2010). *Sociology: principles of sociology with an introduction to social thought*. India: Chand and Company Limited
Ritzer, G.C. (2000). *Sociology: theory.* Singapore: Mc Graw Hill
Velasquez, M. (2007). *Philosophy.* New Delhi: Cengage Learning Indian Private Limited
Sarup, M. (1993). An introductory guide to post-structuralism and post modernism. England: Pearson Education Limited

Course Title: **Advanced Educational Psychology**

Course No.: Ed. 513 | Nature of course: Theoretical

Level: M. Ed. | Credit Hours: 3 cr. hrs.

Semester: First | Teaching Hours: 48 hours

1. Course introduction

This course is prescribed as a compulsory course for the students of Master of Education. There are two major parts of this course. The first part aims to inform students about physical changes, mental development, emotional development, social development, development of self, moral development and personality development during adolescence. The course further provides the students with understanding of Nepali adolescents from educational perspectives.

The second part deals with psychology of learning, which seeks out how a child learns in his/her everyday life, judged from different learning theories. Thus, the course includes the learning theories and paradigms ranging from the behaviorist theories to cognitive theories. This course also informs about cognitive processes such as concept formation, thinking and problem solving. This course enables the student in drawing upon these theories in their everyday teaching and professional practices.

2. General Objectives of the course

The general objectives of this course are as follows:

- outline the alternative approaches to human development
- delineate the specific feature of adolescent stage of development
- explain the philosophical orientation to alternative epistemologies and learning theories
- describe the major learning theories with their educational implications
- Portray cognitive process such as concept formation, thinking and problem solving.

3. Course Outlines

Specific Objectives	Contents
• Describe the concept of human development • Identify the issues in human development • Explain the behaviorist, psychoanalytic, cognitive approach and ecological contextual approaches of human development • analyze the concepts, issues, and approaches to human development from Nepalese perspective	**Unit I: Understanding Human Development (8 Hours)** 1.1 Concept of human development 1.2 Issues in human development 1.2.1 Nature vs. nurture 1.2.2 Stability vs. change 1.2.3 Continuity vs. discontinuity 1.3 Approaches to human development 1.3.1 Behaviorist view: B. F Skinner 1.3.2 Psycho-analytical approach: Sigmund Freud 1.3.3 Cognitive approach: Piaget's view 1.3.4 Ecological contextual approach : Urie Bronfenbrebber 1.4 Revisiting human development concepts, issues and approaches from the Nepalese perspectives
• Describe the Cognitive development of adolescence and its educational implications	**Unit II: Understanding Adolescence (12 Hours)** 2.1. Cognitive development of adolescence and its educational implications 2.2. Emotional development in adolescence

• Identify the emotional development during adolescence and its effects • Draw conclusions about the emotional and social development of this stage. • Acquainted with their pattern of personality development • Describe the pattern of moral development of adolescence. • Analyze the Nepali adolescents from the above perspectives.	2.2.1 Emotional pattern 2.2.2 Emotional competence 2.2.3 Emotional characteristics and its educational implications 2.3 Social development 2.3.1 Role seeking 2.3.2 Development of identity 2.4 Personality development : Personality trait and temperaments 2.5 Moral development during adolescence 2.5.1 Kohlberg's theory 2.5.2 Domains and context of moral development 2.6 Understanding Nepali adolescents from the above perspectives
• Identity and explain the basic concept of behaviorism. • Explain the mechanism of operant conditioning • Describe the major theoretical concepts related to operant conditioning • Give the concept of reinforcement and its application to change behavior • Use operant conditioning in classroom instruction • Spell out the process of learning as proposed by Guthrie • Clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning • Explain purposive behaviorism based on Tolman's experiments • Analyze the premises of rational constructivism • Draw a educational implication of individual constructivism • Define social constructivism and its premise	**Unit III: Learning theories (16 Hours)** 3.1 Behaviorism 3.1.1 Behaviorist learning theories 3.1.2. Skinnerian conditioning • Mechanism of learning • Major theoretical concepts – radical behaviorism, respondent and operant behavior, behavior shaping, contingency contracting, reinforcement and reinforcer, punishment and its alternative • Schedule of reinforcement • Role of reinforcement • Implications for teaching and learning – Behavior objectives, Programmed instruction, personalized system of instruction, Contingency contract and Behavior modification. 3.1.3. E. R. Guthrie's contiguous conditioning • Major theoretical concepts – one law of learning, learning in one trial, the recency principle, movement produced stimuli, role of practice • Associative interference, forgetting and breaking of habits • Guthrie's view on motivation, reward and punishment • Implications for teaching and learning 3.2. Cognitivism 3.2.1Cognitive theories 3.2.2. Wertheimer's theory of learning • Productive thinking

	• Phi-phenomenon • Concept and principle of perception • Implications for teaching and learning 3.2.3. Tolman's purposive behaviorism • Major theoretical concepts - what is learned, confirmation vs. reinforcement, vicarious trial and error, and emphasizer vs. motivation • Experiments on purposive behaviorism – Reward expectancy, place and latent learning • Implication for teaching learning 3.3. Constructivism 3.3.1 Paiget's rational constructivism • Premises of rational constructivism • Implicit theories • and knowledge construction process • Basic features - Schema, assimilation and accommodation, equilibration • Implication for teaching and learning 3.3.2 Vygotsky's social constructivism • Premises of social constructivism • Vygotsky's theories of learning Implication for teaching and learning
• Describe concept and process for promoting concept formation. • Explain reasoning, critical thinking, decision making and creative thinking as thinking process. • Clarify the concept and process of problem solving. • Describe socio- cultural dimensions of leaning from gender and ethnic perspectives.	**Unit IV: Complex Cognitive Process (12 Hours)** 4.1 Understanding the Concept 4.1.1 Meaning of concept 4.1.2 Promoting concept formation 4.2 Thinking 4.2.1Reasoning : Inductive and deductive reasoning 4.2.2 Critical Thinking • Building critical thinking • Strategies for improving children's thinking 4.3 Decision making : common flaws in decision making 4.3.1 Creative thinking • Steps in creative process • Strategies for developing creative thinking 4.4 Problem Solving 4.4.1 Steps in problem solving 4.4.2 Obstacles to Solving problems 4.4.3 Problem based learning and Project based learning

	4.5 Socio-cultural dimensions of learning • Knowing and leaning from gender perspectives • Knowing and learning practices from cultural perspectives

Note: *The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

4. Modes of Instructional Delivery

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom

4.1 General instructional strategies

- Lecture with discussion
- Demonstration
- Home assignment and self study Lecture
- Question answer
- Guest lecture

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
II	• Divide the students into 7 groups • Let the group of students study cognitive development, emotional development, social development, personality development, and moral development of adolescence from the book. • Let the groups of students visit some schools to interview some secondary school teachers and students to get information regarding the assigned topics • Let the groups prepare comparative report • Report presentation in the classroom followed by discussion
III	• Divide the students into 6 groups • Let the groups of students study Skinner, Guthrie, Wertheimer, Tolman, Piaget's rational constructivism and Vygotsky's social constructivism from the book linking with the sub-unit of this unit • Let the groups of students prepare the report and presentation in the classroom followed by discussion
IV	• Divide the students into 4 groups • Let the groups of students study understanding concept, critical thinking, creative thinking and problem solving from the book (Santrock, 2011) linking with the sub-unit of this unit • Let the groups of students prepare the report and presentation in the classroom followed by discussion

5. Evaluation

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

1)	Attendance and participation	10 points
2)	First assignment/book review/written assignment/quizzes	10 points
3)	Second assignment/paper writing and or presentation	10 points
4)	Third assessment/ written test (1 or two)	10 points
	Total	40 points

5.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1)	Objective type question (Multiple choice 10x1)	10 points
2)	Short answer questions (6 questions x 5 points)	30 points
3)	Long answer questions (2 questions x 10 points)	20 points
	Total	60 points

6. Recommended and Supplementary Books

6.1 Recommended Books

Hilgard, E.R. & Bower, H.G. (1975).*Theories of Learning*. Delhi: Prentice Hall. (Unit III)

Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill. (Unit I & II)

Oslon, M. H. & Hergehahn, B.R. (2010) *An introduction to theories of learning VIII ed.* New Delhi : PHI Learning Private Limited. . (Unit III)

Santrock J.W. (2011) *Educational Psychology, IV ed.* New Delhi: Tata McGraw-Hill Publishing Company Limited (Unit IV)

Santrock J.W. (2007) *Adolescence, XI ed.* New Delhi: Tata McGraw-Hill Publishing Company Limited (Unit I & II)

Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall. (Unit III)

Woolfolk, A. (2008). *Educational psychology*. India: Pearson Education. (Unit III & IV)

Sigelman C.K. & Rider E.A.(2012). *Lifespan human development, 7th ed.* USA : Wadsworth, Cengage Learning (Unit I)

6 .2 Supplementary books

Grace, J.C. (1976). *Human Development*. New York, N.Y.

Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. Great Britain: Lowe & Brydone.

Rogers, D. (1972). *Psychology of adolescence.* New York, N.Y.

Course title: Phonetics and Phonology
Course no: 515
Level: M.Ed.
Semester: First

Nature of course: Theory
Credit hours: 3
Teaching hours: 48 hrs

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1. Course Description:

This course explores speech sounds as physical entities (phonetics) and as linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description: How are speech sounds made? What types of movements and configurations of the vocal tract are used to produce sounds in the world's languages? In this part of the course, the goal is to equip students with the knowledge and skills required to produce and analyze both segmental sounds and suprasegmental features of language in general and English in particular. In the next part of the course, the focus is on dealing with different theories of phonology and their importance, phonological processes in English and formulation of different phonological rules. Moreover, great focus is given to English phonetics and phonology, exclusively concentrating on English phonology. The last section focuses on the techniques and activities

of teaching English pronunciation in association with the problems which arise in the Nepalese teaching English situations.

2. The General Objectives of the Course:

The general objectives of the course are as follows:

- To make the students able to identify, describe, classify and produce the sounds of the languages including English.
- To introduce the students to the major theories of phonology.
- To acquaint the students with phonological rules inherent in phonological processes in English.
- To equip the students with the techniques of teaching English pronunciation.

3. Course Outlines:

Specific Objectives	Contents
• Define phonetics and explain its branches • Explain different processes of speech production • Produce IPA chart and cardinal vowels • Properly use suprasegmental features	**Unit I: General Phonetics (12 hrs)** **1.1 Introduction** 1.1.1 Definition of phonetics, and its branches: articulatory, acoustic and auditory 1.1.2 History of phonetics 1.1.3 Whys and wherefores of phonetics 1.1.4 Organs of speech 1.2 Process of speech production: airstream mechanism, phonation process, oro-nasal process, articulatory process 1.3 Production of consonants and vowels 1.3.1 IPA consonants 1.3.2 Cardinal vowels 1.4 Syllables and supra-segmental features 1.4.1 Syllables, stress, length, rhythm, intonation and tone
• Define phonology and differentiate it with phonetics • Differentiate classical with generative phonology • State different views of phoneme • Formulate different phobilogical rules • Explain recent developments in phonology	**Unit II: General Phonology (12 hrs)** 2.1 Definition phonology 2.2 Interface between phonetics and phonology 2.3 Concepts of phone, phoneme and allophone 2.4 Different views of the phoneme 2.4.1 Phoneme as a phonetic reality 2.4.2 Phoneme as a phonological reality 2.4.3 Phoneme as psychological reality 2.5 Phonological process in English: Assimilation, , addition, deletion, neutralization, reordering 2.7 Phonological rules 2.7.1 Formulization of rules (rule writing) 2.7.2 Underlying representations 2.7.3 Types of derivational rules 2.7.4 Rule collapsing/combining rules

	2.7.5 Rule ordering 2.6 Classical and generative phonology 2.7 Recent developments in phonology 2.7.1 Auto-segmental phonology 2.7.2 Metrical phonology 2.7.3 Lexical phonology
• Produce English consonants and give their three term definitions • Produce and describe English vowels and diphthongs • Describe the phonological features and the basic vowel system • Describe syllable and its structures • Describe phonetic representations and allophony in the obstruent system • Make phonological analysis of the connected speech	**Unit III: English Phonology (20 hrs)** 3.1 The consonant phonemes of English 3.1.1 The basic inventory 3.1.2 Articulation in detail: place of articulation, manners of articulation and voicing 3.2 Vowel systems of English 3.2.1 Monophthongs and diphthongs: descriptions and classifications 3.2.2 A choice of reference accents 3.2.3 Three inventories 3.2.3.1 The Southern British Standard vowel phonemes 3.2.3.2 The vowel phonemes of Scottish Standard English 3.2.3.3 The vowel phonemes of General American 3.2.4 Vowels and /r/: Rhotic and nonrhotic accents 3.3 Phonological features: the classification of English vowel phonemes 3.3.1 The role of features in phonology 3.3.2 Phonological features and the basic vowel system 3.3.2.1 Major classes: [Sonorant], [Continuant] and [Consonantal] 3.3.2.2 Pairs of vowels revisited: the feature [Tense] 3.3.2.3 Tenseness and length 3.3.2.4 Tongue-body features: [Back], [High] and [Low] 3.3.2.5 The feature [Round], and more on redundancy 3.4 Phonological features : the consonant system 3.4.1 Why new features?: ‘Vowel features’ and ‘consonant features’

	3.4.2 Replacing place features: [Anterior], [Coronal] and [Strident] 3.4.3 [Round], [High], [Low] and [Back] revisited 3.4.4 Pairs of obstruents: [Voice] and [Tense] 3.4.5 [Nasal] and [Lateral] 3.5 Syllables 3.5.2 The structure of monosyllabic words 3.5.2.1 The onset 3.5.2.2 The coda 3.5.2.3 The peak 3.5.2.4 The rhyme 3.5.3 The syllable templates and phonotactics 3.5.3.1 Onset phonotactics 3.5.3.2 Rhyme phonotactics 3.6 Word stress 3.6.1 Stress and syllable structure 3.6.2.1 Final stress 3.6.2.2 Nonfinal stress 3.7 Phonetic representations: the realizations of phonemes 3.7.2 Allophony: the principles 3.7.2.1 Complementary distribution of allophones: clear and dark [l] 3.7.2.2 Parallel distribution of allophones: unreleased stops 3.7.3 Allophony in the obstruent system 3.7.3.1 The allophony of voiceless stops: aspiration and glottalisation 3.7.3.2 Allophony of voiced obstruents: devoicing 3.7.3.3 Glottal stops, taps and some problems 3.8 Phrases, sentences and the phonology of connected speech 3.8.1 Stress beyond the single word 3.8.1.1 Phrasal stress 3.8.1.2 Compound stress 3.8.2 The phonology of rhythm 3.8.2.1 Stress-timing in English 3.8.2.2 Metrical structure and the foot 3.8.2.3 Eurhythmy: the rhythmic adjustment of stress patterns

• Teach English pronunciation using appropriate activities	**Unit IV: Teaching English Pronunciation (4 hrs)** 4.1 Why pronunciation teaching 4.2 Problems and approaches in teaching English pronunciation 4.3 Techniques and activities of teaching pronunciation

4. Instructional Techniques:

Class sessions will consist of lectures, discussion, explanation and illustration and phonetic practice of phonological data sets.

5. Specific Instructional Techniques

Unit	Activity and Instructional Techniques
Unit I	Mini-project (theoretical survey of fundamental concepts of phonetics, and phonetic symbols) Instructor-guided self study, open class discussion
Unit II	Mini-project (survey of phonological theories, and formulation of different phonological rules) Instructor-guided self study, open class discussion
Unit III	Mini-project (preparing the inventory, compare and contrast chart) Demonstration and production of English sounds Instructor-guided self study, open class discussion
Unit IV	Instructor guided lesson plan preparation/peer teaching

6. Evaluation:

6.1 Internal Evaluation 40%

Internal evaluation will be conducted by the instructor based on the following activities:

- Attendance 5 points
- Participation in learning activities 5 points
- First assignment/midterm exam 10 points
- Second assignment/assessment (1 or 2) 10 points
- Third assignment/assessment 10 points

Homework assignments will be due nearly every class period. If students miss class, they will make sure to 1) get their homework to the instructor by class time some other way and 2) find out what assignment is due and complete it before the next class meeting so that they can turn their homework in on time.

6.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

1. Objective type questions (10 x 1) = 10 points
2. Short answer questions (6x 5) = 30 points
3. Long answer questions (2 x 10) = 20 points

7. Recommended books

Ashby, M. and Maidment, J. (2008).*Introducing phonetic science*. Cambridge: CUP.

Clark, J., Yallop, C. &Flether, J. (2006).*An introduction to phonetics and phonology*. New York: Blackwell.

Collins, B. and Mees, I. M. (2008).*Practical phonetics and phonology*.Routledge: London and New York.

Dalton, C. and Seidlhofer, B. (2001).*Pronunciation*. Oxford: OUP.

Giegerich*, *H. J., (2009). ***English phonology: An introduction.*** Cambridge: CUP.

Gussman, E. (2002). *Phonology: Analysis and theory.* Cambridge: CUP.

Hyman, L. M. (1975). *Phonology: Theory and practice*. New York: Holt, Rinehart and Winston.

Joshi, K. R. (2013). Challenges of Nepalese learners of English in learning English pronunciation.*Discovery: A journal of research and development.*vol. II (1), pp.50-55.

Kelly, G. (2000). *How to teach pronunciation*. London: Longman.

Kenworthy, J. (1987).*Teaching English pronunciation.* London: Longman.

Ladefoged, P. (2006). *A course in phonetics*. Boston: Thomson Wadsworth.

Lass, R. (2010).*Phonology.* Cambridge: CUP.

Maharjan, L. B. &Dawadi, S.(2010). *Phonetics and phonology*: Sunlight Publications: Kathmandu.

Varshney, R. L. (2008). *Introductory textbook of linguistics & phonetics.*Student Store: Bareilly.

References

Lass, R. (2010).*Phonology.* Cambridge: CUP.

Maharjan, L. B. &Dawadi, S.(2010). *Phonetics and phonology*: Sunlight Publications: Kathmandu.

Sharma, U.N. and Banjade, G. (2014). *A course in phonetics and phonology* (Fourth Edition). Kathmandu: Sunlight Publication

Note: Students will consult the other books as well as suggested by the instructor

Course title:English Usage and Use **Credit Hours: 3**

Course No.: Eng.Ed. 516 **Total Teaching Hours: 48**

Level: M.Ed. **Periods per week: 3**

Semester: First

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1. Course Introduction

English in Usage and Use is an advanced-level course on English syntax that is directly interfaced with semantic and pragmatic dimensions. The Course is integrated in nature that begins with the broader theoretical perspective on the syntactic aspects of grammar and moves through English usage and its use in action and finally ends with their pedagogical extension.

2. Course Objectives

This Course aims at developing insights into various approaches, diachronic as well as synchronic, to grammar in general and English grammar in particular. However, the primary aim of the Course is to develop sound knowledge of English grammar rules and enable them to apply in manipulation of various language skills. The Course also seeks to enable the prospective teachers to exploit various principles, techniques and resources to communicate grammar rules to their students.

3. Contents

Specific Objectives	**Units**	Teaching Hours
To develop theoretical insights into various approaches to grammar To be aware of misconceptions of grammar l To develop insights on notional, formal and functional approaches to grammar To be aware of Eastern and Western perspective to grammar To develop the insights on historical development of grammatical theory	**Unit One: Various approaches to grammar: An overview** 1.1.Conceptualizing grammar: diachronic and synchronic interpretations 1.2.Misconceptions of grammar 1.3.Elements of Grammar 1.4.Notional, formal and functional approaches to grammar 1.5.Traditional Grammar: Eastern and Western perspective 1.6.Structuralism: paradigm shift in grammatical analysis 1.7.Generativism: Revisiting and Redefining grammar 1.8.Communicative approach: Notion of appropriateness and role of context 1.9.From sentence to discourse grammar 1.10.Scientific versus Pedagogical approach	8
To acquaint students with variations in English grammar based on various dimensions. To enhance students' grammatical competence in terms of accuracy and appropriateness .	UNIT TWO: English Usage 2.1 Grammar usage in varieties of English 2.2 Descriptivism and Prescriptivism 2.3 English Grammar: From basic elements to text 2.3.1 Verbs and auxiliaries 2.3.2 The Verb Phrase: Semantics 2.3.3 Nouns and Determiners 2.3.4 Pronouns 2.3.5 Adjectives and Adverbials: Their semantics and structures	15

To develop level of insight on major word classes and their usages To develop level of insight on formation of units of grammar and their usages	2.3.6 Prepositions and Prepositional phrases 2.3.7 Sentences: Types and discourse functions 2. 3.8 Pro-forms and Ellipsis 2. 3.9 Coordination 2.3.10 The Complex sentence 2.3.11 Subordinate clauses: Syntactic and semantic functions 2.3.12 Complementation of verbs and adjectives 2.3.13 Noun phrase 2.3.14 Theme, focus and information processing 2.3.15 From sentence to text	
To strengthen students' grammatical performance in the interpretation and production of texts To strengthen students'performance on sentence construction To strengthen students' performance on sentence analysis To strengthen students' performance on use of different types of verbs indifferent contexts	**UNIT THREE: Grammar in action: Activities and exercise** 3.1 Basic sentence types 3.2 Core verbs: Be, have and do 3.3 Tenses: Present and future, past and perfect 3.4 Modal verbs 3.5 Sentence: Negatives and questions 3.6 Passive constructions 3.7 Reporting 3.8 Conditionals 3.9 Infinitives and gerunds 3.10 Various structures with verbs 3. 11 Nouns and pronouns 3. 12.Determiners: Articles, demonstratives, possessives and quantifiers 3.13 Adjectives and adverbs 3.14 Prepositions, conjunctions, clauses and tense 3.15 Clauses: Relative, noun and adverb 3.16 Connectors and focused structures 3.17 From sentence to discourse: Grammar Beyond sentence	15
To communicate grammar rules to their students in terms of their levels and needs	**UNIT FOUR: Grammar in the classroom** 4.1 Teaching grammar 4.2 How to teach grammar 4.3 Resources, techniques, activities for teaching grammar 4.4 Exploiting technology for teaching and learning grammar	10

To develop necessary resources to exploit grammar in the classroom To critically review the existing practices in teaching grammar home and abroad	4. 5 Teaching and learning of English grammar in the context of Nepal 4.5.1 What, why and how of doing grammar? 4.5.2 A Short review of grammar in FL/SL pedagogy	

4. Instructional approach

4.1 General Techniques

- Lecture and discussion
- Read, discuss, write and share (ReDWis)
- Demonstration
- Explanation and illustration
- Self-study

4.2 **Specific Instructional Techniques and marking scheme**

Unit	**Activity and Instructional Techniques**	**Teaching Hours (48)**	
Unit One	Mini-project work (Theoretical survey of the approaches)each group is involved in research and preparation of report	8	
Unit Two	Instructor-guided self-study, group discussion	15	
Unit Three	Instructor-guided practice and self-evaluation, Classroom presentation, open class discussion	15	
Unit Four	Reflective writing on the issues specific to Nepalese contexts, and pair teaching	10	

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

1. Attendance 5 Points
2. Participation in learning activities 5 points

3. First assignment/midterm exam 10 points
4. Second assignment 10 points
5. Third assignment/assessment (1 or two) 10 points

Total **40 points**

Note: First assignment/assessment might be mid-term exam + assignment or book review or article review or first term paper on specific issue/topic, midterm exam or unit test and quiz, etc. according to nature of course. Second assignment/assessment might be project work, case study, seminar, survey/field study and individual/group report writing, term paper based on secondary data or review of literature or documents, etc.

