

# Janajyoti Campus

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## **Self-Study Report (SSR) 2082 (Updated)**

### **Annex Volume 1-5**

**870-1075**

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<ul style="list-style-type: none"> <li>▪ Analyze morbidity rates.</li> <li>▪ Calculate different measures of mortality.</li> <li>▪ Explain level and trends of mortality in developed and developing countries.</li> </ul>	<p><b>Unit IV. Measures of Morbidity and Mortality</b> <b>20</b></p> <p>4.1 Analysis of morbidity (Incidence, prevalence and case fatality rates)</p> <p>4.2 General mortality Rates (CDR, ASDR, IMR, CMR, U5MR and MMR)</p> <p>4.3 Level of mortality in developed and developing countries.</p>
<ul style="list-style-type: none"> <li>▪ Calculate different measures of internal migration.</li> <li>▪ Calculate different measures of international migration.</li> <li>▪ Analyze causes and consequences of migration with reference to Nepal.</li> </ul>	<p><b>Unit V. Measures of Migration</b> <b>20</b></p> <p>5.1 Measures of internal migration (IMR, OMR, GMR and NMR)</p> <p>5.2 Measures of international migration (IMR, EMR, GMR and NMR)</p> <p>5.3 Causes and consequences of internal and international migration with reference to Nepal</p>
<ul style="list-style-type: none"> <li>▪ Analyze natural increase</li> <li>▪ Compute population growth rates.</li> <li>▪ Calculate population estimation and doubling period.</li> </ul>	<p><b>Unit VI. Measures of Population Growth</b> <b>20</b></p> <p>6.1 Rate of natural increase (RNI)</p> <p>6.2 Growth rates: arithmetic, geometric and exponential</p> <p>6.3 Balancing equation method for population estimation</p> <p>6.4 Estimation of population doubling period</p>
<ul style="list-style-type: none"> <li>▪ Describe population density and physiological density.</li> <li>▪ Calculate population density and age structure.</li> <li>▪ Explain age and sex composition.</li> <li>▪ Compute age dependency and sex ratio.</li> </ul>	<p><b>Unit VII. Measures of Population Density and Age-Sex Composition</b> <b>10</b></p> <p>7.1 Calculation of population density</p> <p>7.2 Physiological density</p> <p>7.3 Calculation of age structure</p> <p>7.4 Calculation of age dependency ratio</p> <p>7.3 Concept of sex composition</p> <p>7.4 Calculation of sex ratio</p>
<ul style="list-style-type: none"> <li>▪ Explain the importance and types of population projection.</li> <li>▪ Discuss population projections and forecast.</li> <li>▪ Project future population, households, school going population and rural and urban population.</li> </ul>	<p><b>Unit VIII. Population Projection</b> <b>20</b></p> <p>8.1 Need and Importance of population projection</p> <p>8.2 Types of population projection</p> <p>8.3 Population projection versus forecast</p> <p>8.4 Future population of the world</p> <p>8.5 Projection of households and school going population</p> <p>8.6 Projection of rural and urban population</p>

#### 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.

##### 4.1 General Instructional Techniques

- Lecture
- Discussion
- Demonstration

#### 4.2 Specific Instructional Techniques

Units	Activities and Instructional Techniques
I	Review of books and resources books and discuss on them. Conducting group work, report writing and present in the class.
II	Review of books, population monograph, statistical year books, survey reports etc. and discuss on them. Conducting group work, report writing and presenting within the class.
III	Discuss on formula and techniques of fertility measures. Conducting group work for computing different general and specific fertility rates.
IV	Discuss on formula and techniques of mortality measures. Conducting group work for computing different general mortality rates.
V	Discuss on formula and techniques of migration measures. Conducting group work for computing different internal and international migration rates.
VI	Discuss on formula and techniques of population growth measures, balancing equation and population doubling period. Conducting group work for computing different growth rates and population doubling time with examples.
VII	Discuss on formula and techniques of population density and age sex composition measures. Conducting group work for computing population density and age sex ratio with examples.
VIII	Discuss on formula and techniques of population projection measures. Conducting group work for computing different population projection techniques with examples.

#### 5. Evaluation

This is a theoretical course. Hence, the learning of the students will be assessed through annual examination held by the Office of Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table:

Types of Question	Total question to be asked	Number of questions to be answered and marks allotted	Total
Group A: Multiple Choice items	20 questions	20 x 1 marks	20
Group B: Short Questions	8 with 3 alternative questions	8 x 7 marks	56
Group C: Long Question	2 with 1 alternative questions	2 x 12 marks	24

#### 6. Recommended Books/Materials

- Barclay, G.W. (1953) *Techniques of population analysis*. New work: Wiley (Unit I-VIII).
- Bhende, A. & Kanitkar, T. (2006). *Principle of Population Studies*, Delhi: Himalayan Publishing House. (for Unit I-VIII).
- PRB. (1998). *Population hand book*. Washington D.C.: Population Reference Bureau. (Unit I-VIII)
- PRB, (2014), *World Population Data Sheet* Washington D.C.: Population Reference Bureau. (Unit I-VIII)
- Shryock, H. S. et al. ((1973). *The methods and materials of demography (condensed version)* Washington D.C.: Government Printing Office (Unit I-VIII).
- Singh, M. L. & Syami, S.B. (1999). *An introduction to mathematical demography*. Kathmandu: Ross, J.A. (ed.) (1992). *International encyclopedia of population, vol. I and II*. (Unit I-VIII).
- CBS, (2014). *Population Monograph of Nepal*. Central Bureau of Statistics. Kathmandu, Nepal (Unit I-VIII).
- Maharjan, R. K. et al. (2069 B.S.) *Population studies, part-I& II*. Kirtipur: Sunlight Publication (for Unit I-VIII).

#### 7. References

- Adhikari, M.R. (2011). *Demographic measures and techniques*. Kathmandu: Pinnacle Publishers and Distributors Pvt. Ltd.
- Aryal, N. (2067). *Demographic measures and techniques*. Kathmandu: Inclusive Publication.
- Khatri, B.B. (2068). *Demographic measures and techniques*. Kathmandu: Sunlight Publication.

पाठ्यांश शीर्षक : <b>नेपाली भाषाशिक्षण</b>	पूर्णाङ्क : १००
पाठ्यांश संख्या : नेपा.शि. मेजर ४३२	उत्तीर्णाङ्क : ३५.
पाठ्यांश प्रकृति : सैद्धान्तिक	पाठघन्टी : ६
तह: चार बर्से वि.एड.	जम्मा पाठघन्टी : १५०
वर्ष: तेस्रो	प्रतिपाठघन्टी : ५५ मिनेट

### १. पाठ्यांश परिचय

यो पाठ्यांश शिक्षाशास्त्रमा चार बर्से वि.एड. कार्यक्रमअन्तर्गत नेपाली विषयमा विशिष्टीकरण गर्न चाहने शिक्षार्थीहरूका लागि तयार पारिएको हो । यसमा भाषाशिक्षणका सिद्धान्त र नेपाली शिक्षणका विविध स्वरूप, विविध भाषाकला सिप शिक्षण प्रविधि, शब्दार्थ, वाक्यरचना, वर्णविन्यास, व्याकरण शिक्षण, सहयोगी सामग्री, योजना र मूल्याङ्कन तथा नेपाली भाषा शिक्षणका सामयिक सन्दर्भहरू समावेश गरिएको छ । यी पाठ्यसामग्रीबाट माध्यमिक तह (कक्षा ९ र १०) मा नेपाली भाषा शिक्षण गर्दा आवश्यक पर्ने विविध सिपको विकास गराउने दृष्टिकोण राखिएको छ ।

### २. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्यहरू यसप्रकार छन् :

- भाषाशिक्षणका सामान्य सिद्धान्तसित परिचित गराउन,
- नेपाली भाषाशिक्षणका समस्याहरू र तिनका समाधानका उपायहरू पत्ता लगाउन,
- विविध सन्दर्भमा नेपाली भाषाको भूमिकासम्बन्धी जानकारी दिन,
- सुनाइ, बोलाइ, पढाइ र लेखाइ सिपका साथै शब्दार्थ, वर्णविन्यास, वाक्यरचना, शिक्षणका विविध विधि एवम् प्रविधिको परिचय दिन,
- प्रयोजनका आधारमा विभिन्न योजनानिर्माण गरी कक्षाकोठामा प्रयोग गर्न सक्षम तुल्याउन,
- नेपाली भाषा शिक्षणमा प्रयोग हुने शिक्षण सामग्रीहरूको सङ्कलन, निर्माण र प्रयोग गर्न सक्ने कौशल अभिवृद्धि गर्न,
- भाषिक मूल्याङ्कनका विविध सिद्धान्तहरूको उपयोग गर्दै मूल्याङ्कन गर्न सक्षम तुल्याउन,
- विशिष्टीकरण तालिकानिर्माण गरी प्रयोजनानुरूप प्रश्ननिर्माण गर्ने सिपको विकास गर्न,
- भाषिक विधा शिक्षणमा प्रयोजन र प्रक्रिया उल्लेख गर्न सक्षम तुल्याउन र
- भाषा शिक्षणका विविध सामयिक सन्दर्भहरूसित नेपाली शिक्षणको सम्बन्ध देखाउन सक्षम बनाउन,

### ३. विशिष्ट उद्देश्य तथा पाठ्यविषय

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>• नेपाली भाषा शिक्षणको परिचय दिन,</li> <li>• भाषा शिक्षणका सामान्य सिद्धान्तहरू बताउन</li> <li>• नेपाली भाषा शिक्षणको आवश्यकता</li> </ul>	<b>एकाइ १: नेपाली भाषा शिक्षणसम्बन्धी परिचय (८)</b> १.१ भाषा शिक्षणको सामान्य परिचय १.२ भाषा शिक्षणका सामान्य सिद्धान्तहरू १.३ नेपाली भाषा शिक्षणको आवश्यकता

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>पहिल्याउन,</li> <li>नेपाली भाषा शिक्षणका समस्या पहिचान गरी ती समस्याको समाधान गर्ने उपाय पत्ता लगाउन ।</li> </ul>	१.४ नेपाली भाषा शिक्षणका समस्या र समाधानका उपाय
<ul style="list-style-type: none"> <li>पहिलो भाषा / मत्तृभाषा र दोस्रो भाषाका सन्दर्भमा नेपाली भाषा शिक्षणको भूमिका पहिचान गर्न,</li> <li>पहिलो भाषा र दोस्रो भाषा सिकाइमा पाइने प्रमुख भिन्नता बताउन,</li> <li>विषय र माध्यमका रूपमा पहिलो भाषाको उपयोग गर्न,</li> <li>पहिलो, दोस्रो र विदेशी भाषाका रूपमा नेपाली शिक्षण गर्न</li> <li>सरकारी कामकाजको भाषाका रूपमा नेपाली शिक्षण गर्न</li> </ul>	<b>एकाइ २: विविध सन्दर्भमा नेपाली भाषा शिक्षण (१०)</b> २.१ पहिलो भाषा / मातृभाषा सिकाइको स्वरूप २.२ दोस्रो भाषा सिकाइको स्वरूप २.३ पहिलो भाषा र दोस्रो भाषा सिकाइमा भिन्नता २.४ विषय र माध्यमका रूपमा पहिलो भाषाको उपयोग २.५ पहिलो भाषाका रूपमा नेपाली शिक्षण २.६ दोस्रो भाषाका रूपमा नेपाली शिक्षण २.६ द्विभाषिक तथा बहुभाषिक परिवेशमा नेपाली शिक्षण २.८ सरकारी कामकाजको भाषाका रूपमा नेपाली शिक्षण
<ul style="list-style-type: none"> <li>माध्यमिक तहमा विधा शिक्षणको आवश्यकता औल्याउन,</li> <li>माध्यमिक तहको नेपाली भाषापाठ्यक्रममा निर्धारण गरिएका विभिन्न विधा शिक्षणका सामान्य र विशिष्ट प्रयोजन आकलन गर्न र उक्त विधा शिक्षणका सामान्य र विशिष्ट प्रक्रियाहरू उल्लेख गर्न ।</li> </ul>	<b>एकाइ ३ : भाषिक विधा शिक्षणको प्रयोजन र प्रक्रिया (१२)</b> ३.१ विद्यालय तहमा विधा शिक्षणको आवश्यकता ३.२ माध्यमिक तहको भाषा पाठ्यक्रममा समाविष्ट विधाहरू ३.२.१ कथा ३.२.२ कविता ३.२.३ निबन्ध / प्रबन्ध ३.२.४ रूपक (क) संवाद (ख) विवाद (ग) मनोवाद (घ) एकाङ्की (ङ) वक्तृता ३.२.५ जीवनी ३.२.६ चिठी ३.२.७ दैनिकी ३.२.८ भाषात <b>OE</b> (क) वर्णविन्यास (ख) लेख्यचिह्न (ग) व्याकरण (घ) शब्दभण्डार ३.३ माध्यमिक तहमा विधा शिक्षणको प्रयोजन र प्रक्रिया

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>माध्यमिक तहमा सुनाइ शिक्षणको आवश्यकता बताउन,</li> <li>सुनाइका प्रकारका बारेमा चर्चा गर्न,</li> <li>सुनाइ शिक्षणका कार्यकलापको वर्णन गर्न र</li> <li>सुनाइसम्बन्धी कमजोरीका कारण पत्ता लगाई तिनको निराकरण गर्न ।</li> </ul>	<p><b>एकाइ ४ : सुनाइ शिक्षण (७)</b></p> <p>४.१ माध्यमिक तहमा सुनाइ शिक्षणको आवश्यकता</p> <p>४.२ सुनाइका प्रकार</p> <p>४.३ सुनाइ शिक्षणका कार्यकलाप</p> <p>४.४ सुनाइ तथा श्रुतिबोधसम्बन्धी कमजोरीका कारण र निराकरणका उपाय</p>
<ul style="list-style-type: none"> <li>माध्यमिक तहमा बोलाइ शिक्षणको महत्व बताउन,</li> <li>बोलाइ शिक्षणका प्रमुख कार्यकलापहरूको वर्णन गर्न,</li> <li>बोलाइमा कमजोर हुने कारण पहिचान गरी तिनको निराकरण गर्ने उपाय बताउन र</li> <li>सुनाइ र बोलाइको सम्बन्ध उल्लेख गर्न ।</li> </ul>	<p><b>एकाइ ५: बोलाइ शिक्षण (८)</b></p> <p>५.१ माध्यमिक तहमा बोलाइ शिक्षणको महत्व</p> <p>५.२ बोलाइ शिक्षणका कार्यकलाप</p> <p>५.३ बोलाइमा कमजोर हुनाका कारण र तिनको निराकरण गर्ने उपाय</p> <p>५.४ सुनाइ र बोलाइको सम्बन्ध</p>
<ul style="list-style-type: none"> <li>माध्यमिक तहमा उच्चारण शिक्षणको आवश्यकता बताउन,</li> <li>उच्चारण र वर्णविन्यासको सम्बन्ध निर्धारण गर्न,</li> <li>उच्चारणमा पाइने प्रमुख त्रुटि क्षेत्र पहिल्याउन र</li> <li>उच्चारण शिक्षणका प्रमुख कार्यकलाप वर्णन गर्न र</li> <li>उच्चारण कमजोरीका कारण पहिचान गरी तिनको निराकरण गर्ने उपाय बताउन ।</li> </ul>	<p><b>एकाइ ६: उच्चारण शिक्षण (६)</b></p> <p>६.१ माध्यमिक तहमा उच्चारण शिक्षणको आवश्यकता</p> <p>६.२ उच्चारण र वर्णविन्यासको सम्बन्ध</p> <p>६.३ उच्चारणमा पाइने प्रमुख त्रुटिक्षेत्र</p> <p>६.४ उच्चारण शिक्षणका कार्यकलाप</p> <p>६.५ उच्चारणसम्बन्धी कमजोरीका कारण र निराकरणका उपाय</p>
<ul style="list-style-type: none"> <li>माध्यमिक तहमा वाचनकला शिक्षणको प्रयोजन तथा कार्यकलाप बताउन,</li> <li>माध्यमिक तहमा पठनबोध शिक्षणको आवश्यकता पहिचान गरी तदनुरूप शिक्षणका कार्यकलाप तथा शिक्षणको क्रम निर्धारण गर्न,</li> <li>माध्यमिक तहमा द्रुतपाठ शिक्षणको प्रयोजन बताउन,</li> <li>उपयुक्त सामग्री छनोट गरी द्रुतपाठको अभ्यास गर्न र</li> <li>द्रुतपाठ शिक्षणका प्रमुख कार्यकलापको वर्णन गर्न ।</li> </ul>	<p><b>एकाइ ७: वाचन, पठनबोध र द्रुतपाठ शिक्षण (१५)</b></p> <p>७.१ वाचनकला शिक्षण</p> <p>७.१.१ माध्यमिक तहमा वाचनकला शिक्षणको प्रयोजन</p> <p>७.१.२ वाचनकला शिक्षणका कार्यकलाप</p> <p>७.२ पठनबोध शिक्षण</p> <p>७.२.१ माध्यमिक तहमा पठनबोध शिक्षणको आवश्यकता</p> <p>७.२.२ पठनबोध शिक्षणका कार्यकलाप</p> <p>७.२.३ पठनबोध शिक्षणक्रम</p> <p>७.३ द्रुतपाठ</p> <p>७.३.१ माध्यमिकमा द्रुतपाठ शिक्षणको प्रयोजन</p> <p>७.३.२ द्रुतपाठ अभ्यासका लागि सामग्रीको</p>

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	छनोट ७.३.३ द्रुतपाठका कार्यकलाप
<ul style="list-style-type: none"> <li>माध्यमिक तहमा शब्दार्थ शिक्षणको महत्व बताउन,</li> <li>शब्दार्थ शिक्षणका तरिकाहरूको वर्णन गर्न,</li> <li>शब्द र अर्थगत सम्बन्धहरू पहिल्याउन र</li> <li>शब्दार्थ शिक्षणका लागि शब्दकोशको उपयोग गर्ने तरिका बताउन ।</li> </ul>	<b>एकाइ ८: शब्दार्थ शिक्षण (५)</b> ८.१ माध्यमिक तहमा शब्दार्थ शिक्षणको महत्व ८.२ शब्दार्थ शिक्षणका तरिकाहरू ८.३ शब्द र अर्थगत सम्बन्धहरू ८.४ शब्दार्थ शिक्षणका लागि शब्दकोशको उपयोग
<ul style="list-style-type: none"> <li>माध्यमिक तहमा लेखाइ शिक्षणको आवश्यकता बताउन,</li> <li>बोलाइ र लेखाइको सम्बन्ध पहिल्याउन,</li> <li>लेखाइ शिक्षणका कार्यकलापको विश्लेषण गर्न,</li> <li>लेखाइमा पाइने कमजोरी पहिचान गरी तिनको निराकरण गर्न र</li> <li>लिखित अभिव्यक्ति (लेखाइ) को शुद्धीकरण गर्ने तरिका बताउन</li> </ul>	<b>एकाइ ९: लेखाइ शिक्षण (१२)</b> ९.१ माध्यमिक तहमा लेखाइ शिक्षणको आवश्यकता ९.२ बोलाइ र लेखाइ सिपको सम्बन्ध ९.३ यान्त्रिक, निर्देशित, स्वतन्त्र र व्यावहारिक तथा सृजनात्मक लेखन ९.४ लेखाइ शिक्षणका कार्यकलाप ९.५ लेखाइमा पाइने कमजोरी र निराकरणका उपाय ९.६ लिखित अभिव्यक्तिको शुद्धीकरण
<ul style="list-style-type: none"> <li>माध्यमिक तहमा वर्णविन्यास शिक्षणको आवश्यकता देखाउन,</li> <li>वर्णविन्यास शिक्षणको महत्त्व र त्रुटिक्षेत्र पहिल्याउन,</li> <li>वर्णविन्यास शिक्षणका प्रमुख कार्यकलापको वर्णन गर्न,</li> <li>माध्यमिक तहमा वाक्यरचना शिक्षणको प्रयोजन ठम्याउन,</li> <li>वाक्यरचनाको त्रुटिक्षेत्र पहिचान गर्न र</li> <li>वाक्यरचना शिक्षणका तरिका बताउन ।</li> </ul>	<b>एकाइ १०: वर्णविन्यास र वाक्यगठन शिक्षण (१०)</b> १०.१ वर्णविन्यास शिक्षण १०.१.१ माध्यमिक तहमा वर्णविन्यास शिक्षणको आवश्यकता १०.१.२ वर्णविन्याससम्बन्धी त्रुटिका प्रमुख क्षेत्र १०.१.३ वर्णविन्यास शिक्षणका कार्यकलाप १०.२ वाक्यरचना शिक्षण १०.२.१ माध्यमिक तहमा वाक्यरचना शिक्षणको प्रयोजन १०.२.२ वाक्यरचना गर्दा त्रुटि हुने प्रमुख क्षेत्र १०.२.३ वाक्यरचना शिक्षणका तरिका
<ul style="list-style-type: none"> <li>माध्यमिक तहमा व्याकरण शिक्षणको आवश्यकता बताउन,</li> <li>नेपाली व्याकरण शिक्षणका समस्याहरू पहिचान गरी समाधानका उपाय पहिल्याउन,</li> <li>व्याकरण शिक्षणका निर्धारित विधिहरूको परिचय दिई तिनको उपयोगिता बताउन र</li> <li>कार्यमूलक व्याकरणको परिचय,</li> </ul>	<b>एकाइ ११: व्याकरण शिक्षण (१०)</b> ११.१ माध्यमिक तहमा व्याकरण शिक्षणको आवश्यकता ११.२ नेपाली व्याकरण शिक्षणका समस्या र समाधानका उपाय ११.३ व्याकरण शिक्षणका निम्नलिखित विधिको परिचय तथा उपयोगिता ११.३.१ निगमन विधि ११.३.२ आगमन विधि

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विशेषता र प्रमुख कार्यकलापको वर्णन गर्न ।	११.३.३ प्रत्यक्ष विधि ११.३.४ भाषा पाठ्यपुस्तक विधि ११.४ कार्यमूलक व्याकरणको परिचय ११.५ कार्यमूलक व्याकरणका विशेषता ११.६ कार्यमूलक व्याकरण शिक्षणका प्रमुख कार्यकलाप
<ul style="list-style-type: none"> <li>शिक्षणका दृष्टिले आधार र सहायक सामग्रीको परिचय दिई तिनको आवश्यकता बताउन,</li> <li>नेपाली भाषाशिक्षणमा प्रयोग हुने सहायक सामग्रीहरूको परिचय दिई तिनको सङ्कलन, निर्माण र प्रयोग विधि उल्लेख गर्न र</li> <li>नेपाली भाषा शिक्षणमा नवीन सूचना प्रविधिहरूको उपयोग प्रविधिको वर्णन गर्न ।</li> </ul>	<b>एकाइ १२ : शिक्षण सामग्री (८)</b> १२.१ आधार सामग्री र सहायक सामग्री १२.२ नेपाली भाषा शिक्षणमा सहायक सामग्रीको आवश्यकता १२.३ नेपाली भाषा शिक्षणमा प्रयोग हुन सक्ने सहायक सामग्रीहरूको परिचय तथा वर्गीकरण १२.४ उक्त सामग्रीहरूको सङ्कलन, निर्माण र प्रयोगविधि १२.५ नेपाली भाषा शिक्षणमा नवीन सूचना प्रविधिको उपयोग
<ul style="list-style-type: none"> <li>भाषिक मूल्याङ्कनका सिद्धान्त तथा साधनहरूको परिचय दिन,</li> <li>विशिष्टीकरण तालिका निर्माण गरी तदनुरूप प्रश्न बनाउन,</li> <li>उत्तरपत्र अङ्कन मापनका विभिन्न विधिहरूको वर्णन गर्न,</li> <li>नेपाली भाषा शिक्षणमा निरन्तर मूल्याङ्कनको आवश्यकता दर्साउन र</li> <li>निरन्तर मूल्याङ्कनका साधनको आकलन गरी अक्षराङ्कन प्रणालीको प्रयोग सन्दर्भ र औचित्यको व्याख्या गर्न ।</li> </ul>	<b>एकाइ १३: भाषिक मूल्याङ्कन (१३)</b> १३.१ भाषिक मूल्याङ्कनका सिद्धान्त १३.२ भाषिक मूल्याङ्कनका साधन १३.३ विशिष्टीकरण तालिकाको परिचय, ढाँचा र निर्माण १३.४ विशिष्टीकरण तालिकाका आधारमा विभिन्न खालका प्रश्ननिर्माणको अभ्यास १३.५ उत्तरपत्र अङ्कन मापनका विभिन्न विधि प्रविधिहरू १३.६ नेपाली भाषाशिक्षणमा निरन्तर मूल्याङ्कनको आवश्यकता १३.७ निरन्तर मूल्याङ्कनका साधन १३.८ भाषिक मूल्याङ्कनमा अक्षराङ्कन प्रणालीको प्रयोग
<ul style="list-style-type: none"> <li>अध्यापन योजनाको आवश्यकता बताउन,</li> <li>विभिन्न योजनाको परिचय दिई निश्चित ढाँचामा योजनानिर्माण गर्न र</li> <li>विभिन्न विधाका लघुपाठयोजना बनाई कक्षाकोठामै लघुशिक्षणको अभ्यास गर्न ।</li> </ul>	<b>एकाइ १४ : अध्यापन योजना (१०)</b> १४.१ भाषाशिक्षणमा अध्यापन योजनाको आवश्यकता १४.२ निम्नलिखित शैक्षणिक योजनाको परिचय ढाँचा र निर्माण अभ्यास : १४.२.१ वार्षिक योजना १४.२.२ कार्ययोजना १४.२.३ एकाइयोजना १४.२.४ पाठयोजना १४.३ विभिन्न विधामा लघु पाठयोजना निर्माण गरी लघुशिक्षण गर्ने अभ्यास
भाषिक विश्वव्यापीकरण र नेपाली	<b>एकाइ १५ : नेपाली भाषा शिक्षणका सामयिक</b>

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>भाषा शिक्षणको अवस्था आकलन गर्न,</li> <li>बालमैत्री शिक्षा, समावेशी शिक्षा, दूर तथा खुला शिक्षा, अनौपचारिक शिक्षा र उपचारात्मक शिक्षा र नेपाली भाषा शिक्षणको सम्बन्ध देखाउन,</li> <li>एकीकृत सिकाइको आधारमा अनुरूप नेपाली भाषा शिक्षण गर्न,</li> <li>बहुकक्षा, बहुस्तर विधिको अवधारणाका आधारमा नेपाली शिक्षण गर्न,</li> <li>नेपाली भाषा शिक्षणमा शिक्षक विद्यार्थीको सक्षमता पहिचान गर्न,</li> <li>प्रारम्भिक तथा आधारभूत कक्षामा नेपाली भाषा शिक्षणको स्वरूप पहिल्याउन,</li> <li>बाल भाषा सिकाइ र प्रौढ भाषा सिकाइको अन्तर केलाउन र</li> <li>भाषा शिक्षणका दृष्टिले कक्षा कोठा व्यवस्थापनका विविध पक्षहरूको सुझाव र समझदारी व्यक्त गर्न ।</li> </ul>	<p><b>सन्दर्भहरू (१६)</b></p> <p>१५.१ भाषिक विश्वव्यापीकरण र नेपाली भाषा शिक्षण</p> <p>१५.२ बालमैत्री शिक्षा र नेपाली भाषा शिक्षण</p> <p>१५.३ समावेशी शिक्षा र नेपाली भाषा शिक्षण</p> <p>१५.४ खुला तथा दूर शिक्षा र नेपाली भाषा शिक्षण</p> <p>१५.५ अनौपचारिक शिक्षा र नेपाली भाषा शिक्षण</p> <p>१५.६ उपचारात्मक/निराकरणात्मक शिक्षा र नेपाली भाषा शिक्षण</p> <p>१५.७ एकीकृत सिकाइको अवधारणा र नेपाली भाषा शिक्षण</p> <p>१५.८ बहुकक्षा, बहुस्तर विधिको अवधारणा र नेपाली भाषा शिक्षण</p> <p>१५.९ शिक्षक विद्यार्थी सक्षमताको अवधारणा र नेपाली भाषा शिक्षण</p> <p>१५.१० प्रारम्भिक कक्षा शिक्षा र नेपाली भाषा शिक्षण</p> <p>१५.११ आधारभूत कक्षा र नेपाली भाषा शिक्षण</p> <p>१५.१२ नेपाली भाषा शिक्षणका सन्दर्भमा बालभाषा सिकाइ र प्रौढ भाषा सिकाइमा अन्तर</p> <p>१५.१३ नेपाली भाषा शिक्षणका दृष्टिले कक्षाकोठा व्यवस्थापन</p> <p>१५.१३.१ कक्षाकोठा व्यवस्थापनको अवधारणा</p> <p>१५.१३.२ भौतिक व्यवस्थापन र कक्षा सजावट</p> <p>१५.१३.३ प्राज्ञिक र मनोवैज्ञानिक व्यवस्थापन</p> <p>१५.१३.४ पुस्तकालय व्यवस्थापन</p> <p>१५.१३.५ भाषिक पछ्यौटे समूहको व्यवस्थापन</p> <p>१५.१३.६ कक्षा सजावट व्यवस्थापन</p> <p>१५.१३.७ कक्षा व्यवस्थापनमा विद्यार्थी परिचालन</p>

**टिप्पणी :** कोष्ठ भित्रका अङ्कले प्रत्येक एकाइलाई दिइएको अनुमानित घण्टी जनाउनेछ ।

#### ४. शिक्षण प्रविधि

प्रत्येक एकाइमा आवश्यकता अनुसार साधारण र विशिष्ट विधिको उपयोग गरिनेछ ।

##### ४.१ साधारण शिक्षण प्रविधि

एकाइको प्रकृतिअनुसार पाठ्यपुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरी व्याख्यान, छलफल, प्रश्नोत्तर विधि र प्रस्तुतीकरणको उपयोग गरिनेछ ।

## ४.२ विशिष्ट शिक्षण प्रविधि

एकाइ	कार्यकलाप
१	<ul style="list-style-type: none"> <li>विद्यार्थीहरूलाई ससाना समूहमा विभाजन गरी नेपाली भाषा शिक्षणका सामान्य सिद्धान्त र यसको आवश्यकताबारे टिपोट गरी कक्षामा प्रस्तुत गर्न लगाउने</li> <li>नेपाली भाषा शिक्षणका समस्याहरूका बारेमा मौखिक छलफल गर्न लगाउने ।</li> </ul>
२	<ul style="list-style-type: none"> <li>विद्यार्थीहरूको समूह बनाई नेपाली भाषाको शिक्षण कुन कुन रूपमा गरिन्छ भन्ने विषयमा छलफल गर्न लगाउने ।</li> </ul>
३	<ul style="list-style-type: none"> <li>समूहगत रूपमा प्रबन्ध, रूपक, जीवनी जस्ता सामग्रीहरूमा लेख्ने अभ्यास गराउने ।</li> </ul>
४	<ul style="list-style-type: none"> <li>सुनाइ तथा श्रुतिबोधसम्बन्धी कमजोरीहरू उल्लेख गर्दै त्यसको निराकरणका उपायहरूबारे गृहकार्य दिने र अर्को दिन कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>
७	<ul style="list-style-type: none"> <li>विद्यार्थीहरूलाई जोडी समूहमा वर्गीकृत गरी वाचन कला शिक्षणका आधारभूत कुराहरू कक्षामा प्रस्तुत गर्न लगाउने ।</li> <li>त्यस्तै समूहमा सामान्य पठन र द्रुतपठनको भिन्नता ठम्याउन लगाउने ।</li> </ul>
८	<ul style="list-style-type: none"> <li>आफ्ना पाठ्यपुस्तकमा भएका केही पारिभाषिक शब्दहरू टिप्न लगाई ती शब्दहरूको शिक्षणका तरिकाहरू उल्लेख गर्न लगाउने र अपरिचित शब्दहरूलाई शब्दकोशका माध्यमबाट तिनका अर्थहरू टिप्न लगाउने ।</li> </ul>
९	<ul style="list-style-type: none"> <li>लेखाइका विभिन्न तहहरूको बारेमा कक्षामा मौखिक रूपमा प्रस्तुत गर्न लगाउने ।</li> <li>व्यावहारिक लेखन र सिर्जनात्मक लेखनमा पाइने भिन्नता उल्लेख गर्न लगाउने ।</li> <li>विद्यार्थीहरूद्वारा विभिन्न सन्दर्भमा कक्षामा प्रस्तुत गरिएका लिखित सामग्रीहरूलाई एकआपसमा साटासाट गरी शुद्धीकरण र भाषिक सम्पादन गर्न लगाउने ।</li> </ul>
११	<ul style="list-style-type: none"> <li>समूहगत रूपमा कार्यमूलक व्याकरणको परिचय, त्यसका विशेषता र प्रमुख कार्यकलापहरूबारे छलफल गर्न लगाउने ।</li> </ul>
१४	<ul style="list-style-type: none"> <li>कुनै पाठ्यांश शीर्षक दिई दैनिक पाठयोजना बनाउन लगाई कक्षामा प्रस्तुत गराउने ।</li> <li>समूहमा वार्षिक योजना, एकाइ योजना र पाठयोजनाका नमुना बनाई कक्षामा प्रस्तुत गर्न लगाउने ।</li> <li>विभिन्न विधामा लघु पाठयोजना निर्माण गरी १०-१५ मिनेटभित्र उक्त पाठयोजनाअनुसार कक्षाशिक्षण गर्न लगाउने ।</li> </ul>
१५	<ul style="list-style-type: none"> <li>विद्यार्थीहरूलाई दुई-तिन समूहमा विभाजन गरी यस एकाइका विभिन्न उपशीर्षकहरूमध्ये आफूले गर्न सक्ने एकएक शीर्षक छानेर त्यसबारे टिपोट गरी कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>

### ५. मूल्याङ्कन

यस पाठ्यांशको अन्तिम मूल्याङ्कन त्रि.वि. परीक्षा प्रणालीअनुसार वार्षिक परीक्षाद्वारा गरिनेछ । अध्यापनको अवधि भित्र कक्षा कार्यकलापका रूपमा पाठ्यवस्तुको प्रकृतिअनुसार समूहकार्य, मौखिक तथा लिखित प्रस्तुतिद्वारा विद्यार्थीहरूको मूल्याङ्कन गर्न सकिनेछ । तर यसबाट प्राप्त नतिजा पृष्ठपोषणका लागि मात्र प्रयोग गरिने छ ।

वार्षिक परीक्षामा सोधिने प्रश्नको प्रकृति, प्रश्नढाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ-

प्रश्नको प्रकार	जम्मा प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या र अंकभार	कूल अङ्कभार
समूह 'क' : बहुवैकल्पिक प्रश्न	२०	२०×१ अङ्क	२०
समूह 'ख' : छोटो प्रश्न	तीन विकल्पसहित ८ प्रश्न	८×७ अङ्क	५६
समूह 'ग' : लामो प्रश्न	एक विकल्पसहित २ प्रश्न	२×१२ अङ्क	२४

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अधिकारी, हेमाङ्गराज (२०५९), *भाषाशिक्षण : केही परिप्रेक्ष्य तथा पद्धति*, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

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एम.बेरी (ई.१९२१), *थ्योरिज अफ सेकेन्ड ल्याङ्ग्वेज लर्निङ, लन्डन* ।

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कर्क, रेन्डल्फ (ई. १९६१), *द स्टडी अफ द मदर टङ्ग, लन्डन* ।

कोइराला, विद्यानाथ (२०५४), *मातृभाषामा शिक्षण*, 'नेपालको भाषिक समाधान गर्ने तरिका', विकासको निम्ति शिक्षा, काठमाडौं : शिक्षाविकास तथा अनुसन्धान केन्द्र त्रि.वि. ।

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पाण्डेय, रामशकल (ई. १९७६), *हिन्दी शिक्षण*, आगरा : विनोद पुस्तक मन्दिर ।

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- पाठ्यक्रम विकास केन्द्र, निम्न माध्यमिक शिक्षा पाठ्यक्रम, २०२८, २०३८, २०५३।  
 पाठ्यक्रम विकास केन्द्र, प्राथमिक शिक्षा पाठ्यक्रम, २०२८, २०३८, २०४९।  
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 पाठ्यक्रम विकास केन्द्र (२०६९), आधारभूत शिक्षा पाठ्यक्रम (कक्षा ६-८), भक्तपुर :  
 पा.वि.के.  
 पाठ्यक्रम विकास केन्द्र (२०६६), आधारभूत शिक्षा पाठ्यक्रम (कक्षा १-५), भक्तपुर :  
 पा.वि.के.।  
 पोखरेल, केशवराज र काफ्ले, उमेश (२०७३), नेपाली भाषा शिक्षण, काठमाडौं : क्याम्ब्रिज  
 पब्लिकेसन।  
 पौडेल, नेत्रप्रसाद (२०६६), नेपाली भाषा शिक्षण, काठमाडौं : पैरवी प्रकाशन।  
 पौडेल, माधवप्रसाद (२०७०), भाषिक परीक्षण, काठमाडौं : विद्यार्थी पुस्तक प्रा.लि.।  
 भट्टराई, रामप्रसाद (२०७०), 'निम्न माध्यमिक तह पूरा गरेका विद्यार्थीहरूको आधारभूत  
 नेपाली शब्दावलीको अध्ययन', विद्यावारिधि शोधप्रबन्ध, त्रिभुवन विश्वविद्यालय,  
 शिक्षाशास्त्र सङ्काय, डिनको कार्यालय, कीर्तिपुर।  
 भट्टराई, रामप्रसाद (२०७४), नेपाली भाषाशिक्षण, काठमाडौं : शुभकामना प्रकाशन।  
 भण्डारी, पारसमणि (२०५३), अध्यापन अभ्यास परिचय, काठमाडौं : एकता प्रकाशन।  
 भण्डारी, पारसमणि (२०५७), भाषा र साहित्य शिक्षणका केही पक्ष, काठमाडौं : वाणी  
 प्रकाशन।  
 भण्डारी, पारसमणि (२०७४), प्राज्ञिक लेखन तथा सम्पादन, काठमाडौं : विद्यार्थी पुस्तक  
 भण्डार।  
 भण्डारी, पारसमणि (२०७४), नेपाली भाषा शिक्षणका समसामयिक सन्दर्भहरू, काठमाडौं :  
 विद्यार्थी पुस्तक भण्डार।  
 भण्डारी, पारसमणि र अन्य (२०७१), नेपाली भाषा शिक्षण, काठमाडौं : पिनाकल पब्लिकेसन।  
 म्याक, विलियम फ्रान्सिस (ई. १९७८), ल्याङ्गेज टिचिङ एनालाइसिस, लडम्यान प्रकाशन।  
 रस्तोगी, कृष्णगोपाल र अन्य (ई. १९९८), मातृभाषा हिन्दी शिक्षण, दिल्ली : एनसीइआरटी।  
 रिमाल, डिल्लीराम (२०५७), नेपाली शिक्षण, काठमाडौं : विद्यार्थी पुस्तक भण्डार।  
 लम्साल, रामचन्द्र र अन्य (२०६२), नेपाली भाषाशिक्षण, काठमाडौं : भुँडीपुराण प्रकाशन।  
 लामिछाने, यादवप्रकाश (२०७२), नेपाली भाषाशिक्षण, काठमाडौं : विद्यार्थी पुस्तक भण्डार।  
 शर्मा, केदारप्रसाद र पौडेल, माधवप्रसाद (२०६८), नेपाली भाषा शिक्षणका सन्दर्भहरू,  
 काठमाडौं : विद्यार्थी पुस्तक भण्डार।  
 शर्मा, केदारप्रसाद र पौडेल, माधवप्रसाद (२०६९), नेपाली भाषा र साहित्य शिक्षण,  
 काठमाडौं : विद्यार्थी पुस्तक भण्डार।  
 शर्मा, गोपीनाथ (ई. १९८०), स्कुल करिकुलम इन नेपाल, काठमाडौं।  
 शर्मा, गोपीनाथ (२०४३), नेपालमा शिक्षाको इतिहास, काठमाडौं।  
 श्रीवास्तव, रवीन्द्रनाथ (ई. २०००), अनुप्रयुक्त भाषाविज्ञान, दिल्ली : राधाकृष्ण प्रकाशन।  
 श्रेष्ठ, किशोर (२०५७), मातृभाषामा शिक्षा प्रदान गर्ने व्यवस्था : एक विश्लेषण, काठमाडौं :  
 शिक्षा विकास तथा अनुसन्धान केन्द्र।

पाठ्यांश शीर्षक	: प्रायोगिक भाषाविज्ञान	पूर्णाङ्क : १००
पाठ्यांश सङ्ख्या	: नेपा.शि. ४३३	उत्तीर्णाङ्क : ३५
पाठ्यांश प्रकृति	: सैद्धान्तिक	प्रतिहप्ता पाठघन्टी : ६
तह	: चार बर्से स्नातक (शिक्षा)	जम्मा पाठघन्टी : १५०
वर्ष	: तृतीय	प्रतिपाठघन्टी : ५५ मिनेट

## १. पाठ्यांश परिचय

प्रस्तुत पाठ्यांश शिक्षाशास्त्रमा सञ्चालित चार बर्से स्नातक (बी.एड.) कार्यक्रम अन्तर्गत नेपाली शिक्षा मूल विषयमा अध्ययन गर्ने विद्यार्थीहरूका लागि तयार पारिएको हो । यसमा प्रायोगिक भाषाविज्ञानको परिचय, नेपालको भाषिक स्थिति, सामाजिक भाषाविज्ञान, मनोभाषाविज्ञान, शैलीविज्ञान, व्यतिरेकी विश्लेषण, त्रुटिविश्लेषण, कोशविज्ञान, अनुवाद अध्ययन र सङ्कथन विश्लेषणजस्ता शीर्षकहरू समावेश गरिएका छन् । यसबाट विद्यार्थीहरूमा प्रायोगिक भाषाविज्ञानका क्षेत्रमा प्रचलित प्रमुख क्षेत्रका सैद्धान्तिक एवम् प्रायोगिक अवधारणा र सुझको विकास हुने अपेक्षा गरिएको छ ।

## २. साधारण उद्देश्य

यस पाठ्यांशको अध्ययनबाट विद्यार्थीहरू निम्नानुसारका साधारण उद्देश्यहरू प्राप्त गर्न सक्ने छन् :

- प्रायोगिक भाषाविज्ञानको परिचय दिई यसका अध्ययन क्षेत्रहरू स्पष्ट पार्न,
- द्विभाषिकता र बहु भाषिकताका सन्दर्भमा नेपालको भाषिक स्थितिको आकलन गरी विविध भाषिक परिवेशमा नेपालको भाषानीति र नेपाली भाषा शिक्षणका आवश्यकता पहिल्याउनु,
- सामाजिक भाषाविज्ञानका समाज भाषिक सन्दर्भ, भाषिक समुदाय, भाषिक भेद, भाषा योजना तथा भाषा शिक्षणका सम्बन्ध सूत्रहरू केलाउनु,
- मनोभाषावैज्ञानिक दृष्टिले यसका क्षेत्र, भाषा प्राप्ति र आर्जन प्रक्रिया, बालभाषा विकासका चम्केली सिद्धान्त, भाषा विकासका चरणगत विशेषता र भाषिक सामर्थ्य र सम्पादन तथा भाषा शिक्षणको सम्बन्ध बताउनु,
- शैलीविज्ञानको चिनारी सहित यसको परम्परा र विश्लेषण प्रक्रियाहरूको सन्दर्भगत उपयोग तथा भाषा शिक्षणको सम्बन्ध देखाउनु,
- ऐतिहासिक सन्दर्भमा व्यतिरेकी विश्लेषणको अवधारणा दिई यसको मूल्याङ्कन गर्न, प्रक्रियागत चरणहरूको वर्णन गर्न र नेपालका विभिन्न पारिवारिक र सम पारिवारिक भाषाहरूको भाषा वैज्ञानिक तहमा व्यतिरेकी अध्ययन गर्न,
- त्रुटि विश्लेषणको सैद्धान्तिक अवधारणा सहित यसको मूल्याङ्कन गर्न, चरणगत प्रक्रियाहरूको वर्णन गर्न र विद्यार्थीहरूले गर्ने मौखिक र लिखित अभिव्यक्तिसम्बन्धी अभिलेखको अध्ययन गर्न,
- कोशविज्ञानको परिचय दिई यसको निर्माण परम्परा, निर्माण प्रक्रिया, कोशीय सूचना, स्वरूप, उपयोगिता र प्रयोग गर्ने तरिकाहरूको वर्णन गर्न,
- अनुवाद अध्ययनको सामान्य परिचय सहित यसका प्रकार, प्रक्रिया, समस्या र महत्त्वगत सन्दर्भहरूको चिनारी गराउनु र
- सङ्कथन विश्लेषणको सामान्य परिचय, प्रकार, र युक्तिहरूको आकलन गरी भाषा शिक्षणसँगको सम्बन्ध केलाउनु ।

## ३. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>• प्रायोगिक भाषाविज्ञानको परिचय दिन,</li> <li>• प्रायोगिक भाषाविज्ञानको विकास बताउनु,</li> <li>• प्रायोगिक भाषाविज्ञानका क्षेत्रहरूको पहिचान गर्न।</li> <li>• प्रायोगिक भाषाविज्ञानका उपयोगिताहरू औल्याउनु ।</li> </ul>	<p><b>एकाइ एक : प्रायोगिक भाषाविज्ञानको परिचय (८)</b></p> <p>१.१ प्रायोगिक भाषाविज्ञानको परिचय</p> <p>१.२ प्रायोगिक भाषाविज्ञानको विकास</p> <p>१.३ प्रायोगिक भाषाविज्ञानको क्षेत्र</p> <p>१.३.१ सीमित</p> <p>१.३.२ व्यापक</p> <p>१.४ प्रायोगिक भाषाविज्ञानको उपयोगिता</p>

<ul style="list-style-type: none"> <li>राष्ट्रभाषा, स्थानीय भाषा र विदेशी भाषाको अन्तर छुट्याउन,</li> <li>द्विभाषिकता र बहुभाषिकताको चिनारी दिन,</li> <li>द्विभाषिकता र बहुभाषिकताको प्रकार बताउन,</li> <li>नेपालका भाषाहरूको भौगोलिक स्थिति आकलन गर्न,</li> <li>नेपालका विभिन्न भाषाहरूको सामाजिक स्थिति पहिल्याउन,</li> <li>नेपालको बहुभाषिक स्थिति पहिल्याउन र</li> <li>नेपालका सन्दर्भमा भाषानीति परिचय दिन ।</li> </ul>	<p><b>एकाइ दुई : नेपालको भाषिक स्थिति (१२)</b></p> <p>२.१ राष्ट्रभाषा, स्थानीय भाषा र विदेशी भाषा          २.२ द्विभाषिकता र बहुभाषिकताको परिचय          २.३ द्विभाषिकता र बहुभाषिकताका प्रकार          २.४ नेपालका भाषाहरूको भौगोलिक स्थिति          २.५ नेपालका भाषाहरूको सामाजिक स्थिति          २.६ नेपालको बहुभाषिक स्थिति          २.७ नेपालका सन्दर्भमा भाषानीति</p>
<ul style="list-style-type: none"> <li>सामाजिक भाषाविज्ञानको परिचय दिन,</li> <li>भाषा र समाजको सम्बन्ध बताउन,</li> <li>भाषिक समुदाय निर्धारणका आधार पहिल्याउन,</li> <li>भाषिक भेद सिर्जना हुनुका कारणसहित प्रमुख भाषिक भेदको परिचय दिन,</li> <li>भाषायोजनाको परिचय र आवश्यकता बताउन र</li> <li>भाषा शिक्षणमा सामाजिक भाषाविज्ञानको भूमिका स्पष्ट पार्न ।</li> </ul>	<p><b>एकाइ तिन : सामाजिक भाषाविज्ञान (१३)</b></p> <p>३.१ सामाजिक भाषाविज्ञानको परिचय          ३.२ भाषा र समाजको सम्बन्ध          ३.३ भाषिक समुदाय          ३.४ भाषिक भेद सिर्जनाका कारणहरू          ३.५ केही प्रमुख भाषिक भेद          ३.५.१ क्षेत्रीय भेद          ३.५.२ कालिक भेद          ३.५.३ सामाजिक भेद          ३.५.४ विषयगत भेद          ३.५.५ प्रसङ्गगत भेद          ३.५.६ माध्यमगत भेद          ३.६ भाषा योजना : परिचय, आवश्यकता          ३.७ भाषाशिक्षणमा सामाजिक भाषाविज्ञानको भूमिका</p>
<ul style="list-style-type: none"> <li>मनोभाषाविज्ञानको परिचय दिन,</li> <li>मनोभाषाविज्ञानका क्षेत्रहरू पहिल्याउन,</li> <li>बालभाषा विकाससम्बन्धी चम्स्केली सिद्धान्त औल्याउन</li> <li>भाषाको प्राप्ति र आर्जन प्रक्रिया स्पष्ट पार्न,</li> <li>बालभाषा विकासका चरण र तिनका विशेषता पहिल्याउन,</li> <li>भाषिक सामर्थ्य र भाषिक सम्पादनको अर्थ र महत्त्व बताउन र</li> <li>भाषा शिक्षणमा मनोभाषाविज्ञानको भूमिका स्पष्ट पार्न ।</li> </ul>	<p><b>एकाइ चार : मनोभाषाविज्ञान (१३)</b></p> <p>४.१ मनोभाषाविज्ञानको परिचय          ४.२ मनोभाषाविज्ञानको क्षेत्र          ४.३ बालभाषा विकाससम्बन्धी चम्स्केली सिद्धान्त          ४.४ भाषा प्राप्ति र आर्जन प्रक्रिया          ४.५ बालभाषा विकासका चरणहरू र तिनका विशेषता          ४.६ भाषिक सामर्थ्य र सम्पादन          ४.७ भाषा शिक्षणमा मनोभाषाविज्ञानको भूमिका</p>
<ul style="list-style-type: none"> <li>शैलीविज्ञानको परिचय दिन,</li> <li>शैलीविज्ञानको पूर्वीय र पाश्चात्य परम्पराको सर्वेक्षण गर्न,</li> </ul>	<p><b>एकाइ पाँच : शैलीविज्ञान (१५)</b></p> <p>५.१ शैलीविज्ञानको परिचय          ५.२ शैलीविज्ञानको परम्परा र विकास</p>

<ul style="list-style-type: none"> <li>• शैलीविश्लेषणको भाषिक संरचनाको आधार प्रस्तुत गर्न,</li> <li>• कृतिगत शैली (चयन र अग्रभूमि निर्माण : विचलन र समानान्तरता) का विश्लेषणात्मक आधार ठम्याउन,</li> <li>• साहित्यिक संरचनाका आधारमा भाषाशैलीको स्वरूप ठम्याउन,</li> <li>• शैलीविज्ञान र भाषा शिक्षणको सम्बन्ध देखाउन र</li> <li>• शैलीविश्लेषण सम्बन्धी विविध अभ्यास गर्न ।</li> </ul>	<p>५.२.१ शैलीविज्ञानको पूर्वीय परम्परा</p> <p>५.२.२ शैलीविज्ञानको पाश्चात्य परम्परा</p> <p>५.३ शैलीविश्लेषण प्रक्रिया</p> <p>५.३.१ भाषिक संरचना</p> <ul style="list-style-type: none"> <li>• ध्वनि वा वर्ण व्यवस्था</li> <li>• शब्दभण्डार व्यवस्था</li> <li>• व्याकरण व्यवस्था</li> </ul> <p>५.३.२ कृतिगत शैली</p> <ul style="list-style-type: none"> <li>• चयन</li> <li>• अग्रभूमि निर्माण</li> <li>क) विचलन</li> <li>ख) समानान्तरता</li> </ul> <p>५.३.३ साहित्यिक संरचना</p> <ul style="list-style-type: none"> <li>• बनोट</li> <li>• बुनोट</li> </ul> <p>५.४ शैलीविज्ञान र भाषा शिक्षण</p> <p>५.५ शैलीविश्लेषणको अभ्यास</p>
<ul style="list-style-type: none"> <li>• व्यतिरेकी विश्लेषणको परिचय दिन,</li> <li>• व्यतिरेकी विश्लेषणका सैद्धान्तिक अवधारणा बताउन,</li> <li>• व्यतिरेकी विश्लेषणअनुसार दोस्रो भाषा सिकाइमा देखापर्ने बाधा र सुविधाका सन्दर्भहरू पहिल्याउन,</li> <li>• व्यतिरेकी विश्लेषणका चरणगत प्रक्रियाहरूको वर्णन गर्न,</li> <li>• नेपाली भाषासँग वर्णात्मक, रूपात्मक र वाक्यात्मक तहमा नेपालका पारिवारिक र समपारिवारिक भाषाहरूको व्यतिरेकी अध्ययन अभ्यास गर्न र</li> <li>• भाषा शिक्षणका सन्दर्भमा देखापरेका व्यतिरेकी सामग्रीको अभ्यास गर्न ।</li> </ul>	<p><b>एकाइ छ : व्यतिरेकी विश्लेषण (१६)</b></p> <p>६.१ व्यतिरेकी विश्लेषणको परिचय</p> <p>६.२ व्यतिरेकी विश्लेषणको सैद्धान्तिक अवधारणा</p> <p>६.३ दोस्रो भाषा सिकाइमा बाधा र सुविधाका सन्दर्भहरू</p> <p>६.४ व्यतिरेकी विश्लेषणका चरणगत प्रक्रियाहरू</p> <ul style="list-style-type: none"> <li>• सामग्री सङ्कलन</li> <li>• सामग्रीको सत्यापन</li> <li>• सामग्रीको अध्ययन र वर्गीकरण</li> <li>• तुलनात्मक विश्लेषण</li> <li>• निष्कर्षण</li> </ul> <p>६.५ नेपाली भाषासँग नेपालका पारिवारिक र सम पारिवारिक भाषाहरूको निम्नलिखित आधारमा व्यतिरेकी अध्ययन :</p> <ul style="list-style-type: none"> <li>• वर्णविज्ञान</li> <li>• रूपविज्ञान र</li> <li>• वाक्यविज्ञान</li> </ul> <p>६.६ भाषाशिक्षणका सन्दर्भमा व्यतिरेकी विश्लेषणको अभ्यास</p>
<ul style="list-style-type: none"> <li>• त्रुटिविश्लेषणको पृष्ठभूमिगत परिचय दिन,</li> <li>• त्रुटिविश्लेषणको सैद्धान्तिक मान्यता प्रस्तुत गर्न,</li> <li>• त्रुटिका प्रकृति र प्रकारहरूको वर्गीकरण गर्न,</li> <li>• त्रुटिविश्लेषणका प्रक्रिया र चरणगत प्रक्रियाहरूको वर्णन गर्न,</li> <li>• विभिन्न कक्षा, वर्ग र समूहका</li> </ul>	<p><b>एकाइ सात : त्रुटिविश्लेषण (१६)</b></p> <p>७.१ त्रुटिविश्लेषणको परिचय</p> <p>७.२ त्रुटिविश्लेषणको सैद्धान्तिक मान्यता</p> <p>७.३ त्रुटिको वर्गीकरण</p> <p>७.४ त्रुटिविश्लेषणका प्रक्रिया र चरणहरू</p> <p>७.४.१ निगमनात्मक पद्धति</p> <p>७.४.२ आगमनात्मक पद्धति</p> <p>७.४.३ त्रुटिविश्लेषणका चरणहरू</p> <ul style="list-style-type: none"> <li>• सामग्री सङ्कलन</li> <li>• त्रुटिहरूको अध्ययन र पहिचान</li> </ul>

<p>विद्यार्थीहरूले भाषा सिकाइका क्रममा गर्ने मौखिक, लिखित अभिव्यक्ति सम्बन्धी त्रुटिको अध्ययन अभ्यास गर्न र</p> <ul style="list-style-type: none"> <li>भाषा शिक्षणका सन्दर्भमा देखापर्ने त्रुटिपूर्ण सामग्रीहरूको अभ्यास गर्न ।</li> </ul>	<ul style="list-style-type: none"> <li>त्रुटिहरूको वर्गीकरण र व्यवस्थापन</li> <li>त्रुटिहरूको वर्णन र विश्लेषण</li> <li>त्रुटि निराकरण सुझाव</li> </ul> <p>७.५ विद्यार्थीहरूले भाषा सिकाइका क्रममा गर्ने मौखिक र लिखित अभिव्यक्तिसम्बन्धी त्रुटिको अध्ययन</p> <p>७.६ भाषा शिक्षणका सन्दर्भमा त्रुटिविश्लेषणको अभ्यास</p>
<ul style="list-style-type: none"> <li>कोशविज्ञानको परिचय दिन,</li> <li>नेपाली बहुभाषी कोशनिर्माण परम्परा र विकासको क्रम उजागर गर्न,</li> <li>नेपाली द्विभाषी कोशनिर्माण परम्परा र विकासक्रमको सर्वेक्षण गर्न,</li> <li>नेपाली एकभाषी कोशनिर्माण परम्परा र विकासक्रम स्पष्ट पार्न,</li> <li>कोशसम्पादन प्रक्रियाका चरणगत कार्यकलापको रूपरेखा बताउन,</li> <li>कोशीय सूचना पहिचान गर्न,</li> <li>शैक्षणिक कोशको परिचय खुलाउन,</li> <li>कोशको प्रयोग गर्ने तरिका स्पष्ट पार्न,</li> <li>नमुना कोशनिर्माण अभ्यास गर्न ,</li> <li>भाषा शिक्षणमा कोशको उपयोगिता उल्लेख गर्न ।</li> </ul>	<p><b>एकाइ आठ : कोशविज्ञान (२५)</b></p> <p>८.१ कोशविज्ञानको परिचय</p> <p>८.३ नेपाली कोशनिर्माण परम्परा र विकास</p> <p>८.३.१ नेपाली बहुभाषी कोशनिर्माण परम्परा र विकास</p> <p>८.३.२ नेपाली द्विभाषी कोशनिर्माण परम्परा र विकास</p> <p>८.३.३ नेपाली एकभाषी कोशनिर्माण परम्परा र विकास</p> <p>८.४ शब्दकोशको स्वरूप</p> <p>८.४.१ पूर्व भाग</p> <p>८.४.२ मूल भाग</p> <p>८.४.३ उत्तर भाग</p> <p>८.५ कोशसम्पादन प्रक्रिया</p> <p>८.५.१ प्रथम चरण</p> <p>८.५.२ द्वितीयचरण</p> <p>८.५.३ तृतीय चरण</p> <p>८.६ कोशीय सूचना र तिनको प्रस्तुति</p> <p>८.६.१ हिज्जे</p> <p>८.६.२ उच्चारण</p> <p>८.६.३ स्रोत तथा व्युत्पादन</p> <p>८.६.४ व्याकरण</p> <p>८.६.५ अर्थ</p> <p>८.६.६ उदाहरण</p> <p>८.६.७ प्रयोग</p> <p>८.६.८ चित्र</p> <p>८.७ शैक्षणिक कोशको परिचय</p> <p>८.८ कोशको प्रयोग गर्ने तरिका</p> <p>८.९ नमुना कोशनिर्माण र अभ्यास</p> <p>८.१० भाषा शिक्षणमा कोशको उपयोगिता</p>
<ul style="list-style-type: none"> <li>अनुवाद अध्ययनको परिचय दिन,</li> <li>निर्दिष्ट अनुवादका प्रकारहरूको चिनारी गराउन,</li> <li>भाषा शिक्षणमा अनुवादको उपयोगिता बताउन ।</li> </ul>	<p><b>एकाइ नौ : अनुवाद अध्ययन (१४)</b></p> <p>९.१ अनुवाद अध्ययनको परिचय</p> <p>९.२ अनुवादका प्रकारहरू</p> <p>९.२.१ विषय क्षेत्रको आधार</p> <ul style="list-style-type: none"> <li>साहित्यिक</li> <li>साहित्येतर/प्राविधिक वा वैज्ञानिक</li> </ul> <p>९.२.२ भाषा प्रयोगको आधारमा अनुवाद</p> <ul style="list-style-type: none"> <li>एकोन्मुख</li> </ul>

	<ul style="list-style-type: none"> <li>• द्वयोन्मुख</li> <li>• अन्तर भाषिक/द्विभाषिक/बहु भाषिक</li> <li>• भाषान्तरिक/एक भाषिक</li> <li>• अन्तर विषयक</li> </ul> <p>९.२.३ कृति प्रकृतिको आधार</p> <ul style="list-style-type: none"> <li>• विषयोन्मुख</li> <li>• संरचनोन्मुख</li> <li>• भावोन्मुख (भावानुवाद)</li> <li>• आदर्शोन्मुख (आदर्श अनुवाद)</li> </ul> <p>९.३ भाषाशिक्षणमा अनुवादको उपयोगिता</p>
<ul style="list-style-type: none"> <li>• सङ्कथनको परिचय दिन,</li> <li>• सङ्कथन विश्लेषणको सैद्धान्तिक अवधारणा व्यक्त गर्न,</li> <li>• सङ्कथन विश्लेषणका क्षेत्रहरू निर्धारण गर्न,</li> <li>• सङ्कथनका प्रकार छुट्ट्याई तिनको बयान गर्न,</li> <li>• सङ्कथनका व्याकरणिक र कोशीय सम्बद्धकहरूको चिनारी गराउन,</li> <li>• सङ्कथनअन्तर्गत सम्बद्धनहरूका विविध सन्दर्भहरू पहिल्याई उदाहरण प्रस्तुत गर्न र</li> <li>• भाषा शिक्षणमा सङ्कथन विश्लेषणको उपयोगिता औल्याउन ।</li> </ul>	<p><b>एकाइ दस : सङ्कथन विश्लेषण (१८)</b></p> <p>१०.१ सङ्कथनको परिचय</p> <p>१०.२ सङ्कथन विश्लेषणको सैद्धान्तिक अवधारणा</p> <p>१०.३ सङ्कथन विश्लेषणका क्षेत्रहरू</p> <p>१०.४ सङ्कथनका प्रकार</p> <p>१०.४.१ कथ्य सङ्कथन</p> <p>१०.४.२ लेख्य सङ्कथन</p> <p>१०.४.३ साङ्केतिक सङ्कथन</p> <p>१०.५ सङ्कथनका युक्तिहरू</p> <p>१०.५.१ सम्बद्धक (कोहेजन)</p> <p>१०.५.१.१ व्याकरणिक सम्बद्धक</p> <ul style="list-style-type: none"> <li>• सार्वनामिक शब्द</li> <li>• स्थानिक र कालिक शब्द</li> <li>• संयोजक शब्द</li> <li>• प्रतिस्थापन</li> <li>• लोप</li> <li>• निपात</li> </ul> <p>१०.५.१.२ कोशीय सम्बद्धक</p> <ul style="list-style-type: none"> <li>• पुनरावृत्ति</li> <li>• विपरीतार्थी</li> <li>• पर्यायवाची</li> <li>• अनेकार्थी</li> <li>• समावेशी</li> </ul> <p>१०.५.२ सम्बद्धन (कोहेरेन्स)</p> <p>१०.६ भाषा शिक्षणमा सङ्कथन विश्लेषणको उपयोगिता</p>

#### ४. शिक्षण प्रविधि

प्रत्येक एकाइमा आवश्यकता अनुसार निम्नानुसारका साधारण र विशिष्ट शिक्षण प्रविधिको उपयोग गरिने छ :

##### ४.१ साधारण शिक्षण प्रविधि

एकाइको प्रकृति अनुरूप पाठ्यपुस्तक, सहायकपुस्तक, सन्दर्भपुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरिनेछ । प्रत्येक एकाइमा आवश्यकताअनुसार व्याख्यान, प्रश्नोत्तर, छलफल तथा प्रस्तुतीकरण विधिको उपयोग गरिने छ ।