First and second assignment/assessment may include one or two types of assessment, for instance, one home assignment/book/article review plus midterm exam or only mid-term exam. The second assessment may include only one project work/term paper or two types of assignments according to the nature of the course.

5.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

1. Objective type questions (10 multiple choice questions × 1point) = 10 points
2. Short answer questions(6 questions × 5 points) = 30 points
3. Long answer questions (2 questions × 10 points) = 20 points

6. Recommended books and materials

Bhandari, B. M. (2012). What, why and how of doing grammar? *An interview published on* http://neltachoutari.wordpress.com/?s=bal+mukunda+bhandari(Unit IV)

Bhattarai, A. (2014). *A short review of grammar in FL/SL pedagogy: Current trends of teaching grammar.* Kathmandu: Ratna Pustak Bhandar. (Unit I, IV)

Celce-Murcia, M. and Hilles, S. (1988). *Techniques and resources in teaching grammar*. Oxford: OUP. (Unit IV)

Greenbaum, S. &Quirk, R. (2008).*A student's grammar of the English language.* India: Pearson. (Unit II)

Thornbury, S. (1999).*How to teach grammar*. England: Pearson Education Limited. (Unit IV)

Yule, G. (2006). *Advanced Oxford practice grammar*. Oxford: OUP. (Unit III)

Reference books and materials

Adhikari, B. R. (2012). *English grammar: Views of student teachers and communication of grammar to their students*.An unpublished research, University Grants Commission, Bhaktapur. (Unit I, IV)

Bhattarai, A. (1998). *A pedagogical grammar of the English verbs for the Nepali secondary school teachers.*An unpublished PhD dissertation, University of Hyderabad, India.(All units)

Cowan, R. (2009). *The teacher's grammar of English*. Cambridge: CUP.(Units II,III,IV)

Hewings, A. & Hewings, M. (2005).*Grammar and context*. London: Routledge. (Unit I)

Leech, G. and Spartvik, J. (2007).*A communicative grammar of English*. London: Pearson.(Units II,III)

NELTA Chautari (2012).*May, 2012 issue*. http://neltachoutari.wordpress.com/ (All units)

Sinclair, J. (1991/). *Collins Cobuild English grammar*. London: The University of Birmingham.(Units II ,III)

Swan, M. & Walter, C. (2011).*Oxford English grammar course: Advanced.* Oxford: OUP.(Units II ,III)

Course title: **Interdisciplinary Readings**

Course No.: Eng.Ed. 517 Nature of the course: Theory
Level: M.Ed. Credit Hours: 3
Semester: I Teaching Hours: 48 hrs

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1. Course Description

Interdisciplinary Reading is a thematically organized course which exposes the students to content knowledge and linguistic resources employed in communication to the wider readership. Content knowledge draws on such diverse disciplines as philosophy, humanities and social sciences, science and technology and ecology, education, and so on. This course seeks to explore the cross-disciplinary links and their relevance to the contemporary world. This course consists of

seven units altogether, each containing varied selection of reading texts anchored to a broader theme.

2. General objectives

The general objective of the course is to assist students/teachers in making in content learning with linguistic outcomes i.e. critical and creative reading and writing in English for academic purposes. The course also aims at integrating the threads of these two skills at the deeper level. The reading dimension expects the students to process knowledge and linguistic resources while the writing calls for the manipulation of these resources for the production of their own knowledge.

3. Contents Outlines

Specific Objectives	**Contents**	**Teaching Hours (48)**
To comprehend and critically review the texts that link philosophy with humanity	**Unit One: Philosophy, Humanity and Creativity** a. The Top Hat *by JosteinGarder* b. New millennium, new human being *by Osho* c. Virtue of Knowledge *by T.Z. Lavine* d. Levels of commitment *by the Dalai Lama* e. You can create when your heart longs for singing *by Govinda Raj Bhattarai* f. I'm Glad you liked it 1Q84 *by Murakami*	**8 hrs**
To analyze and evaluate texts on education and find its relevance in Nepalese context	**Unit Two: Education & Vision** a. Reading and Writing *by Nietzche* b. Significance of Education *by J. Krishnamurti* c. The aims of education *by BertnardRussel* d. Joys that sprouted with letters *by JhamakGhimire* e. Three Days to See *by Hellen Keller*	**7 hrs**
To compare and contrast the notions of democracy and human rights home and abroad**.**	**Unit Thee: Democracy & Freedom** a. The twentieth century: The triumph of democracy *by Van Doren* b. Atmabritanta: Late life recollections *by BP Koirala*	**5 hrs**

	c. *The politics of fear by Al Gore* d. Equal rights for women *by Shirley Chisholm*	
To explore multiple facets of language in relation to educational and social politics.	**Unit Four: Linguistics, politics and Identity** Politics, Education and The Labor Pains of Linguistics in Nepal *by Kamal PrakshMalla* *a.* Preservation of indigenous language through translation *by Bal Ram Adhikari* *b.* Beyond language *by Capra* *c.* Is Nepal small *by Laxmi Prasad Devkota* *d.* I am the Nepali *by CK Lal* A letter from Gautam Buddha to Ashoka *by Krishna Chandra Singh Pradhan*	**9 hrs**
To interpret the texts on sports, adventure and entertainment and appreciate their aesthetic values in life.	**Unit Five : Sports, Adventure & Entertainment** a. Phakding March *by Jon Kraukaur* Into Thin Air b. Kapil's Devil *by John Wookcock* **c.** Face to face with Bismillah Khan	**7 hrs**
To appraise and critically evaluate the place of science and technology for the welfare of humanity	**Unit Six: Science, Technology& Environment** **a.** Darwin revisited: Survival of the fittest may mean survival of the most cooperative *by Leki* b. What it all means *from Blocks, wikis and podcasts by Will Richardson* c. Going for the green *by T. F. Friedman*	**5 hrs**
Discuss and argue on various issues of	**Unit Seven : Postmodern Realities**	**7 hrs**

postmodernism and its implications	a. The Postmodern: Problem with prefixation*by Uday Narayan Singh* b. Answering the question: What is postmodern *by Lyotard* *c.* What is deconstruction? *by Nicholas Royle*	

4. Instructional approach

4.1 General Techniques

- Lecture and discussion
- Read, discuss, write and share (ReDWis)
- Demonstration
- Explanation and illustration
- Self-study

4.2 **Specific Instructional Techniques**

Unit	**Activity and Instructional Techniques**	**Teaching Hours(24)**
Unit One	Reflective Writing	4
Unit Two	Project work	4
Unit Three	Reflective creative writing	3
Unit Four	Argumentation	3
Unit Five	Mini survey and document analysis	3
Unit Six	Writing reminiscence	3
Unit Seven	Argumentation	4

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

6. Attendance 5 Points
7. Participation in learning activities 5 points
8. First assignment/midterm exam 10 points
9. Second assignment/assessment (1 or two) 10 points
10. Third assignment/assessment 10 points

Total **40 points**

Note: First assignment/assessment might be mid-term exam + assignment or book review or article review or first term paper on specific issue/topic, midterm exam or unit test and quiz etc. according to nature of curse. Second assignment/assessment might be project work, case study, seminar, survey/field study and individual/group report writing, term paper based on secondary data or review of literature or documents etc.

First, second and third assignment/assessment may include one or two types of assessment. For instance, one home assignment/book/article review + midterm exam or only mid-term exam. In the second assessment may include only one project work/term paper or two type of assignment according to nature of the course.

5.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

4. Objective type question (Multiple choice 10 × 1) = 10 points
5. Short answer questions(6 questions × 5 points) = 30 points
6. Long answer questions (2 questions × 10) = 20 points

Total **60 points**

11. **Recommended books and reading materials**

Bhattarai, G. R. et al(2013). *Reading across disciplines*. Kathmandu

Course Title: Second Language Acquisition (SLA) Theories and Research

Course No. : Eng. Ed. 518 Credit Hours: 3
Nature of the course: Theoretical Teaching hours 48
Level: M Ed
Semester: Second

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1. Course Descripton

This course is aimed at exposing the students to the sound theoretical foundation in Second Language Acquisition (SLA) theories and encourage them to engage in the SLA research. The course consists of five units. The first unit presents the fundamental concept of SLA and related disciplines. The second unit exposes the students to the various approaches to SLA including the

universal grammar and non –language factors. The third unit presents the overview of the different theories and models of SLA. The fourth unit introduces the students to the instructed second language acquisition. The last unit engages the students to the practical work on the SLA research.

2. General Objectives

General objectives of this course are as follows:

a) To familiarize students with the fundamental concepts of SLA
b) To acquaint them with the various theories and models of SLA
c) To enable them to review and analyze the various theories and models of SLA
d) To familiarize them with the instructed second language acquisition
e) To engage them in the SLA research

3. Course Contents

Specific Objectives	Contents
• Introduce second language acquisition • Discuss SLA and related disciplines • Analyze the context of bilingual and multilingual education	**Unit One: Foundation Second Language Acquisition(SLA) (10hrs)** 1.1. Introducing second Language Acquisition 1.1.1. First and second language acquisition 1.1.2. Historical overview of SLA 1.2. SLA and related disciplines 1.2.1. Third language acquisition, multilingualism 1.2.2. Bilingual l acquisition 1.2.3. Heritage language acquisition 1.2.4. First language acquisition 1.3. Context of bilingual and multilingual education
• Discuss universal grammar • Illustrate the various approaches to SLA • Define, discuss and analyze interlanguage of the second language learner • Describe the non language factors in SLA	**Unit Two: Linguistics of SLA (10 hrs)** 2.1. The Nature of Language 2.2. Approaches to SLA 2.2.1. Early approaches to SLA 2.2.2 Formal approaches to SLA and universal grammar 2.2.3. Typological and functional approaches 2.2.4. social interactional approaches and interlanguage development 2.3. The Psychology of Second Language Acquisition 2.3.1. Learning processes 2.3.2. Differences in learners

	2.3.3 The effects of multilingualism 2.4. Non- Language Factors in SLA 2.4.1. Affects 2.4.2. social distance 2.4.3. Age differences 2.4.4. Aptitude 2.4.5. Motivation 2.4.6. Personality and learning style 2.4.7. Learning Strtegies
• Explain the theories of SLA • Critique the SLA theories • Compare and contrast the theories and models of SLA • Describe the role of input and interaction and output in SLA	**Unit Three: Theories and Models of Second Language Acquisition (10hrs)** 3.1. SLA Theories 3.1.1 The accommodation theory 3.1.2 Discovery theory 3.2 SLA Models 3.2.1 The acculturation model 3.2.2. The Nativization Model 3.3 Input, interaction and output in SLA 3.3.1 Input in SLA (Krashen's Hypothesis) 3.3.2 Interaction in SLA (Long's InteractinalHypothesi) 3.3.3 Output in SLA (Swain's output hypothesis, Gass's Idea) 3.3.4 Feedback, recasts and negative evidence 3.3.5 Attention and consciousness raising 3.3.6 The role of input and interaction in language learning
• Define instructed second language acquisition • Talk about the classroom language and processing instruction	**Unit Four: Instructed Second Language Acquisition (8 hrs)** 4.1. Classroom language 4.2. Processing instruction 4.3. Teachability and learnabitlty 4.4. Focus on form 4.5. Effectiveness of instruction
• Introduce second language research • Explain the nature of second language research • Carryout second language research quantitatively and qualitatively	**Unit Five: Doing Second Language Research (10 hrs)** 5.1. The Nature of Research 5.1.1. Introduction to second language research 5.1.2. Compiling and analyzing research data 5.1.3. Designing and interpreting research 5.2. Qualitative Research 5.2.1. Case study research

• Combining qualitative and quantitative research	5.2.2. Introspection research 5.2.3. Classroom research: interaction analysis 5.2.4. Practical work on the SLA research 5.3. Quantitative Research 5.3.1. Descriptive research 5.3.2 Survey analysis 5.3.3. Correlational research 5.3,4. Quasi-experimental research 5.3.5. Combining qualitative and quantitative research

4. Instructional approach

4.1 General techniques

- Lecture and discussion
  - Seminar
  - Exercises
  - Guided study
  - Tutorial
  - Self study
  - Project work

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques	Teaching Hours (48)
Unit One	Mini-project (theoretical survey of fundamental concepts in SLA) Instructor-guided self study, open class discussion	10
Unit Two	Mini-project (articles book chapter review followed by classroom presentation) Demonstration and production of English sounds.	10
Unit Three	Reflective writing: Essays on the theories and models of SLA	10
Unit Four	Instructor-guided lesson plan preparation/peer teaching/ seminar papers	8
Unit Five	Carryout mini-research on SLA using a particular research design	10

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

12. Attendance	4 Points
13. Participation in learning activities	6 points
14. First assignment/midterm exam	10 points
15. Second assignment/assessment (1 or two)	10 points
16. Third assignment/assessment	10 points
Total	**40 points**

Note:

- First assignment/assessment might be mid-term exam + assignment or book review or article review or a term paper on specific issue/topic, midterm exam or unit test and quiz etc. according to nature of course.
- Second assignment/assessment might be project work, case study, seminar, survey/field study and individual/group report writing, term paper based on secondary data or review of literature or documents etc.
- Third assignment/assessment might be mid-term exam + assignment or a term paper on specific issue/topic, midterm exam or unit test according to nature of course.

5.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

7. Objective type question (Multiple choice 11 × 1 =	10 points
8. Short answer questions(5 questions × 6 points) =	30 points
9. Long answer questions (2 questions × 10) =	20 points
Total	**60 points**

17. Recommended Books and References

Recommended Books:

a) Baker, C. (1996). Foundations of bilingual education and bilingualism. New York. Multilingual Matters Ltd. (Unit I, II, III, IV)
b) Brown, J. D. and Rogers T. (2014). Doing second language research. Oxford. Oxford University Press. (Unit IV: Whole book)
c) Ellis, R. (1995). The study of second language acquisition. Oxford: OUP. (For units I to V)
d) Gass, S. M. with J. Behney and L. Plonsky, L. (2013). Second language acquisition. An introductory course. New York. Routledge. (Unit I, II, III, IV)
e) Mitchell, R. and Myles, F. (2004). *Second Language Learning Theories.* Britani Hodder Arnold*.(* Unit I, II, III, IV)
f) Saville- Troike, M. (2006) Introducing second language acquisition. Cambridge: Cambridge University Press. (unit I, II, III, IV)

References

a) Bhatta, T. D. (2003). Simultaneous and successive second language learning of linguistic minority children of Nepal. An unpublished thesis of M. Phil in second language studies, Danish University of Education, Denmark.
b) Brown, J, D. (1994). Principles of language learning and teaching. New Jersey: Prentice Hall Regents
c) Chaudron, C. (1998). Second language classroom research. Cambridge: CUP.
d) Cook, V. (2008). Second language learning and language teaching. London: Arnold.
e) Doughty, C. J. & Long, M. H. (2003). The handbook of second language acquisition. Oxford. Blackwell Publishing.
f) Ellis, R. (1986). Understanding second language acquisition. Oxford: OUP.
g) Ellis, R. (1992). Instructed second language acquisition. Cornwall: Blackwell
h) Ellis, R. (2000). Second language acquisition. Oxford: OUP
i) Saville-Troike, M. (2006). Second language acquisition. Cambridge: CUP.
j) Gautam, G. R. (1998). Creative construction hypothesis and second language learning: Teacher Journal, 2054 'Purnaka' : Published by MahendraRatna Campus, Tahachal.

Course Title: **Planning Education for Change**

Course No: Ed. PM. 515 | Nature of course: Theoretical

Level: M.Ed. | Credit hours: 3 Credit

Semester: First | Teaching hours: 48 hours

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1. Course Description

This course is designed for the Master degree (M.Ed.) students to provide them with general knowledge about planning education for change. Its aim is to help the students develop knowledge and skills which are necessary to formulate and implement the plan and policy of education that aims at bringing educational change and addressing the issues of national development. Education as a dynamic process has to be made possible by planning it for bringing the desired result i.e. changes in the status of people. Students, under this course, are, therefore, encouraged to have a broader conceptual clarity about latent force of education which is brought out to the fore through its planning.

2. General Objectives

The general objectives of the course are as follows:

a. To enable students to explore the concept and evolution of educational planning.
b. To acquaint students with techniques of planning education for bringing out change in different areas of development in the country.
c. To prepare students to explore and address diversities in education.
d. To enable students to analyze the policy, mode and parameters of educational planning for change.
e. To provide students with knowledge of different trends of planning for national development in education.
f. To enable students to be knowledgeable of different crises of educational planning and issues of quality education.

3. Course Outlines

Specific Objectives	**Contents**	**Teaching Hours (48)**
• To define the concept of plan and educational plan. • To enumerate the chronology and milestones of educational planning.	**Unit One: Concept and Evolution of Educational Plan** 1.1.Concept of plan and educational plan 1.2 Chronology and milestones of educational planning 1.3 Prospects of educational planning	**6**

• To state different themes, issues and challenges of educational planning. • To describe the development and trends of educational planning.	1.4 Themes, issues and challenges of educational planning 1.5 Trends and development of educational planning	
• To define the concept and need of planning for people. • To plan for the universalization of basic education. • To plan for the un/under-served groups of children. • To plan education to address pluralities of the country. • To plan education for consumerism. • To assess the internal (national) and external funding process in education. • To suggest future direction for educational planning.	**Unit Two: Planning Education for Change** 2.1 Concept of change in education 2.2 Planning for people 2.3 Planning for the universalization of basic education and pluralities of the country 2.4 Planning to reach the un/ under-served groups of children 2.5 Planning education for consumerism 2.6 Assessment of funding process (internal and external) in education 2.7 Future direction in educational planning.	**8**
• • To make meaning from different perspectives of diversity planning. • To elucidate diversity planning for ensuring access, equity and quality of education. • To be knowledgeable of institutional culture in higher education. • To identify the link between diversity planning and strategic planning. • To relate the main thrusts, role and level of diversity plan with institutional plan. • To find out ways to apply system approach to higher education. • To identify performance measures, indicators, benchmarks, targets and trends	**Unit Three: Planning for Diversity** 3.1 Meaning and concept of diversity planning - International perspective -Population dynamics as a driver of diversity planning 3.2 Diversity planning as an instrument to promote access , equity and quality of education 3.3 Institutional culture in higher education 3.4 Planning diversity from an institutional planning perspective - Link of diversity plan to strategic plan -Main thrusts of the strategic plan -Role of planning information in institutional diversity planning 3.5 Application of system approach to higher education -Levels of planning information at macro, meso and micro levels 3.6 Diversity planning for identifying performance measures -Performance indicators -Benchmarks	**10**

through the use of diversity planning.	-Targets -Trends	
• • To state the parameters of economic, educational and dynamic changes through policy planning. • To explain different policy modes in relation to planning education for change. • To state the criteria of policy options with reference to planning education for change.	**Unit Four: Educational Policy Planning** 4.1 Parameters of policy planning -Economic parameter -Educational parameter - Parameter of dynamic change 4.2 Policy modes -Systemic mode -The ad hoc mode -The incremental mode -The importation mode 4.3 Criteria of policy options -Desirability -Affordability -Feasibility of policy options	**8**
• • To elucidate the concept and trends of planning for educational development. • To define planning for development concerns from various perspectives. • To analyze dilemmas of planning for development. discourse • To identify development issues in educational planning with reference to increasing globalization of education. • To describe educational planning practice as pluralism, delinking and globalization. • To elucidate cultural turn in educational planning including development paradigm.	**Unit Five: Trends in Planning for Educational Development** 5.1 Concept and trends of planning for educational development 5.2 Planning for development concerns -Development theory -Concept of development as a social equalizer 5.3 Dilemmas of planning for development discourse - Crisis of development -Evolution of planning for development -Development as redemption - Development planning options 5.4 Development issues in educational planning -Notions of change -Modernization of educational planning -Critical globalism 5.5 Pluralism in educational planning -Delinking and globalization in educational planning 5.6 Cultural turn and development paradigm in educational planning -National - local cultural bondage -Culture and power -Cultural aid and stir -Paradigm of alternative development	**10**

	-Main stream of development	
• To describe crises in educational planning from socio- cultural perspective. • To suggest ways for planning education for sustainability.	**Unit Six: Crises in Educational Planning** 6.1 Identity, management, practical information and economic crises 6.2 Action plan, communication of plan intent and human resource crunch 6.3 Hidden crisis: armed conflict and education 6.4 Planning education for sustainability	**6**

Note: The figures in the parenthesis indicate approximate hours allotted to each unit. Students' activities, normally, will include planning and preparation of appropriate tools/measures for information/content collection, report preparation, report presentation and discussion.

4. Instructional Techniques: A combination of general and specific techniques of instruction will be used to deliver the course. A brief of these techniques follows:

4.1 General Techniques: As this course is descriptive in nature with theoretical references, the teacher is suggested to apply techniques of engaging the students in a number of ways ranging from issue based discussion to paper based presentation in the classroom. References to the existing practices of educational planning with a focus on the disadvantaged should be brought out into the classroom by assigning the groups of students to do small scale investigation into the assigned components of the course.

4.2 Specific Instructional Techniques

Unit	**Activity and Instructional Techniques**	
Unit Three	**Planning for diversity**: Assign groups of students to review the educational plans starting from the National Education System Plan (1971-75) till the School Sector Reform Plan (2009-15). Divide the class into manageable groups to work in these different periodic educational plans so as to assess these plans from the perspective of inclusion and diversity. Make sure that each group of students prepares the review of these plans along the given format. Require each group of students to present the review reports before the class. Initiate discussion on the presentation followed by conclusion from the teacher.	
Unit Five	**Trends in Planning for Educational Development:** 5.3 Dilemmas of planning for development discourse Divide the class into manageable groups of 5 students each to review the book: Development Theory (Jan Nederveen Pieterse-2001). Ask the students to read and review the book to come up with answers on: Crisis of development, Evolution of planning for development, Development as redemption and Development planning options. The students in groups prepare the review for discussion in the class followed by critical observation from the teacher.	

	5.4 Development issues in educational planning The students in this group read and review the book for a different purpose under the guidance of the teacher. They prepare a brief paper on: Notions of change, Modernization of educational planning and Critical globalism to present before the class. The teacher asks the presenters for collecting feedback from the fellow students followed by his/her observation. These papers can be submitted to the teacher in the form of internal assessment.	
Unit Six	**Crisis in Educational Planning** 6.3 Hidden crisis: armed conflict and education 6.4 Planning education for sustainability: Arrange a visit of the class to an educational institution/organization to observe and study it from the perspective of change it has brought over the decade in its planning approach. Require the students under the guidance of the teacher to see into the organization its shift in terms of: Welfare to rights, Integration to inclusion, Professional team approach-co-operation, co-work and collaboration, Networking people and their services and the Requisites of inclusive planning that the organization has met while making its plan. Ask the class to present the strengths and weaknesses of the organization from the perspective of participation and inclusion .The teacher is expected to support the class presentation and discussion with his/her critical observation. This can again be added to the grades of final evaluation in the form of internal assessment.	`

Lecture, seminar, classroom exercise, guided individual study, tutorial support on the difficult content, independent study, and project work can be used as specific instructional techniques by the teacher. Types of learning activities that the teacher is expected to facilitate will range from ensuring attendance to lectures, performing specific assignments, writing papers, initiating independent and private study, reading and reviewing books, journals and papers, learning how to give constructive criticism, peer group study to issue based discussion in the classroom.