## ४.२ विशिष्ट शिक्षण प्रविधि

एकाइ	कार्यकलाप
१.	• समूह कार्यका रूपमा कक्षामा प्रायोगिक भाषाविज्ञानका सीमित र व्यापक क्षेत्रहरूको आरेखात्मक प्रस्तुति दिन र उपयोगिताहरूको सूची प्रस्तुत गर्न लगाउने ।
२.	• समूह कार्यका रूपमा नेपालको बहुभाषिक र द्विभाषिक स्थिति तथा नेपाली भाषा शिक्षणको आवश्यकताबारे कक्षामा छलफल गराई निष्कर्ष प्रस्तुत गर्न लगाउने ।
३.	• समूह विभाजन गरी नेपाली सन्दर्भका बेग्लाबेग्लै भाषिक समुदाय र भाषिक भेदहरूको आकलन गर्न र उदाहरण सहित कक्षामा प्रस्तुत गर्न लगाउने ।
४.	• समूह कार्यका रूपमा बाल भाषा विकासका चम्केली सिद्धान्त, बाल भाषा विकासका चरण र भाषा विकासका प्रभावक तथ्यांकमा शीर्षकमा बेग्लानबेग्लै परियोजना कार्य दिई कक्षामा प्रस्तुत गर्न लगाउने ।
५.	• समूह विभाजन गरी विचलन र समानान्तरताका विविध पक्षमा बेग्लाबेग्लै पर्ने गरी परियोजना कार्य दिएर खोज गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने । • समूहगत आधारमा परियोजना कार्यका रूपमा विभिन्न साहित्यिक विधाका स्तरयुक्त पाठ दिई शैली विश्लेषण गर्न लगाएर कक्षा प्रस्तुति गर्न लगाउने र आवश्यक पृष्ठ पोषण दिने ।
६.	• समूह र परियोजना कार्यका रूपमा नेपाली भाषासँग स्थानीय र राष्ट्रिय स्तरका विभिन्न भाषाहरूको वर्णात्मक, रूपात्मक र वाक्यात्मक तहमा व्यतिरेकी अध्ययन गर्न लगाई कक्षा प्रस्तुति गराउने र उपयुक्त पृष्ठ पोषण दिने ।
७.	• परियोजना कार्यका रूपमा सामूहिक वा वैयक्तिक ढङ्गले कक्षा विशेष, समूह विशेष वा विशिष्ट प्रकृतिका विद्यार्थीहरूलाई आधार बनाई मौखिक र लिखित अभिव्यक्तिका विविध भाषिक त्रुटिहरूमा निरन्तर वा आवधिक प्रोफाइल अध्ययन गर्न र त्रुटि विश्लेषण गर्न लगाई कक्षा प्रस्तुति गर्न गराउने ।
८.	• कक्षालाई चार समूहमा विभाजन गरी 'नेपाली कोश निर्माण परम्परा र विकास' शीर्षकका बेग्लाबेग्लै उपशीर्षकहरूमा अध्ययन प्रतिवेदन तयार गर्न लगाई कक्षा प्रस्तुति गर्न लगाउने । • सामूहिक वा वैयक्तिक कार्यका रूपमा कोश सम्पादन प्रक्रिया र कोशीय सूचनाहरूको प्रस्तुति प्रक्रियाका बेग्लाबेग्लै उपशीर्षकमा अध्ययन गर्न लगाई कक्षा प्रस्तुति गर्न लगाउने र आवश्यक पृष्ठ पोषण दिने । • विद्यार्थीहरूलाई गृहकार्यका रूपमा शब्दकोशबाट वर्णानुक्रम नमिलेका विभिन्न शब्दहरू दिई तिनको वर्णानुक्रम, पदवर्ग, अर्थलेखन जस्ता शब्दकोशमा प्रयोग गरिने विभिन्न घटकहरूका आधारमा ससाना कोशहरू तयार गर्न लगाउने ।
९.	• समूहगत परियोजना कार्यका रूपमा बेग्लाबेग्लै आधारका शीर्षकहरूमा अनुवादका प्रकारहरूको उदाहरण सहित प्रतिवेदन तयार गर्न लगाई कक्षा प्रस्तुति गर्न लगाउने र उपयुक्त पृष्ठ पोषण दिने ।
१०.	• वैयक्तिक वा समूह कार्यका रूपमा व्याकरणिक कोहेजन, कोशीय कोहेजन र कोहेरेन्सका विविध सन्दर्भहरू खोज्न लगाई कक्षा प्रस्तुति गर्न लगाउने र उपयुक्त पृष्ठ पोषण दिने ।

## ५. मूल्याङ्कन प्रक्रिया

शिक्षण सिकाइका अवधिमा पाठ्यवस्तुको प्रकृति अनुसार लिखित परीक्षा, समूह कार्य, मौखिक तथा लिखित प्रस्तुतिबाट मूल्याङ्कन गर्न सकिने छ । यस प्रकारको मूल्याङ्कन विद्यार्थीहरूलाई पृष्ठ पोषण दिन मात्र प्रयोग गरिने छ । यस पाठ्यांशको अन्तिम मूल्याङ्कन त्रि.वि.वि. को वार्षिक परीक्षा प्रणाली अनुसार लिखित परीक्षाद्वारा गरिने छ । वार्षिक परीक्षामा सोधिने प्रश्नको प्रकृति, प्रश्न ढाँचा र त्यसको अङ्कभार निम्नानुसार हुने छ :

प्रश्नको प्रकृति	जम्मा प्रश्न सङ्ख्या	उत्तर दिनु पर्ने प्रश्न सङ्ख्या	अङ्कभार
समूह 'क' : बहु वैकल्पिक प्रश्न	२०	२०×१	२० अङ्क
समूह 'ख' : छोटो उत्तरात्मक प्रश्न	३ विकल्प सहित ८	८×७	५६ अङ्क
समूह 'ग' : लामा उत्तरात्मक प्रश्न	१ विकल्प सहित २	२×१२	२४ अङ्क

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### १. पाठ्यांश परिचय

यो पाठ्यांश शिक्षाशास्त्रमा चार बर्से बि.एड. कार्यक्रमअन्तर्गत नेपाली विषय लिई विशिष्टीकरण गर्न चाहने शिक्षार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशलाई मूलतः क्षेत्रका सामग्री रहेका छन् । पहिलोमा पूर्वीय साहित्य सिद्धान्त र त्यससँग सम्बद्ध रस, ध्वनि, रीति, वक्रोक्ति, औचित्य, अलङ्कार र छन्दको परिचय दिई कृतिमा त्यसको प्रयोग गराउने उद्देश्य राखिएको छ । दोस्रोमा पाश्चात्य समालोचना सिद्धान्त र त्यससँग सम्बद्ध प्रमुख प्रणाली एवम् वादहरूको परिचय दिने लक्ष्य राखिएको छ । यसैगरी तेस्रोमा नेपाली समालोचनाको विकासक्रमको परिचय दिई र नेपाली समालोचकका प्रवृत्तिहरूसँग परिचित गराउने अपेक्षा गरिएको छ ।

### २. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्यहरू तल दिइएका छन् :

- पूर्वीय काव्य साहित्यका प्रमुख सिद्धान्तका आधारभूत पक्षको जानकारी दिई नेपाली साहित्यका विधाका कृतिमा तिनको प्रयोग पहिचान गर्ने सक्षमता अभिवृद्धि गर्न,
- छन्दको परिचयसहित नेपाली कविता विधाका कृतिमा तिनका प्रकारको प्रयोग पहिचान गर्न,
- पाश्चात्य साहित्यका प्रमुख वाद र समालोचना प्रणालीको परिचय, आधारभूत मान्यताका साथै नेपाली साहित्यका कृतिमा प्रयोग पहिचान गर्ने क्षमता बढाउन र
- नेपाली समालोचनाको विकासक्रम, प्रमुख नेपाली समालोचक तथा तिनका प्रमुख कृतिहरूमा पाइने विशेषताहरूको पहिचान गर्न ।

### ३. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>• काव्य र साहित्यको परिचय दिन,</li> <li>• काव्यहेतुको परिचय बताउन,</li> <li>• काव्य प्रयोजनको चिनारी गराउन,</li> <li>• शब्दशक्तिको परिचय दिई यसका प्रकार चिनाउन,</li> <li>• साहित्यमा लक्षणा र व्यञ्जना शक्तिको उपयोगिता स्पष्ट पार्न,</li> <li>• काव्यगुणको परिचय दिई निर्धारित भेदको चर्चा गर्न र</li> <li>• काव्यदोषको परिचयसहित निर्दिष्ट</li> </ul>	<p><b>एकाइ एक : पूर्वीय समालोचनाका प्रमुख आधार (१५)</b></p> <p>१.१ काव्य र साहित्य १.२ काव्यहेतु १.३ काव्य प्रयोजन १.४ शब्दशक्ति : अभिधा, लक्षणा र व्यञ्जना १.५ साहित्यमा लक्षणा र व्यञ्जना शक्तिको उपयोग १.६ काव्यगुण : माधुर्य, प्रसाद र ओज १.७ काव्यदोष : अश्लीलता, ग्राम्यता,</p>

दोषलाई चिनाउन ।	क्लिष्टता, च्युतसंस्कृति
<ul style="list-style-type: none"> <li>रसको अर्थ र परिभाषा दिन,</li> <li>रससामग्रीको परिचय दिन,</li> <li>निर्धारित मतका आधारमा रससूत्रको व्याख्या गर्न,</li> <li>साधारणीकरणको परिचय दिन,</li> <li>नवरसका प्रकारलाई सोदाहरण चिनाउन र</li> <li>नेपाली साहित्यका 'कुञ्जिनी', 'राजेश्वरी' जस्ता रचनाबाट नवरसको स्वरूप अनुसारका उदाहरणको खोजी गर्न ।</li> </ul>	<p><b>एकाइ दुई : रससिद्धान्त (२०)</b></p> <p>२.१ रसको अर्थ र परिभाषा</p> <p>२.२ रससामग्री</p> <p>२.२.१ विभाव</p> <p>२.२.२ अनुभाव</p> <p>२.२.३ सञ्चारी भाव</p> <p>२.२.४ स्थायीभाव</p> <p>२.३ रससूत्रको व्याख्या</p> <p>२.३.१ उत्पत्तिवाद</p> <p>२.३.२ अनुमितिवाद</p> <p>२.३.३ भुक्तिवाद</p> <p>२.३.४ अभिव्यक्तिवाद</p> <p>२.४ रसको साधारणीकरण</p> <p>२.५ रसप्रकार</p> <p>२.६ रसप्रयोग पहिचान</p>
<ul style="list-style-type: none"> <li>ध्वनिको अर्थ र परिभाषा बताउन,</li> <li>ध्वनिसिद्धान्तका आधारभूत मान्यता औल्याउन,</li> <li>ध्वनिका निर्धारित भेदलाई सोदाहरण चिनाउन,</li> <li>साहित्यमा ध्वनिको महत्त्व निर्धारण गर्न,</li> <li>वक्रोक्तिको अर्थ र परिभाषा दिन,</li> <li>वक्रोक्ति र स्वभावोक्तिको फरक छुट्याउन,</li> <li>वक्रोक्ति सिद्धान्तका मूलभूत स्थापना बताउन,</li> <li>वक्रोक्तिका निर्धारित भेदलाई सोदाहरण चिनाउन र</li> <li>नेपाली साहित्यका विभिन्न विधाका कृतिबाट निर्धारित वक्रोक्तिका भेदको स्वरूप अनुसारको प्रायोगिक अभ्यास गर्न ।</li> </ul>	<p><b>एकाइ तिन : ध्वनिसिद्धान्त र वक्रोक्तिसिद्धान्त (२०)</b></p> <p>३.१ ध्वनिसिद्धान्त</p> <p>३.१.१ ध्वनिको अर्थ र परिभाषा</p> <p>३.१.२ ध्वनिसिद्धान्तका आधारभूत मान्यता</p> <p>३.१.३ ध्वनिका प्रमुख भेद : रसध्वनि, अलङ्कारध्वनि, वस्तुध्वनि</p> <p>३.१.४ साहित्यमा ध्वनिको महत्त्व</p> <p>३.२ वक्रोक्ति सिद्धान्त</p> <p>३.२.१ वक्रोक्तिको अर्थ र परिभाषा</p> <p>३.२.२ वक्रोक्ति र स्वभावोक्ति</p> <p>३.२.३ वक्रोक्तिसिद्धान्तका मूलभूत स्थापना</p> <p>३.२.४ वक्रोक्तिका भेदहरू</p> <p>वर्णविन्यास वक्रता</p> <p>पदपूर्वाद्ध वक्रता</p> <p>पदपरार्ध वक्रता</p> <p>वाक्यवक्रता</p>

	<p>प्रकरण वक्रता प्रबन्ध वक्रता ३.३ वक्रोक्ति प्रयोग पहिचान</p>
<ul style="list-style-type: none"> <li>रीतिको अर्थ र परिभाषा दिन,</li> <li>रीति र शैलीको भिन्नता छुट्याउन,</li> <li>रीति र गुणको सम्बन्ध औल्याउन,</li> <li>रीतिका निर्दिष्ट प्रकारलाई चिनाउन,</li> <li>साहित्यमा रीतिको उपयोगिता बताउन,</li> <li>औचित्यवादको परिचय दिन र</li> <li>साहित्यमा औचित्यवादको उपयोगिता उल्लेख गर्न ।</li> </ul>	<p><b>एकाइ चार : रीतिसिद्धान्त र औचित्यसिद्धान्त ( ८)</b></p> <p>४.१ रीतिसिद्धान्त</p> <p>४.१.१ रीतिको अर्थ र परिभाषा</p> <p>४.१.२ रीति र शैली</p> <p>४.१.३ रीति र गुण</p> <p>४.१.४ रीतिका प्रकार : वैदर्भी, गौडी र पाञ्चाली</p> <p>४.१.५ साहित्यमा रीतिको उपयोगिता</p> <p>४.२ औचित्य सिद्धान्त</p> <p>४.२.१ औचित्य सिद्धान्तको परिचय</p> <p>४.२.२ साहित्यमा औचित्य सिद्धान्तको उपयोगिता</p>
<ul style="list-style-type: none"> <li>अलङ्कारको अर्थ र परिभाषा बताउन,</li> <li>साहित्यमा अलङ्कारको उपयोगिता औल्याउन,</li> <li>शब्दालङ्कार र अर्थालङ्कारका निर्धारित भेदको सोदाहरण स्वरूप ठम्याउन र</li> <li>'राष्ट्रनिर्माता', 'ऋतुविचार' जस्ता कृतिबाट निर्धारित अलङ्कारका स्वरूप अनुसारका उदाहरणको खोजी गर्न ।</li> </ul>	<p><b>एकाइ पाँच : अलङ्कारसिद्धान्त (१५)</b></p> <p>५.१ अलङ्कारको अर्थ र परिभाषा</p> <p>५.२ साहित्यमा अलङ्कारको उपयोगिता</p> <p>५.३ अलङ्कार भेद</p> <p>५.३.१ शब्दालङ्कार : अनुप्रास, यमक, श्लेष</p> <p>५.३.२ अर्थालङ्कार : उपमा, रूपक, अतिशयोक्ति, उत्प्रेक्षा, दृष्टान्त, अर्थान्तरन्यास, स्वभावोक्ति, समासोक्ति, अप्रस्तुतप्रशंसा</p> <p>५.४ अलङ्कार प्रयोग पहिचान</p>
<ul style="list-style-type: none"> <li>छन्दको परिचय दिन,</li> <li>छन्दका आधारभूत तत्त्व बताउन,</li> <li>लघुगुरुसम्बन्धी छन्दशास्त्रीय नियमको चर्चा गर्न,</li> <li>छन्दका प्रकारको परिचय दिई तिनका निर्धारित छन्दको सोदाहरण स्वरूप बताउन,</li> <li>नेपाली साहित्यको कविता विधाका कृतिबाट निर्धारित छन्दको स्वरूप अनुसारका उदाहरणको खोजी गर्न र</li> <li>निर्धारित छन्दमा सिर्जनात्मक अभ्यास</li> </ul>	<p><b>एकाइ छ : छन्दपरिचय (१५)</b></p> <p>६.१. छन्दको परिचय</p> <p>६.२. छन्दका आधारभूत तत्त्व : लय, गण, यति, चरण, पङ्क्तिपुञ्ज</p> <p>६.३. लघुगुरुसम्बन्धी नियम</p> <p>६.४. छन्दका प्रकार</p> <p>६.४.१ शास्त्रीय छन्द</p> <p>(क) वार्षिक छन्द : अनुष्टुप्, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजाति, वंशस्थ, भुजङ्गप्रयात, वसन्ततिलका</p>

<p>गर्न ।</p>	<p>शिखरिणी, मन्दाक्रान्ता, शार्दूलविक्रीडित (ख) मात्रिक छन्द : चौपाई, दोहा, आर्या ६.४.२ जातीय छन्द : भ्याउरे, सवाई, भजन ६.४.३ आगन्तुक छन्द : गजल, रुवाई, हाइकू ६.४.३ मुक्त छन्द/लय : गद्यकविता ६.५. छन्दको प्रयोग पहिचान ६.६. निर्धारित छन्दमा सिर्जनात्मक अभ्यास</p>
<ul style="list-style-type: none"> <li>• नीतिपरक समालोचना प्रणालीको परिचय दिई यसका प्रमुख मान्यता बताउन,</li> <li>• समाजपरक समालोचना प्रणालीको परिचय दिई यसका प्रमुख मान्यता ठम्याउन,</li> <li>• मनोविज्ञानपरक समालोचना प्रणालीको परिचय दिई यसका प्रमुख मान्यता बताउन,</li> <li>• रूपपरक समालोचना प्रणालीको परिचयका साथै प्रमुख मान्यता औल्याउन र</li> <li>• भाषाशैलीपरक समालोचना प्रणालीको परिचय दिई यसका प्रमुख मान्यता निरूपण गर्न ।</li> </ul>	<p><b>एकाइ सात : पाश्चात्य समालोचना प्रणाली ( १०)</b> ७.१ नीतिपरक समालोचनाको परिचय र प्रमुख मान्यता ७.२ समाजपरक समालोचनाको परिचय र प्रमुख मान्यता ७.३ मनोविज्ञानपरक समालोचनाको परिचय र प्रमुख मान्यता ७.४ रूपपरक समालोचना परिचय र प्रमुख मान्यता ७.५ भाषाशैलीपरक समालोचनाको परिचय र प्रमुख मान्यता</p>
<ul style="list-style-type: none"> <li>• परिष्कारवादको परिचय दिई विकासक्रमको सङ्क्षिप्त रूपरेखा प्रस्तुत गर्न,</li> <li>• परिष्कारवादका आधारभूत मान्यता निर्धारण गर्न,</li> <li>• नेपाली साहित्यका विभिन्न विधाका कृतिमा परिष्कारवादको प्रयोगको अवस्था पहिल्याउन,</li> <li>• स्वच्छन्दतावादको पृष्ठभूमिसहित परिचय दिन,</li> <li>• स्वच्छन्दतावादका आधारभूत मान्यता औल्याउन,</li> </ul>	<p><b>एकाइ आठ : पाश्चात्य साहित्यशास्त्रका प्रमुख वाद (२०)</b> ८.१ परिष्कारवाद ८.१.१ परिष्कारवादको परिचय र विकासक्रम ८.१.२ परिष्कारवादको आधारभूत मान्यता ८.१.३ नेपाली साहित्यमा परिष्कारवादको प्रयोग ८.२ स्वच्छन्दतावाद ८.२.१ स्वच्छन्दतावादको पृष्ठभूमि र परिचय</p>

<ul style="list-style-type: none"> <li>• नेपाली साहित्यका विभिन्न विधामा स्वच्छन्दतावादको प्रयोगको अवस्था ठम्याउन,</li> <li>• यथार्थवादको पृष्ठभूमिसहित परिचय दिन,</li> <li>• यथार्थवादका आधारभूत मान्यता निरूपण गर्न,</li> <li>• नेपाली साहित्यका विभिन्न विधामा यथार्थवादको प्रयोगको स्वरूप औल्याउन,</li> <li>• प्रगतिवादको पृष्ठभूमिसहित परिचय दिन,</li> <li>• प्रगतिवादका आधारभूत मान्यता बताउन,</li> <li>• नेपाली साहित्यका विभिन्न विधाका कृतिमा प्रगतिवादको प्रयोग अवस्था निक्क्यौल गर्न,</li> <li>• अस्तित्ववाद र विसङ्गतको परिचय दिन,</li> <li>• अस्तित्ववाद र विसङ्गतिवादका आधारभूत मान्यता निर्धारण गर्न,</li> <li>• नेपाली आख्यान साहित्यमा अस्तित्ववाद र विसङ्गतिवादको प्रयोगावस्था ठम्याउन,</li> <li>• उत्तर आधुनिकतावादको परिचय दिन,</li> <li>• उत्तर आधुनिकतावादका आधारभूत मान्यता ठम्याउन र</li> <li>• नेपाली साहित्यमा उत्तर आधुनिकताको प्रयोगको स्थिति औल्याउन ।</li> </ul>	<ul style="list-style-type: none"> <li>द.२.२ स्वच्छन्दतावादका आधारभूत मान्यता</li> <li>द.२.३ नेपाली साहित्यमा स्वच्छन्दतावादको प्रयोग</li> <li>द.३ यथार्थवाद             <ul style="list-style-type: none"> <li>द.३.१ यथार्थवादको पृष्ठभूमि र परिचय</li> <li>द.३.२ यथार्थवादका आधारभूत मान्यता</li> <li>द.३.३ नेपाली साहित्यमा यथार्थवादको प्रयोग</li> </ul> </li> <li>द.४ प्रगतिवाद             <ul style="list-style-type: none"> <li>द.४.१ प्रगतिवादको पृष्ठभूमि र परिचय</li> <li>द.४.२ प्रगतिवादका आधारभूत मान्यता</li> <li>द.४.३ नेपाली साहित्यमा प्रगतिवादको प्रयोग</li> </ul> </li> <li>द.५ अस्तित्ववाद/विसङ्गतिवाद             <ul style="list-style-type: none"> <li>द.५.१ अस्तित्ववाद र विसङ्गतिवादको परिचय</li> <li>द.५.२ अस्तित्ववाद र विसङ्गतिवादका प्रमुख मान्यता</li> <li>द.५.३ नेपाली आख्यान साहित्यमा अस्तित्ववाद र विसङ्गतिवादको प्रयोग</li> </ul> </li> <li>द.६ उत्तरआधुनिकतावाद             <ul style="list-style-type: none"> <li>द.६.१ उत्तर आधुनिकतावादको परिचय</li> <li>द.६.२ उत्तर आधुनिकतावादका आधारभूत मान्यता</li> <li>द.६.३ नेपाली साहित्यमा उत्तर आधुनिकतावादको प्रयोग</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• समालोचनाको अर्थ र परिभाषा बताउन,</li> <li>• नेपाली समालोचनाको चरणगत विकास तथा विशेषता र</li> <li>• आधुनिक नेपाली समालोचनाका प्रमुख प्रवृत्तिहरू औल्याउन ।</li> </ul>	<p><b>एकाइ नौ : नेपाली समालोचना ( १०)</b></p> <ul style="list-style-type: none"> <li>९.१ समालोचनाको अर्थ र परिभाषा</li> <li>९.२ नेपाली समालोचनाको चरणगत विकास र विशेषता</li> <li>९.३ आधुनिक नेपाली समालोचनाका प्रमुख प्रवृत्तिहरू</li> </ul>

<ul style="list-style-type: none"> <li>प्रमुख नेपाली समालोचक र तिनका मुख्य प्रवृत्तिहरू केलाउन</li> </ul>	<p><b>एकाइ दस : प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति (१७)</b></p> <p>१०.१ सूर्यविक्रम ज्ञवाली          १०.२ रामकृष्ण शर्मा          १०.३ बाबुराम आचार्य          १०.४ यदुनाथ खनाल          १०.५ डिपी अधिकारी          १०.६ केशवप्रसाद उपाध्याय          १०.७ दयाराम श्रेष्ठ          १०.८ कृष्ण गौतम          १०.९ राजेन्द्र सुवेदी          १०.१० ऋषिराज बराल</p>
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#### ४. शिक्षण प्रविधि

प्रत्येक एकाइमा आवश्यकताअनुसार साधारण र विशिष्ट शिक्षण प्रविधिको उपयोग गरिनेछ ।

##### ४.१ साधारण शिक्षणविधि

एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको प्रयोग गरी व्याख्यान, प्रश्नोत्तर, छलफल विधि र प्रस्तुतीकरणको उपयोग गरिनेछ ।

##### ४.२ विशिष्ट शिक्षण प्रविधि

एकाइ	कार्यकलाप
२	<ul style="list-style-type: none"> <li>विद्यार्थीहरूको समूह बनाई रससूत्रको व्याख्याका बारेमा विभिन्न किसिमका सामग्रीहरू खोज्न लगाई कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>
३	<ul style="list-style-type: none"> <li>शिक्षकले विद्यार्थीहरूलाई निश्चित सन्दर्भ सामग्री बताइदिने र ती सामग्री भित्रबाट विद्यार्थीहरूलाई ध्वनि र त्यसका भेद, वक्रोक्ति र त्यसका भेद टिपोट गर्न लगाई कक्षामा प्रस्तुत गराउने ।</li> </ul>
४	<ul style="list-style-type: none"> <li>सन्दर्भसामग्रीका आधारमा रीतिका प्रकारहरू खोजी कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>
५	<ul style="list-style-type: none"> <li>विभिन्न अलङ्कार प्रयोग भएका कविताका टुक्राहरू सङ्कलन गरी प्रत्येक विद्यार्थीलाई कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>
६	<ul style="list-style-type: none"> <li>विद्यार्थीहरूको समूह बनाई विभिन्न छन्दहरूका नमुना कविता पङ्क्तिहरू खोज्न लगाई वाचन गर्न लगाउने ।</li> </ul>
८	<ul style="list-style-type: none"> <li>विद्यार्थीहरूलाई चार-पाँचजनाको समूहमा विभाजन गरी सबै समूहलाई एकएकवटा वादसँग सम्बन्धित नेपाली लेखकहरूका कृतिहरू छनोट गर्न लगाउने । (जस्तै: स्वच्छन्दतावाद : लक्ष्मीप्रसाद देवकोटा)</li> </ul>

	<ul style="list-style-type: none"> <li>विद्यार्थीहरूले छनोट गरेका सामग्रीलाई शिक्षकले आवश्यक छलफल गराई वादहरूको परिचय प्रस्तुत गर्ने ।</li> </ul>
१०	<ul style="list-style-type: none"> <li>विद्यार्थीहरूलाई दश समूहमा विभाजन गरी प्रत्येक समूहलाई एकएकजना समालोचकहरूका बारेमा गृहकार्यका रूपमा टिपोट गर्न लगाई कक्षामा प्रस्तुत गराउने ।</li> </ul>

#### ५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको अन्तिम मूल्याङ्कन त्रि.वि. परीक्षा प्रणाली अनुसार लिखित परीक्षाद्वारा गरिने छ तर कक्षा कार्यकलापका रूपमा पाठ्यवस्तुको प्रकृति अनुसार समूह कार्य, मौखिक तथा लिखित प्रस्तुति पनि गराउन सकिनेछ ।

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

प्रश्नको प्रकृति	जम्मा प्रश्न सङ्ख्या	उत्तर दिनु पर्ने प्रश्न सङ्ख्या	अङ्कभार
समूह 'क' : बहुवैकल्पिक प्रश्न	२०	२०×१ अङ्क	२० अङ्क
समूह 'ख' : छोटो उत्तरात्मक प्रश्न	३ विकल्पसहित ८ प्रश्न	८×७ अङ्क	५६ अङ्क
समूह 'ग' : लामो उत्तरात्मक प्रश्न	१ विकल्पसहित २ प्रश्न	२×१२ अङ्क	२४ अङ्क

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- बराल, ईश्वर र अन्य (सम्पा.) (२०५५), *नेपाली साहित्यकोश*, काठमाडौं : ने.रा.प्र.प्र. ।
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- सिग्देल, सोमनाथ (२०५८), *साहित्यप्रदीप*, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

Course title: Critical Readings in English	Full Marks: 100
Course No.: Eng. Ed. 433	Pass Marks: 35
Nature of Course: Theoretical	Period per Week: 6
Level: B. Ed.	Teaching hours: 150
Year: Third	Time per Period: 55 minutes

### 1. *Course Description*

*Critical Readings in English* is a course designed to read critically and write creatively. Thematically organized, this course integrates content knowledge with the higher order thinking skills such as logical reasoning, critical appreciation and synthesizing through reading and writing. It is divided into eight different contemporary themes, namely Diversity, Technology and Education; Globalization and Environment; Travel, Sports and Health; Gender and Equality; Motivation and Inspiration, and Wit and Humor. Each unit draws on the authentic texts from varied sources such as academic, philosophical, travel, literary books, print and electronic media.

### 2. *General Objectives*

The general objectives of the course are as follows:

- To expose students to diversity and technology and help them relate it to language education
- To expand their linguistic horizons through a wider range of texts that include globalization, environment, travel, sports, health, gender and humor.
- To motivate them to read varieties of texts to develop critical thinking skills.
- To encourage them to apply critical thinking skills in their academic settings.

### 3. *Specific Objectives and Contents*

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Describe the fundamental features of the interdisciplinary course</li> <li>• Explain Multiple Intelligences and their roles in learning</li> <li>• Elucidate the importance of diversity in teaching and learning</li> <li>• Explain the notion of multilingualism and critically examine its role in the globalized society</li> <li>• Argue for inclusiveness in education</li> </ul>	<p><b>Unit I: Diversity, Technology and Education ( 15 )</b></p> <p>1.1. An encounter with the interdisciplinary course</p> <p>1.2. Frequently asked questions about multiple intelligences</p> <p style="padding-left: 20px;">1.2.1 Is intelligence a product, a process, content, a style, or all of the above?</p> <p style="padding-left: 20px;">1.2.2 How does intelligence relate to creativity?</p> <p style="padding-left: 20px;">1.2.3 Could one construct a test or a set of tests for each of the intelligence?</p> <p>1.3. What is a general capacity call</p>

<ul style="list-style-type: none"> <li>Describe the relationship between technology and education</li> </ul>	<p><i>critical thinking?</i>Diversity makes you brighter</p> <p>1.4. Multilingualism: Speaking the language of diversity</p> <p>1.5. Disabled Chinese struggled for a good education and acceptance</p> <p>1.6. What is the future of technology in education?</p>
<ul style="list-style-type: none"> <li>Describe the impact of nuclear power plants on the environment</li> <li>Explore the relationship between nature and technology</li> <li>Discuss the pros and cons of globalization</li> </ul>	<p><b>Unit II: Globalization and Environment ( 15 )</b></p> <p>2.1 Globalization good or bad?</p> <p>2.2 Flattener #1 When the walls came down and the Windows went up</p> <p>2.3 The Chernobyl exclusion zone is arguably a natural reserve</p> <p>2.4 Nature and technology: Friends or enemies?</p> <p>2.5 Krishnamurti's journal (September 25, 1973 &amp; October 1973)</p> <p>2.6. Green rebellion, the terrestrial greenhouse and the Gaia hypothesis</p>
<ul style="list-style-type: none"> <li>Describe the value of travel and sports in our life</li> <li>Suggest possible ways of conserving forests</li> <li>State different techniques of maintaining physical and mental health</li> <li>Write their own travelogues</li> </ul>	<p><b>Unit III: Travel, Sports and Health ( 14 )</b></p> <p>3.1 Respect for Woods</p> <p>3.2 Travelling with Bruce Chatwin</p> <p>3.3 A Journey of exploration</p> <p>3.4 Face to face with Jackie Chan</p> <p>3.5 Exercise! 14 Whys and Hows</p> <p>3.6 Freedom from unhappiness</p> <p>3.7 Can green tea boost your brain power and treat disease?</p>
<ul style="list-style-type: none"> <li>State the changing notions of gender</li> <li>Describe the present status of women in their society</li> <li>Present their views on gender and equality</li> <li>Present the story of a woman who has challenged the traditional notions of gender roles</li> </ul>	<p><b>Unit IV: Gender and Equality (10 )</b></p> <p>4.1 The woman who battled the bureaucrats</p> <p>4.2 Women fighting sex slavery named CNN Hero of the Year</p> <p>4.3 I want a wife</p> <p>4.4 A solution to housework</p>

<ul style="list-style-type: none"> <li>• Explain the importance of motivation and inspiration for success</li> <li>• Write about a person who has inspired them in their life</li> <li>• Present their own anecdotes that might inspire others</li> </ul>	<p><b>Unit V: Motivation and Inspiration ( 15 )</b></p> <p>5.1 The fringe benefits of failure, and the importance of imagination</p> <p>5.2 Crossing the Ganga</p> <p>5.3 She dares to live free</p> <p>5.4 A Letter to Gabriel, A young writer</p> <p>5.5 A Romantic dream world</p> <p>5.6 I will be at the Nobel Prize ceremony...if I can</p> <p>5.7 Inspirations from Paulo Coelho</p>
<ul style="list-style-type: none"> <li>• Sketch the origin and development of the Nepali language</li> <li>• Argue for or against the role of locally available food in your health.</li> <li>• Elucidate different types of diversity in the English classroom</li> <li>• Appreciate different cultural symbols</li> <li>• Write about their views on creative writing</li> </ul>	<p><b>Unit VI: Reading our Own Context (15)</b></p> <p>6.1 Origin and the development of the Nepali language</p> <p>6.2 Desperation for translation</p> <p>6.3 Diversity in language classroom</p> <p>6.4 Local is best</p> <p>6.5 Writing is spontaneous and self-reflective</p> <p>6.6 Forging ahead</p> <p>6.7 Young thinkers</p> <p>6.8 An outsider in the court of God</p>
<ul style="list-style-type: none"> <li>• Explain what critical thinking is and ways of improving it.</li> <li>• Read the text and identify different patterns of reasoning.</li> <li>• Identify different ways of clarifying and interpreting the text</li> <li>• Identify inferences and evaluate them.</li> <li>• Identify assumptions and relevant arguments in the text.</li> </ul>	<p><b>VII. Critical Thinking ( 56 )</b></p> <p>7.1 Understanding critical thinking</p> <p>7.2 Identifying reasons and conclusions</p> <p>7.3 Understanding reason</p> <p>7.4 Different patterns of reasoning, assumptions, context and a thinking map</p> <p>7.5 Clarifying and interpreting expressions and ideas</p> <p>7.6 The acceptability of reasons</p> <p>7.7 Judging the credibility of sources skillfully</p> <p>7.8 Evaluating inferences</p> <p>7.9 Deductive validity and other grounds</p> <p>7.10 Assumptions and other relevant arguments</p> <p>7.11 Reasoning about causal explanations</p> <p>7.12 Decision making: options, consequences, values and risks</p>

<ul style="list-style-type: none"> <li>• Produce and present their own humorous anecdotes</li> </ul>	<b>Unit VIII: Wit and Humor (10)</b> 8.1 Ah, how I forgot it 8.2 Arrangements settled 8.3 A Story of an hour 8.4. Paul Beatty on writing humor and race 8.5 Humorous and witty anecdotes
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*Note: The figures in the parenthesis indicate the approximate teaching hours.*

#### 4. Instructional Techniques

The instructional techniques for this course will be as follows:

##### 4.1 General Instructional techniques

- Lecture and discussion
- Demonstration
- Explanation and illustration
- Group/pair and individual work
- Presentation
- Read, discuss, write and share (ReDWis)
- Dictionary use

##### 4.2 Specific Instructional techniques

Unit	Activities and Instructional Techniques
Unit One	Writing on the challenges faced by students with special needs followed by sharing and feedback
Unit Two	Individual argumentative writing on globalization followed by whole class discussion
Unit Three	Project work: students write a travelogue
Unit Four	Project work: students conduct a mini-survey on the present status of women in their society and prepare a report
Unit Five	Asking students to write their own anecdotes and share them in their class

### 5. Evaluation

Types of questions	Total questions	Points	Total Points
Group A: Multiple choice items	Questions	20 ×1 Point	20
Group B: Short answer questions	Questions	8×7 Points	56
Group C: Long answer questions	Questions	2×12	24
			100

### 6. Recommended Books and References

#### Recommended Books

*Critical readings in English* (2017). Kathmandu: Sunlight Publication. (Only for the classroom purpose).

Fisher, A. (2011). *Critical thinking: An introduction*. Cambridge: CUP.

#### References

Pirozzi, R. C., Starks-Martin, G., & Dziewisz, J. (2014). *Critical reading, critical thinking: Focusing on contemporary issues (3rd ed.)*. Harlow: Pearson Education.

Wright, L. (2012). *Critical thinking: An introduction to analytical reading and reasoning* (2nd ed.): Oxford: Oxford University Press.

Course title: **Curriculum and Evaluation**

Course No.: Ed. 431

Nature of the course: Theory

Level: B. Ed

Year: Third

Full marks: 100

Pass marks : 35

Periods per week: 6

Time per period: 55 minutes

Total periods: 150

### 1. Course Description

This is a core course designed for the B. Ed. students. This course is divided into two parts. The first part deals with the basic concept of curriculum, sources of curriculum, local curriculum, curriculum development process, and its implementation in Nepal. The second part deals with the concept of test, measurement, assessment and evaluation, administration and scoring of the test, and use of statistics for interpretation of the test results. This course also aims to enable the students in designing curriculum, preparing specification chart, and developing test items with technical qualities.

### 2. General Objectives

The general objectives of this course are as follows:

- To help students develop a broader understanding of the concept and sources of curriculum.
- To make the students familiar with the curriculum development process and curriculum designs.
- To enable the students in analyzing the curriculum implementation process.
- To acquaint the students with the curriculum development practices in Nepal
- To provide the students with a deeper understanding of the concept of measurement, assessment, and evaluation.
- To develop the skills among the students in constructing test items with technical qualities.
- To enable the students in administering and scoring the different types of test items.
- To make the students able in analyzing the test results.
- To familiarize the students with the existing evaluation practices in the schools of Nepal.

### 3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Define and explain the meaning of curriculum.</li> <li>• Explain the importance of curriculum.</li> <li>• Describe the changing concepts of curriculum.</li> <li>• Describe the relationship between syllabus, curriculum and textbook.</li> </ul>	<p><b>Unit I : Concept of Curriculum (15)</b></p> <p>1.1 Meaning and definition of curriculum</p> <p>1.2 Importance of curriculum</p> <p>1.3 Different concepts of curriculum</p> <p style="padding-left: 20px;">1.3.1 Curriculum as subject matter</p> <p style="padding-left: 20px;">1.3.2 Curriculum as objective</p> <p style="padding-left: 20px;">1.3.3 Curriculum as experiences</p> <p style="padding-left: 20px;">1.3.4 Curriculum as instructional plan</p> <p>1.4 Concept of hidden curriculum</p> <p>1.5 Relationship between syllabus, curriculum, and textbook</p>

<ul style="list-style-type: none"> <li>Describe various sources of influence on curriculum.</li> </ul>	<p><b>Unit II: Sources of Influences on Curriculum (12)</b></p> <p>2.1 Philosophy: Major philosophies (Idealism, realism, pragmatism, and existentialism) and their influence in curriculum</p> <p>2.2 Major learning theories: Implications of Behaviourists', cognitivists' and constructivists' theories to curriculum</p> <p>2.3 Society: Influences of society and culture on curriculum</p>
<ul style="list-style-type: none"> <li>Identify the elements of curriculum.</li> <li>List the process of curriculum development.</li> <li>Identify the needs of curriculum.</li> <li>Differentiate among aims, goals and objectives.</li> <li>Explain the principles for determining objectives.</li> <li>Prepare different levels of objectives according to taxonomy of educational objectives.</li> <li>Explain the criteria for selection and organization of contents.</li> <li>Explain the criteria for selection and organization of learning experiences.</li> <li>Describe the functions and criteria for curriculum evaluation.</li> <li>Explain the various forms of curriculum design.</li> </ul>	<p><b>Unit III: Curriculum Development (20)</b></p> <p>3.1 Elements of curriculum</p> <p>3.1.1 Objectives</p> <p>3.1.2 Contents</p> <p>3.1.3 Learning experiences</p> <p>3.1.4 Evaluation</p> <p>3.2 Curriculum development process</p> <p>3.2.1 Needs identification</p> <p>3.2.2 Determination of aims, goals and objectives</p> <ul style="list-style-type: none"> <li>Principles for determining objectives</li> <li>Types of educational objectives: behavior and non-behavioral</li> <li>Taxonomy of educational objectives</li> </ul> <p>3.2.3 Selection and organization of content</p> <ul style="list-style-type: none"> <li>Criteria for selection of content</li> <li>Criteria for organizing contents</li> </ul> <p>3.2.4 Selection and organization of learning experiences</p> <ul style="list-style-type: none"> <li>Criteria for selecting learning experiences</li> <li>Relationship between contents and learning experiences</li> </ul> <p>3.2.5 Evaluation</p> <p>3.3 Forms of curriculum designs</p> <p>3.3.1 Subject centered</p> <p>3.3.2 Learner centered</p> <p>3.3.3 Problem centered</p> <p>3.3.4 Core curriculum</p>
<ul style="list-style-type: none"> <li>Describe the national goals of education in Nepal.</li> <li>Identify the competencies of grade 9 and 10.</li> <li>Describe the structure of school level curriculum.</li> <li>Identify and describe the components in secondary school curriculum (9-10).</li> <li>Explain the contemporary</li> </ul>	<p><b>Unit IV: Existing Secondary School Curriculum of Nepal (15)</b></p> <p>4.1 National goals of education</p> <p>4.2 Competencies of grade 9-10</p> <p>4.3 Structure of school level curriculum, subjects and weightage (9-10)</p> <p>4.4 Components in secondary school curriculum (9-10)</p> <p>4.5 National curriculum framework</p> <p>4.5.1 Introduction and rationale</p>

<p>curricular issues.</p> <ul style="list-style-type: none"> <li>• Describe theoretical basis for curriculum development.</li> <li>• Analyze the functions and role of CDC in curriculum development.</li> <li>• Describe the process of secondary level curriculum development.</li> </ul>	<p>4.5.2 Contemporary curricular issues 4.5.3 Theoretical basis for curriculum development 4.6 Role and functions of Curriculum Development Centre (CDC-MoE) 4.7 Process of secondary level school curriculum development of Nepal.</p>
<ul style="list-style-type: none"> <li>• Explain the concept and need of local curriculum.</li> <li>• Explain the process of constructing local curriculum.</li> <li>• Explain the policies and practices of local curriculum in Nepal.</li> <li>• Describe the problems and challenges in implementing local curriculum.</li> </ul>	<p><b>Unit V: Local Curriculum (8)</b> 5.1 Concept and need of local curriculum 5.2 Process of constructing local curriculum 5.3 Policy and practices of local curriculum in Nepal 5.4 Problems and challenges in implementing local curriculum</p>
<ul style="list-style-type: none"> <li>• Explain the terms 'test', 'measurement', 'assessment' and 'evaluation'.</li> <li>• Differentiate among test, measurement, assessment and evaluation.</li> <li>• Explain the purposes of assessment.</li> <li>• Differentiate between norm and criterion assessment.</li> <li>• Describe the various modes of assessment.</li> <li>• Identify and describe the sources of assessment.</li> </ul>	<p><b>Unit VI: Measurement and Assessment (12)</b> 6.1 Concept of test, measurement, assessment and evaluation 6.2 Purposes of assessment 6.3 Norm and criterion referenced assessment 6.4 Assessment modes 6.4.1 Formal and informal assessment 6.4.2 Formative and summative 6.4.3 Final and continuous 6.5 Sources of assessment 6.5.1 Students 6.5.2 Students' peers 6.5.3 Tutors and others within the learning environment 6.5.4 Those who operate outside the immediate learning environment</p>
<ul style="list-style-type: none"> <li>• Classify the test on the basis of administration, scoring, and standardization.</li> <li>• Explain the essential qualities of a good test.</li> <li>• Explain the meaning of 'reliability'.</li> <li>• Calculate reliability from correlation method.</li> <li>• Explain the factors affecting reliability.</li> <li>• Explain the meaning of validity.</li> <li>• Describe various types of</li> </ul>	<p><b>Unit VII: Characteristics of a Good Test (15)</b> 7.1 Essential qualities of a good test 7.1.1 Reliability 7.1.2 Validity 7.1.3 Objectivity 7.1.4 Usability 7.1.5 Norms 7.2 Reliability 7.2.1 Meaning and nature of reliability 7.2.2 Methods of estimating reliability • Test-retest • Parallel form • Split halves • Kuder Richardson method</p>

<p>validity.</p> <ul style="list-style-type: none"> <li>• Explain the factors affecting validity.</li> </ul>	<p>7.3.3 Factors affecting reliability</p> <p>7.3 Validity</p> <p>7.3.1 Meaning and nature of validity</p> <p>7.3.2 Types of validity</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Criterion</li> <li>• Construct</li> </ul> <p>7.3.3 Factors affecting validity</p> <p>7.4 Relationship between reliability and validity</p>
<ul style="list-style-type: none"> <li>• Explain the term 'teacher made test'.</li> <li>• Differentiate between teacher made test and standardized test.</li> <li>• Describe the concept and uses of achievement test</li> <li>• Classify and discuss the various types of test items.</li> <li>• Explain various types of objective test items.</li> <li>• Suggest measures for writing objectives test items.</li> <li>• Prepare various types of test items.</li> <li>• Explain the merits and limitations of subjective test.</li> <li>• Suggest measures for writing essay test items.</li> <li>• Prepare various types of test items.</li> <li>• List the process of teacher made test construction.</li> <li>• Develop the plan for classroom testing.</li> <li>• Write instruction objectives for testing.</li> <li>• Explain the meaning and functions of specification chart.</li> <li>• Prepare a specification chart.</li> <li>• Identify necessary process for preparing of test items.</li> </ul>	<p><b>Unit VIII: Construction of Teacher Made Test (20)</b></p> <p>8.1 Concept of teacher made test</p> <p>8.2 Differences between teacher made test and standardized test</p> <p>8.3 Concept and uses of achievement test</p> <p>8.4 Types of test items</p> <p>8.4.1 Objective test</p> <ul style="list-style-type: none"> <li>• Types of objectives test items</li> <li>• Meaning of true false, matching, multiple choice and supply items</li> <li>• Uses, merits, and limitations</li> <li>• Suggestion for writing objective test items</li> <li>• Comparison of objective test items (formats)</li> </ul> <p>8.4.2 Subjective test</p> <ul style="list-style-type: none"> <li>• Types of subjective test</li> <li>• Meaning of essay and short answer items</li> <li>• Merits of essay and short answer item</li> <li>• Limitations</li> <li>• Suggestions for writing essay test items</li> <li>• Suggestions for scoring essay test items</li> </ul> <p>8.5 Construction of teacher made test</p> <p>8.5.1 Planning the test</p> <ul style="list-style-type: none"> <li>• Determining the objectives</li> <li>• Writing instructional objectives</li> <li>• Functions of specification chart</li> <li>• Preparation of specification chart</li> </ul> <p>8.5.2 Preparing the test</p> <ul style="list-style-type: none"> <li>• Preparing test items</li> <li>• Preparing instruction</li> <li>• Preparing the scoring key</li> <li>• Process and suggestions for preparing scoring rubrics</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the process of assembling the test.</li> </ul>	<p><b>Unit IX: Assembling, Administration, Scoring and Analyzing Test Score (15)</b></p>

<ul style="list-style-type: none"> <li>• Describe the necessary conditions for test administration.</li> <li>• Explain the purpose of marks.</li> <li>• Explain the meaning and techniques grading system.</li> <li>• Apply frequency distribution, mean, mode, median and standard deviation in interpreting test scores.</li> <li>• Apply item analysis in determining difficulty level, discrimination index and effectiveness of distracters.</li> <li>• Explain the uses of item analysis.</li> </ul>	9.1 Assembling a test 9.2 Administration of test : Necessary conditions for test administration 9.3 Scoring answer sheets 9.4 Purpose of marks and grading system 9.5 Statistical analysis of test scores 9.5.1 Frequency distribution 9.5.2 Central tendency <ul style="list-style-type: none"> <li>• Mean</li> <li>• Mode</li> <li>• Median</li> </ul> 9.5.3 Measures of dispersion (Standard deviation) 9.6 Uses and procedures of item analysis 9.7 Analysis and use of test result
<ul style="list-style-type: none"> <li>• Explain the concept and purposes of portfolio.</li> <li>• Explain various forms of other devices of evaluation.</li> <li>• Prepare various forms of other devices of evaluation.</li> </ul>	<b>Unit X: Other Devices of Evaluation (10)</b> 10.1 Portfolios 10.1.1 Concept and purposes 10.1.2 Guidelines for portfolio entries 10.2 Concept, strength, limitations and preparation of other devices of evaluation 10.2.1 Rating scales 10.2.2 Checklist 10.2.3 Anecdotal records 10.2.4 Self-evaluation
<ul style="list-style-type: none"> <li>• Explain the characteristics and process of CAS.</li> <li>• Assess critically the current evaluation system of school level education.</li> <li>• Describe the existing grading system in SEE with its strengths and limitations.</li> </ul>	<b>Unit XI: Current Evaluation System in the School Level of Nepal (8)</b> 11.1 Continuous assessment system (CAS) 11.1.1 Characteristics of continuous assessment 11.2.1 Application of CAS in Basic grades 11.2 Existing evaluation system (Grade 1-10) of school level of Nepal. 11.3 Existing grading system in SEE.

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

#### 4. Instructional Techniques

The instructional techniques for this course are classified into two groups. First group contains of general instructional techniques applicable to most of the contents. The second group consists of specific instructional techniques applicable to specific contents.

##### 4.1 General Instructional Techniques

- Introductory presentations on each topic of the unit by the teacher.
- Use of lecture, question-answer, discussion, brainstorming and buzz session for the theoretical contents.
- Presentation by students.
- Students' participation in group discussions and group assignments.

#### 4.2 Specific Instructional Techniques

##### Unit III:

- Assignment of studying secondary school curriculum to the students.
- Brief presentation about the elements of curriculum by the students.
- Assignment and practice on writing behavioral objectives.

##### Unit IV:

- Group assignment to study the school structure, school curriculum, curriculum structure (9-10), subjects and weightage of subjects in the schools of Nepal and presentation by the groups in the classroom.
- School visits by the students.
- Enquiry by the students with the subject teachers regarding strengths and weaknesses of their concerned subjects.
- Discussion and presentation in the classroom by the students.

##### Unit V:

- Field visit by the students to explore the objectives and contents that are appropriate for their local context.

##### Unit VIII:

- Practice on writing instructional objectives.
- Preparation of specification chart.
- Construction of various types of test items by different group of students and presentation in the classroom.

##### Unit IX:

- Administration of test items developed by the students in the schools.
- Scoring of different types of test items administered in the school.
- Calculation of frequency distribution, mean, median, mode and standard deviation.
- Item analysis of multiple choice items.

##### Unit X:

- Preparation of rating scale, checklist, cumulative and presentation in the class.

##### Unit XI:

- Report writing on policy and practices of evaluation system in the schools of Nepal and presentation in the class.

#### 5. Evaluation

Students will be evaluated on the basis of the written test in between or at the end of academic session, classroom participation, presentation of the reports and other practical activities. The scores obtained will be used only for the feedback purposes. But the performance of the students will be evaluated finally through the annual examination to be held by the Office of the Controller of Examination. The types and number of questions to be asked in the annual examination are mentioned below:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	8 with 3 'or' questions	8 x 7 marks	56
Group C: Long questions	2 with 1 'or' question	2 x 12 marks	24

## 6. Recommended Books and References

### Recommended Books

- CDC. (2060 B. S.). *Local curriculum construction guidelines*. Bhaktapur: Ministry of Education (MOE), Curriculum Development Centre (CDC). **(For unit V)**
- CDC. (2071 B.S. revised). *National curriculum framework*. Bhaktapur: MOE, CDC. **(For unit IV)**
- Freeman, R. & L. R. (2005). *Planning and implementing assessment (1<sup>st</sup> Indian Reprint)*. India: Kogan Page Limited **(For units VI - VIII and X)**
- Linn, R. L. & Gronlund, N. E. (2003). *Measurement and assessment in teaching (8<sup>th</sup> ed)*. India: Pearson Education. **(For units VI - X)**
- Print, M. (1993). *Curriculum development and design*. ed., Malaysia: Allen and Unwin SRM Production Services. **(For units I and III)**
- Swain, S. K., Pradhan, C. & Khato, P. K. (2005). *Educational measurement, statistics and guidance (2<sup>nd</sup> ed)*. New Delhi: Kalyani Publishers. **(For units VII - IX)**
- Taba, H. (1962). *Curriculum development theory and practice*. USA: Harcourt, Brace & World, Inc. **(For units II and III)**

### References

- Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of educational measurement (5<sup>th</sup> ed.)*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- Kubiszyn, T. & Borich, G. (2004). *Educational testing and measurement: Classroom application and practice (7<sup>th</sup> ed.)*. India: John Wiley & Sons. Inc.
- Ornstein, A. C. & Hunkins, F. (1993). *Curriculum foundations, principles and theory (2<sup>nd</sup> ed.)*. USA: Allyn and Bacon.
- Patel, R. N. (2005). *Educational evaluation theory and practice (6<sup>th</sup> ed.)*. Mumbai: Himalaya Publishing House Pvt. Ltd.
- Singh, A. K. (1997). *Tests, measurement, and research methods in behavioral sciences (2<sup>nd</sup> ed.)*. India: Bharati Bhawan Publishers and Distributors.
- Wheeler, D. K. (1967). *Curriculum Process*. London : University of London Press.

**Course Title: English Language Teaching Methods and Practices**

Course No: Eng.Ed. 432

Full marks: 100

Nature of the Course: Theory

Pass marks: 35

Level: B. Ed.

Periods per week: 6

Year: Third

Time per period: 55 minutes

Total periods: 150

**1. Course Description**

This course has been designed for the students of B. Ed. third year majoring English as a specialized subject. It provides students with knowledge of planning and managing classes in terms of content, time and resources. In addition, it offers students various insights into understanding the nature of language teaching, teaching methods and teaching materials, along with the modern technology for facilitating successful learning. While focusing on various aspects of language such as vocabulary, grammar, functions, etc. and different basic skills including listening, speaking, reading and writing, the course further aims at helping students develop practical aspects and skills of English language teaching. As language teaching also involves language assessment, the students will also learn about basic principles and procedures of language assessment in this course. Furthermore, this course also engages students in understanding the concepts and processes of teacher development in English language teaching.

**2. General Objectives****This course has following objectives:**

- To acquaint the students with various aspects of language learners, teachers and teaching learning activities.
- To familiarise the students with the fundamental concepts and principles of classroom management and teaching plans.
- To provide students with insights into understanding the approaches and methods of English language teaching.
- To prepare the students for teaching various aspects of the English language.
- To equip the students with the strategies for teaching language skills.
- To prepare the students in the use of various instructional materials and modern technology in the classroom.
- To enable the students to design the tools for language assessment.
- To familiarize the students with the concepts and approaches to English language teacher development.

**3. Specific Objectives and Contents**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• State various aspects related to language learners and language learning</li> <li>• State the roles and qualities of an English teacher</li> <li>• Design teaching learning activities for language class</li> </ul>	<b>Unit I: Learners, Teachers and Teaching Learning Activities (10)</b> 1.1 Learners 1.1.1 Reasons for learning 1.1.2 Different contexts for learning 1.1.3 Learner differences 1.1.4 The importance of student motivation 1.1.5 Responsibility for learning 1.2 Teachers

	<ul style="list-style-type: none"> <li>1.2.1 Describing good teachers</li> <li>1.2.2 Rapport building</li> <li>1.2.3 Teacher tasks</li> <li>1.2.4 Teacher skills</li> <li>1.2.5 Teacher knowledge</li> </ul>
	1.3 Activities for language class
<ul style="list-style-type: none"> <li>• State the importance of lesson planning</li> <li>• Design lesson plans for teaching various skills and aspects</li> <li>• Present micro peer lesson in the class</li> <li>• Manage the classroom in terms of time, content and resources</li> </ul>	<b>Unit II: Teaching Plans and Classroom Management (15)</b> 2.1 Teaching Plans <ul style="list-style-type: none"> <li>2.1.1 Reasons for planning</li> <li>2.1.2 A proposal for actions</li> <li>2.1.3 Lesson shapes</li> <li>2.1.4 Planning questions</li> <li>2.1.5 Plan formats</li> <li>2.1.6 Planning</li> </ul> 2.2 Managing the classroom <ul style="list-style-type: none"> <li>2.2.1 Classroom management</li> <li>2.2.2 The teacher in the classroom</li> <li>2.2.3 Talking to students</li> <li>2.2.4 Giving instructions</li> <li>2.2.5 Student talk and teacher talk</li> <li>2.2.6 Using the L1</li> <li>2.2.7 Creating lesson stages</li> <li>2.2.8 Students grouping and seating arrangement</li> </ul>
<ul style="list-style-type: none"> <li>• Describe and use the language teaching methods</li> <li>• Differentiate between approaches, methods and techniques</li> </ul>	<b>Unit III: Language Teaching Approaches and Methods (25)</b> 3.1 Historical Approaches <ul style="list-style-type: none"> <li>3.1.1 The grammar-translation method</li> <li>3.1.2 The direct method</li> <li>3.1.3 The audio-lingual method</li> </ul> 3.2 Communicative Approaches <ul style="list-style-type: none"> <li>3.2.1 Community language learning</li> <li>3.2.2 Communicative language learning</li> <li>3.2.3 Co-operative language learning</li> <li>3.2.4 Experiential language teaching</li> <li>3.2.5 Notional functional approach</li> <li>3.2.6 Total physical response</li> </ul> 3.3 Language Arts Approaches <ul style="list-style-type: none"> <li>3.3.1 Language experience approach</li> <li>3.3.2 Literature-based approach</li> <li>3.3.3 Natural approach</li> <li>3.3.4 Whole language approach</li> </ul> 3.4 Academic Approaches <ul style="list-style-type: none"> <li>3.4.1 Cognitive Academic language learning approach</li> <li>3.4.2 Content-based second language instruction</li> <li>3.4.3 Lexical approach</li> <li>3.4.4 Competency-based approach</li> <li>3.4.5 Critical Pedagogy</li> <li>3.4.6 Learner centred approach</li> </ul> 3.5 Learning strategy training, cooperative learning and multiple intelligences
	<b>Unit IV: Teaching Aspects of Language (10)</b>

<ul style="list-style-type: none"> <li>• Describe various aspects of language teaching</li> </ul>	4.1 Aspects of language teaching 4.1.1 Vocabulary 4.1.2 Grammar 4.1.3 Functions
<ul style="list-style-type: none"> <li>• Explain various components of teaching listening, speaking, reading and writing</li> <li>• Design materials and activities for teaching listening, speaking, reading and writing</li> <li>• Teach various language skills such as listening, speaking, reading and writing</li> </ul>	<b>Unit V: Teaching Language Skills (30)</b> 5.1 Teaching listening 5.1.1 Reasons for listening 5.1.2 Different kinds of listening 5.1.3 Listening levels 5.1.4 Listening skills 5.1.5 Listening principles 5.1.6 Listening sequences 5.1.7 Use of audio and video aids 5.1.8 Listening suggestions 5.2 Teaching speaking 5.2.1 Reasons for speaking 5.2.2 Speaking sequences 5.2.3 Discussion 5.2.4 Speaking suggestions 5.2.5 Teacher's role during speaking activities 5.2.6 Correcting speaking 5.3 Teaching reading 5.3.1 Reasons for reading 5.3.2 Different kinds of reading 5.3.3 Reading levels 5.3.4 Reading skills 5.3.5 Reading principles 5.3.6 Reading sequences 5.3.7 Reading suggestions 5.3.8 Encouraging students to read 5.4 Teaching writing 5.4.1 Reasons for teaching writing 5.4.2 Writing issues 5.4.3 Writing sequences 5.4.4 Writing suggestions 5.4.5 Handwriting 5.4.6 Correcting written work
<ul style="list-style-type: none"> <li>• Analyse, select, and use course books appropriately</li> <li>• Use appropriate technology in the English class</li> </ul>	<b>Unit VI: Instructional Materials and ELT Technology in the classroom (15)</b> 6.1 Using course book 6.1.1 Use of course book 6.1.2 Adding, adapting and replacing course book 6.1.3 Reasons for (and against) using a course book 6.1.4 Textbook analysis 6.1.5 Relation between course book and curriculum/syllabus 6.2 ELT Technology in the classroom 6.2.1 Use of OHP, computer-based technology, email, internet, online resources

<ul style="list-style-type: none"> <li>• State various reasons of testing</li> <li>• Distinguish between good test and their types</li> <li>• Design and mark different types of language tests</li> </ul>	<p><b>Unit VII: Language Assessment(15)</b></p> <p>7.1 Reasons for assessing students</p> <p>7.2 Good test and test types</p> <p>7.3 Designing and marking test tools and tests</p> <p style="padding-left: 20px;">7.3.1 Testing language aspects</p> <p style="padding-left: 20px;">7.3.2 Testing language skills</p>
<ul style="list-style-type: none"> <li>• Explain various strategies and expertise of teacher learning</li> <li>• Explain various approaches to teacher development</li> </ul>	<p><b>Unit VIII: Language Teacher Development(30)</b></p> <p>8.1 The nature of teacher development/education</p> <p style="padding-left: 20px;">8.1.1 Teacher training and teacher development</p> <p style="padding-left: 20px;">8.1.2 Understanding teacher learning</p> <p style="padding-left: 20px;">8.1.3 Novices and Experts</p> <p style="padding-left: 20px;">8.1.4 Individual and Institutional Perspective</p> <p style="padding-left: 20px;">8.1.5 Collaborative and self-directed learning</p> <p>8.2 Approaches to teacher development</p> <p style="padding-left: 20px;">8.2.1 Workshops/ Seminars</p> <p style="padding-left: 20px;">8.2.2 Self Monitoring</p> <p style="padding-left: 20px;">8.2.3 Teacher Support groups</p> <p style="padding-left: 20px;">8.2.4 Keeping a teaching journal</p> <p style="padding-left: 20px;">8.2.5 Peer observation and peer coaching</p> <p style="padding-left: 20px;">8.2.6 Teaching portfolios</p> <p style="padding-left: 20px;">8.2.7 Analyzing critical incidents and case analysis</p> <p style="padding-left: 20px;">8.2.8 Team Teaching and Action Research</p>

*Note: The figures within the parentheses indicate approximate periods allotted to respective units.*

#### 4. Instructional Techniques

The instructional techniques for this course are divided into two groups. 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.

##### 4.1. General Instructional Techniques

- Lecture
- Discussion
- Demonstration

##### 4.2. Specific Instructional Techniques

**Unit VI-VIII:** Practical activities and presentation (analyzing textbooks, curriculum/syllabus, designing test tools and marking schemes, etc.)

**Unit VIII:** Project work (Preparing teaching portfolios including description of the nature of the course, a report of classroom observation, teaching journal, analyzing critical incidents and cases, a report of action research, etc.)