5. Evaluation: Evaluation of students' performance is done on two-way system of internal and external evaluation. Internal evaluation will take the form of formative assessment of students' performance, grades on which will be added to the grades of external evaluation.

5.1 Internal Evaluation - 40%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written essay and examination (unit tests), quizzes, paper-pencil/ test will take the form of continuous assessment. Internal evaluation will be conducted by the course teacher based on the following activities:

Attendance	5 points
Participation in learning activities	5 points
First assignment/midterm exam	10 points
Second assignment/assessment	10 points
Third assignment/assessment	10 points
Total	**40 points**

5.2 External Evaluation (Final Examination) - 60%

External evaluation will be conducted by Examination Division, Office of the Dean; Faculty of Education will conduct final examination at the end of semester with a focus on the following types of questions:

1.	Objective type questions (Multiple choice items 10x1)	-10 points
2.	Short answer questions (6 questions x 5 points)	-30 points
3.	Long answer questions (2 questions x 10 points)	-20 points
Total		**60 points**

6. Text Books and Materials

_____ (2004). *Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission (For Unit 3).

_____ (2009).*Orientation in educational planning*. Paris: IIEP, UNESCO. (Unit 2)

Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University (For Unit 3).

Jan Nederveb Pieterse (2001). *Development theory: Deconstruction/ reconstructions.* London: Sage Publications (For Unit 5).

Kafle, B.D. Sinha, R.S., Karanjit, R.P. and Dhakal, H.R. (2067). *Educational Planning* (Nepali). Kirtipur: Sunlight Publication (For Unit 1, &2).

John, S. and Martial, D. In collaboration with Jane, S. (2007). *Global perspectives on teacher learning: Improving policy and practice.* Paris: UNESCO, IIEP (For Unit 4).

Lewin, K. (2008). *Four Decades of Educational Planning: Retrospect and Prospect.* Paris: International Institute for Educational Planning, UNESCO (For Unit 1)

Philip, H, Coombs (1970). *What is educational planning*? Paris: UNESCO, IIEP (For Unit 1).

Pieter, J. V. (2011). *Diversity management in higher education: A South African perspective in comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development (For Unit 3).

Varghese, N.V. (2008). *State is the problem and state is the solution: The changing orientations in educational planning* (working document). Paris: IIEP, UNESCO (For Unit 2).

Wadi, D. Hadded with the assistance of Terri Demsky (1995). *Education policy planning process: An applied framework.* UNESCO: IIEP (For Unit 4).

References Books and Reading Materials

Christopher, C., Jeff, E. and Mathew, A. (2005). *Human resource management practices alignment and firm performance.* Ithaca, NY: Cornell University (For Unit 5).

Frans J.Schuurman (2001). *Globalization and development studies: Challenges for the 21st century.* New Delhi: Sage Publications (For Unit 5)

Hans d'Orville, Jacques, P. and Caroline D. (2010). *Mobilizing resources for international development cooperation in education: What innovative mechanisms and partnerships?* Paris: UNESCO, IIEP (For Unit 3).

Kenneth, C. B. (1998). *A study of strategic planning in federal organizations.* Virginia: Polytechnic Institute and State University (For Unit 3).

Mathews, M. R. (1980). *The Marxist theory of schooling: A study of epistemology and education*. New Jersey: Harvester Press. (For Unit 2)

Nicholas, I. (1998). *Educational planning in east Africa: The role of imported planning technology*. Masters' thesis submitted to department of graduate studies of educational research, Calgany, Alberta (For Unit 4).

Schuurman, Frans J. (2001). *Globalization and development studies: Challenges for the 21st century.* New Delhi: Sage Publications (For Unit 3 &5)

Sergio J. (2011). *Strategic management: The theory and practice in organizations.* Denmark: Section of Innovation Systems and Foresight, Department of Engineering Management Technical University (For Unit 3).

Course Title: **Theories of Educational Management and Leadership**

Nature of course: Theoretical

Course No: Ed. PM. 516 Credit Hours: 3

Level: M.Ed.

Semester: First Teaching Hours: 48

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1. Course Description

This course is designed for those students who specialize in Educational Planning and Management at the M.Ed. level. The main intention of this course is to provide in-depth understanding of theories of educational management and leadership. The course also deals with the interface between theories of management and leadership. Moreover, this course enriches the students' thinking on ways and measures to apply management and leadership theories in operating educational institutions. The course, therefore, intends to engage the students in brief case studies and field studies to get a feel of the operating educational organizations.

2. General Objectives

The general objectives of this course are as follows:

a) To make the students knowledgeable about the basic concepts of educational management and leadership and allied terms
b) To provide the students with a deeper understanding of contribution of management thoughts to educational management
c) To prepare the students to have wider knowledge of models of educational management and relationship between those models with associated leadership
d) To enable the students to be conversant with different aspect of leadership in general and educational leadership in particular
e) To enhance the knowledge of students on approaches to leadership
f) To prepare the students to be able to apply theories of educational management and approaches to leadership in managing educational institutions
g) To acquaint the students with the contents of curriculum for leadership development

3. Course Outlines

Specific Objectives	Contents
• Differentiate between management, administration and governance • Elaborate the concept and functions of educational management • State the recent development of educational management • Outline difference between managing educational organization and other organizations	**Unit 1: Introduction to Educational Management (6)** 1.1 Difference between Management, Administration, and Governance 1.2 Concept of Educational Management 1.3 Functions of Educational Management 1.4 Chronology of Educational Management 1.5 Different between Management of Educational organization and that of other organizations 1.6 Gender and Educational Management

• Explain gender in educational management	
• Analyze the contribution of management thought to educational management	**Unit 2: Contribution of Management Thought to Educational Management (9)** 2.1 Scientific Management 2.2 Theory of Bureaucracy 2.3 Modern Operational Management Theory 2.4 Human Relations Movement 2.5 Modern Management Thought (W. E. Deming and William Ouchi)
• Give introduction to models of educational management • Identify the main elements in analyzing the models • Elucidate the models of educational management focusing on major features, associated leadership and limitations • Compare the management models and draw implications for management practices of schools in Nepal • Point out the ways of using theories to improve practice in managing educational organizations	**Unit 3: Models of Educational Management (13)** 3.1 Introduction to Models of Educational Management 3.2 Main Elements in Analyzing the Models 3.3 Models of Educational Management: Major features, associated leadership and limitations 3.3.1 Formal: Structural, Bureaucratic and Hierarchical 3.3.2 Collegial 3.3.3 Political 3.3.4 Subjective 3.3.5 Ambiguity 3.3.6 Cultural 3.4 Comparison of Management Models 3.5 Using Theories to Improve Practice
• State the concept educational leadership and its needs • Clarify the difference between leadership and management • Describe the concept of effective leadership • Illustrate the key leadership and management skills • Explain different aspects of leading ad managing change in educational organizations	**Unit 4: Leadership (6)** 4.1 Concept and Need of Educational Leadership 4.2 Difference between Leadership and Management 4.3 Importance of Leadership and Management 4.4 Effective Leadership 4.5 Key Leadership and Management Skills 4.6 Leading and Managing Change
• Elucidate different approaches to leadership • Illustrate leadership behaviour and styles • Explain contemporary leadership roles • Explore the ways to apply leadership, approaches, behaviour,	**Unit 5: Approaches to Leadership (14)** 5.1 Trait Approach to Leadership 5.2 Inspirational Approaches to Leadership 5.2.1 Charismatic Leadership 5.2.2 Transformational Leadership 5.3 Situational or Contingency Approaches to Leadership 5.3.1 Fiedler's Contingency Approach to Leadership

styles and roles in managing educational institutions	5.3.2 Path-Goal Approach Leadership Effectiveness 5.4 Leadership Behaviour and Styles 5.4.1 Styles Based on Use of Authority 5.4.2 The Managerial Grid 5.4.3 Leadership as a Continuum 5.5 Contemporary Leadership Roles 5.5.1 Mentoring 5.5.2 Self-Leadership 5.5.3 The E-Age and Online Leadership 5.6 Applications of Leadership Approaches, Behaviour, Styles and Roles in Managing Educational Institutions

Note: The figures in the parenthesis indicate approximate hours allotted to each unit.

4. Instructional Techniques: Two types of instructional techniques are suggested: general and specific to deliver the contents in the classroom. A brief account of these techniques follows:

4.1 General Instructional Techniques

Lecture, discussion and question-answer are suggested as general instructional techniques, which are applicable to most of the units. Active participation of students should be ensured while using these techniques to make the teaching interactive. As this course is descriptive in nature with theoretical references, lecture preferably with the use of multi-media projector will be an effective technique. In order to generate discussion and brain storming exercises in the class, it is suggested that the teachers present relevant themes, problems, issues and challenges linking with the cases happening in the field of educational management in Nepal.

4.2 Specific Instructional Techniques

Specific instructional techniques such as classroom presentation by the students, guided individual study, tutorial support on different contents and project works are suggested. To this course, following specific instructional techniques are suggested for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit 1 **(Sub-units)** • Difference between Management of Educational organizations and that of other organizations • Gender and Educational Management	**Brief Case Studies** • Divide the class into two groups of students to observe the daily activities of the chiefs of two organizations: one of their own institution and the other of a nearby organization, not the schools and campuses/colleges. Let both groups of students present their reports in the class. Let other students list out the difference between the management of these two types of organization and discuss in the class.

	• Let two groups students observe the activities of male and female head teachers and let them present their reports in the class. Ask the other students list out the difference the management of male and female head teachers for classroom discussion purpose.
Unit 3 **Models of educational management**	**Students' Activities** • Divide the students into several groups as required to let them work in groups • Let the groups of students prepare lessons to analyze the management of the public/community schools and public/institutional schools; and constituent and affiliated campuses of universities from the perspectives of management models. For preparing the lessons, students need to visit the concerned institutions as required. • Presentation of lessons in the class followed by discussion • A separate session will be allotted for discussing on the comparison of management models.
Unit 4 **(Sub-unit)** **Key leadership and management skills**	**Students' Activities** • Divide the students into several groups as required • Let the groups of students study managerial roles and skills from the books (Weihrich and Koontz, 2005; Robbins, Judge and Sanghi, 2009) linking with the sub-unit of this unit • Let the groups of students prepare the lessons comparing both contents • Lessons presentation in the classroom followed discussion
Unit 5 **(Sub-units)** • The Managerial Grid • Leadership as a Continuum • Applications of Leadership Approaches, Behaviour, styles and roles in Managing Educational Institutions	**Brief Field Studies** • Engage some groups of students interview the teachers of selected schools to analyze leadership behaviour and style of head teachers from the perspective of managerial grid and other groups from the perspective of leadership as a continuum. • Let the students present the findings in the class for discussion.

Note: The figures in the parenthesis indicate approximate hours allotted to each unit. Students' activities, normally, will include planning and preparation of appropriate tools/measures for information/content collection, report preparation, report presentation and discussion.

5. Evaluation

5.1 Internal Evaluation 40%

The concerned teacher will carry out the internal evaluation of the students based on the following criteria:

1.	Attendance	05 points
2.	Participation in learning	0 5points
3.	First assignment/assessment	10 points
4.	Second assignment/assessment	10 points
5.	Third assignment/assessment	10 points
	Total	**40 points**

5.2 External Evaluation (Final Examination) 60%

Examination section, Dean's Office, Faculty of Education will conduct final examination at the end of the semester. The distributions of point for three types of questions are as follows:

1.	Objective type questions (10 Multiple choice items x 1 point)	10 points
2.	Short answer questions (6 questions x 5 points)	30 points
3.	Long answer questions (2 questions x 10 points)	20 points
	Total	**60 points**

6. Recommended Books and Reading Materials

Recommended Books

Bush, T. (1995). *Theories of educational management*. London: Paul Chapman Publishing Ltd. A Sage Publication Company. (For Units 1, 2, 3 and 4)

Bush, T. (2008). *Theories of educational management (module)*. Retrieved from http://enx.org/content/m13867/latest. (For Units 1, 2, 3 and 4)

Bush, T. (2009). *Leadership and management development in education.* London: SAGE Publication Ltd. (For Unit 6)

Bush, T. (2009). *Theories of educational leadership and management.* London: SAGE Publication Ltd. (For Units 4 and 5)

DeFliminis, J.A. (2008). *Effective management and management stars: Change and continuous quality improvement.* Retrieved from www.gse.upenn.edu/pcel. (For Units 4)

Robbins, S.P., Judge, T.A., & Sanghi, S. (2009). *Organizational behavior (13th edition).* New Delhi: Pearson Education n South Asia. (For Unit 5)

Weihrich, H. & Koontz. (2005). *Management: A global perspective (11th edition).* New Delhi: Tata McGraw Hill Publishing Company Limited. (For Units 1, 2 and 5)

Reading Materials

Bush, T. (2007). Educational leadership and management: Theory, policy, and practice. *South African Journal of Education*, Copyright © 2007 EASA, Vol 27(3)391–406.

Government of Nepal (2009). School sector reform plan 2009-2015. Kathmandu: Ministry of Education.

Griffiths, D.E. (1978). *Administrative theory.* New Delhi: D.B. Taraporevala sons and Co. Pvt. Prentice Hall

Humes, W. (2000). *The discourses in educational management*. Journal of Educational Enquiry. Vol. 1, No. 1, 35-53. University of Glasgow, Scotland

Ken, A. (2002). *Effective management in the south.* Kathmandu: Ekta Books Distributors Pvt. Ltd.

Koontz, H., O'Donnell, C., & Weihrich, H. (1982). *Essentials of management.* New Delhi: TATA McGraw-Hill Publishing Company Ltd.

Robbins, S.P. (2005). *Organizational behavior (10th edition).* New Delhi: Pearson Education in South Asia.

Telford, H. (1996). Transforming schools through collaborative leadership. London: The Farmer Press (A Member of Taylor & Francis Group).

Course Title: Educational Administration and Supervision

Course No.: Ed. PM. 517
Level: M.Ed.
Semester: First

Nature of course: Theoretical
Credit hours: 3 Credit Hours
Teaching hours: 48 hours

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1. Course Description

This course aims at providing general knowledge about educational administration and supervision to Master degree (M.Ed.) students. It intends to orient the students to theoretical bases of educational administration and supervision by relating them to some established practices. Educational administration and supervision is an applied discipline for bringing the desired result i.e. efficient and effective educational organization and the students are therefore encouraged to have a broader conceptual clarity about its different facets that work in tandem to drive the organization to deliver quality education services to the people.

2. General Objectives

The general objectives of this course are as follows:

a) To prepare students to be familiar with conceptual basis of educational administration and supervision
b) To make students knowledgeable about personnel administration and its influence in educational administration
c) To promote students' understanding about the approaches of educational supervision
d) To enhance students' knowledge about the concept, principles, models and processes of clinical supervision
e) To enable students to explore and understand the practices related to educational administration and supervision in Nepal

3. Course Outlines

Specific Objectives	**Contents**	**Teaching Hours (48)**
Be knowledgeable about the basic theoretical and conceptual premises of educational administration Analyze the conceptual and technical aspects of educational administration	**Unit One: Educational Administration: Theoretical and Conceptual Basis** 1.1 Concepts and theories of educational administration 1.2 Educational administration as a disciplinary practice 1.3 Changing concept of educational administration 1.4 Components and importance of educational administration 1.5 Major issues	**6**

Be acquainted with changing concept of educational administration Identify major issues of educational administration with a focus on their relevance to administrative practice		
Analyze process, environment and statutory provisions in selecting and recruiting employees in education sector. State organizational factors as the influencing factors for gender and social inclusion Assess the status of personnel administration in Nepalese public education	**Unit Two: Personnel Administration** 2.1 Personnel administration policies and methods 2.2 Recruitment, selection, placement, induction, individual and professional development, appraisal, tenure, termination (legal parameters) 2.3. Organizational factors: environmental influences, relevance and structure 2.4 Collective bargaining, gender and social inclusion 2.5 Personnel administration in school in the context of Nepal.	**8**
Define and explain concept and purpose of educational supervision Trace the evolution of educational supervision Explain the changes in the organization and structure of supervisory services Analyze the quality improvement and monitoring services in relation to supervision Critically analyze various approaches and styles of supervision Explain critical supervision Describe basic supervisory skills	**Unit Three: Concept and Purpose of Educational Supervision (6)** 3.1 Concept and purpose 3.2 Evolution of educational supervision 3.2.1 Administrative inspection 3.2.2 Efficiency orientation 3.2.3 Cooperative group efforts 3.2..4 Research orientation 3.3 Changes in organization of supervisory service 3.4 Supervision and other quality improvement and monitoring services 3.5 Supervision within different structures: decentralization, federal system, centralized system 3.6 Approaches of educational supervision 3.6.1 Power with approach 3.6.2 Power over approach 3.6.3 School- based supervision and support approach 3.6.4 A competency- based approach 3.7 Styles of educational supervision 3.8 Critical supervision	**10**

	3.9 Basic supervisory skills: 3.9.1 Planning 3.9.2 Communication 3.9.3 Providing leadership 3.9.4 Releasing human potential 3.9.5 Building teachers' morale	
Explain the conceptual basis of clinical supervision Explain the purpose and processes of clinical supervision Explain teacher-supervisor relationship for effective supervision Explain central principles of supervision Analyze the linkages between clinical supervision and different models of school supervision Enumerate the practical issues in clinical supervision	**Unit Four: Clinical Supervision** 4.1 Conceptual basis of clinical supervision 4.2 Purpose and processes of clinical supervision 4.3 Teacher-supervisor relationship and implication 4.4 Central principles of clinical supervision 4.5 Clinical supervision models 4.6 Practical issues in clinical supervision: strength, diversity and interdisciplinary.	**5**
Explain the development of supervision system in Nepal Analyze RC's functions and impact on school improvement Assess school supervision as a tool of school evaluation Explore the benefits of school based supervision Critically analyze the existing supervisory system	**Unit Five: Educational Supervision Practices in Nepal** 5.1 Development of supervision system in Nepal 5.2 Resource Centers (RCs) and school clusters as a mechanism for school supervision and school improvement 5. 3 RC's functions and its impact in school improvement 5. 4 School supervision as a tool of school evaluation 5.4.1 Whole school evaluation 5.4.2 Thematic evaluation 5.4.3 Social audit 5.5 Critical analysis of existing supervisory system	**9**
Analyze the Acts and Rules of school	**Unit Six: School Administration and Supervision**	**10**

administration and supervision system in Nepal Explore school environment from the lens of its physical, educational, and discipline features Analyze statutory provisions of educational administration and supervision in selected countries including Nepal. Draw implications of the legal system and State structure on educational administration and supervision.	6.1 School administration and supervision: Act and Rules 6.1.1 School environment, physical aspects, time table, community roles and relations, discipline 6.1.2 Co- and extra-curricular activities in school 6.1.3 Examination and evaluation 6.1.4 Head teacher and school management, teaching and non teaching staff duties and responsibilities. 6.2 Statutory provisions for educational administration and supervision in Nepal and selected countries (India, South Africa, Canada, France) 6.3 Implications of the legal system and State structure on educational administration and supervision. 6.4 Trend analysis of supervisory services of Nepal: NNEPC to upward	

4. Instructional Techniques: Two types of instructional techniques- general and specific techniques will be used to deliver the course. A brief of these techniques follows:

4.1 General Techniques

As this course is descriptive in nature with theoretical references, the teacher is suggested to apply techniques of engaging the students in a number of ways ranging from issue based discussion to paper based presentation in the classroom. References to the existing practices of educational administration and supervision should be brought out into the classroom by assigning the groups of students to do small scale investigation into the assigned components of the course. Be sure that students make presentations on the given assignments in the classroom and the classroom is participatory and interactive.

Specific Instructional Techniques

Unit	**Activity and instructional techniques**	
Unit Six: Educational Supervision Practices in Nepal (6 Sub-units).	The students are required to work in groups for different sub-units of this unit. Divide the class into manageable groups of students and assign them two sub units each for preparing briefs on the given topics. Require them to present the briefs before the class followed by discussion and feedback input from the teacher. The teacher can use this as one of the forms of internal assessment in order to grade students' performance. Provide the students with resource materials so that they can read them before preparing the briefs for presentation in the class.	
Unit Six: School Administration and	This unit engages the class in two types of activities under the direct supervision and guidance of the teacher. The first type of activity requires the students to work in pairs to review and	

Supervision (3 Sub-units)	present the review of Statutory provisions for educational administration and supervision in Nepal by going through the Acts, Rules and Regulations related to administration and supervision. This pair work is to be presented before the class for sharing purpose followed by feedback from the teacher. Another part of the classroom assignment is related to explore the Statutory provisions for educational administration and supervision in selected countries (India, South Africa, Canada, France) with a purpose of comparing these provisions with that of Nepal. In both cases, the teacher is required to provide the students with needed resources and a close supervisory assistance to prepare and present the assignments before the class. The third component of this unit is related to requiring the students to visit a near -by school, preferably a higher secondary one, to observe closely the managerial practice of the Head teacher. After the observation, require the students to present their observation before the class for sharing purpose.	

Lecture, seminar, class work, guided and independent study, tutorial support on the difficult content, and project work can be used as specific instructional techniques by the teacher. Types of learning activities that the teacher is expected to facilitate will range from ensuring attendance to lectures, performing specific assignments, writing papers, initiating independent private study, reading and reviewing books, journals and papers, learning how to give constructive criticism, and peer group study.

5. Evaluation: Evaluation of students' performance is done on two-way system of internal and external evaluation. Internal evaluation will take the form of formative assessment of students' performance, grades on which will be added to the grades of external evaluation.

5.1 Internal Evaluation - 40%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written essay and examination (unit tests), quizzes, paper-pencil/ test will take the form of continuous assessment. Internal evaluation will be conducted by the course teacher based on the following activities:

1. Attendance 5 points
2. Participation in learning activities 5 points
3. First assignment/midterm exam 10 points
4. Second assignment/assessment 10 points
5. Third assignment/assessment 10 points

Total 40 points

5.2 External Evaluation (Final Examination) - 60%

External evaluation will be conducted by Examination Division of the Dean's office, Faculty of Education as final or end of semester examination with a focus on the following types of questions:

1. Objective type questions (Multiple choice items 10x1) - 10 points
2. Short answer questions (6 questions x 5 points) - 30 points
3. Long answer questions (2 questions x 10 points) - 20 points

Total **60 points**

Recommended Books and Reading Materials

Adams, H.P. & Dickey, F. G. (1975). *Basic Principles of Education Administration and Supervision.* New York: American Book Company. (Unit 1)

Campbell, R. & Others (1957). *Administrative Behavior in Education.* New York: Harper and Row Publication. (Unit1)

Campbell, R. F. & Others (1968). *Introduction to Educational Administration.* Boston: Allva and Bacon, Inc. (Unit 1)

Cogan, M. L. (1973). *Clinical Supervision.* Boston: Houghton Mifflin Co. (Unit 4)

Gill, D. S. (2010). *Educational Administration and Organization Management.* New Delhi: Saurabh Publishing House Lotus Press. (Unit 1 and 2)

Gold Hammer, R., Robbert, H. A. & Robert A. K. (UD). *Clinical Supervision: Special Methods for the Supervision of Teaching.* (UD) (Unit 4).

Goldring, B. B. & Sullivan, A. V. (1996). *International Hand Book of Educational Leadership and Administration*. Boston: Vanderbilt University, Kluwer Academic Publishers. (Unit 1)

Griffiths, D. E. (1978). *Administrative Theory*. New Delhi: D.B. Tara Porevala sons and Co.Pvt. Prentice Hall. (Unit 1 and 2)

International Institute for Educational Planning (2007). *The Organization of Supervisors.* Paris: Author (Unit 3).