#### 5. Evaluation

Annual examination will be carried out by the Office of the Controller of Examinations. The types and number of test items to be asked in the annual examination are as follows:

Nature of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice items	20 questions	20 x 1 marks	20
Group B: Short answer questions	8 with 3 alternative questions	8 x 7 marks	56
Group C: Long answer questions	2 with 1 alternative question	2 x 12 marks	24

## 6. Recommended Books and Reference

### Recommended Books

- Brown, D. (1994). *Principles of language learning and teaching*. London: Prentice Hall. **(For unit III)**
- Norland, DL & Pruet-Said, T. (2006). *A kaleidoscope of models and strategies for teaching English to speakers of other languages*. USA: Teacher Ideas Press
- Doff, A. (1988). *Teach English- A training course for teachers* (Trainers' Handbook and Teachers' Book). Cambridge: CUP. **(For units V - VIII)**
- Harmer, J. (2008). *How to teach English*. London: Pearson Longman. **(For units I, II, IV, V, VI, VII)**
- Huges, A. (2008). *Testing for language teachers*. Cambridge: CUP. **(For unit VII)**
- Larsen-Freeman, D. (2006). *Techniques and principles in language teaching*. Oxford: OUP. **(For unit III)**
- Lindstromberg, S. (Ed.) (1999). *The standby book: Activities for the language classroom*. Cambridge: CUP. **(For unit II)**
- Mackay, R. (2014). *Basic introduction to English language teaching*. Delhi: Oxford University Press. **(For Units I, II, III, IV and V)**
- Richards, J.C. & Farrel, S.C. (2005). *Professional development for language teachers*. London: Cambridge University Press. **(For unit VIII)**
- Richards, J.C. & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge: CUP. **(For Units V, VI)**

### References

- El-Araby, S.A. (1974). *Audio-visual aids for teaching English*. London: Longman
- Nunan, D. (1998). *Language teaching methodology*. New York: Prentice Hall.
- Richards, J.C. & Rodgers, T.S. (2005). *Approaches and methods in language teaching*. Cambridge: CUP.
- Scrivener, J. (1994). *Learning teaching*. Oxford: Heinemann.
- Underwood, M. (1989). *Teaching listening*. London: Longman.
- Ur, P. (1996). *Teaching listening comprehension*. Cambridge: CUP.
- Ur, P. (2006). *A course in language teaching*. Cambridge: CUP.
- White, R. & Arndt, V. (1991). *Process writing*. London: Longman.
- Wright, A. (1986). *Visual materials for the language teacher*. London: Longman.
- Wright, A. & Haleem, S. (1992). *Visuals for the language classroom*. London: Longman.

Course Title: English for Mass Communication	Full Marks: 100 (T80+P20)
Course No: Eng. Ed. 434	Pass Marks: 28T +8P
Nature of the Course: Theory and Practical	Period per Week: 6
Level: B. Ed. (4 years)	Total periods: 150
Year: Third	Time Per Period: 55 Minutes

### 1. Course Description

This is an introductory course on English for Mass Communication. The course aims at developing the students' ability to analyse the English language used in different forms of mass media. The course comprises six units. The first unit focuses on the types of communication in the present world. The second unit introduces the key concepts in media language. Likewise, the third unit deals with the various studies in the media language and the fourth unit deals with its analysis. Unit five and six expose the students to different ways of using language in newspapers and the language of broadcast media respectively.

### 2. General Objectives

The general objectives of the course are as follows:

- To introduce the students to the type of communication and mass communication
- To familiarize them with the key concepts in language and media.
- To acquaint them with the studies in media language.
- To expose them to the analysis of the media language.
- To acquaint them with the language of newspapers.
- To familiarize them with the language used in broadcast media.

### 3. Specific Objectives and Contents

Specific Objectives	Contents	Periods
<ul style="list-style-type: none"> <li>• Describe the basic concept of communication, and its types and forms</li> <li>• Compare and contrast interpersonal communication with mass communication</li> <li>• Discuss the basic concepts and theory of mass communication.</li> <li>• Discuss the relationship between society and culture in relation to media</li> <li>• Explain the rise of mass communication in the world</li> <li>• Compare and contrast old media and new media</li> </ul>	<p><b>Unit 1. Basics of Communication and Mass Communication</b></p> <p><b>1.1 Introduction to communication</b></p> <p>1.1.1 Process of communication</p> <p>1.1.2 Elements of communication</p> <p>1.1.3 Barriers to communication</p> <p>1.1.4 Types of communication</p> <p>1.1.5 Forms of conversation as communication</p> <p>1.1.5.1 Face-to face conversation</p> <p>1.1.5.2 Telephonic conversation</p> <p>1.1.5.3 Online conversation (chat, e-mail, Facebook, SMS)</p> <p>1.1.5.4 Group discussion</p> <p>1.1.5.5 Meetings</p> <p>1.1.5.6 Seminars and conferences</p>	30

	<p>1.1.5.7 Notices, agenda and minutes</p> <p><b>1.2 Introduction to mass communication</b></p> <p>1.2.1 The concept of mass and mass communication</p> <p>1.2.2 The meanings of media</p> <p>1.2.3 The mass concept and the mass audience</p> <p>1.2.4 The mass communication process</p> <p>1.2.5 The mass media institution</p> <p>1.2.6 Four models of mass communication</p> <p>1.2.7 Characteristics of ‘mass’ in mass communication</p> <p>1.2.8 Characteristics of ‘mass communication</p> <p><b>1.3 Media , society and culture</b></p> <p>1.3.1 Early perspectives on media and society</p> <p>1.3.2 Mass communication and culture</p> <p><b>1.4 Interpersonal communication VS mass communication</b></p> <p><b>1.5 The rise of mass media</b></p> <p>1.5.1. From the beginning to mass media</p> <p>1.5.2. The print media ( book, newspaper, magazine, prospectus &amp; brochure</p> <p>1.5.3. The broadcast media ( radio &amp; TV)</p> <p>1.5.4. Film as a mass medium</p> <p>1.5.5. Recorded music as a mass medium</p> <p>1.5.6. The internet</p> <p>1.5.7. News agencies of the world</p> <p>1.5.8. Commercialization of media</p> <p><b>1.6 New media and old media</b></p> <p><b>1.7 Practical activities:</b> Collect samples of online conversation in English, identify specific features of language and analyze them in terms of vocabulary, syntax and style systematically.</p>	
<ul style="list-style-type: none"> <li>• Explain the relationship between language use and media.</li> <li>• Define register and style of media language.</li> <li>• Define mediated communication, mediated participation, media discourse genres, rhetorics and</li> </ul>	<p><b>Unit II Key Concepts in Language and Media</b></p> <p>2.1 Media as language use</p> <p>2.2 Register and style</p> <p>2.3 Mediated communication</p> <p>2.4 Mediated participation</p> <p>2.5 Media discourse genres</p> <p>2.6 Media rhetorics</p> <p>2.6.1 Rhetorics in political speeches</p> <p>2. 6.2 Rhetorics in adverts</p>	25

<p>storytelling.</p> <ul style="list-style-type: none"> <li>• Discuss word and images, and boundaries of media discourse along with media language acceptability, and the future of media language.</li> </ul>	<p>2.7 Media story telling 2.8 Words and images 2.9 Boundaries of media discourse 2.10 Media language and acceptability 2.11 The future of media language <b>2.12 Practical activities:</b> Collect 20 commercial advertisements of products and services from four English newspapers (five from each) published in Nepal and analyze their language systematically in terms of rhetorics, vocabulary, syntax and style.</p>	
<ul style="list-style-type: none"> <li>• Differentiate spoken and written modes of media language.</li> <li>• Explain different styles of media language.</li> <li>• Discuss schema and genre theory.</li> <li>• Identify persuasion and power, stories and visual meanings in the media language.</li> <li>• Discuss coarseness and incivility in broadcast talks</li> <li>• Discuss the language used in radio.</li> <li>• Analyze political speeches and prepare radio news</li> </ul>	<p><b>Unit III Studies in Media Language</b> 3.1 Speech, writing and media 3.2 Different styles of media language 3.3 Schema and genre theory 3.4 Persuasion and power 3.5 Telling stories 3.6 Anchoring visual meanings 3.7 Coarseness and incivility in broadcast talk 3.8 The language of radio programme     3.8.1 News reading     3.8.2 Live commentaries <b>3.9 Practical activities</b></p> <ul style="list-style-type: none"> <li>• Collect two political speeches in English by two famous native-English politicians and analyze their language in terms of rhetorics, vocabulary, syntax and style and record them systematically.</li> <li>• Prepare brief radio news (700 –1000 words) about the latest programme that you attended in your campus/community.</li> </ul>	20
<ul style="list-style-type: none"> <li>• Analyse the media language in terms of message.</li> <li>• Analyse the language of blogs, pub lyrics and studio talks.</li> <li>• Analyse the purpose of persuasion, media fiction, facts.</li> <li>• Explain the multimodal discourse, and changes in the media language.</li> <li>• Analyze the language of news interviews and chat show</li> </ul>	<p><b>Unit IV Media Language analysis</b> 4.1 Message and media 4.2 The case of blog 4.3 Listening to pub lyrics 4.4 Comparing kinds of studio talk 4.5 Purpose of persuasion 4.6 Media fiction and fact 4.7 Sound track and multimodal discourse 4.8 Media language and social change 4.9 Media change in the future <b>4.10 Practical activities:</b> Watch and listen to a political news interview and a chat show interview, and analyze the language in terms of vocabulary, syntax and style that</p>	20

<p>interviews</p> <ul style="list-style-type: none"> <li>• Define news and describe its characteristics</li> <li>• Explain the tools and conventions used to write news stories</li> <li>• Discuss news culture and describe the language, components and structure of news stories, and write different news stories on current events</li> <li>• Discuss the representation of different groups in newspapers</li> <li>• Discuss the language and components of features, op-ed articles, letters to the editor, and editorials, and write them on current events and issues</li> <li>• Analyze the language of news stories</li> <li>• Write news stories on current events</li> </ul>	<p>are found in these interviews, and write them systematically.</p> <p><b>Unit V: Studies in Language of Newspapers</b></p> <p>5.1 Introduction to news</p> <p>5.2 Characteristics/ values of news, or newsworthiness</p> <p>5.3 Tools and conventions used to write news stories</p> <p>5.4 The news culture</p> <p>5.5 The structure and language of news stories</p> <p>5.5.1 The structure of news stories</p> <p>5.5.2 Components of news stories</p> <p>5.5.3 The language of the headlines.</p> <p>5.5.4 The leads of the news stories and their language</p> <p>5.6 Representation of groups in newspapers</p> <p>5.7 Feature stories and op-ed articles</p> <p>5.8 Letter to the editor</p> <p>5.9 Editorializing and editorials</p> <p><b>5.10 Practical activities</b></p> <ul style="list-style-type: none"> <li>• Collect four news stories on different events (programme, accident, strange event &amp; construction work) from English newspapers published in Nepal and analyze their language in terms of vocabulary, syntax and style, newsworthiness and structure.</li> <li>• Write four different news stories on different current events, write two editorials on current national issues and two op-ed articles.</li> </ul>	<p>25</p>
<ul style="list-style-type: none"> <li>• Discuss the varieties of media language.</li> <li>• Discuss the relationship between media and modernity, broadcast talk, and news and advertising angles and narrative strategies.</li> <li>• Explain the role of media as the window to see the world.</li> <li>• Analyse the language of broadcast programmes</li> </ul>	<p><b>Unit VI Studies in Language of Broadcast Media</b></p> <p>6.1 Varieties of media language</p> <p>6.2 Media and modernity</p> <p>6.3 Broadcast talk</p> <p>6.5 Comparing kinds of studio talk</p> <p>6.6 News and advertising angles</p> <p>6.7 Narrative strategies</p> <p>6.8 Windows on the world</p> <p>6.9 The language of broadcast programmes</p> <p>6.9.1 Characteristics of broadcast writing</p>	<p>30</p>

<ul style="list-style-type: none"> <li>Analyse the language of television.</li> <li>Analyze the language of TV programmes</li> </ul>	6.9.2 Broadcast story structure 6.9.3 Broadcast writing style 6.9.4 Broadcast copy preparation 6.10 The language of television 6.10.1 Signs and signification 6.10.2 Forms of television 6.10.3 Live talk 6.10.4 Represented talk <b>6.11 Practical Activities:</b> Watch 3 English TV Programmes and list the basic features of the language used in them.	
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#### 4. Instructional Techniques

The instructional techniques for this course are divided into two groups. 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.

##### 4.1 General techniques

Following general techniques are suggested for the overall teaching-learning activities.

- Lecture and explanation
- Discussion
- Illustration
- Self-study
- Presentation

It is expected that students are completely engaged in the lesson, and actively and interactively involved in teaching-learning activities.

##### 4.2 Specific techniques

Following specific techniques are suggested to ensure active involvement of the students in teaching-learning activities.

<b>Unit I</b>	<b>.Pair work:</b> Analyze the language of online conversation, and present it in the class.
<b>Units II, III &amp; IV</b>	<ul style="list-style-type: none"> <li><b>Group work:</b> <ol style="list-style-type: none"> <li>Collect and analyze the language of political speeches of English-native speakers.</li> <li>Collect some advertisements and analyse their language systematically</li> </ol> </li> </ul>
<b>Unit V</b>	<ul style="list-style-type: none"> <li><b>Pair work:</b> Discover language use in English newspapers ( news stories, editorials, op-ed articles &amp; adverts) published in Nepal, and present and discuss it in the class.</li> <li><b>Project work:</b> Visit an event and write news stories on them.</li> </ul>

<b>Unit VI</b>	<ul style="list-style-type: none"> <li>• <b>Individual work:</b> Watch English TV/radio programmes and list the basic features of the language used in them.</li> <li>• <b>Group work:</b> Prepare the script of a programme to be broadcast on TV/radio for five minutes.</li> </ul>
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Note: In addition to the techniques mentioned above, other techniques appropriate to the students with different abilities will also be used.

### 5. Evaluation Scheme and Time Allotment

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

Unit		Marks	Time
Unit I	Basics of Communication and mass communication	20	20%
Unit II	Key concepts in language and media	15	15%
Unit III	Studies in media language	15	15%
Unit IV	Analyzing the media language	15	15%
Unit V	Studies in Language of Newspapers	15	15%
Unit VI	Studies in Language of Broadcast Media	20	20%

### 6. Evaluation

Written Examination      80% (All Units)  
Practical                      20% (All Units)

#### Theory Part

There will be a written examination of 80 marks which will be conducted by the Office of the Controller of Examination. The type of questions and number of test items to be asked in the final exam is as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice items	16 questions	16 x 1 mark	16
Group B: Short questions	8 with 3 'or' questions	8 x 5 marks	40
Group C: Long questions	2 with 1 alternative questions	2 x 12 marks	24

#### Practical Part

Respective students are required to maintain the file on practical activities as mentioned in each unit and submit to the external examiner at the time of the interview.

## 7. Recommended Books and References

### Recommended Books

- Durant, A. & Lambrou, M. (2009). *Language and media*. London: Routledge. (All Units)
- Marshall, J. & Werndly, A. (2005). *The language of television*. London: Routledge. (Unit VI)
- McQuail, D. (2005). *Mass communication theory*. New Delhi: Vistar Publications. (Unit I)
- Mohan K. & Benerji, M. (1990). *Developing communication skills*. Delhi: Mcmillan India Limited. (Unit I)
- Reah, D. (2008). *The language of newspapers*. London: Routledge. (Unit V)
- Stoval, J.G. (2008). *Writing for the mass media*. New Delhi: Dorling Kindersley. (Units I & V)

### References

- Astor, J. (1991). *Art of modern journalism*. Delhi: Akashdeep Publishing House.
- Berger, A. A. (2012). *Media analysis techniques*. (4<sup>th</sup> ed.). New Delhi: Sage.
- Baran, S.J. & Davies, D.K. (2006). *Mass communication theory*. (4<sup>th</sup> ed.). New Delhi: Cengage Learning.
- Ceramella, N. & Lee, E. (2008). *Cambridge English for the media*. Cambridge: CUP.
- D'Souza, Y.K. (1997). *Mass media today and tomorrow*. Delhi: Satish Garg.
- Danesi, M. (2009). *Dictionary of media and communications*. New York: Pentagon Press
- Fleming, C., Hemmingway, E., Moore, G. & Welford, D. (2006). *An introduction to journalism*. New Delhi: Vistar Publication.
- Franklin, B., Hammer, M., Hanna, M., Kinsey, M. & Richardson, J.E. (2006). *Key concepts in journalism studies*. New Delhi: Vistar Publication.
- Grundy, P. (2010). *Newspapers*. New York: Oxford University Press.
- Harcup, T. (2005). *Journalism: Principles and practice*. New Delhi: Vistar Publications.
- Hicks, W. (2009). *English for journalists*. (3<sup>rd</sup> ed.). New York: Routledge.
- Kamath, M.V. (1993). *The journalist's handbook*. New Delhi: Vikas Publishing House.
- Kamath, M.V. (1993). *Professional journalism*. New Delhi: Vikas Publishing House.
- Keeble, R. (2006). *The newspapers handbook*. (4<sup>th</sup> ed.). New York: Routledge.
- Narayan, A. (1998). *Communication theories and models*. Mumbai: Himalaya Publishing House.
- Narula, U. (2002). *Mass communication: Theory and practice*. New Delhi: Har- Anand.
- Pant, N.C. & Kumar, J. (1995). *Dimension of modern journalism*. Delhi: Kanishka Publishers.
- Scholes, E. (2003). *Handbook of communication*. New Delhi: Infinity books.
- Shrivastava, K.M. (1991). *News reporting and editing*. New Delhi: Sterling Publishers Private Limited.
- Thussu, D.K. (2000). *International communication*. London: Arnold

**Course Title: Methods of Teaching Population Education**

Course No: Pop. Ed.439

Nature of the course: Theory &amp; practical

Level: B.Ed.

Year: Third

Full marks: 80 T+ 20 P

Pass marks: 28 T+ 8 P

Periods per week: 6

Total periods: 150

Time per period: 55 minutes

**1. Course Description**

This course aims to provide necessary knowledge and skills in using appropriate methods and materials for teaching population education. It also aims to enable students to understand curriculum development process. The course helps the students in preparing instructional planning and evaluating teaching of population education. Moreover, it provides practical experiences through practical tasks and develops skills in report writing related to teaching methods in Population Education.

**2. General Objectives**

- To familiarize the students with teaching methods in population education.
- To acquaint the students with the role of communication in teaching population education.
- To help the students to develop the skills in applying various types of teaching methods.
- To help the students to develop practical knowledge and skills in preparing and using.
- To enable the students in developing instructional planning, evaluation tools and a Applying them.
- To provide the students with a broader understanding of various type of organization pattern, plan and development process of curriculum.
- To enable the students in conducting study on various modern methods in teaching population education and the writing report.

**3. Specific objectives and Contents**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Explain the meaning, importance, and principles of teaching method in population education.</li> <li>• Choose the appropriate teaching methods on the basis of available resources</li> <li>• Discuss on teaching phases</li> </ul>	<p><b>Unit I: Introduction to Teaching Population Education (10)</b></p> <p>1.1 Concept/meaning and importance of teaching method in population education.</p> <p>1.2 Principles of teaching population education.</p> <p>1.3 Factors determining the selection of teaching methods in population education.</p> <p>1.4 Phases of teaching population education</p>

<ul style="list-style-type: none"> <li>• Delineate the concept, nature, purpose, role , types and process of communication</li> <li>• Explain different models and barriers of effective communication.</li> <li>• Describe the characteristics of communication.</li> <li>• Explain the factors affecting communication explain.</li> <li>• Discuss on critical issues of communication.</li> </ul>	<p><b>Unit II: Communication (15)</b></p> <p>2.1 Concept and role of communication</p> <p>2.2 Nature, purpose and basic types of communication.</p> <p>2.3 Process of communication.</p> <p>2.4 Models of communication in teaching population education</p> <p>2.5 Barriers of effective communication.</p> <p>2.6 Characteristics of communication.</p> <p>2.7 Factor affecting communication.</p> <p>2.8 Critical issues in population education communication</p>
<ul style="list-style-type: none"> <li>• Explain the different types of teacher-centered methods.</li> <li>• Apply the different types of student-oriented method.</li> <li>• Organize the different types of group participatory approach.</li> <li>• Describe the concept, existing situation and challenges of Open and Distance Education.</li> <li>• Discuss on material focusing methods of population education.</li> </ul>	<p><b>Unit III: Approaches and Methods of Population Education (25)</b></p> <p>3.1 Teacher-centered methods</p> <p>3.1.1 Lecture</p> <p>3.1.2 Demonstration</p> <p>3.1.3 Question-answer</p> <p>3.2 Student-centered method</p> <p>3.2.1 Project work</p> <p>3.2.2 Field work</p> <p>3.2.3 Individual study</p> <p>3.2.4 Experimentation</p> <p>3.2.5 Case study</p> <p>3.2.6 Problem solving</p> <p>3.2.7 Role playing</p> <p>3.3 Group participatory approach</p> <p>3.3.1 Group discussion</p> <p>3.3.2 Buzz session</p> <p>3.3.3 Brain storming</p> <p>3.3.4 Seminar method</p> <p>3.4 Open and Distance Education</p> <p>3.4.1 Concept and needs</p> <p>3.4.2 Existing situation in Nepal</p> <p>3.4.3 Challenges</p> <p>3.5 Materials focused methods</p> <p>3.5.1 Exhibition</p> <p>3.5.2 Film and slide show</p> <p>3.5.3 Computer based method</p> <p>3.5.4 Video conference</p>

<ul style="list-style-type: none"> <li>• Explain the needs and importance of teaching materials.</li> <li>• Explain the principles of selecting and using teaching materials in population education.</li> <li>• Prepare and use different types of teaching materials.</li> <li>• Explain and use different types of electronic media and materials.</li> <li>• Discuss on Edgar Dales cone</li> <li>• Identify the community resource in teaching.</li> </ul>	<p><b>Unit IV: Materials and Media in Population Education (20)</b></p> <p>4.1. Needs and importance of teaching materials in population education.</p> <p>4.2. Principles of selection and use of teaching materials</p> <p>4.3. Preparation and use of different materials</p> <p>4.3.1 Charts</p> <p>4.3.2 Posters</p> <p>4.3.3 Puppets</p> <p>4.3.4 Models</p> <p>4.3.5 Graphs</p> <p>4.3.6 Population density</p> <p>4.3.7 Maps</p> <p>4.3.8 Flash cards</p> <p>4.3.9 Flannel board.</p> <p>4.3.10 Meta card</p> <p>4.4. Electronic materials</p> <p>4.4.1 Radio</p> <p>4.4.2 Television</p> <p>4.4.3 Internet</p> <p>4.4.4 Multimedia</p> <p>4.4.5 Smart board</p> <p>4.4.6 E- library</p> <p>4.6 Use of Edgar Dales cone of experience</p> <p>4.7 Community resource in teaching population education.</p>
<ul style="list-style-type: none"> <li>• Explain the concept, needs and importance of planning for teaching.</li> <li>• Describe the process and types of instructional planning.</li> <li>• Describe different types of instructional planning in population education.</li> <li>• Prepare a model of work plan, unit plan and daily lesson plan considering necessary elements.</li> </ul>	<p><b>Unit V: Planning in Teaching Population Education (15)</b></p> <p>5.4 Concept, needs and importance of planning for teaching</p> <p>5.2 Process of instructional planning</p> <p>5.2.1 Instructional objectives</p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Affective</li> <li>• Psychomotor</li> </ul> <p>5.2.2 Selection of contents</p> <p>5.2.3 Determining learning experiences</p> <p>5.2.4 Identifying evaluation techniques and tools</p> <p>5.3 Types and components of instructional planning</p> <p>5.3.1 Work plan</p> <p>5.3.2 Unit plan</p> <p>5.3.3 Daily lesson plan</p>
<ul style="list-style-type: none"> <li>• Explain the meaning and purpose of evaluation in</li> </ul>	<p><b>Unit VI: Evaluation of Teaching Population Education (20)</b></p> <p>6.1 Meaning and purpose of evaluation in</p>

<p>teaching population education.</p> <ul style="list-style-type: none"> <li>• Describe the different types of evaluation techniques and tools in teaching..</li> <li>• Construct and use different types of evaluation tools.</li> </ul>	<p>teaching population education</p> <p>6.2 Types of evaluation</p> <p>6.2.1 Formative</p> <p>6.2.2 Summative</p> <p>6.2.3 Diagnosis</p> <p>6.3.Tools and evaluation</p> <p>6.3.1 Achievement test</p> <p>6.3.2 Performance test</p> <p>6.3.3 Attitude test</p> <p>6.3.4 Oral test</p> <p>6.4 Non-testing devices</p> <p>6.4.1 Construction of evaluation tools</p> <p>6.4.2 Written test</p> <ul style="list-style-type: none"> <li>• Objective test</li> <li>• Subjective test</li> </ul> <p>6.4.3 Observation</p> <ul style="list-style-type: none"> <li>• Rating scale</li> <li>• Check list</li> </ul> <p>6.4.4 Records</p> <ul style="list-style-type: none"> <li>• Anecdotal</li> <li>• Oral test / interview</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the concept and meaning of population education curriculum.</li> <li>• Describe the elements and process of curriculum development.</li> <li>• Identify the different developmental organization pattern of curriculum.</li> <li>• Explain the types of curriculum plan.</li> <li>• Identify the factors to be considered in developing population education curriculum.</li> <li>• Explain the components of curriculum and curriculum development</li> </ul>	<p><b>Unit VII: Curriculum in Population Education (25)</b></p> <p>7.1 Concept and meaning of population education curriculum.</p> <p>7.2 Elements and process of curriculum development</p> <p>7.3 Organization pattern of curriculum.</p> <p>7.3.1 Separate subject curriculum</p> <p>7.3.2 Broad field curriculum</p> <p>7.3.3 Integrated curriculum</p> <p>7.3.4 Humanistic curriculum</p> <p>7.4 Curriculum plan</p> <p>7.4.1 Continuous</p> <p>7.4.2 Psychological</p> <p>7.4.3 Cycle</p> <p>7.4.4 Modified cycle</p> <p>7.5 Factors to be considered in developing population education curriculum</p> <p>7.6 Components and process of curriculum development</p> <p>7.6.1 Components</p> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Content matters</li> <li>• Learning opportunities</li> <li>• Evaluation</li> </ul> <p>7.6.2 Process of curriculum development</p> <ul style="list-style-type: none"> <li>• Need assessment</li> <li>• Formulation of objectives</li> </ul>

<ul style="list-style-type: none"> <li>process</li> <li>Review critically recent grade 9 &amp;10 school level population education curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Selection of contents <ul style="list-style-type: none"> <li>- Scope</li> <li>- Sequence</li> <li>- Continuity</li> </ul> </li> </ul> <p>7.7 Critical review of EPH curriculum of grade 9 &amp; 10</p>
<ul style="list-style-type: none"> <li>Identify the issues and problems related to teaching methods.</li> <li>Develop plan for study.</li> <li>Collect resource materials for study in population teaching methods.</li> <li>Prepare report of the modern method and present.</li> </ul>	<p><b>Unit VIII: Practicum in Modern Methods of Teaching Population (Practical) (20)</b></p> <p>8.1 Group formation for practicum.</p> <p>8.2 Selection of modern teaching methods</p> <p>8.3 Library visit, document study, internet surfing and discussion with the subject teacher for report writing</p> <p>8.3.1 Background of the topic</p> <ul style="list-style-type: none"> <li>Identification of Problems</li> <li>Objective of the study</li> <li>Significance of the study</li> </ul> <p>8.3.2 Methodology</p> <ul style="list-style-type: none"> <li>Sources of information/data</li> <li>Data collection tools</li> <li>Data collection procedure</li> <li>Data analysis and interpretation procedure</li> </ul> <p>8.3.3 Conclusions and recommendations for improvement</p> <p>8.3.4 Report writing and presentation</p>

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

#### 4. Instructional Techniques

This course is both theoretical and practical in nature. Following instructional techniques will be used while teaching this course is

##### 4.1 General instructional techniques

General instructional techniques include lecture, discussion, report writing and classroom presentation.

##### 4.2 Specific instructional techniques

Unit	Suggested Instructional Techniques
I	<p><b>Introduction to Teaching Population Education</b></p> <ul style="list-style-type: none"> <li>The students will be asked to collect information about teaching and its importance in development and let them discuss and finalize in the group. Its copy will be distributed to students after editing.</li> <li>The students will be asked to collect materials related to the principles and phases and discuss in the group.</li> </ul>
II	<b>Communication</b>

	<ul style="list-style-type: none"> <li>• The students will be asked to collect information about meaning, nature, process, models and factors of communication. Its copy will be distributed to students after editing.</li> <li>• The students will be asked to collect materials related to types of communications and critical issues and discuss in the group.</li> </ul>
<b>III</b>	<b>Approaches and Methods of Population Education</b> <ul style="list-style-type: none"> <li>• The students will be given assignment to prepare materials related to the teachers and students centered methods. They will also be instructed to present their assignment in the class.</li> <li>• A guest lecture will be arranged to deliver topic regarding participatory approach open learning and electronics methods.</li> </ul>
<b>IV</b>	<b>Materials and Media for Population Education</b> <ul style="list-style-type: none"> <li>• The students will be asked to visit library or website to collect information related to different teaching materials.</li> <li>• The students will be asked to prepare and use of different audio visual and printed materials.</li> </ul>
<b>V</b>	<b>Planning for Teaching Population Education</b> <ul style="list-style-type: none"> <li>• The students will be asked to visit library or website to collect information on different planning for teaching population education.</li> <li>• They will be asked to prepare a list about types and structure of different planning.</li> </ul>
<b>VI</b>	<b>Evaluation of Teaching Population Education</b> <ul style="list-style-type: none"> <li>• The students will be asked to develop an evaluation tools and techniques.</li> <li>• The students will be asked to construct and use of different evaluation tools.</li> </ul>
<b>VII</b>	<b>Curriculum in Population Education</b> <ul style="list-style-type: none"> <li>• The students will be asked to describe pattern of population education curriculum and present in the class.</li> <li>• The student will be given assignment to analyze the EPH curriculum of grade 9 and 10.</li> </ul>
<b>VIII</b>	<b>Practicum in modern methods of teaching population (Practical)</b> <ul style="list-style-type: none"> <li>• Student will be asked to choose the topic of interest and develop concept note</li> <li>• Students will be given assignment to prepare a modern method and present in the class.</li> <li>• Teachers should provide guide line to the students for report writing and presentation.</li> </ul>

#### 4. Evaluation ( Theoretical Part)

Though the subject teacher will assess the students' performance from time to time through class room presentation, project work, discussion and class assignment, the result of the assignment will not be included in the annual examination. It is only for providing feedback to the students. The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations T. U. Total **80** marks out of **100** marks is allocated for theoretical examination . The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	14 questions	14 x 1 mark	14
Group B: Short questions	6 with 3 alternative questions	6 x 7 marks	42
Group C: Long questions	2 with 1 alternative question	2 x 12 marks	24
<b>Total</b>			<b>80</b>

Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.

#### (Practical Part)

Total **20** marks out of **100** marks is allocated for practical part. Viva-voce will be jointly evaluated by the internal and external supervisors at the end of the session. The breakdown of marks is given below.

Activities	Internal Marks	External Marks	Total
Attendance and participation on practical session	2	-	2
Quality of report and presentation	5	5	10
Viva-voce	3	5	8
<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>

#### 5. Recommended and References Books.

##### Recommended Books

- Aggrawal, J.C. (1999). *Principles, methods & techniques of teaching*. New Delhi: Vikas Publishing House Pvt. Ltd. (**For Unit I-vii**)
- Huble, John (1993). *Communicating health: An action guide to health education and health promotion*. Malaysia: Macmillan Education Limited. (**For Unit II**)
- Kumar, K.L. (1996). *Educational technology*. New Delhi: New Age International (P) Ltd. (**Unit-I**)
- Mangal, S. K. & Mangal, U. (2009). *Essential of educational technology*. New Delhi: PHI Learning Limited. (**For Unit I-vii**).
- Park, K. (2009). *Park's textbook of preventive and social medicine (20<sup>th</sup> ed.)*. Jabalpur, India: M/s Banarsidas Bhanot Publishers. **For Unit III**.
- Ramachandran, L. & Dharmalingham, T. (2004). *Health education: A new approach*. New Delhi: Vikash Publishing House Pvt. Ltd. (**For Unit III**)
- Sampath, K., Panneerselvam, A. & Santhanam, A. (2000). *Introduction to educational technology (4<sup>th</sup> edit.)* New Delhi: Sterling Publishers Pvt. Ltd. (**For Unit I**)
- [www.ai-media.tv/](http://www.ai-media.tv/) **For Unit II**.
- [www.scalelive.com/education.html](http://www.scalelive.com/education.html) **For Unit II**

### References

- Bhatia, B.D. and Bhatia, K. (2001). *Principles and methods of teaching* (Nineteenth ed.) Delhi: Doba House Book Sellers and Publisher.
- Bhende, A. A. & Kanitkar, T. (1996). *Principles of population studies*. Delhi: Himalaya Publishing House.
- CDC, (1988). *Population education instructional materials*. Bhaktapur: Author.
- CDC, (1988). *Janasankhya shikshaya ko Rastriya shrot pustak*. Bhaktapur: Author.
- FOE, (1995). *Jaa Sankhyako Srot Pustak*, Kirtipur: Author.
- FOE, and IUCN (2000). *Environmental education source book for Bachelor of Education Programme*. Kathmandu: Author.
- Jhawali, D. (1994). *Jana sankhya shiksha*. Kathmandu: Vidyarthi Publication.
- Naupane, I. (2065). *Methods of teaching population education*. (in Nepali). Kathmandu: Vidyarthi Pustak Bhandar.
- Redican, K.J. et al (1986). *Organization of school health programs*. New York: Macmillan Publishing Company.
- Sharma, R.A. (1994). *Curriculum development*. Meerut: Eagle Books International.
- Sharma, R.A. (2003). *Essentials of measurement in education and psychology*. Meerut: Surya Publication.
- Sharma, R.C. (1988). *Population resource, environment and quality of life*. New Delhi: Dhanpet Rai and Sons.
- Sylor, J.G. & Alexander, W.M. (1974). *Curriculum for schools*. New York: Holt Rimehart and Winston, Inc.
- UNESCO, (1992) *Integrated population education in Nepal*. Bangkok: Author.