International Institute for Educational Planning (2007). *Reforming School Supervision for Quality Improvement* (all 8 modules). Paris: Author (Unit 3).

Kenneth, L., Judith, C., David, C., Philip, H. & Ann, H. (1996). *International Handbook of Educational Leadership and Administration.* USA: Kluwer Academic Publishers (Unit 1 and 2).

Kimball, W. (1975). *Supervision for Better Schools.* New Jersey: Prentice, Inc. Englewood Cliffs. (Unit 3 and 4)

Mohanty, J. (2008). *Educational Management, Supervision and School Organization*. (-----): Nil Kamal Publication Pvt. (Unit 1, 3 and 6)

Course Title: **Organizational Behaviour in Education**
Nature of Course: Theory
Course No.: Ed. PM. 518 Credit hours: 3
Level: M.Ed.
Semester: First Teaching hours: 48

1. Course Description

This course is designed for those students who specialize in educational planning and management at Master of Education (M.Ed.). The aim of this course is to provide an in-depth understanding of theory and practice of organizational behavior (OB) and change relating to educational institutions. This course enriches the students' understanding and thinking and stimulates them to apply the knowledge of organizational behaviour and change gained through classroom interaction and experiential exercises in operating educational institutions.

2. General Objectives

The general objectives of this course are as follows:

a) To make the students knowledgeable about concept and fundamental knowledge of organizational and individual behaviour to understand the educational institutions.
b) To stimulate the students to develop a strong theoretical foundation of personality, perception, attitudes and job satisfaction for becoming capable educational managers.
c) To make the students conversant with a deeper understanding of overarching roles of groups and teams in organizations.
d) To familiarize the students with the deeper and wider understanding of conflict management.
e) To provide the students with an in-depth knowledge of organizational change.
f) To enable the students to understand the organizational culture in general and educational institutions in particular.

3. Course Outlines

Specific Objectives	**Contents**	**Teaching Hours**
• State the concept of organizational behavior. • Relate the various theoretical frameworks that serve as a foundation for the study of organizational behaviour.	**Unit I: Organizational Behaviour** 1.1 Concept of organizational behaviour 1.2 Theoretical framework for organizational behaviour 1.2.1 Cognitive framework 1.2.2 Behaviouristic framework	**(4)**

• Elucidate a conceptual model for the study of organizational behaviour.	1.2.3 Social cognitive framework 1.3 A conceptual model for the study of organizational behaviour	
• Explain the intellectual ability, biographical characteristics and learning theories along with the shaping of behaviour. • Derive the implications of abilities, biographical characteristics and learning for educational managers.	**Unit II: Individual Behaviour** 2.1 Intellectual ability and its relevance to OB 2.2 Biographical characteristics and its relevance to OB 2.3 Learning theories (classical, operant and social learning), and shaping along with their relevance to OB 2.4 Behavioral management – organization behavioural modification 2.5 Implications of ability, biographical characteristics and learning for educational managers	**(6)**
• Elaborate the concept of personality and personality traits. • State the concept perception. • Explain perception process and social perception. • Describe the concept attitude and major job attitudes. • State the method of measuring teachers' attitudes and measure teacher's attitudes using the suggested tools. • State the method of measuring job satisfaction and measure job satisfaction using the suggested tools. • Elaborate the job satisfaction and dissatisfaction in the workplace. • Indicate the effect of job satisfaction on the teacher's performance.	**Unit III: Personality, Perception and Employee Attitudes** 3.1 Personality 3.1.1 Concept of personality 3.1.2 Personality trait 3.2 Perception 3.2.1 Concept 3.2.2 Perception process 3.2.3 Social perception 3.3 Employee Attitudes 3.3.1 Concept of attitude 3.3.2 Major job attitudes 3.3.3 Method of measuring teacher's attitudes 3.4 Job satisfaction 3.4.1 Measuring job satisfaction 3.4.2 Job satisfaction and dissatisfaction in the workplace 3.5 Effect of job satisfaction on the teacher performance	**(8)**
• Differentiate among group, team and task force. • Elaborate the basic nature of groups: the dynamics of group dynamics and the dynamics of group formation.	**Unit IV: Groups and Teams** 4.1 Concept of group, team and task force 4.2 Nature of groups 4.2.1 Group dynamics 4.2.3 The dynamics of group formation	**(8)**

• Describe various types of groups. • Discuss the stage of group development. • Explain the important dynamics of informal groups. • State the nature of team. • Explain various types of teams. • Discuss the ways of making team more effective.	4.2.4 Types of group 4.2.5 Stages of group development 4.3 The dynamics of informal group 4.4 Work teams 4.4.1 Nature of team 4.4.2 Cross-sectional teams 4.4.3 Virtual teams 4.4.4 Self-managed teams 4.4.5 Making team more effective	
• State the concept of conflict management. • Explain the types and sources of conflict. • Differentiate between the traditional, human relations, and interactionist views of conflict. • Discuss conflict management strategies • Explain the implications of conflict management to educational manager.	**Unit V: Conflict Management** 5.1 Concept of conflict management 5.2 Types of conflict 5.2.1 Intra individual conflict 5.2.2 Interactive conflict 5.3 Different views of conflict 5.3.1 Traditional 5.3.2 Human relations 5.3.3 Inter-actionist 5.4 Sources of conflict 5.5 Conflict management strategies 5.6 Implication of conflict management for educational manager	**(8)**
• Distinguish between the terms invention, innovation and organizational change. • Show differences between planned change, spontaneous change and evolutionary change. • Elucidate the force of organizational change. • State the resistance to organizational change. • Explain the approaches of managing organizational change.	**Unit VI: Organizational Change** 6.1 Clarification of terms: invention, innovation and organizational change 6.2 Types of change 6.2.1 Planned change 6.2.2 Spontaneous change 6.2.3 Evolutionary change 6.3 Force of organizational change 6.4 Resistance to change 6.5 Approaches to managing organizational change	**(8)**
• Explain the concept of school culture. • Explain the creating and maintaining culture in educational institutions. • State the changing organizational culture.	**Unit VII: Organizational culture** 7.1 Concept of school culture 7.2 Creating and maintaining of culture in educational institutions 7.3 Changing organizational culture 7.4 Learning of culture by teacher 7.5 Impact of culture on teacher's performance and satisfaction	**(6)**

• Show how the teachers learn culture. • Point out the impact of culture on teacher performance and satisfaction.		

Note: The figures in the parenthesis indicate approximate hours allotted to each unit.

4. Instructional Techniques: General as well specific instructional techniques has been suggested to deliver the contents in the classroom and to carry out experiential exercises. Here is a brief account of these techniques:

4.1 General Instructional Techniques

It is recommended that the teachers use lecture, discussion and question-answer as general instructional techniques, which are applicable to most of the units. Active participation of students should be ensured while using these techniques to make the teaching interactive. As this course is descriptive in nature with theoretical references, lecture preferably with the use of multi-media projector will be an effective technique. In order to generate discussion and brain storming exercises in the class, it is suggested that the teachers present relevant themes, problems, issues and challenges linking with the cases happening in the field of educational management in Nepal.

4.2 Specific Instructional Techniques

To promote experiential learning in this course, following specific instructional techniques are recommended for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit III **Personality, Perception and Employee Attitudes** **(Sub-units)** • Measuring teachers' attitudes • Measuring job satisfaction	**Experiential Exercises** • Divide the class into groups of four or five students. Let them do a simulation exercise to measure the attitude of the students of their own department or any other department as if they are employees of an organization using a sample attitude survey given in the book Organizational Behaviour (10th edition) written by Stephen P. Robbins. Refer to page 77 of the book. Let the groups of students present their reports in the class. Let the students discuss in the class. • Let these groups students do experiential exercise related to most important factors of job satisfaction in their own department. Refer to page 99 of the book Organizational Behaviour written by Stephen P. Robbins, Timothy A. Judge and Seema Sanghi. Let the students present their report. Let them discuss on the presentation.

Unit 7 **Organizational culture**	**Experiential Exercises** • Divide the students into several groups as required to let them work in groups • Let the groups of students use a sample tool related to rating of classroom culture among their peers of their own department. Refer to page 630 of the book Organizational Behaviour written by Stephen P. Robbins, Timothy A. Judge and Seema Sanghi • Let them calculate the scores and then analyze and interpret the scores • Let the class discuss on the result after presentation of the brief report

5. Evaluation

5.1 Internal Evaluation 40%

The concerned teacher will carry out the internal evaluation of the students based on the following criteria.

1. Attendance	05 points
2. Participation in learning	05 points
3. First assignment/assessment	10 points
4. Second assignment/assessment (Mid-term test)	10 points
5. Third assessment	10 points
Total	**40 Points**

5.2 External Evaluation (Final Examination) 60%

Examination section, Dean's Office, Faculty of Educational will conduct final examination at the end of the semester. The number of items in each category of question and distribution of points to be included in the final examination paper are as follows:

1. Objective type questions (10 Multiple choice items x 1 point)	10 points
2. Short answer questions (5 questions x 6 points)	30 points
3 Long answer questions (2 questions x 10 points)	20 points
Total	**60 Points**

6. Recommended Books and Reading Materials

Recommended Books

Dwivedi, R. S. (2008). Human relations and organizational behaviour (5th edition). Chennai: Macmillan India Limited. (For unit I pp. 150 – 156)

Hanson, E. M. (1996). Educational administration and organizational behaviour. Boston: Allyn and Bacon. (For unit 5)

Ken, A. (2002). Effective management in the south. Kathmandu: EKTA Books. (For unit 4)

Luthans, F. (2011). *Organizational Behaviour: An evidence-based approach (12th edition),* New Delhi: McGraw Hill Education (India) Private Limited. (For units 1, 3, 4, 5, 6 and 7)

Robbins, S. P., Judge, T. A. & Sanghi, S. (2009). *Organizational behavior (13th edition),* Delhi: Pearson Education, Inc. (For units 2, 3, 4, 5, 6 and 7)

Weihrich, H. & Koontz, H. (2005). Management: A global perspective. New Delhi: Tata McGraw-Hill Publishing Company Limited. (For unit 4)

Reading Materials

Hersey, P. & Blanchard, K. (1993). Management of organizational behaviour. New Jersey: A Simon & Schuster Company Englewood Cliffs.

Newstrom, J. W. (2012). Organizational behaviour: Human behaviour at work (12th edition). New Delhi Tata McGraw Education Private Limited

Owens, R. G. & Valesky, T. C. (2014). Organizational behaviour in education: Leadership and school reform. Pearson Education, Ltd.

Robbins, S. P. (2009). *Organizational behavior (10th edition)*, Delhi: Pearson Education, Inc.

Robbins, S. P., Judge, T. A. & Vohra, N. (2011). Organizational behaviour (14th edition). Delhi: Pearon Education, Inc.

Course Title: **Advanced Health Education**

Course No. : H. Ed. 515 | Nature of course: Theoretical

Level: M.Ed. | Credit Hour: 3

Semester: First | Teaching Hour: 48

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1. Course Description

This course is designed to enhance the advanced knowledge and in-depth understanding of health education among students. It provides an opportunity for students to explore, apply and critique the principles, philosophy, theories, foundations and professionalization of health education, and to learn more about their applications in varied health education settings.

2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with the different perspectives and theories of health and diseases
- To develop critical understandings of health education and its approaches and models
- To develop a deeper understanding in students about foundations of health education.
- To provide the students with in-depth knowledge of behaviour change theories.
- To acquaint the students with professionalization in health education.

3. Specific Objectives and Contents

Specific Objectives	Units and Contents

• Conceptualize and discuss different dimensions of health • Analyse and compare traditional and contemporary perspectives on health • Discuss and compare different models of health. • Critically review and analyse the theories of health and disease • Compare between health education and health promotion • Explain principles and elements of health education • Describe history of health and health education • Conceptualize and compare traditional, radical and empowerment model/approaches to health education • Explore different settings for health education	**Unit I: Conceptualization of Health and Health Education (15 hrs)** 1.1 Concept, dimensions and determinants of Health 1.2 Traditional and contemporary perspective on health 1.3 Models and theories of health 1.4 Review of theories of disease 1.5 Concepts, goals and scope of health education and health promotion 1.6 Principles and elements of health education 1.7 Ideological based models/ approaches to health education 1.7.1 Traditional approach 1.7.2 Radical/critical approach 1.7.3 Empowerment model/approach 1.8 Settings for health education
• Explain the philosophical foundation of health education. • Explore and discuss scientific studies, discovery and innovation related to health and diseases as a foundation of health education • Discuss psychology and theories of behaviour changes as psycho-behavioural foundation of health education • Discuss the government policy and programme that support health education in schools, colleges and community • Explain the conceptual approach to curriculum development as foundation of health education • Discuss teaching strategies as key pillar of health education • Explore and analyse learning theories and psychological theories that act as pillar of health education	**Unit II: Foundations of Health Education (13)** 2.1 Philosophical foundation 2.1.1 Concept of philosophy 2.1.2 Need of philosophy in health education 2.1.3 Leading philosophical view point 2.1.4 Developing philosophy 2.1.5 Predominant health education philosophies 2.2 Scientific foundation 2.2.1 Science, facts and evidences as bases of health education 2.2.2 Biology, environment, medical and other natural sciences as source of contents 2.2.3 Advances in diseases control and prevention, nutrition, fitness, safety and accident prevention 2.2.4 Advances in medicine and health care 2.3 Educational foundation 2.3.1 Historical development of health education 2.3.2 Policy statements in supports of health education

• Discuss relation of the social values, norms, mores, socialization and cultural practices with health education • Analyse socio-cultural and anthropological foundations of health education • Explain the need of cultural competency in health education	2.3.3 Conceptual approach to health education curriculum development 2.3.4 Innovative teaching strategies • Value clarification • Cooperative learning • Problem based learning 2.4 Psycho-behavioural foundation 2.4.1 Behaviour change theories and techniques draw on psychology and behavioural sciences 2.4.2 Application of learning theories in health education 2.4.3 Psychological theories and models focusing on health behaviour change 2.4.4 Knowledge, attitude, value and health behaviour 2.5 Socio-cultural and anthropological foundation 2.5.1 Concept of society and culture 2.5.2 Social values, norms, socialization, social network and health behaviour 2.5.3 Folks, mores, customs and sanctions in health related issues 2.5.5 Health education in social issues: family life, family planning, sex education, violence, gender equity, drug abuse, suicide, consumers health 2.5.6 Religion, ethno-medicine and spiritualism 2.5.7 Cultural views and beliefs about health, diseases, illness, sickness and sick role behaviour 2.5.8 cultural competency in health education
• Clarify the concept of health behaviour. • Discuss and analyze determinants of health behaviour change • Explain health education a process • Elucidate different theories of health behaviour changes. • Explain roles of health education in health behaviour change process. • Discuss key concepts and constructs and variables of health	**Unit III: Health Behaviour Change (15)** 3.1 Concept of health behaviour 3.2 Determinants of health behaviour 3.3 Health education as a change process of health behaviour 3.4 Theories of health behaviour change 3.4.1 Intrapersonal (Individual) theories • Health Belief Model (HBM) • Protection motivation theory

belief model, theory of planned behaviour and social cognitive theory • Explain how social support and network influence health behaviour change. • Explain how process of diffusion of innovation contribute to the health behaviour change • Discuss and analyze roles social marketing approach to health behaviour change • Apply behaviour change theories in health education. • Illustrate mass media and its effects on behavioural change.	• Theory of reasoned action and theory of planned behaviour • Stage of change theory/Trans-theoretical Model • Information, Motivation and Behavioural Skill Model (IMB Model) • An integrated behavioural model 3.4.2 Interpersonal theories • Social Cognitive Theory (SCT) • Social support and network theory 3.4.3 Community Theory: • The Diffusion of innovation theory • Theory of mass media and social marketing 3.4.4 Mass media and its effects on behavioural change
• Discuss the concept of health education profession. • Determine the need of health education profession and professional qualities of health education professionals. • Justify the several approaches of professional preparation in health education. • Assess the need of ethics and professionalism in health education.	**Unit IV: Health education profession and professional ethics (5)** 4.1 Conceptualization of health education profession 4.2 Need of health education professionals 4.3 Professional qualities of health educators 4.4 Approaches of professional preparation in health education 4.5 Need of ethics and professionalism in health education profession

Note: The figures in the parentheses indicate the approximate hours for the respective units.

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units or sub units or content.

4.1 General Instructional Techniques

- Lectures
- Discussions
- Brain storming
- Presentations
- Guest speeches
- Project work
- Interaction
- Research based learning

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
I	**Traditional and Contemporary perspectives on health** • The students will be given assignment to collect materials on different perspectives on health' and categorized into traditional and contemporary perspectives • With collaborative efforts of students and feedback of teacher the materials will be improved further. **Theories of health** • The students will collect materials on different theories of diseases through electronic sources or reference books. • By means of discussion and collaborative works of the students the materials will be arranged into major theories like ancient or less scientific theories, modern theories or scientific theories. • They will be encouraged to reinterpret ancient or less scientific theories into modern versions in the classroom. **Approaches to Health Education** • Students will be divided into three groups and the first group will review the traditional approach, the second group will review radical approach and third group will review empowerment approach • Each group will present key concept of the given approach to health education in the class.
II	**Foundations of health education** • The students will be provided with task to collect materials from internet and reference books related to foundations of health education. • They will organize an interaction programme. • The views of the students and teachers will be shared and collect ideas to improve the material. • With collaborative efforts of students and feedback from the teacher the materials will be improved further.
III	**Mass media and its effects on health behavioural change** • The students will be given task to collect materials related to 'Mass media and its effects on health behavioural change'. • They will organize an interaction programme on that title • The views of the students and teachers will be shared in interaction programme and collect ideas to improve the material. • A document will be prepared based on discussion, secondary sources and teachers' feedback. **Behavioural change models:** • The students will collect related materials on models of behaviour change. • By their collaborative efforts they implement the concept of behaviour change model into health behaviour model and submit to the subject teachers.

IV	**Health education profession and professional ethics** • The students will be given task to collect information about health education profession and professional ethics. • They will be asked to prepare paper from collected materials. • They will be asked to present a paper in the classroom. • After the feedback from the students and teacher, the paper will be finalized.

5. Evaluation

5.1 Internal evaluation 40%

Internal evaluation will be conducted by subject teachers based on following activities:

SN	Activities	Points
1	Attendance	5
2	Participation in learning activities	5
3	First assignment/ assessment	10
4	Mid-term examination	10
4	Second assignment/assessment	10
Total		**40**

5.2 External Examination (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

SN	Types of question	Points
1	Objective type question(multiple choice 10 x 1)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		**60**

6. Recommended Books

Cottrell, R. R., Girvan, J.T. & McKenzie, J.F. (2006). *Principles and foundations of health promotion and education, (Third edition).* NY: Benjamin Cummings. **(For units I, II, III, VI &VII)**

Galli, N. (1978*). Foundations and principles of health education*. NY: John Wiley & Sons, Inc. **(For units I, II, III and VI)**

Glanz, K., Rimer, B. K. & Lewis, F.M. (2006*). Health behaviour and health education: Theories, research and practice (Third edition).* San Francisco: John Wiley & Sons, Inc. (**For unit I & III)**

Green, H.G. & Simons-Morton, B.G. (1984). *Introduction to health education.* New York: McMillan Publishing Company **(For units I-IV)**

Katz, J., Peberdy, A. & Douglas, J. (2000).*Promoting health: Knowledge and practices*. London: Open University Press. (For unit I)

Park, K. (2011). *Park's textbook of preventive and social medicine*. (21st Edition). Jabalpur: M/S Banarsidas Bhanot. **(For units I and II)**

Pradhan, H. B. (2008). *Textbook of health education: Philosophy and principles.* Kathmandu: Educational Publishing House. **(For unit I)**

Naidoo, J. & Will, J. (2009). *Health promotion: Foundation for practice*. London :Baillière Tindall (For unit I and II)

Rubinson, L. & Wisley, F. A. (1984). *Health education foundations for the future.* St. Louis: Times Mirror/Mosby College Publishing. **(For units I & IV)**

Tones, K. & Tilford, S**. (1996).** *Health Education: Effectiveness, efficiency and equity*. Lonodn: Champan & Hall. **(For unit I)**

Winkelman, M. (2009). *Culture and Health: Applying medical anthropology*. San Francisco: John Wiley and Sons. **(For unit II)**

7. References

Department of Health Service, MoHP. *Annual report*. Kathmandu: Author.

Ministry of Health and Population. *National health policies and programs.* Kathmandu: Author.

National Planning Commission. *Five year plans of Nepal*. Kathmandu: NPC/CBS.

Dixit, H. (2000). *Nepal's quest for health.* Kathmandu: Educational Publishing House.

Harris, M. (1995). *Cultural anthropology* (4th edition). New York: HarperCollins College Publishers

Tischler, H.L. (2007). *Introduction to sociology* (9th edition). Belmont, CA: Thomson Wadsworth.

Wallis, K.,& Elmer, S. (2007). *Society, culture and health: An introduction to sociology for nurses*. South Melbourne, Australia: Oxford University Press.

कार्की, अशोक कुमार (२०७०). *स्वास्थ्य शिक्षाको आधार* . काठमाडौ : पैरवी प्रकाशन .

बैद्य पृथचरण, बुढाथोकी, चित्र बहादुर, वाग्ले विष्णु प्रसाद र भण्डारी, खिमानन्द. (२०६८). *स्वास्थ्य शिक्षाको आधार र सिद्धान्तहरू.* काठमाडौ : पिनाकल पब्लिकेसन.

महर्जन, श्यामकृष्ण. (२०६७). *स्वास्थ्यको आधार.* काठमाडौं. (दोस्रो संस्करण) भुँडि पुराण प्रकाशन.

मुडवरी, नवराज. (२०६४). *वास्थ्य शिक्षाको आधार र सिद्धान्तहरू.* कीर्तिपुर: स जुपिटर प्रकाशक र वितरक (प्रा.लि.).

पहाडी, तोया (२०६८). *वास्थ्य शिक्षाको आधार र सिद्धान्तहरू.* कीर्तिपुर: क्षितिज प्रकाशन.

प्रधानाङ्ग, योगेन्द्र प्रसाद (२०३६). नेपालमा स्वास्थ्य र स्वास्थ्य सेवा. काठमाडौं : जे. के. प्रकाशन .

Course Title: Fundamentals of Epidemiology

Course No. : H.Ed. 516 | Nature of course: Theoretical
Level: M. Ed. | Credit hours: 3
Semester: First | Teaching hours: 48

8. Course Description

This course is designed to provide the students with in-depth knowledge of epidemiologic measures and methods which are applied in health research. Moreover, emphasis is placed on epidemiologic approach, measures, methods/designs, causation, and epidemiology of infectious and non-communicable diseases. Students will gain knowledge and experiences in epidemiologic measures and methods. The aim of this course is to widen the horizon of knowledge and understanding of the students with a view to making them able to design epidemiologic study and apply epidemiologic methods in diseases prevention and health promotion.