Course Title: **Classroom Instruction**  
 Course No.: Ed. 442  
 Level: B. Ed.  
 Year: 4<sup>th</sup> year

Nature of course: Theoretical<sup>1</sup>  
 Full Marks: 100  
 Pass Marks: 35  
 Teaching Hours: 150 hours

### 1. Course Description

This is a compulsory course designed for bachelor level to equip them with pedagogical methods and concepts on integration of ICT which can be applied across the school level subjects. This course intends to equip prospective teachers with knowledge and skills of pedagogical methods so that classroom instruction would be child/student centered, interactive and joyful with active participation of the children/students. Course adequately reflected on the condition of Nepalese schools/classroom and teachers in order to make transfer of pedagogical skills in the classrooms.

### 2. General Objectives

General objectives of this course are:

- To familiarize students with the various concepts of pedagogy
- To clarify roles of teacher, learner and classroom in improved classroom teaching learning
- To enable students to prepare variety of instructional plans
- To enable students to use essential structure of lesson in lesson planning and classroom delivery
- To facilitate students to conceptualize and use relevant methods related to teacher centeredness and students centeredness
- To enable students to develop sample lesson plans using variety of teaching strategies and present in the micro teaching
- To help students to demonstrate appropriate use of instructional materials
- To familiarize students with integration of ICT for improved classroom teaching learning
- To acquaint students with technology based teaching strategies.

### 3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Define term pedagogy</li> <li>• Elaborate importance of pedagogy</li> <li>• Explain theories of learning</li> <li>• Relate theories of learning with classroom practices</li> <li>• Brief on different approaches of teaching methods</li> <li>• Compare and contrast different approaches of teaching methods</li> </ul>	<p><b>Unit 1: Concept of Pedagogy (7 hrs.)</b></p> <p>1.1 Meaning and importance pedagogy</p> <p>1.2 Theories of Learning: Behaviorist, Cognitivist, Constructivist</p> <p>1.3 Teacher centered, Student centered, Inclusive methods</p> <p>1.4 Classroom instructional implication</p>
<ul style="list-style-type: none"> <li>• Elaborate on and analyze roles of different aspects in teaching learning</li> <li>• Compare and contrast theoretical knowledge with existing practices in the Nepalese school classrooms</li> </ul>	<p><b>Unit 2: Teacher, Learners and Classroom (15 hrs.)</b></p> <p>2.1 Teacher</p> <p>2.1.1 Essential qualities of good</p>

<sup>1</sup> Practical works will be embedded as assignment mainly in the micro-teaching format.

<ul style="list-style-type: none"> <li>• Provide views/ideas how to maximize roles of teacher, learners and classroom in students' learning</li> <li>• Translate views/ideas to maximize roles of teacher, learners and classroom in students' learning in the sample lesson plans and micro-teaching</li> <li>• Elaborate classroom environment, seating arrangement and organization with respect to learning enhancement</li> </ul>	<p>teachers</p> <p>2.1.2 Teacher in active classroom</p> <p>2.2 Learners</p> <p>2.2.1 Diversity of learners</p> <p>2.2.2 Learning style and needs</p> <p>2.3 Classroom</p> <p>2.3.1 Physical environment</p> <p>2.3.2 Seating arrangement</p> <p>2.3.3 Class organization (Subject, Grade, Multi Grade, Multi Grade Multi Level)</p>
<ul style="list-style-type: none"> <li>• Justify need of teaching plan and structuring lesson in terms of students' learning</li> <li>• Describe different types of plans</li> <li>• Explain important parts of lesson</li> <li>• Prepare sample of different types of plans</li> </ul>	<p><b>Unit 3: Lesson Structure (15 hrs.)</b></p> <p>3.1 Concept</p> <p>3.2 Types of instructional plans – Annual, unit and daily</p> <p>3.3 Essential parts of lesson structure – preparation for learning, delivery of lesson and consolidation (Pre-during-post, Anticipation, Building Knowledge, Consolidation - ABC)</p> <p>3.4 Individualized instructional plan/Personalized System of Instruction (PSI)</p>
<ul style="list-style-type: none"> <li>• Explain when teacher centered methods are best to use</li> <li>• Describe various methods of teacher centered approaches</li> <li>• Prepare sample lesson plan using teacher centered methods</li> <li>• Present sample lesson plan in the micro teaching</li> </ul>	<p><b>Unit 4: Teacher centered methods (18 hrs.)</b></p> <p>4.1 Direct instruction</p> <p>4.2 Concept teaching</p> <p>4.3 Presenting and explaining</p> <p>4.4 Preparation of sample lesson plan based on above methods</p>
<ul style="list-style-type: none"> <li>• Explain when student centered methods are best to use</li> <li>• Elaborate various categories of student centered methods and their intentions</li> <li>• Describe various strategies of student centered approaches in different categories and their uses</li> <li>• Prepare sample lesson plan using different strategies of student centered approaches</li> <li>• Present sample lesson plan in the micro teaching</li> </ul>	<p><b>Unit 5: Student centered methods (35 hrs.)</b></p> <p>5.1 Learner engaged methods</p> <p>5.1.1 Concept</p> <p>5.1.2 Strategies: Brainstorming, Think Pair Share (TPS), Directed Reading Activity (DRA), Prediction from Terms, Direct Listening Thinking Activity (DLTA), Text Coding, Know What to learn Learned – (KWL), What? So what? Now what?, Verbalized Learning, Learning Stations, Process-based Instruction</p> <p>5.2 Cooperative learning (Group engaged</p>

	<p>learning)</p> <p>5.2.1 Concept</p> <p>5.2.2 Strategies: Paired Reading Paired Summarizing (PRPS), Reciprocal Teaching, Read Summarize Question (RSQ), Jigsaw, One Stay Others Stray, Mix Freeze Pair, Snowballing, Pens in the Middle, Pyramid Learning, Paragraph Expert, Student Teams-Achievement Division – STAD)</p> <p>5.3 Problem solving</p> <p>5.3.1 Concept</p> <p>5.3.2 Strategies: Identify Define Explore Act Look (IDEAL), Defining Understanding Planning Evaluating (DUPE), I-Search, Socratic Questioning, Project Based Learning (PBL)</p> <p>5.4 Preparation of sample lesson plan based on above methods</p>
<ul style="list-style-type: none"> <li>Describe importance of review and revisions</li> <li>Explain various strategies of review and revisions</li> <li>Prepare sample lesson plan for review/revision lesson using different strategies of review and revisions</li> <li>Present sample lesson plan in the micro teaching</li> </ul>	<p><b>Unit 6: Review and revisions of lesson (30 hrs.)</b></p> <p>6.1 Concept</p> <p>6.2 Strategies: Question Answer pair, Classify Categorize Organize, Relay, Guess Who?, Two Truths and A Lie, Question ball, Run to the Board</p> <p>6.3 Preparation of sample lesson plan based on above methods</p>
<ul style="list-style-type: none"> <li>Describe concept and importance of instructional materials</li> <li>Describe types of instructional materials and their uses</li> <li>Discuss ways for classroom display</li> <li>Identify of different sources of instructional materials</li> <li>Incorporate appropriate instructional materials in the sample lesson plans</li> </ul>	<p><b>Unit 7: Instructional Materials (10 hrs.)</b></p> <p>7.1 Concept</p> <p>7.2 Importance of instructional materials</p> <p>7.3 Classroom display</p> <p>7.4 Type (cost, making, duration of use)</p> <p>7.5 Sources of instructional materials (Local, market, student made, web and ICT based)</p>
<ul style="list-style-type: none"> <li>Familiarize with concept and working of basic digital</li> <li>Familiarize with communication tools.</li> </ul>	<p><b>Unit 8: Introduction to ICT (10 hrs.)</b></p> <p>8.1 Basic Digital Literacy for Teachers: Word processor, spread sheet and presentation</p> <p>8.2 Communication tools (Internet and email, Search engine, Social Media)</p>

<ul style="list-style-type: none"> <li>• Differentiate between technology based versus traditional teaching strategies</li> <li>• Identify and select appropriate web sites for instructional support</li> <li>• Elaborate nature and importance of e-learning</li> <li>• Develop and use multimedia presentation for the lesson delivery (samples)</li> <li>• Acquaint with concept of intelligent tutoring system and virtual reality</li> </ul>	<p><b>Unit 9: Technology Based Teaching Strategies</b></p> <p><b>(10 hrs.)</b></p> <p>9.1 Technology based versus traditional teaching strategies</p> <p>9.2 ICT integrated pedagogy – concept and process</p> <p>9.3 Web-based instruction and e-learning</p> <p>9.4 Multimedia</p> <p>9.5 Intelligent tutoring system</p> <p>9.6 Virtual reality</p>
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*Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

#### 4. Instructional Techniques

##### 4.1 General Techniques

- Direct Instruction followed by discussion/sharing/interaction
- Analyze and relate Nepalese school practices with various concepts to improve classroom practices
- Student preparation and sharing of relevant samples/models
- Sharing, review and discussion in the group and whole class
- Home assignment and self study.

##### 4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
Unit 1	<ul style="list-style-type: none"> <li>• Use appropriate strategies such as direct instruction, presenting and explaining, DRA, KWL, PRPS, Reciprocal Teaching so that along with understanding the concept in this unit, students will have also demonstration on using various strategies in the narrative texts covered in unit 5.</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>• Use direct instruction in most of the content part</li> <li>• Discuss with the class implications of each of the concepts in the classroom/school practices</li> <li>• Ask students to analyze existing classroom scenario and suggest for improvement – preparation, presentation and discussion (2.3)</li> <li>• What? So what? Now What?, Pens in the middle, One Stay Others Stray, RSQ, IDEAL, DUPE strategies can be used so that along with understanding the concept in this unit, students will have also demonstration on using various strategies covered in unit 5.</li> </ul>
Unit 3	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Analysis of existing practices</li> <li>• Model/sample plans and use them in micro teaching</li> <li>• Jigsaw, Mix Freeze Pair, Text Coding strategies can be used so that along with understanding the concept in this unit, students will have also demonstration on using various strategies covered in unit 5.</li> </ul>
Unit 4	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Model/sample plans and use them in micro teaching</li> <li>• KWL and RSQ family strategies can be used so that along with understanding</li> </ul>

	the concept in this unit, students will have also demonstration on using various strategies covered in unit 5.
Unit 5-6	<ul style="list-style-type: none"> <li>• Conceptual deliberation relating with use of the strategies in the earlier lessons</li> <li>• Model/sample lesson plans, micro teaching followed by discussion and feedback</li> </ul>
Unit 7	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Model/sample development and use during micro teaching</li> </ul>
Unit 8	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Model/sample development and use during micro teaching (multi media) as far as possible</li> </ul>
Unit 9	<ul style="list-style-type: none"> <li>• Conceptual deliberation and discussion</li> </ul>

### 5. Evaluation

This is theoretical course. Hence, the learning of the students will be assessed through annual examination held by the Office of the Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks	
Group A: Multiple choice questions	20 questions	20 X 1 marks	20	
Group B: Short answer question	8 with 3 'or' questions	8 X 7 marks	56	
Group C: Long answer questions	2 with 1 'or' questions	2 X 12 marks	24	

### 6. Recommended Books and References

#### Recommended Books

- Arends, R. I. (2013). *Learning to Teach (8<sup>th</sup> edition)*. New Delhi: McGraw – Hill Education Indian Edition. (Units 1, 2, 4, 5)
- Crawford, A; Saul, EW; Mathews, S; and Makinster, J. (2005). *Teaching and Learning Strategies for the Thinking Classroom*. New York: Open Society Institute. (Also available in Nepali translation). (Units 2, 5)
- Elliott, S. N., Kratochwill, T. R., Cook, J. L. and Travers, J. F. (2000). *Educational Psychology: effective teaching, effective learning*. New York: McGraw – Hill. (Units 1, 2, 8)
- Karmacharya, D. M. (2070 BS). *Teacher and Teaching. (In Nepali)*. Kathmandu: Makalu Publication House. (Units 3, 7)
- Muller, T., Lichtinger, U and Girg, R. (2015). *The Multi Grade Multi Level Methodology and its Global Significance*. Germany: Prolog-Verlag. (Unit 2)
- Singh, G. B. (2071 BS). *Active and Thinking Teaching Learning Methods (2<sup>nd</sup> edition)*. (In Nepali). Kathmandu: Jupiter Publications. (2, 3, 4, 5, 6)
- UNESCO. (2013). *Practical Tips for Teaching Multigrade Classes*. Bangkok: UNESCO. (Unit 2).

### References

- Ashman, A. F. and Conway, R. N. F. (1997). *An Introduction to Cognitive Education: Theory and Application*. New York: McGraw – Hill International Edition.
- Cotton, J. (2004). *The Complete Guide to Learning and Assessment: Learning Vol. 2*. New Delhi: Crest Publishing House.
- DOE. (2010). *Framework of Child Friendly School for Quality Education*. Sanothimi: Author.
- DOE/SC. (2005). *Child-friendly Schooling Teachers' Training Manual, 2062*. Kathmandu: Author.
- Joyce, B., Weil, M. and Calhoun, E. (2009). *Models of Teaching (8<sup>th</sup> edition)*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- Pollard, A. (2006). *Reflective Teaching (2<sup>nd</sup> Edition)*. London and New York: Viva-Continuum.
- Udvari-Solner, A. and Kluth, P. (2008). *Joyful Learning – Active and Collaborative Learning in Inclusive Classrooms*. California: Corwin Press. (Units 5, 6)
- UNESCO. (2004). *Changing Teaching Practices*. Paris: UNESCO.
- UNESCO. (2015). *Transforming Teaching and learning in Asia and The Pacific: Case Studies from Seven Countries*. Paris: UNESCO. (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).
- UNICEF. (2003). *Happy Learning! A Guide to Best Practices for Achieving the Potential of Children*. Kathmandu: UNICEF.
- Westwood, Peter. (2008). *What teachers need to know about Teaching Methods*. Victoria: Acer Press.
- NCED teacher training packages
- DEO MGML documents.

**Course Title: Research Methodology in English Education**

Course No. : Eng. Ed. 445

Nature of the course: Theoretical and Practical

Level: B. Ed.

Full marks: 100(T=50; P=50)

Year: Fourth

Pass marks: T= 35, P=40

Periods per week: 6

Total periods: 150

**1. Course Description**

This course has been designed to help students understand the basic concepts and processes of doing and writing research in English language education. The first unit of the course is focused on helping students conceptualize the definition, characteristics, paradigms and types of research. The second unit deals with the basic components of research. In this unit, students will be engaged in the process of identifying research problems, framing research questions and objectives, writing literature review, specifying research methods and data analysis procedure and writing reports. The third unit is focused on the methods of data collection while the fourth and the fifth units deal with research designs and data analysis/interpretation, respectively. The final unit aims at engaging students in writing research reports.

**2. General Objectives**

The general objectives of this course are as follows:

- To acquaint the students with a general understanding of the nature and characteristics of research methodology in language education.
- To familiarize the students with the research problems, questions.
- To enable the students to design different types of research relevant to language education.
- To engage students in doing basic research in language education .
- To develop students' competencies in analyzing and interpreting data.
- To enhance students' skills in writing research reports.

**3. Specific Objectives and Contents**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Define research and discuss its characteristics, rationale and application.</li> <li>• Discussion the paradigms of research.</li> <li>• Provide an overview of the types of research.</li> </ul>	<b>Unit I: Introduction (15)</b> 1.1 Defining the concept of research 1.2 Characteristics of research 1.3 Rationale/purposes of doing research 1.4 Application of research 1.5 Paradigms of research: Positivist/quantitative and post-positivist/qualitative 1.6 Types of research: overview
<ul style="list-style-type: none"> <li>• State the research problems, questions and objectives in their areas of interest.</li> <li>• Write a review of literatures related to their areas of interest.</li> <li>• Specify and apply data collection methods and data analysis procedures.</li> </ul>	<b>Unit 2: Basic components of research (20)</b> 2.1 Research problem 2.2 Research questions 2.3 Research objectives 2.4 Literature review 2.5 Sampling procedure 2.6 Data collection: Methods and tools 2.7 Data analysis and interpretation 2.8 Reporting

	(Project work: Teachers should engage students in identifying research problems, research questions and objectives, and write a literature review. They should also work together to specify the methods and data analysis procedures for their study. Students should write a report of all these.)
<ul style="list-style-type: none"> <li>• Discuss the types and processes of developing different methods of data collection.</li> <li>• Develop questionnaire, interview guidelines/schedule, observation guidelines, and test items to use for research.</li> </ul>	<p><b>Unit 3: Methods of data collections (30)</b></p> <p>3.1 Questionnaire</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Types</li> <li>• Design</li> <li>• Techniques/process</li> </ul> <p>3.2 Interview</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Types</li> <li>• Design</li> <li>• Techniques/process</li> </ul> <p>3.3 Observation</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Types</li> <li>• Design</li> <li>• Techniques/process</li> </ul> <p>3.4 Test items</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Types</li> <li>• Design</li> <li>• Techniques/process</li> </ul> <p>(Project work: Students will develop the tools to collect data by using above research methods).</p>
<ul style="list-style-type: none"> <li>• Discuss major principles of research designs.</li> <li>• Develop research designs of different kinds.</li> </ul>	<p><b>Unit 4: Research designs (20)</b></p> <p>4.1 Qualitative vs quantitative</p> <p>4.2 Survey research</p> <p>4.3 Experimental research</p> <p>4.4 Action research</p> <p>4.5 Case study</p> <p>4.6 Interactional research</p> <p>(Project work: Students will be engaged in designing research and collect data by using appropriate methods and tools.)</p>

<ul style="list-style-type: none"> <li>• Identify appropriate tools for data analysis and interpretation.</li> <li>• Develops themes from the data.</li> <li>• Interpret the data</li> </ul>	<p><b>Unit 5: Data Analysis and Interpretation (30)</b></p> <p>5.1 Identifying the appropriate tools  5.2 Transcribing data (for qualitative)  5.3 Thematizing the data (for qualitative)  5.4 Running statistical tools (for quantitative)  5.5 Presenting data  5.6 Interpreting data: triangulation process  (Project work: Students are engaged in analyzing and interpreting data by using statistical tools and the process of theme building. The analysis and interpretation should be based the actual data students have collected.)</p>
<ul style="list-style-type: none"> <li>• Write a research report.</li> <li>• Use appropriate citation and referencing style (APA) and</li> </ul>	<p><b>Unit 6: Writing research (35)</b></p> <p>6.1 Following the step wise process  6.2 Organizing the data  6.3 Writing the report  6.4 Citation and referencing styles  (Project Work: Students will write a complete research report based on their study.)</p>

#### 4. Instructional Techniques

The instructional techniques for this course are divided into two groups. 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

##### 4.1 General instructional techniques:

- Lecture and discussion
- Demonstration
- Teacher-guided self-study
- RDWS (read-discuss-write-share)
- Group/pair work

##### 4.2 Specific instructional techniques

The major instructional approach for this course include a research-based collaborative approach in that both teachers and students work together to design and carry out research. Rather than focusing simply on understanding of concepts, students will be engaged in exploring issues, designing research methods, data collection, analysis and interpretation and writing research report through project work and other related techniques. For this purpose, the teachers design both individual and collaborative activities with the students.

#### 5. Evaluation and Time Allotment

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

- **Theory: 50%**
- **Practical: 50%**

<u>Unit</u>	<u>Marks</u>	<u>Time</u>
I	T: 6	10%
II	T: 10; P: 10	15%
III	T: 10; P: 10	15%
IV	T: 8; P: 10	20%
V	T: 8; P: 10	20%
VI	T: 8; P: 10	20%

## 6. Assessment Technique

### 6.1 Written examination: 50 marks

The students will be assessed through annual examination held by the Office of Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table:

<b>Nature of questions</b>	<b>Total questions to be asked</b>	<b>Number of questions to be answered</b>	<b>Weighing</b>
Group A: Multiple choice items	10 questions	10x 1 mark	10 Marks
Group B: Short answer questions	6 questions with 2 'or' questions	6 x 5 marks	30 Marks
Group C: Long answer questions	1 question	1 x 10 marks	10marks

### 6.2 Evaluation scheme for practical part: 50 marks

For the practical assessment, students should keep a portfolio of their project work for each unit. Teachers should design appropriate project works that requires writing at least 2000-3000 words. Teachers should provide feedback to the students on their work. The portfolio will be assessed by an external appointed by the office of the Controller of Examinations. The division of marks is as follows.

Activities	Internal	External	Total
Attendance and participation	5	-	5
Collection of documents	5	5	10
Quality of report	5	10	15
Presentation in seminar	5	-	5
Viva-voce	5	10	15
Total	25	25	50

## 7. Recommended Books and References

### Recommended Books

- Kumar, R. (2011). *Research methodology (3<sup>rd</sup> edition)*. New Delhi: Sage.(All Units)
- McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*. London: Arnold. (Units II & III)
- Nunan, D. (2008). *Research methods in language learning*. Cambridge: Cambridge University Press. (All units)
- Wallace, M. (2000). *Action research for language teachers*. Cambridge: Cambridge University Press.(Unit IV)

**References**

- Burns, A. (2010). *Doing Action Research in English Language Teaching*. New York: Routledge.
- Cohen, L. Manion, L. and Morrison, K. (2007). *Research Methods in Education*. London: Routledge.
- Paltridge, B. and Starfield, S. (2007). *Thesis and dissertation writing in a second language*. Routledge: London.
- Seliger, H. W. & Shohamy, E. (1999). *Second language research methods*. Oxford: Oxford University Press.

**Course Title: Literature for Language Development**

Course Code. : Eng. Ed. 446

Nature of the Course: Theory

Full Marks: 100

Pass Marks: 35

Periods per Week: 6

**1. Course Description**

This course aims at exposing students to different literary genres with a view to developing their English language and literary competence. The course also orients them to different ways of exploiting literary texts in the language classroom. There are five units in this course. Unit one introduces literature in general and English literature in particular in terms of genres, language features, and its history. Unit two mentions how literature can be used to develop language. Unit three presents sample texts from different genres with various activities to exploit them for teaching language skills and aspects. Similarly, unit four introduces children's literature and presents some sample texts. Finally, the last unit introduces them to the fundamentals of contemporary literary criticisms.

**2. General Objectives**

The objectives of the course are as follows:

- To acquaint students with English literature, its genres and its history.
- To orient them to the aims of and reasons for using literature in the language classroom.
- To expose them to the texts from different literary genres for the development of language skills and aspects.
- To familiarize them with children's literature.
- To introduce them to contemporary approaches to literary criticism.

**3. Contents in detail**

Specific Objectives	Contents	Periods
	<b>Unit I: Introduction to Literature</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• Define literature</li> <li>• Classify literature into different genres.</li> </ul>	1.1 Defining literature 1.2 Classification of literary genres 1.2.1 Poetry: epic, lyric, ballad, ode, elegy, sonnet, free verse, shape poem, imagist poetry (haiku), limerick, slam poetry 1.2.2 Prose: fiction and non-fiction <ul style="list-style-type: none"> <li>• Fiction: myth and legend, fable and parable, fairy tale, short story, novella and novel</li> <li>• Non-fiction: essay—descriptive, narrative, reflective, expository, argumentative, and travelogue</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe the language of literature</li> </ul>	1.2.3 Drama: one-act play, three-act play, five-act play, (tragedy, comedy, tragicomedy)	
<ul style="list-style-type: none"> <li>• Explore and exemplify various features and devices of literature.</li> </ul>	1.3 The language of literature: what is distinctive about the language of literature? 1.3.1 Phonological, graphological, lexical/semantic and grammatical features and deviations 1.3.2 Figures of speech: metaphor and simile, personification, hyperbole, allegory, irony, metonymy, onomatopoeia, paradox,	
<ul style="list-style-type: none"> <li>• Present a brief outline of history of English literature.</li> </ul>		

	<p>parody, pun, sarcasm and satire</p> <p>1.3.3 Prosodic features</p> <ul style="list-style-type: none"> <li>•Rhyme: sound and sight rhyme, full and half rhyme, intra-line and interline rhyme</li> <li>•Rhythm: rhythm in poetry and prose</li> </ul> <p>1.3.4 Alliteration and assonance</p> <p>1.3.5 Cohesion and coherence</p> <p>1.4. A brief history of English literature</p> <p>1.4.1 The Elizabethan Age</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Characteristics</li> </ul> <p>1.4.2 The Neo-classical Age</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Characteristics</li> </ul> <p>1.4.3 The Romantic Age</p> <ul style="list-style-type: none"> <li>• Background</li> <li>• Characteristics</li> </ul> <p>1.4.4 The Victorian Age</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Characteristics</li> </ul> <p>1.4.5 The Modern Age</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Characteristics</li> </ul> <p>1.4.6 The Postmodern Period</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Differences between modern literature and postmodern literature</li> <li>• Characteristics (Development of translation literature, Diasporic writing, cyber literature, and Subaltern literature )</li> </ul>	
<ul style="list-style-type: none"> <li>• Illustrate the significance of literature in language teaching.</li> <li>• Use literary genres to develop language skills.</li> <li>• Use literary genres to develop language aspects.</li> </ul>	<p><b>Unit II: Literature in Language Teaching</b></p> <p>2.1 Aims and objectives of teaching literature</p> <p>2.2 Reasons for using literature in language teaching</p> <ul style="list-style-type: none"> <li>• Developing language acquisition (language model, cultural model, and personal growth model)</li> <li>• Providing valuable authentic materials</li> <li>• Creating motivation for teaching and learning</li> <li>• Cultivating interpretive ability</li> <li>• Expanding language awareness</li> </ul>	<b>10</b>

	<p>2.3 Difference between the use of literature and the study of literature</p> <p>2.4 Approaches to using literature with the language learners</p> <p>2.5 Literature for development of different language skills: listening, speaking, reading and writing</p> <p>2.6 Literature for development of different language aspects: pronunciation, vocabulary and grammar</p>	
<ul style="list-style-type: none"> <li>• Interpret and appreciate English poems.</li> <li>• Plan lessons to teach poems.</li> <li>• Teach English poems to develop language skills and aspects.</li> </ul> <ul style="list-style-type: none"> <li>• Interpret and appreciate English essays.</li> <li>• Plan lessons to teach essays.</li> <li>• Teach essays to develop language skills and aspects.</li> </ul>	<p><b>Unit III: Exploring Language through Literary Texts</b></p> <p><b>3.1 English poetry</b></p> <ul style="list-style-type: none"> <li>• <i>When We Two Parted</i> by Lord Byron</li> <li>• <i>Adversity</i> by Michael Dillon</li> <li>• <i>Trees in the Garden</i> by D H Lawrence</li> <li>• <i>Solitude</i> by Ella Wheeler Wilcox</li> <li>• <i>Our Earth will Not Die</i> by Niyi Osundare</li> <li>• <i>Novella</i> by Adrienne Rich</li> <li>• <i>The Face of Hunger</i> by Oswald Mbuyiseni Mtshali</li> <li>• <i>Dear Child</i> by Walter Odame</li> <li>• <i>The Guest House</i> by Rumi</li> <li>• Three haikus by M. Basho (<i>the peasant's child, the clouds and old silent pond</i>)</li> <li>• <i>Africa</i> by Maya Angelou</li> <li>• <i>Pillar of Fame</i> by Robert Herrick</li> <li>• <i>Pied Beauty</i> by Hopkins</li> <li>• <i>Break, Break, Break</i> by Alfred Lord Tennyson</li> <li>• <i>A Rifleman</i> by Raksha Rai</li> <li>• <i>Standing in a Market</i> by Suman Pokharel</li> </ul> <p>3.1.1 Designing materials to teach poetry</p> <p>3.1.2 Planning lesson to teach poetry</p> <p><b>3.2 English essays</b></p> <ul style="list-style-type: none"> <li>• <i>My Mother's Boots</i> by Susan Spano</li> <li>• <i>The Nature and Aim of Fiction</i> by Flannery O'Connor</li> <li>• <i>Shooting an Elephant</i> by George Orwell</li> <li>• <i>The Student Life</i> by William Osler</li> <li>• <i>What is Style</i> by Mavis Gallant</li> <li>• <i>Who Killed Benny Paret?</i> by Norman Cousins</li> <li>• <i>Responding to Landmines</i> by Princess Diana</li> <li>• <i>Beauty</i> by Susan Sontag</li> </ul> <p>3.2.1 Designing materials to teach essays</p>	<b>90</b>

<ul style="list-style-type: none"> <li>• Interpret and appreciate English short stories.</li> <li>• Plan lessons to teach short stories.</li> <li>• Teach short stories to develop language skills and aspects.</li>   <li>• Interpret and appreciate English novels.</li> <li>• Plan lessons to teach novels.</li> <li>• Teach novels to develop language skills and aspects.</li>   <li>• Interpret and appreciate English dramas.</li> <li>• Plan lessons to teach one- act dramas.</li> <li>• Teach dramas to develop language skills and aspects.</li> </ul>	<p>3.2.2 Planning lessons to teach essays</p> <p><b>3.3 English short stories)</b></p> <ul style="list-style-type: none"> <li>• <i>The Death of Ivan Ilych</i> by Leo Tolstoy</li> <li>• <i>The Umbrella Man</i> by Roald Dahl</li> <li>• <i>Hills Like White Elephants</i> by Ernest Hemingway</li> <li>• <i>My Greatest Ambition</i> by Morish Lurie</li> <li>• <i>Fountains in the Rain</i> by Yukio Mishima</li> <li>• <i>The Day they Burned the Books</i> by Jean Rhys</li> <li>• <i>The Advance</i> by Henri Lopes</li> <li>• <i>Mugumo</i> by Ngugi Wa Thiong'o</li> <li>• <i>The Cooking Poet</i> by Samrat Upadhyaya</li> <li>• <i>War</i> by Luigi Pirandello</li> <li>• <i>The Voter</i> by Chinua Achebe</li> <li>• <i>A Country Doctor</i> by F. Kafka</li> <li>• <i>Light in the darkness</i> by Sir Aurthur C. Doyal</li> <li>• <i>The Revolt of Mother</i> by Marry E. Wilkins Freeman</li> <li>• <i>Interpreter of Maladies</i> by Jhumpa Lahiri</li> <li>• <i>The Love of Village</i> by Ismali</li> </ul> <p>3.3.1 Designing materials to teach short stories</p> <p>3.3.2 Planning lessons to teach short stories</p> <p><b>3.4 Novels</b></p> <ul style="list-style-type: none"> <li>• <i>The Memory Keeper's Daughter</i> by Kim Edwards</li> <li>• <i>The Search Warrant</i> by Patrick Modiano</li> </ul> <p>3.4.1 Designing materials to teach novels</p> <p>3.4.2 Planning lessons to teach novels</p> <p><b>3.5 English Dramas</b></p> <ul style="list-style-type: none"> <li>• <i>Death of a Salesman</i> by Arthur Millar</li> <li>• <i>A Talk in the Park</i> by Alan Ayckbourn</li> </ul> <p>3.5.1 Designing materials to teach drama</p> <p>3.5.2 Planning lessons to teach drama</p>	
<ul style="list-style-type: none"> <li>• Describe children's literature</li> <li>• Specify characteristics of children's literature</li> <li>• Use different genres of children's literature for teaching language</li> <li>• Engage students in different types of</li> </ul>	<p><b>Unit IV: Children's Literature</b></p> <p>4.1 Background</p> <p>4.2 The genres of children's literature</p> <p>4.3 Characteristics of children's literature</p> <p>4.4 Value of children's literature in language teaching</p> <p>4.5 Texts for exploration</p> <ul style="list-style-type: none"> <li>• <i>The Nightingale</i> (fairy tale) by Hans Christian Anderson trans. by M.R. James</li> <li>• <i>How the Flamingos Got their Stockings</i> (animal</li> </ul>	<b>10</b>

creative writing activities	fable) by Horacio Quiroga <ul style="list-style-type: none"> <li>• <i>Lullaby</i> by L.M. Silko</li> <li>• <i>Words are Birds</i> (contemporary poem) by Francisco X. Alarcon</li> <li>• <i>Totto-Chan: The Little Girl at the Window</i> (novel) by Tetsuko Kuroyanagi</li> </ul> 4.6 Designing materials and lessons to teach children's literature 4.7 Designing activities to engage children in producing their own creative works	
<ul style="list-style-type: none"> <li>• Write a short note on each of the literary criticisms.</li> </ul>	<b>Unit V: Contemporary Approaches to Literary Criticism (Introduction)</b> 5.1 New criticism 5.2 Formalism 5.3 Structuralism 5.4. Psychoanalytic criticism 5.5 Readers' response theory 5.6. Deconstructive criticism 5.7 Postcolonial criticism 5.8 Feminist criticism 5.9 Cultural criticism 5.10 Queer theories 5.11 African-American theory	<b>10</b>

#### 4. Instructional Techniques

The instructional techniques for this course are divided into two groups. 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.