9. General Objectives

The general objectives of this course are as follows:

- To familiarize the students with the concept, history, components and measurement of epidemiology
- To acquaint the students with epidemiologic study designs
- To make students able to gain a broad understanding of methods of infectious epidemiology
- To familiarize the students with basic knowledge in error, bias, reliability and validity in epidemiology
- To provide students with necessary knowledge and skills to be able to critically analyze risk factors and preventive measures of non-communicable diseases

10. Specific Objectives and Contents

Specific Objectives	Contents
• Describe concepts and brief history of epidemiology. • Discuss major fields of epidemiology • Explain components of epidemiology • Calculate incidence and prevalence rate of diseases and health problem. • Calculate crude and specific mortality rate.	**Unit I: Introduction to Epidemiology (10)** 1.1 Concepts and history of epidemiology 1.2 Terminology used in epidemiology 1.3 Use and fields of epidemiology 1.4 Components of epidemiology 1.5 Measurement in epidemiology 1.5.1 Measurement tools • Rate • Proportion • Ratio 1.5.2 Measurement of diseases frequency

• Conceptualize and estimate relative risk and odds ratio.	• Incidence rate • Prevalence rate 1.5.3 Mortality measurement 1.5.4 Measurement of association • Relative risk • Odds ratio
• Conceptualize epidemiologic methods and study designs. • Describe descriptive study design. • Explain case-control and cohort study design with illustration. • Analyze data from case-control and cohort study. • Explain randomized control trial, field and community trial. • Discuss the ethical issues in experimental studies • Critically review the selected epidemiologic studies published in national and international journals. • Discuss the concept of error, bias and confounding in epidemiologic studies • Explain the types of reliability and validity in epidemiologic studies • Discuss the causation and association in epidemiologic studies.	**Unit II: Epidemiologic Methods (15)** 2.1 Concept of Epidemiologic methods and study design 2.2 Types of Epidemiologic methods 2.2.1 Observational method 2.2.2 Experimental method 2.3 Descriptive study 2.3.1 case report 2.3.3 cross-sectional survey 2.4 Analytical study designs 2.4.1 Case-control study 2.4.2 Cohort study 2.5 Experimental/interventional study designs 2.5.1 Randomized control trail 2.5.2 Field trail 2.5.3 Community Trail 2.5.4 Ethical issues in experimental studies 2.6 Concept of error, bias and confounding in epidemiology 2.7 Reliability and validity in epidemiologic studies 2.8 Concept of causation and association 2.8.1 Causal relation 2.8.2 Spurious/false association
• Describe elements and theory of communicable diseases. • Discuss epidemiologic triad of communicable diseases • Classify communicable/infectious diseases based mode of transmissions. • Discuss natural history of diseases • Explain steps in disease outbreak investigation. • Describe types of diseases surveillance. • Discuss epidemiology of malaria, tuberculosis, influenza and HIV/AIDS in Nepal.	**Unit III: Infectious Disease Epidemiology (13)** 10.1 Epidemiologic triad, element and theory of communicable diseases 10.2 Classification of communicable diseases: Water washed, water/fecal borne, food borne, vector borne, air bone respiratory diseases, STIs, Diseases of soil contacts, skin infection diseases, ecto-parasite zoonoses, domestic zoonotic diseases 10.3 Natural history of diseases 10.4 Steps in disease outbreak investigation 10.5 Epidemiological surveillance of diseases 10.6 Epidemiology of malaria, TB, influenza, HIV and AIDS in Nepal 3.7. Principles and methods of communicable disease controls

• Discuss the principles and methods of communicable diseases control	
• Conceptualize and discuss the nature of non-communicable, chronic and hereditary diseases • Explore and discuss morbidity, disability and mortality patterns of non-communicable diseases across the world • Explain risk factors of non-communicable diseases • Conceptualize and classify the cardiovascular diseases • Discuss the risk factors and preventive strategy of coronary heart diseases • Explain risk factors and preventative strategies for hypertension and rheumatic heart diseases • Explain the risk factors of cancer • Discuss the screening procedures and prevention of cancer • Explain types of diabetes and screening procedures • Explain risk factors and prevention of diabetes	**Unit IV: Epidemiology of Non-Communicable diseases (10)** 4.1 Concept of non-communicable, chronic and hereditary diseases 4.2 Morbidity, disability and mortality pattern of non-communicable diseases across the world 4.3 Risk factors of non-communicable diseases 4.4 Epidemiology of cardiovascular diseases 4.4.1 Concept of cardiovascular diseases 4.4.2 Types of cardiovascular diseases 4.4.3 Risk factors and prevention of coronary heart diseases, hyper tension and rheumatic heart diseases 4.4.4 Risk factors and prevention of hypertension 4.5 Epidemiology of cancer 4.5.1 Concept and types of cancer 4.5.2 Causes/risk factors of cancers 4.5.3 Cancer screening and prevention of cancer 4.6 Epidemiology of diabetes 4.6.1 Concept and types of diabetes 4.6.2 Screening for diabetes 4.6.3 Risk factors and prevention of diabetes

5 Instructional Techniques

4.1 General Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

- Lectures
- Discussions
- Demonstrations

- Presentations
- Guest speeches
- Library visits
- Home assignments

4.2 Specific Instructional Techniques

Unit	Activity and instructional techniques
1	Group work on calculation of prevalence rate, prevalence rate, case fatality rate, infant mortality rate, relative risk and odds ratio using raw data from district public health office or Annual Report of Department of Health Services of Ministry of Health
2	Cooperative learning techniques: Divide students into five groups and each group will be assigned to work on case-control study, cohort study, randomized control trial, field trial and community trial. Each group should do online research to find out published research articles on given type of the studies, and study them in group. Then each group should present different aspects of the studies in the class
3	Review of books and articles related to the prevention of communicable diseases in Nepal and organize oral presentation
4	Student will be divided into four groups and each group will explore data on global burden, problems and prevention strategies of major communicable diseases. Each group will present these issues in classroom.

6 Evaluation

6.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

1) Attendance	5 points
2) Participation in learning activities	5 points
3) Fist assignments. Review of epidemiologic studies	10 points
4) Second assignment: Mid-term exam	10 points
5) Third assignment: Write term paper on epidemiology and preventive strategies of major communicable diseases in Nepal	10 points
Total	40 points

6.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1)	Objective type question (Multiple choice 10 x 1ponts)	10 points
2)	Short answer questions (6 questions x 5 points)	30 points
3)	Long answer questions (2 questions x 10 points)	20 points
	Total	60 points

7 Recommended Books and Articles

Beaglehole, R., Bonita, R. & Kjellstrom, T. (2001). *Basic epidemiology*. Geneva: World Health Organization. (For Unit I and II)

CDC, *Principle of epidemiology in public health practice*. Available from www.cdc.gov/training/products/ss1000 (Unit 1 and IV)

Crrao, G. et al. (1993). Amount and duration of alcohol intake as risk factors of symptomatic liver cirrhosis: A case-control study. *Journal of Clinical epidemiology*, 46(7), 601-607. (Unit II)

Beshai, D. et al., (2005). The impact of vitamin A supplementation on mortality inequalities among children in Nepal. *Health Policy and Planning*, 20(1):60-66.(Unit II)

Park, K. (2010). *Park's textbook of preventive and social medicine*. Jabalpur, India: M/S BanarsidasBhanot Publishers. (Unit I, II, III and IV)

Picado, A. et al. (2010). Long lasting insecticidal nets for prevention of leishmania donovani infection in India and Nepal: paired cluster randomized trail. *British Medical Journal*, 341:c6760 .doi:10.1136/bmj.c6760 (Unit III)

Pradhan, E.K. et al. (2002). Risk of death following pregnancy in Nepal. Bulletin of World Health Organization, 80, 887-891. (Unit IV)

Tamparo, C.D., & Lewis, M.A. (2011). *Diseases of human body* (Fifth Edition). Philadelphia, PA: F.A. Davis Company. (For unit III and IV)

Webber, R. (2005). *Communicable diseases epidemiology and control: A global perspective*. Massachusetts Avenue: CABI Publishing (Unit III)

8 Reference Books and Articles

Bhopal, R. (2002). *Concepts of Epidemiology An integrated introduction to the ideas, theories, principles and methods of epidemiology*. New York: Oxford University Press.

Budhathoki, C.B. &Wagle, B.P. (2069BS). *Community health and organization* (In Nepali). Pinnacle Publication.

Gregg, M.B. (2008). *Field epidemiology (3rd edition).* New York: Oxford University Press.

Greenberg, S. et.al. (1996). *Medical epidemiology.* London: Prentice Hall International Inc.

Killewo, J. Heggenhougen, H.K., &Quah, S.R. (Eds.) (2008). *Epidemiology and demography in public health.* Amsterdam: Academic Press.

Course No. : H. Ed. 517 Nature of course: Theoretical

Level: M.Ed. Credit Hour: 3

Semester: First Teaching Hour: 48

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1. **Course Description**

This course is designed to equip students with deeper knowledge and understanding on conceptualization of sexual and reproductive health education, development of human sexuality, sexual behaviour, problems of sexuality, social aspects of human sexuality and recent reproductive health goals and strategies. This course also builds capacity in students to work as an expert in designing, implementing and monitoring programme for the formal as well as non-formal educational sectors.

2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with sexuality education, adolescence education, reproductive health education and values and need of sexual and reproductive health education.
- To build the students with understanding on theories of human sexuality.
- To develop an in-depth knowledge on human sexuality from the biological, psychological, behavioural and socio-cultural perspectives.
- To familiarise the students with the issues and impacts of high risk sexual behaviour and promoting healthy and responsible sexual behaviour.
- To acquaint the students with the reproductive health policies and strategies in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Discuss the concept of human sexuality • Elucidate the theories of human sexuality • Clarify the misconceptions of sexuality education • Discuss the recent concepts of sex education/sexuality education • Delineate the values of ASRH education	**Unit I: Concept of Sexual and Reproductive Health Education (8)** **10 Pds.** 1.1 Concept of human sexuality 1.2 Theories of human sexuality 1.3 Misconception of sex education 1.4 Concept of sex/sexuality education, sexual and reproductive health (SRH) education, adolescence sexual

	and reproductive health (ASRH) and comprehensive sexuality education (CSE) 1.5 Values and need of ASRH education 1.6 Problems of adolescents and their management
• Explain the development of human sexuality in different stages of life. • Explain the psychological characteristics of sexuality in different stages of human life. • Describe human reproductive process. • Delineate the causes and impacts of teenage pregnancy unsafe abortions and their management. • Delineate the causes, impacts and management of sub-fertility	**Unit II: Development of Sexuality (15)** **(15)** 2.1 Development of human sexuality (Life cycle approach) 2.1.1 Prenatal 2.1.2 Infancy 2.1.3 Childhood 2.1.4 Adolescence 2.1.5 Adulthood 2.1.6 Elderly 2.2 Reproductive process 2.2.1 Menstruation 2.2.2 Fertilisation/Conception 2.2.3 Birth 2.3 Impact of teenage pregnancy, unsafe abortion and their management 2.4 Sub-fertility/infertility and its management
• Explain the concept of sexual behaviour • Discuss the values and ways of responsible and safer sexual behaviour • Examine the causes and impacts of premarital and extramarital sexual behaviour • Analyse the issues, causes/theories of homosexuality and characteristics of (LGBTI). • Interpret the causes, impacts and management of abnormal/high risk sexual behaviour	**Unit III: Sexual Behaviour** (10) 25 Pds 3.1 Concept of sexual behaviour 3.2 Values and ways of responsible and safer sex behaviours/hygiene 3.3 Premarital and extramarital sexual behaviours and their issues 3.4 Sexual Orientation: 3.4.1 Concept of sexual orientation 3.4.2 Causes/theories of homosexuality 3.4.3 Characteristics of LGBTI

	3.5 Abnormal sexual behaviour: Cause, causes, impact and treatment 3.5.1 Paraphilia 3.5.2 Hyper sexuality 3.5.3 High risk sexual behaviour
• Discuss the causes, impacts and management of sexual dysfunctions • Elucidate sexual disorder of disabled persons and its management. .	**Unit IV: Sexual Dysfunction/ Disorder (5)** 4.1 Causes and treatment of male and female sexual dysfunction/disorder 4.1.1 Male • Sexual desire disorder(Hypoactive) • Impotence (Erectile dysfunction) • Premature ejaculation • Retarded ejaculation 4.1.2 Female • Vaginismus • Anorgasmia • Rapid orgasm • Dyspareunia 4.2 Sexual problems of disabled persons and their managements
• Explain the socio-cultural aspects on sexuality. • Examine the issues of girls trafficking, commercial sex and sexual harassment and suggest their control measures	**Unit V: Socio-cultural Aspects on Sexuality (5)** 5.1 Socio cultural perception on sexuality 5.2 Religion and sexuality 5.3 Legal aspects on sexuality 5.4 Issues of girls trafficking and commercial sex 5.5 Issues of sexual harassment /violence
• Analyse the goals, policies and strategies of reproductive health • Prepare report on youth friendly health policies/	**Unit VI: Reproductive Health Goals, Policies and Strategies (5)** 6.1 Recent reproductive health plan and strategies of Nepal 6.2 Goals of International Conference on

services based on survey health post/PHC/health provider	Population and Development (ICPD) 6.3 Millennium Development Goals (MDGs) 6.4 WHO strategies on RH to achieve MDGs 6.5 Youth friendly health service

Note: *The figure within the parenthesis indicate the approximate teaching hours allocated to respective unit.*

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units or sub units or content.

4.1 General Instructional Techniques

- Lectures
- Document reviews
- Discussions
- Brain storming
- Presentations
- Guest lectures
- Collaborative learning
- Independent learning
- Project works

4.2 Specific Instructional Techniques

Unit	Examples of Instructional Techniques
I	**Conceptualization on Sexual and Reproductive Health** • The students will be given reading materials to prepare papers on sexual and reproductive health including ASRH. • All the students will be asked to collect myths and misconception of sex and sexuality education and let them discuss in the group. Its copy will be distributed to students after editing. • The students will be given assignment to prepare the notes on theories of human sexuality based on library/website visit and let them discuss in the class. The teacher will provide feedback for further improvement of the task.
II	**Development of Sexuality** • The students will be given assignment to prepare materials related to the development of human sexuality. They will also be instructed to present their assignment in the large group. • A guest lecture will be arranged to deliver about sexuality development • Very short answer type questions will be prepared to conduct quick review of the lessons and the students will be asked those questions in the class.
III	**Sexual Behaviour** • The students will be asked to develop a survey form to collect information on premarital sex and its consequences. They will be asked to collect information at least from ten people to draw ideas about premarital sex. • The students will be asked to organize an interaction programme on LGBTI. If possible a resource person will be invited for the interaction programme.
IV	**Sexual Dysfunction/Disorder** • The students will be given reading materials on sexual dysfunctions to review them. They will also be asked to draw conclusions from the materials and submit as a home assignment. • The students will be asked to prepare a note on the consequences of unsafe abortion in Nepal based and let them discuss. • If possible an expert will be invited to deliver on management of sub fertility. • Question answer session will be conducted after finishing his/her lecture.
V	**Socio-cultural Aspects on Sexuality** • The students will be asked to visit library or website to collect information on religion and sexuality. • They will be asked to prepare a report on the visit and let them present in the large group.
VI	**Reproductive Health Goals, Policies and Strategies**

	• The students will be assigned to visit a local health post/PHC to see whether or not they are providing youth friendly RH services and also asked them to share with the group.

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

SN	Particular	Points
1	Attendance	5
2	Participation in learning activities	5
3	First assessment: Article review/ book review/ open book test/ unit test etc	10
4	Second assessment: Midterm test	10
5	Third assessment: Project work/case study/field/study/survey/seminar/workshop	10
Total		**40**

5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1 point)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		**60**

6. Recommended Books/Materials

Bolin, A & Whelehan, P. (2009). *Human sexuality: biological, psychological, and cultural perspectives.* New York, London: Rutledge Taylor and Francis Group (For unit II-IV)

Bruess, C. E. and Greenberg, J. S. (2004). *Sexuality education: Theory and practic*e (4th ed.). Sudbury: Jones and Bartlett Publishers. (For units I, II and III)

Carroll, J. L. (2008). *Sexuality now: embracing diversity* (Third edition). Belmont: Wadsworth. (For units I, II – V)

Herdt, G. and Howe, C. (ed) (2008). *21st centuries sexualities: Contemporary issues in health, education and rights.* USA: Routledge. (For units I, III and V)

Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2007). *Human sexuality*, (5th ed.) New Delhi: Pearson Education. (For units I- VI)

Shrestha, D. R. (2008). *Reproductive health: National and international perspectives*. Dhulikhel: Mrs. Naranyan Devi Shrestha. (For unit VI)

WRREC Nepal. http://www.worecnepal.org/programs/trafficking (for unit V)

7. Reference Materials

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Ellsberg, M. & Heise, L. (2005). *Researching violence against women: A practical guide for researchers and activists*. Geneva: WHO and PATH.

FHD/DOH/GON. (2003). *National medical standard for reproductive health,* (Vol.II). Kathmandu: Author.

FPAN, Youth Section (2001). *Sexual abuse and all about (Youn shoshan ra yas bare thaha paunu parne kuraharu)*. Kathmandu: Author.

Mamta. (2006). *Supplementary reading for facilitators on sexuality, gender and young people* (Second edition). New Delhi: SIDA.

MOH New ERA, ORC (2001 and 2011). *Nepal demographic and health survey.* Kathmandu. Author.

UNFPA. (1994). *International conference on population and development* (Draft programme of Action, 5 - 13 September). Cairo, Egypt. Author.

उपाध्याय, गोविन्दशरण (२००८). *केवल किशोर किशोरीका लागि.* काठमाण्डौ : ए के बुक्स एण्ड एुकेशनल इन्टरप्राइज.

जनसङ्ख्या शिक्षा एकाइ (२०६१). *यौन तथा प्रजनन स्वास्थ्य राष्ट्रिय स्रोत पुस्तक.* कीर्तिपुरः शि.शा. सङ्काय, त्रि वि.

तुइतुइ, रोशनी र तुइतुइ, सावित्री (२०६४). *प्रजनन स्वास्थ्य.* काठमाडौ : प्रशान्ती प्रकाशन.

पोखेल, निता (२०६४). *यौन, गर्भ र सुत्केरी.* काठमाडौं : एडुकेशनल पब्लिकेशन हाउस.

महर्जन, श्यामकृष्ण (२०७०). *मानव यौनिकता र प्रजनन स्वास्थ्य (छैठौ संस्करण).* कीर्तिपुर : सनलाइट प्रकाशन.

शिक्षाशास्त्र सङ्काय (२०५९). *सामाजिक न्याय शिक्षा.* कीर्तिपुर : डीनको कार्यालय, शिक्षाशास्त्र सङ्काय, त्रि. वि.

Animaw, W and Bogale B. (2011). *Abortion in university and college female students of Arba Minch town, Ethiopia,* March 2014(Vol. 5 | No. 1 | Pages 17-22)

Hamal, P. K. (2010). Sexual and reproductive health of low income adolescence in Nepal: can education be a catalyst . *Economics Journal of Development Issue*. Vol. 11 and 12 No. 1-2

ICPD programme of action para. http://web.unfpa.org/adolescents/language/p4.htm

Moving Forward: Dispelling misconceptions about sexuality education in India. http://www.popcouncil.org/pdfs/frontiers/presentations/2007APCRSHR_Jejeebhoy.pdf

Joshi, S, Padam Simkhada, P. and Prescott, G. J. (2011). *Health problems of Nepalese migrants working in three Gulf countries.* BioMed Central Ltd. http://www.biomedcentral.com/1472-698X/11/3

Regmi, P., Simkhada, P. & Van Teijlingen, E.R. Sexual reproductive health status among young people in Nepal: opportunities and barriers for sexual health education and services urtilization. *Kathmandu University Medical journal vol 6, No. 2 issues-22, page 248-256*

WHO (1999). *Programme for adolescence and development*. Geneva: WHO

Course Title: **Health Promotion**

Course No. : H. Ed. 518 | Nature of course: Theoretical

Level: M.Ed. | Credit hour: 3

Semester: First | Teaching Hours: 48

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1. Course Description

This course is designed to provide the students with the knowledge and understanding of health promotion in modern context. The emphasis is on the critical understanding of the theory, models, strategies and methods of health promotion. It aims to develop critical understanding and appraisal of the nature of the relationship between people and their social-ecological contexts in terms of its impact on the health of individuals and community. It provides students in depth understanding of methods for planning, implementing and evaluating health promotion interventions which aimed at promoting health at different focus areas and settings for health.