##### 4.1. General Instructional Techniques

- Lecture and discussion
- Demonstration
- Teacher-guided self- study
- RDWS (Read-Discuss-Write and Share)

##### 4.2. Specific Instructional Techniques

- Role Play and Dramatisation (Unit III)
- Presentation (Units I, II and III)
- Project work (Units II and III)
- Group and pair work (Units I - III)
- Group work (IV: designing activities to engage students in creative writing)
- Project work (V: visiting different websites to explore more about literary approaches)

#### 5. Evaluation Scheme

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

<u>Unit</u>	<u>Marks</u>
Unit I: Introduction to Literature	15
Unit II: Literature for Language Development	10
Unit III: Exploring Language through Literary Texts	50
Unit IV: Children's Literature	15
Unit V: Contemporary Approaches to Literary Criticism	10

## 6. Assessment Technique

Written examination: 100%

This is a theoretical course. Hence, the learning of the students will be assessed through annual examination held by the Office of Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table:

Nature of questions	Total questions to be asked	Number of questions to be answered	Total Marks
Group A: Multiple choice items	20	20 x 1 mark	20 Marks
Group B: Short answer questions	8 with 3 'or' questions	8 x 7 marks	56 Marks
Group C: Long answer questions	2 with 1 'or' question	2 x 12 marks	24 marks

## 7. Prescribed Books and References

### Prescribed Books

- Collie, J. & Slater, S. (2010). *Literature in the language classroom*. Cambridge: CUP. (Unit II & III)
- Hudson, W.H. (2015). *An outline history of English literature*. Rupa publications: New Delhi. (Unit I)
- Kim, E. (2005). *The memory keeper's daughter*. London: Penguin Books. (Unit III)
- Kuroyanagi, T. (1981/1984) *Totto-Chan: The little girl at the window*. Tokyo: Kodansha Publications. (Unit III)
- Lazar, G. (2010). *Literature for language teaching*. Cambridge: CUP. (Units II-III)
- Miller, A. (1949/2000). *Death of a salesman*. UBSPD: India. (Unit III)
- Modiano, P. (1997/2000). *The search warrant*. London: Harvill Secker. (Unit III)
- Nayar, P.K. (2009). *A short history of English literature*. India: Foundation Book. (Unit I)
- Tyson, L. (2013). *Using critical theory*. London: Routledge. (Unit V)

### References

- Abram, M.H & Harpham, G. G. (2015). *A glossary of literary terms*. India: Cengage Learning.
- Bassnett, S & Grundy, P (1993). *Language through Literature*. UK: Longman.
- Beach, R.et. al (2016). *Teaching literature to adolescents*. London: Tylor and Fancis.

- Beauty, J. et al. (Eds.) (2002). *The Norton introduction to literature*. New York: W.W. Norton and Company.
- Brown, Lynch & C. Tommilson (2014). *Essentials of children's literature*. London: Pearson
- Brumfit, C. & Carter, R. (1996). *Literature and language teaching*. Oxford: OUP.
- Carter, R & Long M.N. (1987). *The web of words: Exploring literature through language*. Cambridge: CUP.
- Carter, R & McRae, J. (Eds.) (2014). *Language, literature and the learner*. London: Routledge:
- Cudden, J. A. (1992). *The Penguin dictionary of literary terms and literary theories (3<sup>rd</sup> ed.)*. India: Penguin.
- Green, K. & Lebihan, J. (2007). *Critical theory and practice*. London: Routledge.
- Hall, G. (2005). *Literature in language education*. UK: Palgrave.
- Klarer, M. (2004). *An introduction to literary studies*. London: Routledge.
- Long, J.W. (2000). *Engsih literature*. Delhi: A.I.T.B.S. publishers & Distributors.
- Maley, A & Duff (1990). *A The inward ear, poetry in language classroom*. Cambridge: CUP.
- Maley, A. (2001). Literature in the language classroom in R. Carter & D. Nunan *the Cambridge guide to teaching English to TESOL*. Cambridge: CUP.
- Moody, H.L. (1997). *Literary appreciation*. UK: Longman.
- Norton, Donna, E. (2004). *The effective teaching of language arts (6<sup>th</sup> ed.)*. London: Pearson.
- Paran, A. & Robinson, P. (2016). *Literature into the classroom*. Oxford: OUP.
- Sanders, A. (1994). *The short oxford history of English literature*. Oxford;OUP.
- Scholes, R. et al. (Eds.) (1997). *Elements of literature*. Oxford: OUP.
- Showlater, E. (2003). *Teaching literature*. USA: Blackwell Publishing.
- Wales, K. (2001). *A dictionary of stylistics*. England: Pearson.
- Widdowson, H.G. (1988). *Stylistics and the teaching of literature*. Hong Kong: Longman Group Ltd.

पाठ्यांश शीर्षक : अनुसन्धान विधि  
 पाठ्यांश सङ्ख्या : नेपा.शि. ४४५  
 पाठ्यांश प्रकृति : सैद्धान्तिक/प्रायोगिक  
 तह : बि. एड.  
 वर्ष : चौथो

पूर्णाङ्क : ८०+२०=१००  
 उत्तीर्णाङ्क : २५+१०=३५  
 प्रतिहप्ता पाठघन्टी : ६  
 जम्मा पाठघन्टी : १५०

### १. पाठ्यांश परिचय

यो पाठ्यांश शिक्षाशास्त्र सङ्काय चार बसें स्नातक तहमा नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो। यस पाठ्यांशमा भाषिक अनुसन्धानसम्बद्ध सैद्धान्तिक र व्यावहारिक पक्षको जानकारी गराउने अपेक्षा राखिएको छ।

### २. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्य निम्नानुसार रहेका छन् :

- भाषिक अनुसन्धानको परिचय दिई यसका विविध पक्षसँग परिचित तुल्याउने,
- भाषिक अनुसन्धानका विधिहरूको परिचय दिई अनुसन्धानमा तिनको प्रयोगक्षमताको विकास गर्न सक्षम बनाउने,
- अनुसन्धानका क्रममा तथ्य सङ्कलनका लागि नमुना छनोट, उपकरण निर्माण र तिनको मानकीकरण गर्ने सिप अभिवृद्धि गर्ने,
- अनुसन्धानका लागि साङ्ख्यिकीको प्रयोगको ज्ञान र क्षमता अभिवृद्धि गराउने,
- भाषिक अनुसन्धानको प्रयोजनका लागि अनुसन्धानप्रस्ताव तथा प्रतिवेदन लेखन कार्यमा सक्षम तुल्याउने,
- अनुसन्धान प्रतिवेदनमा प्रयुक्त भाषाका साथै प्राविधिक पक्षको ज्ञान र प्रयोगमा सक्षम बनाउने,
- कार्यमूलक अनुसन्धानको परिचय, आवश्यकतासहित त्यसका चक्रहरूको प्रयोग र शैक्षणिक उपयोगिता निर्धारणमा सक्रिय तुल्याउने र
- शैक्षणिक प्रयोजनका लागि कार्यमूलक अनुसन्धानको प्रस्ताव निर्माण गरी प्रतिवेदन लेखनकार्यमा सक्षमता अभिवृद्धि गर्ने।

### ३. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>• भाषिक अनुसन्धानको परिचय दिन,</li> <li>• भाषिक अनुसन्धानका प्रयोजनको चयन गर्न,</li> <li>• भाषिक अनुसन्धानका प्रकारहरू बताउन,</li> <li>• भाषिक अनुसन्धानको क्षेत्र छुट्याउन।</li> <li>• भाषिक अनुसन्धानका निर्धारित विधिहरूको परिचय दिन।</li> </ul>	<p><b>एकाइ एक : अनुसन्धानको परिचय र विधिहरू (२२)</b></p> <p>१.१ भाषिक अनुसन्धानको परिचय          १.१.१ भाषिक अनुसन्धानको प्रयोजन          १.१.२ भाषिक अनुसन्धानका प्रकारहरू          १.१.३ भाषिक अनुसन्धानको क्षेत्र</p> <p>१.२ भाषिक अनुसन्धानका विधिहरू          १.२.१ वर्णनात्मक विधि          १.२.२ सर्वेक्षण विधि          १.२.३ प्रयोगात्मक विधि          १.२.४ तुलनात्मक विधि          १.२.५ क्रियात्मक अनुसन्धान विधि</p>
<ul style="list-style-type: none"> <li>• अनुसन्धानमा तथ्याङ्कको महत्त्व बताउन,</li> <li>• तथ्याङ्क सङ्कलनमा स्रोतहरूको पहिचान गर्न,</li> </ul>	<p><b>एकाइ दुई : तथ्याङ्क सङ्कलन र उपकरण निर्माण (२३)</b></p> <p>२.१ अनुसन्धानमा तथ्य / तथ्याङ्क          २.२ तथ्याङ्क सङ्कलनका स्रोतहरू</p>

<ul style="list-style-type: none"> <li>• तथ्याङ्क सङ्कलनका पद्धतिहरूको चर्चा गर्न,</li> <li>• जनसङ्ख्या र नमुना छनोटको परिचय दिन,</li> <li>• नमुना छनोटको प्रकारहरू उल्लेख गर्न,</li> <li>• तथ्याङ्क सङ्कलनका विविध उपकरण निर्माण गर्न,</li> <li>• सङ्कलित उपकरणको मानकीकरणको प्रक्रिया बताउन ।</li> </ul>	<p>२.२.१ प्राथमिक स्रोत २.१.२ द्वितीयक स्रोत</p> <p>२.३ तथ्याङ्क सङ्कलन पद्धति २.२.१ पुस्तकालयीय कार्य २.२.२ क्षेत्रीय कार्य</p> <p>२.४ जनसङ्ख्या तथा नमुना छनोट २.४.१ जनसङ्ख्या २.४.२ नमुना छनोट २.४.३ नमुना छनोटका प्रकार             <ul style="list-style-type: none"> <li>• सम्भावनात्मक नमुना छनोट र यसका प्रकारहरू</li> <li>• असम्भावनात्मक नमुना छनोट र यसका प्रकारहरू</li> </ul> </p> <p>२.५ तथ्याङ्क सङ्कलनका उपकरण/साधन २.५.१ प्रश्नावली २.५.२ अन्तर्वार्ता २.५.३ रुजूसूची २.५.४ अवलोकन</p> <p>२.६ तथ्याङ्क सङ्कलनका उपकरणको मानकीकरण</p>
<ul style="list-style-type: none"> <li>• भाषिक अनुसन्धानमा साङ्ख्यिकीको परिचय दिन,</li> <li>• तथ्य/तथ्याङ्कको प्रस्तुतीकरणमा तालिकीकरणको परिचय दिई त्यसको उपयुक्त प्रयोग गर्न</li> <li>• विभिन्न ढाँचाका तालिका निर्माण गर्न र प्रयोग गर्न,</li> <li>• तथ्याङ्कको रेखाचित्रात्मक प्रस्तुतीकरणमा आरेख, आलेखको प्रयोग गर्न,</li> <li>• चलको परिचय दिई त्यसका प्रकार बताउन,</li> <li>• तथ्य/तथ्याङ्कको विश्लेषणका लागि प्रतिशत, औसत र मध्यमानको उपयोग गरी तथ्याङ्क विश्लेषण गर्न ।</li> </ul>	<p><b>एकाइ तिन : भाषिक अनुसन्धानमा साङ्ख्यिकीको प्रयोग (१३)</b></p> <p>३.१ साङ्ख्यिकीको परिचय ३.२ तथ्य/तथ्याङ्कको प्रस्तुतीकरण ३.२.१ तालिकीकरण ३.२.२ तथ्याङ्कको रेखाचित्रात्मक प्रस्तुतीकरण             <ul style="list-style-type: none"> <li>• आरेख र आलेख</li> </ul> </p> <p>३.३ चल र यसका प्रकार ३.४ प्रतिशत गणना ३.५ औसत निर्धारण ३.६ मध्यमान ३.७ प्रमाप विचलन</p>
<ul style="list-style-type: none"> <li>• अनुसन्धान प्रस्तावको परिचय दिन,</li> <li>• अनुसन्धान प्रस्तावको आवश्यकता बताउन ,</li> <li>• भाषिक अनुसन्धानको क्षेत्र र शीर्षक चयन गर्न,</li> <li>• अनुसन्धान प्रस्तावका ढाँचा तथा त्यसका अङ्गहरूको परिचय दिन,</li> </ul>	<p><b>एकाइ चार : अनुसन्धान प्रस्ताव र यसका प्रमुख अङ्गहरू (२५)</b></p> <p>४.१ अनुसन्धान प्रस्तावको परिचय ४.२ अनुसन्धान प्रस्तावको आवश्यकता ४.३ भाषिक अनुसन्धानमा शीर्षक चयन ४.४ अनुसन्धान प्रस्तावका अङ्गहरू             <ul style="list-style-type: none"> <li>• पृष्ठभूमि/परिचय, समस्या, उद्देश्य</li> <li>• पूर्वकार्यको समीक्षा, अध्ययनको औचित्य, अनुसन्धान विधि, अध्ययनको सीमा, अध्ययनको</li> </ul> </p>

<ul style="list-style-type: none"> <li>• नमुना अनुसन्धान प्रस्ताव तयार पार्न,</li> <li>• कुनै समस्यामा अनुसन्धान प्रस्ताव तयार गरी प्रस्तुत गर्न ।</li> </ul>	<p>रूपरेखा, सन्दर्भ कृतिसूची</p> <p>४.५ अनुसन्धान प्रस्ताव लेखन र प्रस्तुति</p>
<ul style="list-style-type: none"> <li>• अनुसन्धान प्रतिवेदनका अङ्गहरूको परिचय दिई स्वरूप बताउन,</li> <li>• अनुसन्धान प्रतिवेदनका आदि, मध्य र अन्त्यभागका आधारमा अनुसन्धान प्रतिवेदन तयार पार्न ।</li> </ul>	<p><b>एकाइ पाँच : अनुसन्धान प्रतिवेदनको स्वरूप (२२)</b></p> <p>५.१ अनुसन्धान प्रतिवेदनको परिचय</p> <p>५.२ अनुसन्धान प्रतिवेदनका अङ्गहरू</p> <p>५.२.१ पूर्वभाग</p> <ul style="list-style-type: none"> <li>• मुखपृष्ठ</li> <li>• प्रतिबद्धता</li> <li>• निर्देशकको सिफारिस</li> <li>• स्वीकृतिपत्र / अनुमोदनपत्र</li> <li>• कृतज्ञताज्ञापन</li> <li>• विषयसूची</li> <li>• तालिका, चित्र, नक्सासूची</li> <li>• चिह्नसूची</li> <li>• सङ्क्षिप्त रूपको सूची</li> <li>• पारिभाषिक तथा प्राविधिक पदावली</li> </ul> <p>५.२.२ मूलभाग</p> <ul style="list-style-type: none"> <li>• अध्याय योजना</li> <li>• शीर्षक, उपशीर्षक योजना</li> <li>• अनुच्छेदविन्यास</li> <li>• उद्धरण</li> <li>• सन्दर्भाङ्कन</li> <li>• पादटिप्पणी</li> <li>• सन्दर्भ कृतिसूची</li> </ul> <p>५.२.३ उत्तर भाग</p> <ul style="list-style-type: none"> <li>• परिशिष्ट</li> <li>• व्यक्तिवृत्त</li> </ul>
<ul style="list-style-type: none"> <li>• अनुसन्धानमा प्रयुक्त भाषा प्रयोगसम्बन्धी ज्ञान र दक्षता प्राप्त गर्न,</li> <li>• टङ्कनका नियमहरूको पालना गर्दै प्रतिवेदन तयार पार्न,</li> <li>• निर्धारित प्रावधानका आधारमा आवरण पृष्ठ र गातावन्दी निर्माण गर्न ।</li> </ul>	<p><b>एकाइ छ : अनुसन्धानको भाषा र प्राविधिक पक्ष (१२)</b></p> <p>६.१ अनुसन्धानमा प्रयुक्त भाषा</p> <p>६.१.१ वाक्यविन्यास</p> <p>६.१.२ आदरार्थी प्रयोग</p> <p>६.१.३ वर्णविन्यास</p> <p>६.१.४ सम्पादन, परिमार्जन र संशोधन</p> <p>६.२ प्रतिवेदन टङ्कनको प्राविधिक पक्ष</p> <p>६.२.१ शब्दविभाजन</p> <p>६.२.२ अन्तरालन</p> <p>६.२.३ पृष्ठाङ्कन</p> <p>६.२.४ टङ्कित प्रतिवेदन संशोधन</p> <p>६.२.६ गातावन्दी</p>
<ul style="list-style-type: none"> <li>• कार्यमूलक अनुसन्धानको परिचय दिन,</li> <li>• कार्यमूलक अनुसन्धानको</li> </ul>	<p><b>एकाइ सात : कार्यमूलक अनुसन्धान (३३)</b></p> <p>७.१ कार्यमूलक अनुसन्धानको परिचय</p> <p>७.२ कार्यमूलक अनुसन्धानको आवश्यकता</p>

<p>आवश्यकता र प्रयोजन निर्धारण गर्न,</p> <ul style="list-style-type: none"> <li>कार्यमूलक अनुसन्धानका चक्रहरूको परिचय दिन,</li> <li>शैक्षणिक व्यवस्थापनमा कार्यमूलक अनुसन्धानको उपयोगिता औल्याउन,</li> <li>कक्षा कार्यकलापमा कार्यमूलक अनुसन्धानको स्वरूप ठम्याउन ।</li> </ul>	<p>७.३ कार्यमूलक अनुसन्धानका चक्रहरू</p> <ul style="list-style-type: none"> <li>• योजना</li> <li>• कार्यान्वयन</li> <li>• अवलोकन</li> </ul> <p>७.५ शैक्षणिक व्यवस्थापनमा कार्यमूलक अनुसन्धान</p> <p>७.६ कक्षा कार्यकलापमा कार्यमूलक अनुसन्धान (प्रयोगात्मक कार्यको रूपमा विद्यार्थीलाई शोधप्रस्ताव तथा शोधप्रतिवेदन तयार पार्न लगाई मूल्याङ्कन गर्ने)</p>
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#### ४. शिक्षण प्रविधि

प्रत्येक एकाइमा आवश्यकता अनुसार साधारण र विशिष्ट विधिको उपयोगमा ल्याइनेछ ।

##### ४.१ साधारण शिक्षण प्रविधि

एकाइको प्रकृतिअनुसार पाठ्यपुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरी व्याख्यान, छलफल, प्रश्नोत्तर विधि र प्रस्तुतीकरणको उपयोग गरिनेछ ।

##### ४.२ विशिष्ट शिक्षणप्रविधि

एकाइ	कार्यकलाप
१	<ul style="list-style-type: none"> <li>विद्यार्थीहरूलाई कक्षाकार्यकलापका रूपमा भाषिक अनुसन्धानका प्रकारहरू टिपोट गरी कक्षामा प्रस्तुत गर्न लगाउने,</li> <li>समूह कार्यका रूपमा भाषिक अनुसन्धानका क्षेत्रहरूको सूची बनाई कक्षामा प्रस्तुत गर्न लगाउने र अन्त्यमा शिक्षकले थप सुझावसहित पृष्ठपोषण दिने ।</li> <li>ससाना समूह बनाई गृहकार्यका रूपमा विद्यार्थीहरूलाई भाषिक अनुसन्धानका विधिहरूबाट प्रश्ननिर्माण गर्न लगाई कक्षामा प्रस्तुत गर्न उत्प्रेरित गर्ने ।</li> </ul>
२	<ul style="list-style-type: none"> <li>तथ्याङ्क सङ्कलनको स्रोत र नमुना छनोट प्रक्रियाबारे विद्यार्थीहरूलाई कक्षाकार्यमा छलफल गराउने,</li> <li>ससाना समूहमा विभाजन गरी विद्यार्थीलाई तथ्याङ्क सङ्कलनका उपकरणहरूको निर्माण गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने र शिक्षकले आवश्यक सुझाव प्रदान गर्ने ।</li> </ul>
३	<ul style="list-style-type: none"> <li>कुनै तथ्याङ्क दिई उक्त तथ्याङ्कलाई विभिन्न प्रकारका तालिका, आरेख, आलेख, वृत्तचित्र आदिमा परिवर्तन गराई कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>
४	<ul style="list-style-type: none"> <li>व्यक्ति वा समूहमा शोधक्षेत्रका छोटोछोटा शीर्षकहरू दिई निर्धारित ढाँचामा नमुना शोधप्रस्ताव तयार गरी कक्षामा प्रस्तुत गराउने र आवश्यक टिप्पणी र सुझाव दिने ।</li> </ul>
५	<ul style="list-style-type: none"> <li>ससाना समूहमा विद्यार्थीलाई शोधप्रतिवेदन लेखनका स्वरूपका बारेमा कक्षामा छलफल र अभ्यास गराई अन्त्यमा पृष्ठपोषण दिने ।</li> </ul>
६	<ul style="list-style-type: none"> <li>कक्षा कार्यकलापपछि विद्यार्थीहरूलाई ससाना समूहमा विभाजन गर्ने र तत्पश्चात् प्रत्येक समूहलाई यस एकाइको १/१ वटा उपशीर्षक सम्बद्ध</li> </ul>

	<p>सामग्री टिपोट गरी कक्षामा प्रस्तुत गर्न लगाउने ।</p> <ul style="list-style-type: none"> <li>• कक्षा कार्यकलापका रूपमा यस एकाइ भित्रका विभिन्न उपशीर्षकहरूमा आफ्ना विचारहरू लेखी कक्षामा प्रस्तुत गर्न लगाउने,</li> <li>• ससाना समूह बनाई कार्यमूलक अनुसन्धानका प्रमुख अङ्गअनुसार नमुना प्रस्ताव तयार गरी कक्षामा प्रस्तुत गर्न लगाउने,</li> <li>• एउटा समूहले प्रस्तुत गरेको कुरालाई अर्को समूहद्वारा पालैपालो टिप्पणी गर्न लगाउने र अन्त्यमा शिक्षकले विद्यार्थीहरूका सम्पूर्ण जिज्ञासा र टिप्पणीलाई सुभावसहित पृष्ठपोषण प्रदान गर्ने,</li> <li>• कार्यमूलक अनुसन्धानका लागि विद्यार्थी समूहलाई फरकफरक प्रकृतिका शीर्षक दिई परियोजना कार्यका रूपमा प्रतिवेदन तयार गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>
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#### ५. मूल्याङ्कन

यस पाठ्यांशको अन्तिम मूल्याङ्कन त्रि.वि. परीक्षा प्रणालीअनुसार वार्षिक परीक्षाद्वारा गरिनेछ । अध्यापनको अवधिभित्र कक्षा कार्यकलापका रूपमा पाठ्यवस्तुको प्रकृतिअनुसार समूहकार्य, मौखिक तथा लिखित प्रस्तुतिद्वारा विद्यार्थीहरूको मूल्याङ्कन गर्न सकिनेछ ।

वार्षिक परीक्षामा सोधिने प्रश्नको प्रकृति, प्रश्नढाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ-

क्र.सं.	परीक्षाको किसिम	प्रश्नको किसिम	अङ्क
१	सैद्धान्तिक	वस्तुगत प्रश्न (१६×१)	१६
		विषयगत प्रश्न	
		संक्षिप्त प्रश्न (८×५)	४०
		लामो प्रश्न (२×१२)	२४
२	प्रयोगात्मक	आन्तरिक १०	१०
		बाह्य १०	१०
		जम्मा	१००

#### प्रयोगात्मक कार्यका आधारहरू

शैक्षिक सत्रका अन्तमा विद्यार्थीहरूले बाह्यपरीक्षणका निम्ति प्रयोगात्मक कार्य निम्नानुसारको ढाँचामा तयार गरी विभाग/क्याम्पसमा बुझाउनु पर्नेछ :

### अध्ययनपत्रको ढाँचा

अध्याय एक : परिचय

- अध्ययनको पृष्ठभूमि
- समस्याकथन
- उद्देश्य निर्धारण
- औचित्य/महत्त्व
- सीमाङ्कन
- अध्ययन विधि र प्रक्रिया
- रूपरेखा

अध्याय दुई :सैद्धान्तिक अवधारणा र तथ्याङ्कको विश्लेषण

अध्याय तिन : निष्कर्ष तथा सुझावहरू

उपर्युक्त ढाँचाभित्र रही तोकिएको शीर्षकमा प्रत्येक परीक्षार्थीले न्यूनतम २५ देखि ३० पृष्ठको अध्ययनपत्र तयार गर्नेछन् । विद्यार्थीद्वारा तयार गरिएको अध्ययनपत्रको शैक्षिक सत्रका अन्तमा सम्बन्धित विभागका दुईजना वरिष्ठ प्राध्यापकहरूबाट मूल्याङ्कन गराई त्यसको प्राप्ताङ्क र अध्ययनपत्र गोप्य सिलबन्दी गरी त्रि.वि. परीक्षा नियन्त्रण कार्यालय, बल्खुमा निर्धारित समयमा पठाउनुपर्नेछ ।

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पाठ्यांश शीर्षक : व्यावहारिक लेखन तथा सम्पादन	पूर्णाङ्क : ८०+२०=१००
पाठ्यांश संख्या : नेपा.शि. ४४६	उत्तीर्णाङ्क : २५+१०=३५
पाठ्यांश प्रकृति : सैद्धान्तिक/प्रयोगात्मक	पाठघन्टी : ६
तहः चार बर्से वि.एड.	जम्मा पाठघन्टी : १५०
वर्षः चौथो	

### १. पाठ्यांश परिचय

प्रस्तुत पाठ्यांश शिक्षाशास्त्रमा चार बर्से वि.एड. कार्यक्रमअन्तर्गत नेपाली विषयमा विशिष्टीकरण गर्न चाहने शिक्षार्थीहरूका लागि तयार पारिएको हो । यसमा अभिव्यक्ति र यसका प्रकार, अनुच्छेदलेखन तथा व्यावहारिक लेखन, प्रशासनिक लेखन, कानुनी लेखन, बैंक तथा वित्तीय कारोबारसम्बन्धी लेखन र अन्तमा भाषासम्पादन तथा पाण्डुलिपि सम्पादनसँग सम्बद्ध पाठ्यसामग्री राखिएका छन् । यी सामग्रीबाट विद्यार्थीहरू लेखन तथा सम्पादनका विविध पक्षमा भाषिक सिप आर्जन गर्न सक्षम हुने अपेक्षा गरिएको छ ।

### २. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्यहरू यसप्रकार छन् :

- अभिव्यक्तिको परिचयसहित यसका प्रकार एवम् विविध प्रकृतिका लेखन सिपको विकास गराउने,
- अनुच्छेदको सैद्धान्तिक अवधारणाका साथै विविध स्वरूपका अनुच्छेद रचनाको अभ्यासमा सहभागी गराउने,
- व्यावहारिक/प्रशासनिक लेखनको स्वरूप तथा विभिन्न प्रकृतिका लेखन कलाको समग्र अभिवृद्धिमा जोड दिन लगाउने,
- कानुनी/बैंक तथा वित्तीय कारोबारसम्बन्धी लेखनको ढाँचा तयार गर्न सक्षम तुल्याउने,
- भाषासम्पादनका सैद्धान्तिक स्वरूपको चर्चासहित छपाइ शुद्धिचिह्नको उपयोग गरी पाण्डुलिपि सम्पादन क्षमता अभिवृद्धिमा जोड दिन सक्षम बनाउने ।

### ३. विशिष्ट उद्देश्य तथा पाठ्यविषय

एकाङ्गत विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>• अभिव्यक्तिको परिचय दिई यसका प्रकार चिनाउन,</li> <li>• लिखित अभिव्यक्ति र यसका प्रकारहरू बताउन ।</li> </ul>	<p>एकाइ १: अभिव्यक्ति (१६)</p> <p>१.१ अभिव्यक्तिको परिचय</p> <p>१.२ अभिव्यक्तिका प्रकार</p> <ul style="list-style-type: none"> <li>• मौखिक अभिव्यक्ति</li> <li>• लिखित अभिव्यक्ति</li> </ul> <p>१.३ लिखित अभिव्यक्तिका प्रकार</p> <ul style="list-style-type: none"> <li>• सामान्य लेखन</li> <li>• व्यावहारिक लेखन</li> <li>• व्यावसायिक लेखन</li> <li>• प्रयोजनपरक लेखन</li> <li>• प्राज्ञिक/बौद्धिक लेखन</li> <li>• सिर्जनात्मक लेखन</li> <li>• साहित्यिक र साहित्येतर लेखन</li> </ul>

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>अनुच्छेद लेखनको परिचय दिई यसको संरचना बताउन,</li> <li>विविध विषयमा आधारित विभिन्न प्रकारका अनुच्छेद लेखनका ढाँचा तयार गर्न ।</li> </ul>	<ul style="list-style-type: none"> <li>सम्पादनात्मक लेखन</li> </ul> <p>एकाइ २: अनुच्छेद लेखन (२२)</p> <p>२.१ अनुच्छेदको परिचय</p> <p>२.२ अनुच्छेद लेखनको संरचना</p> <p>२.३ अनुच्छेद लेखनको ढाँचा</p> <p>२.४ अनुच्छेदका प्रकार</p> <ul style="list-style-type: none"> <li>वस्तुपरक</li> <li>आत्मपरक</li> <li>आलङ्कारिक</li> <li>तार्किक</li> <li>विश्लेषणात्मक</li> <li>भावनात्मक</li> <li>विवरणात्मक</li> <li>आख्यानात्मक</li> </ul>
<ul style="list-style-type: none"> <li>व्यावहारिक लेखनको परिचय दिन,</li> <li>व्यावहारिक लेखनका विभिन्न ढाँचा तयार गर्न ।</li> </ul>	<p><b>एकाइ ३ : व्यावहारिक लेखन (१४)</b></p> <p>३.१ व्यावहारिक लेखनको परिचय</p> <p>३.२ व्यावहारिक लेखनका ढाँचा</p> <ul style="list-style-type: none"> <li>चिठी (कार्यालयीय)</li> <li>निवेदन (नागरिकता, संस्था दर्ता)</li> <li>सूचना</li> <li>विज्ञापन</li> <li>रसिद</li> <li>भर्पाइ</li> <li>मन्जुरीनामा</li> <li>निर्णय पुस्तिका लेखन</li> <li>व्यक्तिगत विवरण</li> </ul>
<ul style="list-style-type: none"> <li>प्रशासनिक क्षेत्रका विभिन्न लिखतहरूको जानकारी दिन,</li> <li>प्रशासनिक क्षेत्रका लागि आवश्यक विभिन्न प्रकारका लिखतहरूको नमुना तयार गर्न ।</li> </ul>	<p><b>एकाइ ४ : प्रशासनिक लेखन(१६)</b></p> <p>४.१ प्रशासनिक लेखनको परिचय</p> <p>४.२ नियुक्तिपत्र</p> <p>४.३ परिपत्र</p> <p>४.४ विवाह दर्ता</p> <p>४.५ जन्मदर्ता</p> <p>४.६ मृत्युदर्ता</p> <p>४.७ कार्यालय टिप्पणी</p> <p>४.८ बसाइँसराइ</p> <p>४.९ नाता प्रमाणित</p>
<ul style="list-style-type: none"> <li>कानुनी लेखनको परिचय दिन,</li> <li>कानुनी लेखनको ढाँचा र प्रकारहरू बताउन ।</li> </ul>	<p><b>एकाइ ५: कानुनी लेखन (२५)</b></p> <p>५.१ कानुनी लेखनको परिचय</p> <p>५.२ कानुनी लेखनको ढाँचा</p> <p>५.३ कानुनी लेखनका प्रकार</p> <ul style="list-style-type: none"> <li>तमसुक</li> <li>राजिनामा</li> <li>दृष्टिवन्धक</li> </ul>