2. General Objectives

The general objectives of the course are as follows:

- Introduce students to basic concepts, features, evolution and Ottawa Charter of health promotion
- Familiarize students with the social and political contexts of health promotion
- Enable students to analyze and apply theoretical models in designing health promotion programme
- Orient the students about different approaches of health promotion
- Equip students with knowledge of different strategies and methods of health promotion
- Develop deeper understanding of primary health care approach to health promotion
- Make students able to apply behavioural change theories in developing personal skills required for health promotion
- Enable students to apply approaches of community development and empowerment in strengthening community action for health promotion
- Equip the students with knowledge and methodological skills of planning, implementation and evaluation of health promotion interventions.
- Orient the students with the setting approach of health promotion with an emphasis on understanding of workplace health promotion

3. Specific Objectives and Contents

Specific Objectives	Contents
• Define and Identify key features of health promotion. • Explain scope and importance of health promotion • Discuss relationship between health education and health promotion • Highlight the historical milestones contributing to the emergence of health promotion and its development. • Explain social determinants of health and health promotion • Discuss role of social model of health on health promotion • Discuss social responsibility of health promotion • Explore and analyze political context of heath promotion • Summarize international efforts on health promotion • Outline the duty and codes of health promotion practices	**Unit 1: Introduction (9)** 1.1 Concepts, features and importance of health promotion 1.2 Scope of health promotion 1.3 Symbiotic relationship between health education and health promotion 1.4 Historical evolution of Health promotion 1.5 Social determinants of health in relation to health promotion 1.6 Social model of health and health promotion 1.7 Social responsibility of health and health promotion 1.8 Equity and social justice in health promotion 1.9 Politics of health promotion 1.10 International efforts on health promotion 1.11 Ethical issues in health promotion-duty and codes of practices
Discuss the roles of theories and models in health promotion intervention. • Identify major paradigms of health promotion.	**Unit II: Theoretical models and approaches of health promotion** **(10)** 2.1 Role of Theories in Health Promotion Practice and Intervention 2.2 Paradigms of Health Promotion 2.3 Major Theoretical Models of Health Promotion and its Application in Planning Intervention 2.3.1 Tannahill's model of health promotion

• Explain Tannahil and Greeen and Tonnes model of health promotion • Illustrate empowerment model of health promotion • Discuss Beattie's model of health promotion • Explain social ecological model of health promotion • Discuss the scope and limitation of medical approach to health promotion • Explain behavioural change and educational approach in health promotion • Describe theories of social changes and its application in health promotion • Discuss the new social movement for health promotion	2.3.2 Health action model 2.3.3 Empowerment model 2.3.4 Beattie's health promotion model 2.3.5 Social ecological model 2.4 Approaches to Health Promotion 2.4.1 Medical approach 2.4.2 Behavioral change approach 2.4.3 Educational approach 2.4..4 Empowerment approach 1.4.5 Social change approach • Concept and theories of social change • New social movement for health promotion
• Describe concept of reorienting health services in health promotion • Discuss the roles of health promotion through health services and health promotion in health sector • Outline health promotion services in Nepal • Explain role of PHC and equitable distribution of health services in health promotion • Discuss roles of intrapersonal theories in developing and modifying health behaviour • Explore and discuss the dimensions and methods of community empowerment • Discuss needs of the community development approach to health promotion • Describe history and characteristics of healthy public policy (HPP) • Explore skills and resources required for HPP • Advocacy and agenda setting for policy making	**Unit III: Strategies and methods of health promotion (18)** 3.1 Reorienting health services 3.1.1 Promoting health in and through health care sector and role of health services 3.1.2 Promotional health services in Nepal 3.1.3 Promoting health though primary health care approach and equitable distribution of health services 3.2 Developing personal skills 3.2.1 Life skill development 3.2.2 Developing and modifying personal skills and behaviour using Protection motivation theory, stages of change model and precaution adoption process model 3.3 Strengthening community and community action 3.3.1 Dimensions and methods of community empowerment 3.3.2 Community development approach for health promotion 3.4 Developing healthy public policy (HPP) 3.4.1 Concept, history and characteristics of HPP 3.4.2 Skill and resources required for HPP 3.4.3 Advocacy and agenda setting for policy making 3.4.4 Adoption and implementation of HPP 3.5 Using mass media in health promotion 3.5.1 Mass media campaign and its effect on health promotion

• Discuss the adoption and implementation of process of HPP • Discuss the role of mass media campaign such planned and unpaid coverage in health promotion • Describe the process of developing effective communication strategies • Discuss the media advocacy for health promotion • Write critique of social marketing approach to health promotion • Discuss contribution of health education to health promotion • Summarize key concepts of contemporary approach to health promotion • Discuss the facilitating process in health education • Explain the roles of new health education and health literacy for health promotion • Analyze the roles of health public policy , community development and setting approach in creating supportive environment for health promotion	3.5.2 Developing effective communication strategies 3.5.3 Media advocacy for health promotion 3.5.4 Social marketing approach to health promotion 3.6 Educating people for health 3.6.1 Contribution of health education to health promotion 3.6.2 Critical/new health education and health literacy for health promotion 3.7 Creating supportive environment through healthy public policy, sustainable development and setting approach to health promotion
• Conceptualize health promotion intervention and its planning • Describe the stage of Dignan and Carr's Planning model • Illustrate PRECEDE-Proceed model of planning • Identify the planning procedures of health promotion interventions. • Illustrate the methods of implementing health promotion interventions. • Explain the techniques of evaluation of health promotion interventions.	**Unit IV: Planning, implementing and evaluating health promotion intervention (6)** 4.1 Concept of health promotion intervention planning 4.2 Planning health promotion intervention 4.2.1 Dignan and Carr's planning model 4.2.2 PRECEDE-PROCEED Model 4.2.3 Planning framework and steps in health promotion intervention planning 4.3 Implementing health promotion intervention 4.4 Evaluating health promotion intervention
• Discuss the need and types of setting approach to health promotion.	**Unit V: Setting Approach to Health Promotion (5)** 5.1 Settings for Health

• Explain the meaning and characteristics of workplace health promotion in recent period.	5.1.1 Concept and need of setting approach to health promotion 5.1.2 Development of setting approach 5.1.3 Types of healthy settings in practice 5.2 Workplace Health Promotion (WHP) 5.2.1 Concept of WHP 5.2.2 Evolution of WHP 5.2.3 Importance of WHP 5.2.4 Categories of WHP activities 5.2.5 Practicing WHP

Note: *The figure within the parenthesis indicate the approximate teaching hours allocated to respective unit.*

4. Methods/Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units.

4.2 General Instructional Techniques

- Lectures
- Discussions
- Demonstrations
- Presentations and guest speeches
- Articles reviews
- Library visits
- School visits and observations
- Home assignments

4.2 Specific Instructional Techniques

Unit	Activity and instructional techniques
1	Each student will be assigned to read relevant books and articles related to concept and evolution of health promotion and prepare short notes on concept, feature and historical development of health promotion Students will be divided into four groups: First group will prepare notes and present on relationship between health education and health promotion. Second group will prepare notes and present on link between social determinants and social model health and health promotion. Third groups will present social and state responsibility for health promotion and disease prevention. Fourth group will present on political context of health promotion and international efforts on health promotion
2	Each student will be asked to read theoretical models of health promotion included in compendium before joining to the class. Teacher will use brain storming and buzz session techniques to explore their understanding about health promotion theories/models. Class will be divided into five groups and each group will read and prepare notes on given approach of health promotion through cooperative learning approach. Debate will be organized on health promotion approaches. One group will speak in favour of the given approach and another group will speak on against the given approach. At the end of the debate students will note down the strong and weak aspects of each of the health promotion approaches
3	Class will be divided into six groups and each group will work on given strategies of health promotion. Each group will review relevant books, articles and documents as well interview the experts working in the field of health promotion. Then each group will present key points of given health promotion strategy and method in class.
4	Each student will be asked to read books and articles related to health promotion planning and implementation. Class will be divided into three groups. First group will prepare plan of community based health promotion project. Second group will prepare detailed implementation

	plan and third group will prepare evaluation plan of health promotion project. Each group will present their assignment in the class.
5	Student will visit different settings such school, municipality, factory and hospital and observe the situation and interview the concerned persons about health promotion activities. Then teacher will initiate the discussion based on the field visit.

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

6)	Attendance	5
7)	Participation in learning activities	5
8)	First assessment	10
9)	Second assessment	10
10)	Third assessment	10
	Total	40

5.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

4)	Objective type question (Multiple choice 10 x 1ponts)	10
5)	Short answer questions (6 questions x 5 points)	30 points
6)	Long answer questions (2 questions x 10 points)	20 points
	Total	60 points

Recommended Books

Green, J. & Tones, K. (2010). *Health promotion: Planning and strategies*. London: Sage Publication. **(For units I, II & III)**

Laverack, G. (2004). *Health promotion practice; power and empowerment.* New Delhi: SAGE Publications India Pvt Ltd. **(For Unit III)**

McKenzie, J. F., & Smeltzer, J. L. (2001). *Planning, implementing, and evaluating health promotion program (3rd Ed.).* London: Allyn and Bacon. **(For unit IV)**

Naidoo, J. & Wills, J. (2009). *Foundations for health promotion* (3rd ed.). edinburgh: Elsevier Limited. **(For Unit I, II, III, IV and V)**

O'Donnell, M. P. & Harris, J. S. (1994). *Health promotion in the workplace* (2nd ed.). Albany, New York: Delmar Publishers Inc. **(For Unit V)**

World Health Organization. (2009). *Milestones in health promotion; Statements from global conferences.* Geneva: Author. **(For Unit I)**

References

Baker, J. L., Coleman, B. L. & Sormin, S. (2002). *Workplace health promotion: assessing employees' health-related needs*. St. Thomas, Ontario: Elgin-St. Thomas Health Unit.

Breucker, G. & Sochert, R. (2006). Healthy employees in healthy enterprises - the European Network for Workplace Health Promotion. In E. Korzeniowska & K. Puchalski (Eds.), *Workplace Health Promotion in Enlarging Europe* (p. 9-22). Poland: The Nofer Institute of Occupational Medicine.

Green, L.W. & Kreuter, M.W. (1999). *Health promotion planning; an educational and environmental approach* (3rd ed.). London: Mayfield Publishing Company.

Groene, O. & Garcia-Barbero, M. (2005). *Health promotion in hospitals: evidence and quality management*. Geneva: WHO.

Katz, J., Peberdy, A., & Douglas, J. (2000). *Promoting health: knowledge and practice* (2nd ed.). London: The Open University.

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Ledwith, M. (2005).*Community development: A critical approach*. Bristol: The Policy Press.

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McLeroy, K.R. et al (1988). An ecological perspective on health promotion programme. *Health Education Quarterly*, Vol. 15(4): 351-377.

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Seedhouse, D. (1997). *Health Promotion: Philosophy, Prejudice and Practice*. Chilchester: John Wiley and Sons.

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Victorian Curriculum and Assessment Authority (2007). Advice for teachers: social model of health. *VCE health and human development, unit 3.* p. 1-8.

Wendel, S. (Ed.) (1995). *Healthy, wealthy and wise: fundamentals of workplace health promotion* (3rd ed.). Omaha, NE: WELCOA.

World Health Organization Expert Committee on Comprehensive School Health Education and Promotion. (1997). *Promoting health through schools* (WHO technical report series; 870). Geneva, Switzerland: Author.

World Health Organization. (1986). *Ottawa charter for health promotion*. Geneva: Author.

World Health Organization. (1998). *Health promotion glossary.* Geneva: Author.

Young, I. (2005). Health promotion in schools-a historical perspective. *Promotion and Education, 12*(3-4), p. 112-117.

पाठ्यांश शीर्षक : भाषाविज्ञान

पाठ्यांश संख्या : नेपा.शि. ५१५

पाठ्यांश प्रकृति : सैद्धान्तिक

तह : एम.एड.

के.आ : ३

सेमेस्टर : पहिलो

पाठ घन्टा : ४८

१. पाठयांश परिचय

प्रस्तुत पाठ्यांश त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित दुई वर्से स्नातकोत्तर (एम.एड.) तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशबाट भाषाविज्ञान अन्तर्गत भाषा र भाषाविज्ञानको परिचय, ध्वनिविज्ञान, वर्णविज्ञान, रूपविज्ञान, वाक्यविज्ञान र अर्थविज्ञान एवम् तत्सम्बन्धी प्रायोगिक कार्य गराउने अपेक्षा गरिएको छ ।

२. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्यहरू निम्नानुसार रहेका छन् :

- भाषा र भाषाविज्ञानसँग परिचित गराउने,
- ध्वनिविज्ञान र यसका शाखाहरूको वर्णन गर्न सक्ने क्षमताको विकास गर्ने,
- ध्वनि उत्पादन प्रक्रिया र ध्वनिहरूको वर्गीकरण गर्न सक्षम तुल्याउने,
- वर्णसिद्धान्त र वर्णविश्लेषण प्रक्रियासम्बन्धी क्षमताको अभिवृद्धि गर्ने,
- नेपाली भाषाका वर्णहरूका बारेमा व्याख्या गर्न सक्ने क्षमताको अभिवृद्धि गर्ने,
- रूप विश्लेषण प्रक्रियाका साथै रूपायन प्रक्रियासित परिचित गराउने,
- शब्दहरूको कार्यमूलक वर्गीकरण गर्न र सन्धिविज्ञानसँग सम्बन्धित क्षमता अभिवृद्धि गर्ने,
- वाक्यविज्ञानसँत परिचित गराई भाषाका वाक्यतार्Œवक विशेषताहरूको जानकारी गराउने,
- अर्थविज्ञानका आधारभूत अवधारणाका साथै अर्थविश्लेषणका प्रमुख प्रक्रिया र पद्धतिको वर्णन गर्न सक्षम तुल्याउने ।

२. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
• भाषाको परिचय दिन, • भाषाका विशेषताहरूको वर्णन गर्न, • मानव र मानवेतर पशुपन्छीको सम्प्रेषण व्यवस्थामा पाइने अन्तर बताउन, • भाषाविज्ञानको परिचय दिन, • भाषाविज्ञानका मूलभूत विशेषता बताउन, • भाषाविज्ञानका क्षेत्रको परिचय प्रस्तुत गर्न, • भाषाविज्ञानका केन्द्रीय क्षेत्र र परिधीय क्षेत्रबारे बताउन, • भाषाविज्ञानका निर्धारित शाखाहरूको वर्णन गर्न, • भाषाविज्ञानका उपयोगिताको बयान गर्न ।	एकाइ एक : भाषा र भाषाविज्ञानको परिचय (६ घन्टा) १.१ भाषाको परिचय १.२ भाषाका विशेषताहरू १.३ मानव र मानवेतर पशुपन्छीको सम्प्रेषण व्यवस्थामा पाइने अन्तर १.४ भाषाविज्ञानको परिचय १.५ भाषाविज्ञानका मूलभूत विशेषता १.६ भाषाविज्ञानका क्षेत्रको परिचय १.६.१ केन्द्रीय : वर्ण र व्याकरण

विशिष्ट उद्देश्य	पाठ्यविषय
	१.६.२ परिधीय : ध्वनि र अर्थ १.७ भाषाविज्ञानका विभिन्न शाखाको परिचय १.७.१ सामाजिक भाषाविज्ञान १.७.२ मनोभाषाविज्ञान १.७.३ भाषाशिक्षण १.७.४ अनुवादविज्ञान १.७.५ कोशविज्ञान १.७.६ शैलीविज्ञान १.७.७ कम्प्युटर भाषाविज्ञान १.७.८ व्यतिरेकी भाषाविज्ञान १.७.९ त्रुटिविश्लेषण १.७.१० सङ्कथन विश्लेषण १.८ भाषाविज्ञानको उपयोगिता

विशिष्ट उद्देश्य	पाठ्यविषय
• औच्चारिक, साञ्चारिक र श्रावणिक ध्वनिविज्ञानका शाखासहित ध्वनिविज्ञानको परिचय दिन, • ध्वनिअवयवहरूको चित्रसहित परिचय प्रस्तुत गर्न, • ध्वनि उत्पादन प्रक्रियाको वर्णन गर्न, • ध्वनिहरूको पहिचान, वर्गीकरण र वर्णन गर्न, • अन्तर्राष्ट्रिय ध्वनि तार्किवक वर्णमाला र तिनका विशेषता बताउन, • प्रधान र गौण मानस्वरसहित मानस्वरको परिचय प्रस्तुत गर्न , • वर्णविज्ञानको परिचय दिन, • ध्वनिविज्ञान र वर्णविज्ञानको सम्बन्ध बताउन, • वर्णविश्लेषणका साथै वर्णविश्लेषण प्रक्रियाको सोदाहरण परिचय प्रस्तुत गर्न, • वर्ण, संवर्ण र लघुतम युग्मको अवधारणा सोदाहरण स्पष्ट पार्न, • खण्डीय वर्ण र तदन्तर्गतका स्वर र व्यञ्जनको परिचय दिन, • खण्डेतर वर्ण र तदन्तर्गतका अनुनासिकता, मात्रा, आघात र सुरको वयान गर्न, • नेपाली भाषाका वर्णहरूको पहिचान, वर्गीकरण र वर्णन गर्न, • विभेदक अभिलक्षणका आधारमा नेपाली वर्णहरूको पहिचान गर्न ।	एकाइ दुई : ध्वनिविज्ञान र वर्णविज्ञान (१० घन्टा) **२.१ ध्वनिविज्ञानको परिचय** **२.१.१ औच्चारिक** **२.१.२ साञ्चारिक र** **२.१.३ श्रावणिक ध्वनिविज्ञान** **२.२ ध्वनि अवयवहरूको चित्रसहित वर्णन** **२.३ ध्वनि उत्पादन प्रक्रिया** **२.४ ध्वनिहरूको पहिचान, वर्गीकरण र वर्णन** **२.५ अन्तर्राष्ट्रिय ध्वनितार्किवक वर्णमाला र तिनका विशेषता** **२.६ मानस्वरको परिचय : प्रधान र गौण मानस्वर** **२.७ वर्णविज्ञानको परिचय** **२.७.१ ध्वनिविज्ञान र वर्णविज्ञान** **२.७.२ वर्णसिद्धान्त र वर्णविश्लेषण प्रक्रिया** **२.७.३ वर्ण, संवर्ण र लघुतम युग्म** **२.७.४ खण्डीय र खण्डेतर वर्ण** **२.७.५ नेपाली भाषाका वर्णहरूको पहिचान, वर्गीकरण र वर्णन** **२.७.६ विभेदक अभिलक्षणका आधारमा नेपाली वर्णहरूको पहिचान**
• रूपविज्ञानको परिचय दिन, • रूपविश्लेषणका प्रक्रिया र पद्धतिको सोदाहरण परिचय दिन, • रूपविश्लेषणका सिद्धान्त बताउन, • रूपविश्लेषणसम्बन्धी अभ्यास गर्न , • विभिन्न शब्दहरूको रूपायन हुने प्रक्रिया बताउन, • व्युत्पादनको परिचय दिन, • व्युत्पादनमा उपसर्ग, मध्यसर्ग र परसर्ग प्रक्रियाको सोदाहरण परिचय दिन, • उदाहरण दिएर वर्गपरिवर्तक र वर्ग अपरिवर्तक व्युत्पादनको चिनारी दिन , • शब्दका कार्यमूलक वर्ग तथा तिनका उपवर्गको वर्णन गर्न, • रूपायन प्रक्रियाको परिचय दिई रूपायन र व्युत्पादन प्रक्रियामा पाइने भिन्नता बताउन,	एकाइ तिन : रूपविज्ञान (१० घन्टा) **३.१ रूपविज्ञानको परिचय** **३.२ रूपविश्लेषणका प्रक्रिया र पद्धतिहरू** **३.३ रूपविश्लेषण सिद्धान्त** **३.४ रूपविश्लेषणको अभ्यास** **३.५ रूपायनका प्रक्रिया : रूपायन कोटिहरू र रूपसरणि** **३.६ व्युत्पादन प्रक्रिया** **३.६.१ उपसर्ग, मध्यसर्ग र परसर्ग प्रक्रिया** **३.६.२ वर्गपरिवर्तक र वर्ग अपरिवर्तक व्युत्पादन** **३.७ शब्दवर्ग : शब्दहरूको कार्यमूलक वर्ग तथा उपवर्ग** **३.८ रूपायन प्रक्रिया र व्युत्पादन प्रक्रियामा भिन्नता**

विशिष्ट उद्देश्य	पाठ्यविषय
• समास, द्वित्व र अन्य विविध व्युत्पादन प्रक्रियाको उदाहरण दिन, • सोदाहरण सन्धिविज्ञानको चिनारी दिन, • रूपध्वन्यात्मक परिवर्तनका नियमहरू बताउन ।	३.९ समास, द्वित्व र अन्य प्रक्रिया ३.१० सन्धिविज्ञान : रूपध्वन्यात्मक प्रक्रिया **३.११ रूपध्वन्यात्मक परिवर्तनका नियमहरू**
• वाक्यविज्ञानको परिचय दिन, • रूपविज्ञान र वाक्यविज्ञानको सम्बन्ध बताउन, • पद, पदावली, उपवाक्य, वाक्य र संकथनको परिचय दिन, • लिङ्ग, वचन, पुरुष, कारक, विभक्ति, काल, भाव, पक्ष र वाच्य जस्ता व्याकरणात्मक कोटिको स्वरूप र प्रयोग पक्षको चिनारी प्रस्तुत गर्न, • सङ्गति र शासनको परिचय दिन, • पदक्रम र यसका प्रकारहरूको वर्णन गर्न , • समतलीय संरचना र तहगत संरचनाको स्वरूप र उदाहरण प्रस्तुत गर्न, • अवशेष र सञ्चलनको उदाहरण दिन, • व्याकरणात्मक प्रकार्यको परिचय दिन, • पदावलीका साथै तदन्तर्गतका शीर्षक र विशेषकको परिचय दिन, • सोदाहरण पदावलीको मूल प्रतिबन्धनको स्वरूप बताउन, • आश्रयकको अवधारणा प्रस्तुत गर्न, • वाक्यका निकट घटकहरूको विश्लेषण गर्न र त्यसको सीमा उल्लेख गर्न, • उदाहरणसहित अन्तकेन्द्रिक र बहिःकेन्द्रिक संरचनाको स्वरूप र प्रकार बताउन, • चम्स्कीको रूपान्तरण व्याकरणका आधारभूत अवधारणा स्पष्टसँग वर्णन गर्न, • सोदाहरण अनिवार्य र ऐच्छिक रूपान्तरण नियमको व्याख्या गर्न, • नेपाली वाक्यका आधारमा रूपान्तरण प्रक्रियाको चिनारी दिन, • नेपालीका आधारभूत, सरल, संयुक्त र सन्निविष्ट वाक्यको उदाहरणसहित परिचय दिन ।	एकाइ चार : वाक्यविज्ञान (१६ घन्टा) **४.१ वाक्यविज्ञानको परिचय** **४.२ रूपविज्ञान र वाक्यविज्ञानको सम्बन्ध** **४.३ पद, पदावली, उपवाक्य, वाक्य र सङ्कथनको परिचय** **४.४ सङ्गति र शासनको परिचय** **४.५ पदक्रम र यसका प्रकार** **४.६ समतलीय संरचना र तहगत संरचना** **४.७ अवशेष र सञ्चलन** **४.८ व्याकरणात्मक प्रकार्य** **४.८.१ उद्देश्य** **४.८.२ विधेय** **४.८.३ कर्म** **४.८.४ पूरक** **४.९ पदावलीको शीर्ष र विशेषक (स्पेसिफायर)** **४.१० पदावलीका मूल प्रतिबन्धन (कन्स्ट्रेन्ट)** **४.११ आश्रयक (कम्प्लिमेन्टराइजर) को परिचय** **४.१२ निकट घटक विश्लेषण र यसका सीमा** **४.१३ अन्तःकेन्द्रिक र बहिःकेन्द्रिक संरचना** **४.१४ चम्स्कीको रूपान्तरण व्याकरणका आधारभूत अवधारणा** **४.१५ रूपान्तरण नियम (अनिवार्य तथा ऐच्छिक)** **४.१६ रूपान्तरण प्रक्रिया (अकरण, विध्यर्थक, संभावनार्थक तथा वाक्यान्तरणात्मक)** **४.१७ नेपालीका आधारभूत, सरल, संयुक्त र सन्निविष्ट वाक्यहरू**
• अर्थविज्ञानको परिचय दिई त्यसको क्षेत्र औंल्याउन, • अर्थका व्याकरणात्मक, कोशीय, सन्दर्भपरक, साहचर्यात्मक, धारणात्मक भेदको परिचयसहित उदाहरण दिन,	एकाइ पाँच : अर्थविज्ञान (६ घन्टा) **५.१ अर्थविज्ञानको परिचय र यसको क्षेत्र** **५.२ अर्थका प्रकार**

विशिष्ट उद्देश्य	पाठ्यविषय
• व्याकरणात्मक र कोशीय अर्थमा पाइने भिन्नता बताउन, • आरेख सहित सङ्केत त्रिकोणको अवधारणा प्रस्तुत गर्न, • संरचनात्मक अर्थविज्ञानको परिचय दिई पर्यायवाची, अनेकार्थी, विपरीतार्थी, समावेशी, असमावेशी, समध्वन्यात्मक, समरूपात्मक शब्दमा पाइने अर्थगत सम्बन्धको उदाहरण दिन, • अर्थसम्बन्धमा सन्निधान सिद्धान्तको अवधारणा प्रस्तुत गर्न, • सोदाहरण सङ्घटकात्मक विश्लेषणको चिनारी दिन ।	**५.२.१ व्याकरणात्मक** **५.२.२ कोशीय** **५.२.३ सन्दर्भपरक** **५.२.४ साहचर्यात्मक** **५.२.५ धारणात्मक** **५.३ व्याकरणात्मक अर्थ र कोशीय अर्थमा भेद** **५.४ सङ्केत त्रिकोण** **५.५ संरचनात्मक अर्थविज्ञान र अर्थ सम्बन्धहरू** **५.५.१ पर्यायवाची** **५.५.२ अनेकार्थी** **५.५.३ विपरीतार्थी समावेशी** **५.५.४ असमावेशी** **५.५.५ समध्वन्यात्मक** **५.५.६ समरूपात्मक** **५.६ सन्निधान सिद्धान्त** **५.७ सङ्घटकात्मक विश्लेषण**

४. शिक्षण प्रविधि

यस पाठ्यांशको अध्ययन अध्यापनका क्रममा प्रयोग हुने शिक्षण प्रविधिलाई दुई भागमा वर्गीकरण गरिएको छ । अधिकांश पाठ्यवस्तुहरू अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधि साधारण शिक्षण प्रविधिमा राखिएका छन् भने कुनै निश्चित एकाइअन्तर्गतका पाठ्यवस्तु अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधिलाई विशिष्ट शिक्षण प्रविधिअन्तर्गत राखिएको छ ।

४.१ साधारण शिक्षणप्रविधि

प्रत्येक एकाइमा आवश्यकताअनुसार व्याख्यान, प्रश्नोत्तर, छलफल तथा गृहकार्य, कक्षाकार्य, परियोजना कार्यको प्रस्तुतीकरण विधिको उपयोग गरिनेछ । एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरिनेछ ।

४.२ विशिष्ट शिक्षणप्रविधि

एकाइ	पाठ्यवस्तु	प्रायोगिक क्रियाकलाप र शिक्षण प्रविधि

१	१.१ भाषाको परिचय १.२ भाषाका विशेषताहरू १.३ मानव र मानवेतर पशुपक्षीको सम्प्रेषण व्यवस्थामा पाइने अन्तर १.८ भाषाविज्ञानको उपयोगिता	अध्ययन पत्र लेखन
२	२.२ ध्वनि अवयवहरूको चित्रसहित वर्णन २.७.५ नेपाली भाषाका वर्णहरूको पहिचान, वर्गीकरण र वर्णन २.७.६ विभेदक अभिलक्षणका आधारमा नेपाली वर्णहरूको पहिचान	समूहकार्य र कक्षा प्रस्तुति
३	३.४ रूपविश्लेषणको अभ्यास ३.५ रूपायन प्रक्रिया : रूपायन कोटिहरू र रूपसरणि ३.६ व्युत्पादन प्रक्रिया ३.६.१ उपसर्ग, मध्यसर्ग र परसर्ग प्रक्रिया ३.६.२ वर्गपरिवर्तक र वर्ग अपरिवर्तक व्युत्पादन ३.७ शब्दवर्ग : शब्दहरूको कार्यमूलक वर्ग तथा उपसर्ग ३.८ रूपायन प्रक्रिया र व्युत्पादन प्रक्रियामा भिन्नता ३.९ समास, द्वित्व र अन्य प्रक्रिया ३.१० सन्धिविज्ञान : रूपध्वन्यात्मक प्रक्रिया ३.११ रूपध्वन्यात्मक परिवर्तनका नियमहरू	परियोजना कार्य र गोष्ठीपत्र
४	**४.८ व्याकरणात्मक प्रकार्य** **४.८.१ उद्देश्य** **४.८.२ विधेय** **४.८.३ कर्म** ४.८.४ पूरक ४.१७ नेपालीका आधारभूत, सरल, संयुक्त र सन्निविष्ट वाक्यहरू	अध्ययन पत्र लेखन (व्यक्तिगत र समूहगत)
५	**५.२ अर्थका प्रकार** **५.२.१ व्याकरणात्मक**	छलफल र प्रस्तुति

	५.२.२ कोशीय **५.२.३ सन्दर्भपरक** **५.२.४ साहचर्यात्मक** **५.२.५ धारणात्मक** ५.३ व्याकरणात्मक अर्थ र कोशीय अर्थमा भेद **५.५ संरचनात्मक अर्थविज्ञान र अर्थ सम्बन्धहरू** **५.५.१ पर्यायवाची** **५.५.२ अनेकार्थी** **५.५.३ विपरीतार्थी समावेशी** **५.५.४ असमावेशी** **५.५.५ समध्वन्यात्मक** **५.५.६ समरूपात्मक**	

उपर्युक्त प्रायोगिक कार्यहरू शिक्षकले निर्धारण गरेअनुसार हुनेछन् ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुनेछ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

(१) आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कनका लागि ४०% अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि निर्दिष्ट प्रायोगिक कार्यअन्तर्गत रही विषय शिक्षकले निम्न आधारहरू अवलम्बन गर्नुपर्ने छ :

(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) ८पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) ८८दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

८ पहिलो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन्:

अध्ययनपत्र लेखन, पुस्तक समीक्षा, लेख पुनरावलोकन, कुनै विषय शीर्षक केन्द्रित अध्ययन पत्र तयारी, आन्तरिक परीक्षा, एकाइ परीक्षा, ज्ञान/प्रतिभा परीक्षण आदि ।

८८ दोस्रो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन् :

परियोजना कार्य, अवस्था/घटना अध्ययन, गोष्ठी, क्षेत्रकार्य, व्यक्तिगत वा समूहगत प्रतिवेदन लेखन, द्वितीय स्रोत सामग्रीमा आधारित अध्ययनपत्र लेखन, पूर्वाध्ययन, पुनरावलोकन र अभिलेखीकरण आदि ।

पुनश्च : पहिलो र दोस्रो आन्तरिक परीक्षामा निम्न किसिमका कार्यहरू समावेश गर्न सकिने :

(क) पहिलो आन्तरिक परीक्षामा गृहकार्य/पुस्तकालय कार्य/पुस्तक वा लेख पुनरवलोकन + आन्तरिक सुधार परीक्षा लिनुपर्ने,

(ख) दोस्रो आन्तरिक परीक्षामा परियोजना कार्य/अध्ययनपत्र लेखनका साथै पाठ्यक्रमको स्वरूपअनुसार आन्तरिक सुधार परीक्षा लिनुपर्ने ।

(ग) आन्तरिक परीक्षाको विधि/पद्धति र मूल्याङ्कन प्रक्रिया विभागले तय गरे अनुसार हुनेछ ।

२. बाह्य मूल्याङ्कन

बाह्य मूल्याङ्कनका लागि ६०% अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालयद्वारा सेमेस्टरको अन्त्यमा परीक्षा लिइने छ । सो परीक्षामा सोधिने प्रश्नको प्रकृति, ढाँचा र त्यसको अङ्कभार निम्नानुसार हुने छ :

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह 'क' : बहुवैकल्पिक प्रश्न	ज्ञ०	ज्ञ०	ज्ञ	ज्ञ०
समूह 'ख' : छोटो उत्तर आउने प्रश्न८	ट	ट	छ	घ०
समूह 'ग' : लामो उत्तर आउने प्रश्न	द	द	ज्ञ०	द्द०

८ *सप्रसङ्ग व्याख्या गर्न दिइने प्रश्नमा स्रोत सन्दर्भ समावेश गर्नुपर्ने छ ।*

५. सिफारिस गरिएका पुस्तक तथा सन्दर्भ सामग्रीहरू

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पाठ्यांश शीर्षक : नेपाली आख्यान र नाटक

पाठ्यांश संख्या : नेपा.शि. ५१६

पाठ्यांश प्रकृति : सैद्धान्तिक

तह : एम.एड.

के.आ : ३

सेमेस्टर : पहिलो

पाठ्य घन्टा : ४८

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१. पाठयांश परिचय

यो पाठ्यांश त्रि.वि. शिक्षाशास्त्र सङ्काय स्नातकोत्तर (एम.एड.) कार्यक्रमअन्तर्गत सेमेस्टर प्रणालीमा आधारित नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशमा आधुनिक नेपाली साहित्यका कथा, उपन्यास, नाटक र एकाङ्की विधाको सिद्धान्त, विकासक्रम, प्रमुख मोड तथा प्रवृत्ति एवम् प्रतिनिधि साहित्यकारहरूका निर्धारित कृतिहरूको विवेचनात्मक अध्ययन गराउने अपेक्षा राखिएको छ ।

२. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्यहरू निम्नानुसार रहेका छन् :

- नेपाली कथा, उपन्यास, नाटक र एकाङ्कीको सैद्धान्तिक परिचय प्रदान गर्ने,
- नेपाली कथा, उपन्यास, नाटक र एकाङ्कीको विकासक्रम, यसमा देखापरेका मूल प्रवृत्ति एवम् विशेषता र प्रमुख मोडको जानकारी प्रदान गर्ने,
- निर्धारित कथाकारहरू, उपन्यासकारहरू र नाटकहरूको परिचय एवम् प्रवृत्तिगत विशेषताको विस्तृत जानकारी प्रदान गर्ने,
- निर्धारित कथा, उपन्यास, नाटक र एकाङ्कीको आस्वादन, बोध तथा विश्लेषण गर्ने क्षमताको विकास गर्ने,
- निर्धारित कथा, उपन्यास, नाटक र एकाङ्कीको कृतिगत विवेचना गर्न सक्षम बनाउने
- बालसाहित्यको सामान्य परिचय, बालसाहित्यको स्वरूप तथा प्रवृत्तिको परिचय दिन,
- नेपाली बालसाहित्यको विकासप्रक्रियाको रेखाङ्कन गर्ने,

- निर्धारित बाल साहित्यकार र तिनका कृतिहरूको विवेचना गर्न सक्षम तुल्याउने ।

३. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
• कथाको परिचय दिन, • कथाको परिभाषा बताउन, • कथा र साहित्यका अन्य विधाको सम्बन्ध स्पष्ट पार्न, • कथाका आधारभूत तŒवहरू उल्लेख गर्न, • नेपाली कथाको विकासक्रम र प्रमुख कालगत प्रवृत्तिहरूको चर्चा गर्न, • आधुनिक नेपाली कथाका प्रमुख धारागत प्रवृत्तिहरू बताउन, • प्रमुख कथाकार (गुरूप्रसाद मैनाली, विश्वेश्वरप्रसाद कोइराला, इन्द्रबहादुर राई, पारिजात, मनु ब्राजाकी र जया राई) को परिचय एवम् प्रवृत्तिगत मुख्य विशेषताहरूको निरूपण गर्न, • प्रमुख कथाकारका कथाको रचनाविधान अनुसार विश्लेषण गर्न, • निर्धारित कथाका विशिष्ट पङ्क्तिहरूको व्याख्या गर्न ।	एकाइ एक : कथासिद्धान्त र आधुनिक नेपाली प्रतिनिधि कथाकार र तिनका कथाहरू (१३ घन्टा) **१.१ कथाको सैद्धान्तिक परिचय** **१.१.१ कथाको परिचय** **१.१.२ कथाको परिभाषा** **१.१.३ कथाको स्वरूप** **१.१.४ कथाका तŒवहरू** **१.१.५ कथा र साहित्यका अन्य विधा** **१.२ नेपाली कथाको विकासक्रम र कालगत प्रवृत्ति** **१.२.१ प्राथमिक काल** **१.२.२ माध्यमिक काल** **१.२.३ आधुनिक काल** **१.२.४ आधुनिक नेपाली कथाका प्रमुख धारागत प्रवृत्तिहरू** **१.३ प्रमुख कथाकारहरूको परिचय एवम् प्रवृत्तिगत मुख्य विशेषताको विवेचना र मूल्याङ्कन** **१.४ कथातŒव र प्रवृत्तिका आधारमा निर्धारित कथाहरूको विश्लेषण** **१.५ निर्धारित कथाका विशिष्ट पङ्क्तिहरूको व्याख्या**

विशिष्ट उद्देश्य	पाठ्यविषय
	१.६ प्रमुख कथाकार र तिनका कथा : १.६.१ गुरूप्रसाद मैनाली : कर्तव्य १.६.२ विश्वेश्वरप्रसाद कोइराला : चन्द्रवदन **१.६.३ इन्द्रबहादुर राई : खीर** **१.६.४ पारिजात : साल्गीको बलात्कृत आँसु** **१.६.५ मनु ब्राजाकी : गुरु, चेला र माकुराको जालो** **१.६.६ जया राई : बेकर स्ट्रिटका दुई आँखा** **१.६.७ उपर्युक्त कथाहरूको शैक्षणिक उपादेयता**
• उपन्यासको परिचय दिन, • उपन्यासको परिभाषा बताउन, • उपन्यासको अन्य विधासँगको सम्बन्धबारे चर्चा गर्न, • उपन्यासका आधारभूत तŒवहरू उल्लेख गर्न, • नेपाली उपन्यासको विकासक्रम र प्रमुख कालगत प्रवृत्तिहरूको चर्चा गर्न, • आधुनिक नेपाली उपन्यासका प्रमुख धारागत प्रवृत्तिहरू बताउन, • प्रमुख उपन्यासकारहरू (लैनसिंह बाङ्देल, विश्वेश्वरप्रसाद कोइराला, ध्रुवचन्द्र गौतम, प्रदीप नेपाल, राजव)को परिचय एवम् प्रवृत्तिगत मुख्य विशेषताहरूको विवेचना गर्न, • प्रमुख उपन्यासकारका उपन्यासको औपन्यासिक तŒवको आधारमा विश्लेषण गर्न, • निर्धारित उपन्यासका विशिष्ट पङ्क्तिहरूको व्याख्या गर्न,	एकाइ दुई : उपन्यास सिद्धान्त र प्रमुख आधुनिक नेपाली प्रतिनिधि उपन्यासकार तथा तिनका उपन्यासहरू (१६ घन्टा) **२.१ उपन्यासको सैद्धान्तिक परिचय** **२.१.१ उपन्यासको परिचय** **२.१.२ उपन्यासको परिभाषा** **२.१.३ उपन्यास र साहित्यका अन्य विधा** **२.१.४ उपन्यासका तŒवहरू** **२.२ नेपाली उपन्यासको विकासक्रम र कालगत प्रवृत्ति** **२.२.१ प्राथमिक काल** **२.२.२ माध्यमिक काल**

विशिष्ट उद्देश्य	पाठ्यविषय
	२.२.३ आधुनिक काल **२.२.४ आधुनिक नेपाली उपन्यासका प्रमुख धारागत प्रवृत्तिहरू** **२.३ प्रमुख उपन्यासकारहरूको परिचय एवम् प्रवृत्तिगत मुख्य विशेषताको विवेचना र मूल्याङ्कन** **२.४ उपन्यास तŒव र प्रवृत्तिका आधारमा निर्धारित उपन्यासहरूको विश्लेषण** **२.५ निर्धारित उपन्यासका विशिष्ट पङ्क्तिहरूको व्याख्या** **२.६ निर्धारित उपन्यासकार र तिनका उपन्यास :** **२.६.१ लैनसिंह बाङ्देल : लङ्गडाको साथी** **२.६.२ विश्वेश्वरप्रसाद कोइराला : हिटलर र यहुदी** **२.६.३ ध्रुवचन्द्र गौतम : भीमसेन -४ को खोजी** **२.६.४ प्रदीप नेपाल : पूर्वतिर** **२.६.५ राजव : एटलान्टिक स्टिट** **२.६.६ उपर्युक्त उपन्यासहरूको शैक्षणिक सन्दर्भ**
• नाटकको परिचय दिन, • नाटकको परिभाषा बताउन, • नाटकको अन्य विधासँगको सम्बन्धबारे चर्चा गर्न, • नाटकका आधारभूत तŒवहरू उल्लेख गर्न, • नेपाली नाटकको विकासक्रम र प्रमुख कालगत प्रवृत्तिहरूको चर्चा गर्न, • आधुनिक नेपाली नाटकका प्रमुख धारागत प्रवृत्तिहरू बताउन, • एकाङ्कीको सैद्धान्तिक परिचय दिन, • नेपाली एकाङ्कीको विकासक्रम बताउन,	एकाइ तिन : नाटक सिद्धान्त र प्रमुख आधुनिक नेपाली नाटककार र तिनका नाटक (१३ घन्टा) **३.१ नाटकको सैद्धान्तिक परिचय** **३.१.१ नाटकको परिचय** **३.१.२ नाटकको परिभाषा**

विशिष्ट उद्देश्य	पाठ्यविषय
• प्रमुख नाटककार (बालकृष्ण सम, गोपालप्रसाद रिमाल, सरुभक्त, गोविन्द गोठाले र गोपाल पराजुली)को परिचय एवम् प्रवृत्तिगत मुख्य विशेषताहरू बताउन, • प्रमुख नाटककारका नाटकका कथावस्तु, भाव, विचार, चरित्र, परिवेश, द्वन्द्व, भाषाशैली, रङ्गमञ्चविधान, संरचना तथा शिल्प पक्षको पहिचान गर्न, • प्रमुख नाटकारहरूका नाटकका विशिष्ट पङ्क्तिहरूको व्याख्या गर्न ।	३.१.३ नाटक र साहित्यका अन्य विधा ३.१.४ नाटकका तत्वहरू ३.२ नेपाली नाटकको विकासक्रम र कालगत प्रवृत्ति ३.२.१ प्राथमिक काल ३.२.२ माध्यमिक काल ३.२.३ आधुनिक काल ३.३ आधुनिक नेपाली नाटकका प्रमुख धारागत प्रवृत्तिहरू ३.४ एकाङ्कीको सैद्धान्तिक परिचय ३.५ नेपाली एकाङ्कीको विकासक्रम ३.६ प्रमुख नाटककारहरूको परिचय एवम् प्रवृत्तिगत मुख्य विशेषताको विवेचना र मूल्याङ्कन ३.७ नाट्यतŒव र प्रवृत्तिका आधारमा निर्धारित नाटकहरूको विश्लेषण ३.८ निर्धारित नाटकका विशिष्ट पङ्क्तिको व्याख्या ३.९ प्रमुख नाटककार र तिनका नाटक ३.९.१ बालकृष्ण सम : मुटुको व्यथा ३.९.२ गोपालप्रसाद रिमाल : यो प्रेम ! ३.९.३ सरुभक्त : असमय अमौसम ३.९.४ गोविन्द गोठाले : आत्मदर्शन (एकाङ्की)

विशिष्ट उद्देश्य	पाठ्यविषय
	३.९.५ गोपाल पराजुली : गोलार्द्धका दुई छेउ **३.९.६ उपर्युक्त नाटक, एकाङ्कीको शैक्षणिक सन्दर्भ**
• बाल साहित्यको परिचय दिन, • नेपाली बाल साहित्यको स्वरूप र प्रवृत्तिको सङ्क्षिप्त चिनारी दिन, • नेपाली बालसाहित्यको विकासप्रक्रियाका बारेमा बताउन, • बाल साहित्यका कोणबाट बालकृतिहरू (चोर, मङ्गलग्रहमा विज्ञान, मुसाको बस्ती, हिउँ मान्छे, मलाई पुस्तक मनपर्छ, स्माइल प्लिज, जित कसको हुँदै छ ? -१, मुसाहरू मामाघर हिँडे, खलाँती बाजे) को अध्ययन, विश्लेषण र मूल्याङ्कन गर्न, • बाल साहित्यकारहरूको परिचय र प्रवृत्ति ठम्याउन, • प्रमुख बालसाहित्यिक कृतिहरूको कृति समीक्षा गर्न ।	एकाइ चार : बालसाहित्य सिद्धान्त र बाल साहित्यिक कृतिहरू (६ घन्टा) **४.१ बालसाहित्यको परिचय** **४.२ नेपाली बालसाहित्यको स्वरूप र प्रवृत्तिको सङ्क्षिप्त चिनारी** **४.३ नेपाली बालसाहित्यको विकास प्रक्रियाको सङ्क्षिप्त रेखाङ्कन** **४.४ बालसाहित्यका कोणबाट निर्धारित कृतिहरूको अध्ययन** **४.४.१ मोदनाथ प्रश्रित : चोर** **४.४.२ विजय चालिसे : मङ्गल ग्रहमा विज्ञान** **४.४.३ कपिल लामिछाने : मुसाको बस्ती** **४.४.४ तेजप्रसाद श्रेष्ठ : हिउँ मान्छे** **४.४.५ रमेश विकल : मलाई पुस्तक मनपर्छ** **४.४.६ विनय कसजु : स्माइल प्लिज** **४.४.७ ध्रुव घिमिरे : जित कसको हुँदै छ -१** **४.४.८ राजव : मुसाहरू मामाघर हिँडे** **४.४.९ शारदारमण नेपाल : खलाँती बाजे** **४.४.१० उपर्युक्त बालसाहित्यिक कृतिहरुको शैक्षणिक प्रयोग**

४. शिक्षण प्रविधि

यस पाठ्यांशको अध्ययन अध्यापनका क्रममा प्रयोग हुने शिक्षण प्रविधिलाई दुई भागमा वर्गीकरण गरिएको छ । अधिकांश पाठ्यवस्तुहरू अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधि साधारण शिक्षण प्रविधिमा राखिएका छन् भने कुनै निश्चित एकाइअन्तर्गतका पाठ्यवस्तु अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधिलाई विशिष्ट शिक्षण प्रविधिअन्तर्गत राखिएको छ ।

४.१ साधारण शिक्षणप्रविधि

प्रत्येक एकाइमा आवश्यकताअनुसार व्याख्यान, प्रश्नोत्तर, छलफल तथा प्रस्तुतीकरण विधिको उपयोग गरिने छ । एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरिने छ ।

४.२ विशिष्ट शिक्षणप्रविधि

एकाइ	पाठ्यवस्तु	प्रायोगिक क्रियाकलाप र शिक्षण प्रविधि
१	**१.२.४ आधुनिक नेपाली कथाका प्रमुख धारागत प्रवृत्तिहरू** १.५ निर्धारित कथाका विशिष्ट पङ्क्तिहरूको व्याख्या १.६.५ मनु ब्राजाकी : गुरु, चेला र माकुराको जालो १.६.६ जया राई : बेकर स्ट्रिटका दुई आँखा	समूह छलफल र प्रस्तुति (विशिष्ट पङ्क्तिहरु छानेर कक्षामा प्रस्तुत गर्न लगाउने) प्रवृत्तिगत टिप्पणी गर्न लगाउने
२	२.५ निर्धारित उपन्यासका विशिष्ट पङ्क्तिहरूको व्याख्या **२.६.३ ध्रुवचन्द्र गौतम : भीमसेन -४ को खोजी** **२.६.४ प्रदीप नेपाल : पूर्वतिर** २.६.५ राजव : एटलान्टिक स्टिट	विशिष्ट पङ्क्ति छानेर कक्षामा प्रस्तुत गर्न लगाउने
३	**३.८.३ सरुभक्त : असमय अमौसम** **३.८.४ गोविन्द गोठाले : आत्मदर्शन (एकाङ्की)** ३.८.५ गोपाल पराजुली : गोलार्द्धका दुई छेउ	ससाना समूह बनाई कृति समीक्षा गर्न लगाउने

४	**४.४.२ विजय चालिसे : मङ्गल ग्रहमा विज्ञान** **४.४.३ कपिल लामिछाने : मुसाको बस्ती** **४.४.४ तेजप्रसाद श्रेष्ठ : हिउँ मान्छे** **४.४.६ विनय कसजु : स्माइल प्लिज** **४.४.७ ध्रुव घिमिरे : जित कसको हुँदैछ -१** ४.४.८ राजव : मुसाहरू मामाघर हिँडे ४.४.९ शारदारमण नेपाल : खलाँती बाजे	समूहगत रुपमा कृति समीक्षा गर्न लगाउने

परियोजना कार्यका सन्दर्भमा शिक्षकले उपर्युक्त कृतिका अतिरिक्त आवश्यकताअनुसार अन्य कृतिमा आधारित कार्यहरू गर्न लगाउन सक्नेछन् ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुनेछ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

(१) आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कनका लागि ४०% अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि निर्दिष्ट प्रायोगिक कार्यअन्तर्गत रही विषय शिक्षकले निम्न आधारहरू अवलम्बन गर्नुपर्ने छ :

(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) ८पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) ८८दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

८ पहिलो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन्:

अध्ययनपत्र लेखन, पुस्तक समीक्षा, लेख पुनरावलोकन, कुनै विषय शीर्षक केन्द्रित अध्ययन पत्र तयारी, आन्तरिक परीक्षा, एकाइ परीक्षा, ज्ञान/प्रतिभा परीक्षण आदि ।

८८ दोस्रो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन् :

परियोजना कार्य, अवस्था/घटना अध्ययन, गोष्ठी, क्षेत्रकार्य, व्यक्तिगत वा समूहगत प्रतिवेदन लेखन, द्वितीय स्रोत सामग्रीमा आधारित अध्ययनपत्र लेखन, पूर्वाध्ययन, पुनरवलोकन र अभिलेखीकरण आदि ।

पुनश्च : पहिलो र दोस्रो आन्तरिक परीक्षामा निम्न किसिमका कार्यहरू समावेश गर्न सकिने :

(क) पहिलो आन्तरिक परीक्षामा गृहकार्य/पुस्तकालय कार्य/पुस्तक वा लेख पुनरवलोकन + आन्तरिक सुधार परीक्षा लिनुपर्ने,

(ख) दोस्रो आन्तरिक परीक्षामा परियोजना कार्य/अध्ययनपत्र लेखनका साथै पाठ्यक्रमको स्वरूपअनुसार आन्तरिक सुधार परीक्षा लिनुपर्ने ।

(ग) आन्तरिक परीक्षाको विधि/पद्धति र मूल्याङ्कन प्रक्रिया विभागले तय गरे अनुसार हुनेछ ।

२. बाह्य मूल्याङ्कन

बाह्य मूल्याङ्कनका लागि ६०% अङ्कभार छुट्याइएको छ। उक्त मूल्याङ्कनका लागि त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालयद्वारा सेमेस्टरको अन्त्यमा परीक्षा लिइने छ । सो परीक्षामा सोधिने प्रश्नको प्रकृति, ढाँचा र त्यसको अङ्कभार निम्नानुसार हुने छ :

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह 'क' : बहुवैकल्पिक प्रश्न	ज्ञ	ज्ञ	ज्ञ	ज्ञ
समूह 'ख' : छोटो उत्तर आउने प्रश्न८	ट	ट	छ	घ
समूह 'ग' : लामो उत्तर आउने प्रश्न	द	द	ज्ञ	द्द

८ *सप्रसङ्ग व्याख्या गर्न दिइने प्रश्नमा स्रोत सन्दर्भ समावेश गर्नुपर्ने छ ।*

५. सिफारिस गरिएका पुस्तक तथा सन्दर्भ सामग्रीहरू

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पाठ्यांश सङ्ख्या : नेपा.शि. ५१७ | क्रे.आ. : ३

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सेमेस्टर : पहिलो

१. पाठ्यांश परिचय

प्रस्तुत पाठ्यांश त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित दुई बर्से स्नातकोत्तर (एम. एड.) तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशबाट पूर्वीय समालोचनाअन्तर्गत काव्यको परिभाषा, काव्यहेतु र प्रयोजन, शब्दशक्ति, रससिद्धान्त र ध्वनिसिद्धान्त, अलङ्कार, रीति र वक्रोक्तिसिद्धान्त; पाश्चात्य समालोचनाअन्तर्गत परिष्कारवाद, स्वच्छन्दतावाद, यथार्थवाद, अतियथार्थवाद, अस्तित्ववाद, उत्तर आधुनिकतावाद; पाश्चात्य समालोचना प्रणाली अन्तर्गत नीतिपरक समालोचना प्रणाली, समाजपरक समालोचना प्रणाली, रूपपरक समालोचना प्रणाली र शैलीवैज्ञानिक समालोचना प्रणाली एवम् तत्सम्बन्धी प्रायोगिक कार्य गराउने अपेक्षा गरिएको छ ।

२. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्य निम्नानुसार रहेका छन् :

- पूर्वीय साहित्य सिद्धान्तहरूको परिचय दिने,
- पाश्चात्य साहित्यका प्रमुख वादहरूको विश्लेषणात्मक जानकारी दिने,
- पाश्चात्य साहित्य सिद्धान्तका प्रमुख समालोचना प्रणालीको विवेचनात्मक परिचय प्रदान गर्ने,
- पूर्वीय र पाश्चात्य सिद्धान्तका आधारमा प्रायोगिक कार्यमा संलग्न गराउने ।

३. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
• काव्य र साहित्यको परिचय दिन, • काव्यको परिभाषा बताउन, • काव्यहेतुको जानकारी दिन, • काव्यको प्रयोजन उल्लेख गर्न, • शब्दशक्तिको परिचय र प्रकारबारे बताउन ।	**एकाइ एक : पूर्वीय साहित्यमा काव्य र शब्दशक्ति (५ घन्टा)** १.१ काव्य र साहित्य १.२ काव्यको परिभाषा १.३ काव्यहेतु १.४ काव्यप्रयोजन १.५ शब्दशक्ति (अभिधा, लक्षणा र व्यञ्जना)
• रसको अर्थ र परिभाषा बताउन, • रससामग्रीको चर्चा गर्न, • रससूत्रको व्याख्यासम्बन्धी मतमतान्तर उल्लेख गर्न, • रसको साधारणीकरणबारे बताउन, • रसका प्रकारहरू उल्लेख गर्न,	**एकाइ दुई : रससिद्धान्त र ध्वनिसिद्धान्त (१० घन्टा)** २.१ रससिद्धान्त २.१.१ रसको अर्थ र परिभाषा २.१.२ रससामग्री २.१.३ रससूत्रको व्याख्या २.१.४ रसको साधारणीकरण

• रससिद्धान्तको समीक्षाबारे बताउन, • ध्वनिसिद्धान्तको परिचय दिन, • ध्वनिसिद्धान्तका प्रमुख स्थापना उल्लेख गर्न, • ध्वनिको वर्गीकरण गर्न, • ध्वनिसिद्धान्तको समीक्षाबारे चर्चा गर्न ।	२.१.५ रसका प्रकार २.१.६ रससिद्धान्तको समीक्षा २.२ ध्वनिसिद्धान्त २.२.१ ध्वनिको अर्थ र परिभाषा २.२.२ ध्वनिसिद्धान्तका प्रमुख स्थापना २.२.३ ध्वनिको वर्गीकरण • रसध्वनि • अलङ्कार ध्वनि • वस्तुध्वनि २.२.५ ध्वनिसिद्धान्तको समीक्षा
• अलङ्कारको अर्थ र परिभाषा बताउन, • अलङ्कार सिद्धान्तका प्रमुख मान्यता उल्लेख गर्न, • शब्दालङ्कार र अर्थालङ्कारका भेदहरू बताउन, • साहित्यमा अलङ्कारको महŒव स्पष्ट पार्न, • रीतिको अर्थ र परिभाषा बताउन, • रीतिसिद्धान्तका प्रमुख मान्यताहरूको वर्णन गर्न, • रीतिका भेदहरू उल्लेख गर्न, • रीतिसिद्धान्तको समीक्षा गर्न, • वक्रोक्तिको अर्थ र परिभाषा बताउन, • वक्रोक्तिवादका प्रमुख मान्यताहरूको चर्चा गर्न, • वक्रशैली र लोकशैलीको फरक बताउन, • वक्रोक्तिका प्रकारहरू उल्लेख गर्न, • वक्रोक्तिसिद्धान्तको समीक्षा गर्न ।	**एकाइ तिन : अलङ्कार सिद्धान्त, रीतिसिद्धान्त र वक्रोक्ति सिद्धान्त (१० घन्टा)** ३.१ अलङ्कारसिद्धान्त ३.१.१ अलङ्कारको अर्थ र परिभाषा ३.१.२ अलङ्कार सिद्धान्तका प्रमुख मान्यता ३.१.३ अलङ्कारका भेद • शब्दालङ्कार : अनुप्रास, यमक र श्लेष • अर्थालङ्कार : उपमा, रूपक, उत्प्रेक्षा, दृष्टान्त, अतिशयोक्ति, समासोक्ति, दीपक, अर्थान्तरन्यास, अप्रस्तुत प्रशंसा, स्वभावोक्ति ३.१.४ साहित्यमा अलङ्कारको महŒव ३.२ रीतिसिद्धान्त ३.२.१ रीतिको अर्थ र परिभाषा ३.२.२ रीतिसिद्धान्तका प्रमुख मान्यता ३.२.३ रीतिको भेदहरू : वैदर्भी, गौडी र पाञ्चाली ३.२.४ रीतिसिद्धान्तको समीक्षा ३.३ वक्रोक्ति सिद्धान्त ३.३.१ वक्रोक्तिको अर्थ र परिभाषा ३.३.२ वक्रोक्ति सिद्धान्तका प्रमुख मान्यता ३.३.३ वक्रशैली र लोकशैली ३.३.४ वक्रोक्तिका प्रकार : वर्णविन्यास वक्रता, पदपूर्वार्द्ध वक्रता, पदपरार्ध वक्रता, वाक्यवक्रता, प्रकरण वक्रता, प्रबन्ध वक्रता ३.३.५ वक्रोक्तिसिद्धान्तको समीक्षा

• परिष्कारवादको प्रवर्तन र विस्तारबारे चर्चा गर्न, • परिष्कारवादका आधारभूत मान्यताहरू बताउन, • परिष्कारवादका शक्ति र सीमाहरू उल्लेख गर्न, • नेपाली साहित्यमा परिष्कारवादको प्रयोगको स्थिति पहिल्याउन, • स्वच्छन्दतावादको पृष्ठभूमि, प्रवर्तन र विकासको चर्चा गर्न, • स्वच्छन्दतावादका आधारभूत मान्यताहरू उल्लेख गर्न, • स्वच्छन्दतावाद र परिष्कारवादको तुलना गर्न, • स्वच्छन्दतावादका शक्ति र सीमाको वर्णन गर्न, • नेपाली साहित्यमा स्वच्छन्दतावादको प्रयोगको स्थिति पहिल्याउन, • यथार्थवादको पृष्ठभूमि, प्रवर्तन र विकास प्रक्रियाको उल्लेख गर्न, • यथार्थवादका आधारभूत मान्यताहरू बताउन, • यथार्थवादका शक्ति र सीमाबारे समीक्षा गर्न, • नेपाली साहित्यमा यथार्थवादको प्रयोगको स्थिति पहिल्याउन, • अतियथार्थवादको पृष्ठभूमि र प्रवर्तन र विकासको चर्चा गर्न, • अतियथार्थवादका आधारभूत मान्यताबारे विवेचना गर्न, • अतियथार्थवादका शक्ति र सीमा बताउन, • नेपाली साहित्यमा अतियथार्थवादको प्रयोगको स्थिति ठम्याउन ।	**एकाइ चार : परिष्कारवाद, स्वच्छन्दतावाद, यथार्थवाद र अतियथार्थवाद (१० घन्टा)** ४.१ परिष्कारवाद ४.१.१ परिष्कारवादको प्रवर्तन र विस्तार ४.१.२ परिष्कारवादका आधारभूत मान्यता ४.१.३ परिष्कारवादका शक्ति र सीमा ४.१.४ नेपाली साहित्यमा परिष्कारवादी मान्यताको प्रयोग ४.२. स्वच्छन्दतावाद ४.२.१ स्वच्छन्दतावादको पृष्ठभूमि, प्रवर्तन र विकास ४.२.२ स्वच्छन्दतावादका आधारभूत मान्यता ४.२.३ स्वच्छन्दतावाद र परिष्कारवाद ४.२.४ स्वच्छन्दतावादका शक्ति र सीमा ४.२.५ नेपाली साहित्यमा स्वच्छन्दतावादी मान्यताको प्रयोग ४.३ यथार्थवाद ४.३.१ यथार्थवादको पृष्ठभूमि, प्रवर्तन र विकास ४.३.२ यथार्थवादका आधारभूत मान्यता ४.३.३ यथार्थवादका शक्ति र सीमा ४.३.४ नेपाली साहित्यमा यथार्थवादी मान्यताको प्रयोग ४.४ अतियथार्थवाद ४.४.१ अतियथार्थवादको पृष्ठभूमि, प्रवर्तन र विकास ४.४.२ अतियथार्थवादका आधारभूत मान्यता ४.४.३ अतियथार्थवादका शक्ति र सीमा ४.४.४ नेपाली साहित्यमा अतियथार्थवादी मान्यताको प्रयोग

• अस्तित्ववादको पृष्ठभूमि र प्रवर्तनबारे उल्लेख गर्न, • अस्तित्ववाद र विसङ्गतिवादका भिन्नता बताउन, • अस्तित्ववादका आधारभूत मान्यताहरूको समीक्षा गर्न, • अस्तित्ववादका शक्ति र सीमाहरू बताउन, • नेपाली साहित्यमा अस्तित्ववादको प्रयोगको स्थिति ठम्याउन, • उत्तर आधुनिकतावादको पृष्ठभूमि र विकासको चर्चा गर्न, • उत्तर आधुनिकतावादका मूलभूत मान्यताहरू उल्लेख गर्न, • आधुनिकता, आधुनिकतावाद र उत्तर आधुनिकतावादको बारेमा चर्चा गर्न, • उत्तर आधुनिकतावादका शक्ति र सीमा बताउन, • नेपाली साहित्यमा उत्तर आधुनिकतावादको प्रभाव र स्वरूपबारे समीक्षा गर्न ।	एकाइ पाँच : अस्तित्ववाद र उत्तर आधुनिकतावाद (५ घन्टा) ५.१ अस्तित्ववाद ५.१.१ अस्तित्ववादको पृष्ठभूमि र प्रवर्तन ५.१.२ अस्तित्ववाद र विसङ्गतिवादको भिन्नता ५.१.३ अस्तित्ववादका आधारभूत मान्यता ५.१.४ अस्तित्ववादका शक्ति र सीमा ५.१.५ नेपाली साहित्यमा अस्तित्ववादी मान्यताको प्रयोग ५.२ उत्तर आधुनिकतावाद ५.२.१ उत्तर आधुनिकतावादको पृष्ठभूमि र विकास ५.२.२ उत्तर आधुनिकतावादका मूलभूत मान्यता ५.२.३ आधुनिकता, आधुनिकतावाद र उत्तर आधुनिकतावाद ५.२.४ उत्तर आधुनिकतावादका शक्ति र सीमा ५.२.५ नेपाली साहित्यमा उत्तर आधुनिकतावादको प्रभाव र स्वरूप
• नीतिपरक समालोचना प्रणालीको विकासका क्रममा देखापरेका मान्यताहरूको चर्चा गर्न, • नीतिपरक समालोचनाका आधारभूत मान्यताहरू उल्लेख गर्न, • नीतिपरक समालोचनाका शक्ति र सीमा बताउन, • समाजपरक समालोचनाको पृष्ठभूमि र विकास प्रक्रिया उल्लेख गर्न, • समाजपरक समालोचना प्रणालीका आधारभूत मान्यताहरूको चर्चा गर्न, • समाजपरक समालोचना प्रणालीका शक्ति र सीमा बताउन, • रूपपरक समालोचना प्रणालीको पृष्ठभूमि र विकास प्रक्रिया बताउन, • रुसी रूपवाद र चेक संरचनावादका प्रमुख स्थापनाको चर्चा गर्न, • नवसमालोचना र सिकागो सम्प्रदायका प्रमुख मान्यताहरू उल्लेख गर्न, • रूपपरक समालोचनाका शक्ति र सीमा बताउन,	एकाइ छ : नीतिपरक, समाजपरक, रूपपरक र शैलीवैज्ञानिक समालोचना प्रणाली (८) ६.१ नीतिपरक समालोचना प्रणाली ६.१.१ नीतिपरक समालोचना प्रणालीको विकास • प्लेटोको नीतिवादी मान्यता • कलावाद विरुद्धको नीतिवादी स्थापना • नवमानवतावादको नीतिपरक अवधारणा ६.१.२ नीतिपरक समालोचनाका आधारभूत मान्यता ६.१.३ नीतिपरक समालोचनाको शक्ति र सीमा ६.२ समाजपरक समालोचना प्रणाली ६.२.१ समाजपरक समालोचनाको पृष्ठभूमि र विकास प्रक्रिया • टेनको क्षण, जाति र पर्यावरणसम्बन्धी स्थापना • मार्क्स, कडवेल र जर्ज लुकाजका समाजपरक स्थापना ६.२.२ समाजपरक समालोचना प्रणालीका आधारभूत मान्यता

• शैलीवैज्ञानिक समालोचनाको पृष्ठभूमि र विकास बताउन, • भाषाविज्ञान र साहित्यशास्त्रसँग शैलीविज्ञानको सम्बन्ध स्पष्ट पार्न, • शैलीवैज्ञानिक समालोचनाको पद्धति र प्रक्रियाको समीक्षा गर्न, • शैलीवैज्ञानिक समालोचनाका प्रमुख मान्यता/उपलब्धि बताउन, • शैलीवैज्ञानिक समालोचनाका शक्ति र सीमाबारे चर्चा गर्न ।	६.२.३ समाजपरक समालोचना प्रणालीको शक्ति र सीमा ६.३ रूपपरक समालोचना प्रणाली ६.३.१ रूपपरक समालोचना प्रणालीको पृष्ठभूमि र विकासक्रम ६.३.२ रुसी रूपवाद र चेक संरचनावादका प्रमुख स्थापना ६.३.३ नवसमालोचना र सिकागो सम्प्रदायका प्रमुख मान्यता ६.३.४ रूपपरक समालोचनाका शक्ति र सीमा ६.४ शैलीवैज्ञानिक समालोचना ६.४.१ शैलीवैज्ञानिक समालोचनाको पृष्ठभूमि र विकास ६.४.२ भाषाविज्ञान र साहित्यशास्त्रसँग शैलीविज्ञानको सम्बन्ध ६.४.३ शैलीवैज्ञानिक समालोचनाको पद्धति र प्रक्रिया ६.४.४ शैलीवैज्ञानिक समालोचनाका प्रमुख मान्यता/उपलब्धि ६.४.५ शैलीवैज्ञानिक समालोचनाका शक्ति र सीमा *(उपर्युक्त पूर्वीय तथा पाश्चात्य साहित्य सिद्धान्त, वाद र प्रणालीमा आधारित भई नेपाली साहित्यका कृतिहरुको विश्लेषण गर्ने अभ्यास गराउने ।)*

४. शिक्षण प्रविधि

यस पाठ्यांशको अध्ययन अध्यापनका क्रममा प्रयोग हुने शिक्षण प्रविधिलाई दुई भागमा वर्गीकरण गरिएको छ । अधिकांश पाठ्यवस्तुहरू अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधि साधारण शिक्षण प्रविधिमा राखिएका छन् भने कुनै निश्चित एकाइअन्तर्गतका पाठ्यवस्तु अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधिलाई विशिष्ट शिक्षण प्रविधि अन्तर्गत राखिएको छ ।

४.१ साधारण शिक्षणप्रविधि

प्रत्येक एकाइमा आवश्यकताअनुसार व्याख्यान, प्रश्नोत्तर, छलफल तथा गृहकार्य, कक्षाकार्य, परियोजना कार्यको प्रस्तुतीकरण विधिको उपयोग गरिनेछ । एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरिनेछ ।

४.२ विशिष्ट शिक्षणप्रविधि

एकाइ	पाठ्यवस्तु	प्रायोगिक क्रियाकलाप र शिक्षण प्रविधि
१	१.५ शब्दशक्ति : अभिधा, लक्षणा र व्यञ्जना	समूहगत छलफल

२	२.१.५ रसका प्रकार	कक्षा प्रस्तुति र टिप्पणी
३	३.१.३ अलङ्कारका भेद ३.२.३ रीतिका भेद ३.३.४ वक्रोक्तिका प्रकार	कार्यपत्र गोष्ठीपत्र लेखन
४	४.१.४ नेपाली साहित्यमा परिष्कारवादी मान्यताको प्रयोग ४.२.५ नेपाली साहित्यमा स्वच्छन्दतावादी मान्यताको प्रयोग ४.३.४ नेपाली साहित्यमा यथार्थवादी मान्यताको प्रयोग ४.४.४ नेपाली साहित्यमा अतियथार्थवादी मान्यताको प्रयोग	परियोजना कार्य
५	**५.१.५ नेपाली साहित्यमा अस्तित्ववादी मान्यताको प्रयोग** **५.२.५ नेपाली साहित्यमा उत्तर आधुनिकतावादको प्रभाव र स्वरूप**	द्वितीय स्रोतमा आधारित अध्ययन पत्र लेखन
६	**६.२.१ आधुनिक नेपाली साहित्यमा क्षण, जाति र पर्यावरण** **६.४.६ आधुनिक नेपाली साहित्यको शैलीवैज्ञानिक विश्लेषण**	अध्ययनपत्र लेखन

प्रायोगिक कार्यका सन्दर्भमा शिक्षकले पूर्वीय तथा पाश्चात्य साहित्य सिद्धान्तका आधारमा नेपाली साहित्यका विभिन्न विधाका कृतिहरू उपयोग गर्न सक्ने छन् ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुनेछ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

(१) आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कनका लागि ४०% अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि निर्दिष्ट प्रायोगिक कार्यअन्तर्गत रही विषय शिक्षकले निम्न आधारहरू अवलम्बन गर्नुपर्ने छ :

(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) ८पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) ८८दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

८ पहिलो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन्:

अध्ययनपत्र लेखन, पुस्तक समीक्षा, लेख पुनरावलोकन, कुनै विषय शीर्षक केन्द्रित अध्ययन पत्र तयारी, आन्तरिक परीक्षा, एकाइ परीक्षा, ज्ञान/प्रतिभा परीक्षण आदि ।

८८ दोस्रो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन् :

परियोजना कार्य, अवस्था/घटना अध्ययन, गोष्ठी, क्षेत्रकार्य, व्यक्तिगत वा समूहगत प्रतिवेदन लेखन, द्वितीय स्रोत सामग्रीमा आधारित अध्ययनपत्र लेखन, पूर्वाध्ययन, पुनरावलोकन र अभिलेखीकरण आदि ।

पुनश्च : पहिलो र दोस्रो आन्तरिक परीक्षामा निम्न किसिमका कार्यहरू समावेश गर्न सकिने छ :

(क) पहिलो आन्तरिक परीक्षामा गृहकार्य/पुस्तकालय कार्य/पुस्तक वा लेख पुनरवलोकन + आन्तरिक सुधार परीक्षा लिनुपर्ने,

(ख) दोस्रो आन्तरिक परीक्षामा परियोजना कार्य/अध्ययनपत्र लेखनका साथै पाठ्यक्रमको स्वरूपअनुसार आन्तरिक सुधार परीक्षा लिनुपर्ने ।

(ग) आन्तरिक परीक्षाको विधि/पद्धति र मूल्याङ्कन प्रक्रिया विभागले तय गरे अनुसार हुनेछ ।

२. बाह्य मूल्याङ्कन

बाह्य मूल्याङ्कनका लागि ६०% अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालयद्वारा सेमेस्टरको अन्त्यमा परीक्षा लिइने छ । सो परीक्षामा सोधिने प्रश्नको प्रकृति, ढाँचा र त्यसको अङ्कभार निम्नानुसार हुने छ :

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह 'क' : बहुवैकल्पिक प्रश्न	ज्ञ०	ज्ञ०	ज्ञ	ज्ञ०
समूह 'ख' : छोटो उत्तर आउने प्रश्न८	ट	ट	छ	घ०
समूह 'ग' : लामो उत्तर आउने प्रश्न	द	द	ज्ञ०	द्द०

८ *सप्रसङ्ग व्याख्या गर्न दिइने प्रश्नमा स्रोत सन्दर्भ समावेश गर्नुपर्ने छ ।*

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