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
	<ul style="list-style-type: none"> <li>• अंशवन्डा</li> <li>• बकसपत्र</li> <li>• घरबहाल</li> <li>• बैनापट्टा</li> <li>• करारनामा</li> <li>• जाहेरी पत्र</li> <li>• मिलापत्र</li> <li>• छोडपत्र</li> <li>• बकपत्र</li> </ul>
<ul style="list-style-type: none"> <li>• बैङ्क तथा वित्तीय कारोबारको परिचय दिन ।</li> <li>• बैङ्क तथा वित्तीय संस्थासँग सम्बद्ध विभिन्न प्रकारका कागजात/भौचर तयार गर्न,</li> </ul>	<p><b>एकाइ ६: बैङ्क तथा वित्तीय कारोबारसम्बन्धी लेखन (१३)</b></p> <p>६.१ बैङ्क तथा वित्तीय कारोबारको परिचय ६.२ बैङ्क तथा वित्तीय कारोबार लेखनको ढाँचा</p> <ul style="list-style-type: none"> <li>• बैङ्क भौचर</li> <li>• सेयर खरिद फाराम</li> <li>• धितोबन्धक तमसुक</li> <li>• धितो फुक्काको नमुना</li> </ul>
<ul style="list-style-type: none"> <li>• भाषा सम्पादनको परिचय दिन,</li> <li>• भाषा सम्पादनको आवश्यकता बताउन,</li> <li>• भाषा सम्पादनका प्रकार बताउन,</li> <li>• भाषासम्पादनका आधारभूत पक्ष ठम्याउन ।</li> </ul>	<p><b>एकाइ ७: भाषा सम्पादन (२२)</b></p> <p>७.१ भाषा सम्पादनको परिचय ७.२ भाषा सम्पादनको आवश्यकता ७.३ भाषा सम्पादनका प्रकार</p> <ul style="list-style-type: none"> <li>• भाषासम्पादन</li> <li>• विषयवस्तु सम्पादन</li> </ul> <p>७.४ भाषासम्पादनका आधारभूत पक्ष</p>
<ul style="list-style-type: none"> <li>• पाण्डुलिपि सम्पादनको परिचय दिन,</li> <li>• छपाइ शुद्धि र चिह्न प्रयोग गरी सम्पादन गर्न</li> <li>• छपाइ शुद्धि र चिह्न प्रयोगद्वारा पाण्डुलिपि सम्पादन गर्न,</li> <li>• पाण्डुलिपिको अन्तिम रूप ( प्रेस रेडी कपी) तयार गर्न ।</li> </ul>	<p><b>एकाइ ८: पाण्डुलिपिको सम्पादन (२२)</b></p> <p>८.१ पाण्डुलिपि सम्पादनको परिचय ८.२ छपाइ शुद्धि र चिह्न प्रयोग ८.३ छपाइ शुद्धि र चिह्न प्रयोगको ढाँचा ८.४ पाण्डुलिपिको अन्तिम तयारी</p>

**टिप्पणी :** कोष्ठ भित्रका अङ्कले प्रत्येक एकाइलाई दिइएको अनुमानित घण्टी जनाउनेछ ।

#### ४. शिक्षण प्रविधि

प्रत्येक एकाइमा आवश्यकता अनुसार साधारण र विशिष्ट विधिको उपयोगमा ल्याइनेछ ।

##### ४.१ साधारण शिक्षण प्रविधि

एकाइको प्रकृतिअनुसार पाठ्यपुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरी व्याख्यान, छलफल, प्रश्नोत्तर विधि र प्रस्तुतीकरणको उपयोग गरिनेछ ।

##### ४.२ विशिष्ट शिक्षण प्रविधि

एकाइ	कार्यकलाप
१	<ul style="list-style-type: none"> <li>अभिव्यक्तिका विभिन्न प्रकारहरूको शिक्षकले सैद्धान्तिक जानकारी गराउने र यससँग सम्बद्ध लिखित अभिव्यक्तिका व्यक्तिगत विभिन्न ढाँचाका रूपमा तयार गर्न लगाउने ।</li> </ul>
२	<ul style="list-style-type: none"> <li>अनुच्छेदको सैद्धान्तिक परिचय दिई विभिन्न विषयक्षेत्रसँग सम्बन्धित अनुच्छेदका नमुना ढाँचा तयार गरी कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>
३	<ul style="list-style-type: none"> <li>व्यावहारिक लेखन र यसका महत्त्वका बारेमा शिक्षकले कक्षामा जानकारी गराउने ।</li> <li>व्यावहारिक लेखनसँग सम्बन्धित विभिन्न प्रकारका कार्यालयीय र प्रशासनिक चिठी लेखन लगाई कक्षामा प्रस्तुत गर्न लगाउने ।</li> <li>विभिन्न ढाँचाका बिल भर्पाई, मन्जुरीनामा, माइन्ट र व्यक्तिगत विवरण तयार गरी कक्षामा प्रस्तुत गर्न लगाउने र शिक्षकले आवश्यक पृष्ठपोषण दिने ।</li> </ul>
४	<ul style="list-style-type: none"> <li>प्रशासनिक लेखनसँग सम्बन्धित निर्धारित विभिन्न ढाँचाका नमुना तयार पारी विद्यार्थीलाई आवश्यक जानकारी गराउने,</li> <li>विद्यार्थीलाई प्रशासनिक लेखनका विभिन्न ढाँचा लेखन लगाई कक्षामा प्रस्तुत गर्न लगाउने र आवश्यक पृष्ठपोषण प्रदान गर्ने,</li> </ul>
५	समूहगत वा व्यक्तिगत रूपमा कानुनी लेखनका विभिन्न ढाँचा तयार गर्न लगाई परस्परमा छलफल गराउने र अन्त्यमा सुझाव दिने ।
६	<ul style="list-style-type: none"> <li>बैङ्क तथा वित्तीय कारोबार लेखनबारे निर्धारित किसिमका ढाँचाहरू तयार गर्न लगाउने,</li> <li>सङ्कलन गरिएका ढाँचाको अध्ययन गरी नमुना बनाउने र कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>
७	<ul style="list-style-type: none"> <li>सम्पादनको आवश्यकता प्रयोजनबारे शिक्षकले कक्षामा सैद्धान्तिक अवधारणा प्रस्तुत गर्ने ,</li> <li>भाषासम्पादनका निम्ति एकल र समूहगत रूपमा सम्पादनीय सामग्रीहरू उपलब्ध गराई सम्पादन कार्यमा संलग्न गराउने ।</li> </ul>
८	<ul style="list-style-type: none"> <li>पाण्डुलिपिको सम्पादन र यसका प्राविधिक पक्षको सैद्धान्तिक जानकारी दिई कुनै पनि विषयमा नमुना पाण्डुलिपि तयार गर्न लगाउने</li> <li>तयार गरिएको पाण्डुलिपिमा छपाइशुद्धिका चिह्नको प्रयोग गरी अन्तिम सम्पादन (प्रेस रेडी कपी) तयार गर्न लगाउने ।</li> <li>शिक्षकले प्रत्येक विद्यार्थीले तयार गरेका पाण्डुलिपिबारे टिप्पणी गरी सुझाव र पृष्ठपोषण दिने ।</li> </ul>

#### ५. मूल्याङ्कन

यस पाठ्यांशको अन्तिम मूल्याङ्कन त्रि.वि. परीक्षा प्रणालीअनुसार बार्षिक परीक्षाद्वारा गरिनेछ । अध्यापनको अवधिभित्र कक्षा कार्यकलापका रूपमा पाठ्यवस्तुको प्रकृतिअनुसार समूहकार्य, मौखिक तथा लिखित प्रस्तुतिद्वारा विद्यार्थीहरूको मूल्याङ्कन गर्न सकिनेछ ।

वार्षिक परीक्षामा सोधिने प्रश्नको प्रकृति, प्रश्नढाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ-

क्र.सं.	परीक्षाको किसिम	प्रश्नको किसिम	अङ्क
१	सैद्धान्तिक	वस्तुगत प्रश्न (१६×१) विषयगत प्रश्न	१६

		संक्षिप्त प्रश्न (८×५)	४०
		लामो प्रश्न (२×१२)	२४
२	प्रयोगात्मक	आन्तरिक १० बाह्य १०	२०
		जम्मा	१००

#### प्रयोगात्मक कार्यका आधारहरू

शैक्षिक सत्रका अन्तमा विद्यार्थीहरूले बाह्य परीक्षणका निम्ति प्रयोगात्मक कार्य तोकिएको ढाँचामा तयार गरी विभाग/क्याम्पसमा बुझाउनु पर्नेछ :

तल दिइएको ढाँचाभित्र रही पाठ्यांशमा निर्धारित एकाइ २-८ का सबै उपशीर्षकहरूको परिचय र तिनको नमुना (कम्तीमा २५-३० पृष्ठको) टड्कन गरी कक्षाशिक्षकको निर्देशनमा रही अध्ययनपत्र तयार गर्नेछन् । विद्यार्थीद्वारा तयार गरिएको अध्ययनपत्रको शैक्षिक सत्रका अन्तमा सम्बन्धित विभागका दुईजना वरिष्ठ प्राध्यापकहरूबाट मूल्याङ्कन गराई त्यसको प्राप्ताङ्क र अध्ययनपत्र गोप्य सिलबन्दी गरी त्रि.वि. परीक्षा नियन्त्रण कार्यालय, बल्खुमा निर्धारित समयमा पठाउनुपर्नेछ ।

## अध्ययनपत्रको ढाँचा

## अध्याय एक : अध्ययनपत्रको परिचय

- शीर्षक
- प्रयोजन
- अध्ययनको पृष्ठभूमि
- उद्देश्य
- अध्ययनको आधार

## अध्याय दुई : विषयवस्तुको विश्लेषण

- विषयवस्तुको परिचय
- विषयवस्तुको नमुना

## अध्याय तिन : निष्कर्ष/सारांश र सुझाव

## ६. सिफारिस गरिएका पाठ्यपुस्तक तथा सन्दर्भसूची

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 गौतम, देवीप्रसाद र आचार्य, ब्रतराज (२०६१), *विशेष नेपाली*, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।  
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 न्यौपाने, नेत्रप्रसाद र तिमल्सिना, शिव प्रसाद, (२०७५), *व्यावहारिक लेखन तथा सम्पादन*, काठमाडौं : पिनाकल पब्लिकेसन, प्रा लि ।  
 भण्डारी, पारसमणि (२०७४), *प्राज्ञिक लेखन तथा सम्पादन*, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।  
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 श्रेष्ठ, ज्ञान्द्रबहादुर (२०७३), *कानुनी लिखतका मस्यौदा एवम् व्यावसायिक आचार नीति र कानुनी सिफ*, काठमाडौं : पैरवी प्रकाशन ।  
 सुवेदी, लालानाथ (२०६९), *नेपाली बोध र रचनाशिल्प*, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

**Course title: Project Work and Seminar on Population Education**

Course No. : Pop. Ed. 449

Full marks: 100 (Th 50% +Pr 50%)

Nature of course: Theory and practical

Pass marks: (Th 17.5 + Pr 20)

Level: B. Ed. Four Year

Periods per week: 9

Year: Forth

Total period: 225

Time per period: 55 minutes

**1. Course Description**

This course has been designed to develop the students with in-depth knowledge on issues and challenges of population education. It has been developed in order to enhance to identify population related problems and issues on population related areas such as growth of population, environmental hazards of urban areas, pedagogical issues, reproductive health issues, issues of senior citizens, public health, sustainable life etc. in students. Besides, this course has been intended to develop skill in students to organize a seminar and paper presentation as well.

**2. General Objectives**

The general objectives of the course are as follows

- To make the students familiar with resources materials in population problems and issues.
- To acquaint the students with global and national population issues and challenges related to population
- To develop capacity in students to review documents and literature.
- To enable the students with writing a seminar papers and present in a seminar on population education problems and issues.
- To make the students able to organize a seminar.

**3. Specific Objectives and Contents**

Specific Objectives	Units and Contents
<ul style="list-style-type: none"> <li>• Discuss on persistent of high fertility in lower middle class.</li> <li>• Elaborate negative growth in highly developed countries</li> <li>• Identity situation of maternal and child mortality and morbidity of Nepal.</li> <li>• Explain the consequences of migration and suggest measure to manage migration.</li> <li>• Illustrate problems of unskilled migrant to foreign countries</li> </ul>	<p><b>Unit: I Population issues (25)</b></p> <p>1.1 Fertility</p> <p>1.1.1 Persistent of high fertility in middle and lower developing countries</p> <p>1.1.2 Negative growth in developed countries</p> <p>1.2 Morbidity and Mortality</p> <p>1.2.1 Morbidity</p> <p>1.2.2 Maternal mortality</p> <p>1.2.3 Infant and Child mortality</p> <p>1.3 Migration</p> <p>1.3.1 Unemployment and migration</p> <p>1.3.2 Foreign migration in unskilled sector</p> <p>1.4 Brain drain</p> <p>1.5 Remittance flow and its proper utilization in economic development</p>

<ul style="list-style-type: none"> <li>Analyse the situation of brain drain</li> <li>Review remittance flow and its utilization in economic development</li> </ul>	
<ul style="list-style-type: none"> <li>Analyse situation of population pressure of towns</li> <li>Identify the problems of unplanned town and slum areas and slum dwellers.</li> <li>Delineate environmental and sanitation problems of slum areas and suggest measures such problems.</li> <li>Suggest regional balance and urbanization.</li> </ul>	<p><b>Unit: II Unplanned settlement and haphazard reclassification of urban areas (20)</b></p> <ul style="list-style-type: none"> <li>2.1 Population pressures in towns</li> <li>2.2 Unplanned towns</li> <li>2.3 Problem of slum area and slum dwellers</li> <li>2.4 Chronic shortage of water and fuel</li> <li>2.5 Solid and liquid waste management</li> <li>2.6 Regional balance and urbanization</li> </ul>
<ul style="list-style-type: none"> <li>Analyse status of quality of life of Nepalese people.</li> <li>Analyse situation of food security in Nepal.</li> <li>Discuss the situation of social security in Nepal.</li> <li>Highlight the aspects of sustainable development.</li> </ul>	<p><b>Unit: III Living sustainable life (15)</b></p> <ul style="list-style-type: none"> <li>3.1 Status of quality of life</li> <li>3.2 Food security</li> <li>3.3 Health insurance</li> <li>3.4 Social security</li> <li>3.5 Sustainable development</li> </ul>
<ul style="list-style-type: none"> <li>Clarify the concept of environmental hazards.</li> <li>Discuss the issues of environmental health hazards</li> <li>Delineate climate change and its impact</li> <li>Explain the exploitation of natural resources and its impacts</li> <li>Analyse challenges and issues of flush toilets</li> <li>Spell out the issues of open/defecation</li> <li>Clarify the concept and initiation of ECOSAN</li> <li>Explain the procedure of constructing ECOSAN toilet</li> <li>Explain the procedure of separating urine and human excreta and their agricultural and environmental values</li> </ul>	<p><b>Unit: IV Environmental hazards of urban areas (25)</b></p> <ul style="list-style-type: none"> <li>4.1 Concept of environmental hazards</li> <li>4.2 Consequences of environmental hazards</li> <li>4.3 Climate change and its impact</li> <li>4.1 Environmental hazards and its management <ul style="list-style-type: none"> <li>4.1.1 Concept of environmental hazards</li> <li>4.1.2 Exploitation of natural resource and its impacts</li> <li>4.1.3 Challenges of flush toilet</li> <li>4.1.4 Issues of open/free defecation</li> </ul> </li> <li>3.1.1 ECOSAN <ul style="list-style-type: none"> <li>• Concept of ECOSAN</li> <li>• Initiation ECOSAN</li> <li>• Construction of ECOSAN toilets</li> <li>• Separation of urine and excreta</li> <li>• Values of urine and human excreta in agriculture and environment</li> <li>• Rain water harvesting</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>Describe procedure of rain water harvesting and its advantages.</li> </ul>	
<ul style="list-style-type: none"> <li>Highlight adolescent's reproductive health problems.</li> <li>Find out situation of unsafe abortion in Nepal and its consequences.</li> <li>Explore the prenatal health care problems in Nepal.</li> <li>Describe problems related with access to hospital delivery service and home delivery</li> <li>Delineate issues of gender selection based on screening.</li> </ul>	<p><b>Unit: V Sexual and reproductive health issues (25)</b></p> <p>5.1 Adolescents reproductive health</p> <p>5.1.1 Premarital sexual intercourse</p> <p>5.1.2 Early marriage/child marriage</p> <p>5.1.3 Early age at 1<sup>st</sup> pregnancy/unwanted pregnancy</p> <p>5.2 Safe and unsafe abortion</p> <p>5.3 Prenatal health problems</p> <p>5.3.1 Health check up</p> <p>5.3.2 Additional food</p> <p>5.3.3 Perinatal health problems</p> <p>5.4 Access to delivery service in hospital</p> <p>5.4.1 Delayed decision for getting service</p> <p>5.4.2 Transportation problems</p> <p>5.4.3 Home delivery</p> <p>5.5 Sex selective and feticide</p>
<ul style="list-style-type: none"> <li>Analyse the population situation of senior citizens.</li> <li>State problems of elderly people.</li> <li>Illustrate problems of senior citizen care centres.</li> <li>Explain the situation of policies and right of senior citizens</li> <li>Discuss insecurity of seniors and suggest to manage.</li> </ul>	<p><b>Unit: VI Issues of senior citizens (20)</b></p> <p>6.1 Population structure of senior citizens</p> <p>6.2 Biological, socio cultural and psychological problems</p> <p>6.3 Lack of care takers for senior citizens</p> <p>6.4 Policies of senior citizens</p> <p>6.5 Rights of senior citizens</p> <p>6.6 Nursing centres of senior citizens</p> <p>6.7 Insecurity of senior citizens</p>
<ul style="list-style-type: none"> <li>Identify childhood disease and its controlling and preventive measures</li> <li>Analyse water and sanitation problems</li> <li>Explain problems of sexual and other major communicable diseases</li> <li>Illustrate problems of epidemic/pandemic and zoonotic diseases</li> <li>Discuss prevalence of non-communicable diseases.</li> <li>Delineate the situation of</li> </ul>	<p><b>Unit: VII Public health problems of Nepal (20)</b></p> <p>7.1 Childhood diseases</p> <p>7.2 Water and sanitation</p> <p>7.3 Maternal and perinatal health</p> <p>7.4 Sexual transmitted diseases and other diseases</p> <p>7.5 Epidemic/pandemic/ and zoonotic diseases</p> <p>7.6 Non-communicable diseases</p> <p>7.7 Natural disaster and preparedness</p> <p>7.8 Substance use and disorder</p> <p>7.9 Disparity in health system</p> <p>7.10 Mental health problems</p>

substance use and disorder, disparity in health system and mental health problem.	
<ul style="list-style-type: none"> <li>• Explain the meaning of empirical study.</li> <li>• Clarify objectives and importance of empirical study.</li> <li>• Identify factors to be considered while selecting a researchable title.</li> <li>• Deliver the method and use of review of related literature.</li> <li>• Clarify methods applied in empirical study.</li> <li>• Explain the procedure of data analyses.</li> <li>• Describe the process of deriving conclusion and recommendation.</li> </ul>	<b>Unit: VIII Empirical study on selected title (75)</b> <ul style="list-style-type: none"> <li>8.1 Concept and meaning of empirical study</li> <li>8.2 Objectives of empirical study</li> <li>8.3 Importance of empirical study</li> <li>8.4 Steps in conducting empirical study <ul style="list-style-type: none"> <li>8.4.1 Problem identification</li> <li>8.4.2 Objective formation</li> <li>8.4.3 Review of related literature</li> <li>8.4.4 Research methodology</li> <li>8.4.5 Data analysis and presentation</li> <li>8.4.6 Conclusion and recommendations</li> </ul> </li> </ul>

*Note: The figure in the parenthesis indicates the approximate periods for the perspective units.*

*(Recent contemporary issues related to population can be added by the concern teacher while preparing paper for seminar).*

#### 4. Instructional Techniques

##### 4.1 General Techniques

- Discussion
- Brain storming
- Cooperative Learning
- Independent study
- Active learning
- Presentation

##### 4.2 Specific Instructional Techniques

Unit	Activities
I	<ul style="list-style-type: none"> <li>• Students are asked to visit library or google to collect materials on problems of fertility, migration, mortality and morbidity.</li> <li>• They will discuss in the class</li> </ul>
II	<ul style="list-style-type: none"> <li>• There will be interaction on urbanization problems in Nepal</li> <li>• Suggestion for improving the situation of urbanization</li> </ul>
III	<ul style="list-style-type: none"> <li>• Students will be provided materials on <b>living sustainable life</b> and</li> </ul>

	will be asked to present followed by discussion.
IV	<ul style="list-style-type: none"> <li>• A Film will be shown about environmental problems and students will be assigned to write the situation / problems and suggestive measures</li> <li>• Student will observe school or community toilet and prepare its report. They will present in class followed by discussion.</li> <li>• An expert will be brought to present procedure and use of human excreta and urine in agriculture and harvesting of rain water.</li> </ul>
VIII	The concern teacher will orient about performing empirical research followed by discussion.
<p><b>Guidelines for running theoretical aspects</b></p> <ul style="list-style-type: none"> <li>• Unit-I Population issues, Unit-II Unplanned settlement and haphazard re-classification of urban areas, Unit-III Environmental hazards of urban areas and Unit-VIII Empirical study will be taught by teacher theoretically followed by lecture, interaction and discussion.</li> </ul> <p><b>Guidelines for running practical aspect</b></p> <ul style="list-style-type: none"> <li>• After completing Unit I to III and Unit VIII each student will be oriented on empirical study.</li> <li>• The students will select a suitable title/problems/topic and prepare a mini proposal and detail tool/s for collecting primary or secondary or primary as well as secondary data.</li> <li>• The students will collect essential primary or secondary data or both from informants/respondents, libraries, Google or difference sources.</li> <li>• Based on collected data/information/documents students will prepare a report following a suitable format of empirical study.</li> <li>• The concern teacher will orient to students about organizing a seminar and presentation. He will orient about the role of speaker, chair, commenter and participants of seminar.</li> <li>• Students will organize a seminar and present their report briefly including objectives, methods of study, findings, conclusion and recommendations in seminar.</li> </ul>	

*(Note: All assignments done by the students should be signed by the internal teacher and these should be submitted to the external examiner)*

## 5. Evaluation

### 5.1 Evaluation Scheme for Theoretical Aspects

The performance of the students will be evaluated finally through annual examination conducted by the Office of Controller of Examinations T. U. Total 50 marks out of 100 marks is allocated for theoretical part from Unit I to III and unit VIII. The types and number of questions to be included in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks

Group A: Multiple choice items	10 questions	10 x 1 mark	10
Group B: Short questions	4 with 2 alternative questions	4 x 7 marks	28
Group C: Long question	1 question	1 x 12 marks	12
Total			50

### Evaluation Scheme for Practical Aspects

Total 50 marks out of 100 marks is allocated for practical part. Viva-voce will be jointly evaluated by the internal and external supervisors at the end of the session. The breakdown of marks is given below.

Activities	Total
Attendance and participation	5
Collection of documents	10
Quality of report	15
Presentation in seminar	5
Viva-voce	15
Total	50

## 6. Recommended Books/Reference Materials

### Recommended Books/materials

Adhikari, K. and Paudel, B. (2015). Ecological Toilet Emerging Solution to Food (For Unit IV)

Security in Nepal [http://www.huussi.net/wp-content/uploads/2015/09/Topic-4\\_-Adhikari-and-Poudel.pdf](http://www.huussi.net/wp-content/uploads/2015/09/Topic-4_-Adhikari-and-Poudel.pdf) (Unit III)

Budhathoki, C.B (2069). *Community health and organization*. Kathmandu: Pinnacle Publication (Unit VII)

[content/uploads/2015/03/dynamics\\_of\\_urbanization\\_in\\_nepal.pdf](http://www.gsdrc.org/content/uploads/2015/03/dynamics_of_urbanization_in_nepal.pdf), GSDRC (Unit II)

Dhakal, S.N (2067). *Samudayik tatha prajanan swasthya*. Kathmandu: Ratna Pustak Bhandar.(For Unit VI)

Dhakal, S. N. (2004). *Gunastriya jivan*. Kathmandu: Ratna Pustak Bhandar. (For Unit III)

Park, K. (2012). *Park's Textbook of Preventive and Social Medicine*. Jabalpur, India: M/S Banarsidas Bhanot (For Unit VII)

FOE, IUCN. (2000). *Environmental education source book for bachelor of education programme*. Kathmandu: IUCN. (For unit IV)

HMG, MoE (1996). National maternity care guidelines Nepal. Kathmandu (Unit V)

- Joshi, M. (2057). *Jans sannkhaya, watawaran ra gunstayia jivan*. Kathmandu: Gayankung Pustak (For Unit IV)
- Kafle, R. & Bhawani, P. K. (2004). *Gunstar jivan*. Kirtipur: Jupiter Publication and Distributors. (For Unit III)
- Karki, A. (2058). *Gunstarjiven*. Kathmandu: Pairahi Prakashan (For Unit III)
- Maharjan, R.K, Sherchan, L. Maharjan S.K, Mudwari, N.B and Arya, B. (2013). Thesis writing in health, physical and population education. Kirtipur: Sunlight Publication (Unit VIII)
- Maharjan, S.K. (2073). *Manawav youn tatha prajanan swasthya*. Kirtipur: Sunlight Publication (Unit V and VI)
- McKenzie, J.F, Pinger, R.P & Kotecki J. E. (2005). *An introduction to community health*. Boston, Toronto, London: Jones and Bartlett Publishers. (Unit VII)
- MoE, DH, New Era (2017). *Nepal demographic and health survey 2016*. Kathmandu  
(For Unit I. II. III.V, VII, VIII)
- Sherchan, L. and Upreti, Y.R (2068). *Samudayik swasthya sarweskhyan*. Kirtipur: Quest Publication (For Unit V, VII)
- Wasti S.P, Simkhada, P and Teijlingen, E.V (2015). The dynamics of health in Nepal. Kathmandu: Himal Books (Unit I, V, VII)
- Upreti, Y.R (2069). *Manav rogharu*. Kirtipur: Quest Publication. (Unit VII)
- Dhital, N. P and Khanal, T.R (2068). *Population and development*. Kathmandu: Pinnacle Publication (Unit VII)
- DEMOGRAPHIC CHANGES OF NEPAL: Trends and Policy Implications  
[https://www.npc.gov.np/images/category/Demographic\\_Dividend\\_Report\\_May\\_2017\\_final\\_for\\_circulation1.pdf](https://www.npc.gov.np/images/category/Demographic_Dividend_Report_May_2017_final_for_circulation1.pdf) (Unit I)
- Devkota, K. ( 2012). Dynamics of urbanization: roles and response of local government. (For Unit II)
- UNDP (2017) Human development report, 2016. The author (For Unit III)

#### Reference Materials

- Acharya, P. (2016). Reference Book on Population Education. Kathmandu Nepal
- Acharya, P., & Welsh, B. (2017). Early and Forced Child Marriages in Rural Western Nepal. *Journal of Underrepresented and Minority Progress*, 1(1), 95–110. <http://doi.org/10.5281/zenodo.1165458>

- Adhikari, K. and Paudel, B. (2015). Ecological Toilet Emerging Solution to Food Security in Nepal [http://www.huussi.net/wp-content/uploads/2015/09/Topic-4\\_-Adhikari-and-Poudel.pdf](http://www.huussi.net/wp-content/uploads/2015/09/Topic-4_-Adhikari-and-Poudel.pdf) (Unit IV)
- Adhikari R (2016). Effect of Women's autonomy on maternal health service utilization in Nepal: a cross sectional study. BMC Women Health. <http://bmcwomenshealth.biomedcentral.com/articles/10.1186/s12905-016-0305-7>. DOI: 10.1186/s12905-016-0305-7 (For Unit V)
- Adhikari R (2016). Knowledge on legislation of abortion and experience of abortion among female youth in Nepal: A cross sectional study. Reproductive Health <http://reproductive-health-journal.biomedcentral.com/articles/10.1186/s12978-016-0166-4> DOI: 10.1186/s12978-016-0166-4 (Unit V)
- Adhikari R (2015). Prevalence and Correlates of Sexual Risk Behaviors among Nepalese Students. Social Science Asia. Vol. 1 (4): pp 38-50. DOI: 10.14456/ssa.2015.29 (For Unit V)
- Adhikari R (2010). Are Nepali students at risk of HIV? A cross-sectional study of condom use at first sexual intercourse among college students in Kathmandu. Journal of the International AIDS Society 2010, 13:7 <http://www.jiasociety.org/index.php/jias/article/view/17524> (For Unit V).
- Adhikari R and Tamang J (2009). Premarital sexual behavior among male college students of Kathmandu, Nepal. BMC Public Health 2009, 9:241 <http://www.biomedcentral.com/1471-2458/9/241> (For Unit V)
- HEAN (2010). *Journal of health promotion*. Kathmandu: The authors (For Unit V)
- HEAN (2012). *Journal of health promotion*. Kathmandu: The authors (For Unit V)
- PRB (2017) *World population data sheet*. Washington: The authors (For Unit I)
- NPC, IUCN (2050). *Watawan sikshya srot pustak* . Kathmandu: The authors (For Unit IV)
- <http://www.np.undp.org/content/dam/nepal/docs/reports/SDG%20final%20report-nepal.pdf> Sustainable Development Goals 2016-2030 National (Preliminary) Report (For unit III).
- <http://www.un.org/millenniumgoals/> (For Unit III)

[http://www.susana.org/\\_resources/documents/default/2-1618-84-sustainability-and-climate-change-aspects-of-ecosan-toilet--nepal-prospective-n-r-khatri.pdf](http://www.susana.org/_resources/documents/default/2-1618-84-sustainability-and-climate-change-aspects-of-ecosan-toilet--nepal-prospective-n-r-khatri.pdf) (Unit IV)

<https://www.linkedin.com/pulse/brain-drain-context-nepal-suman-maharjan>  
(Unit I)

Senior Citizens Act, 2063 (2006) [www.lawcommission.gov.np](http://www.lawcommission.gov.np) (For Unit V)

<http://publichealthinnepal.blogspot.com/2017/06/top-ten-public-health-issues-in-nepal.html> (Unit VI)

[https://www.nrb.org.np/ecorev/pdf/vol18\\_art2.pdf](https://www.nrb.org.np/ecorev/pdf/vol18_art2.pdf) (For Unit I)

[ib.icimod.org/record/378/files/362.5SHE.pdf](http://ib.icimod.org/record/378/files/362.5SHE.pdf) (For Unit II)

[https://www.researchgate.net/publication/260454852\\_Food\\_security\\_scenario\\_challenges\\_and\\_agronomic\\_research\\_directions\\_of\\_Nepal](https://www.researchgate.net/publication/260454852_Food_security_scenario_challenges_and_agronomic_research_directions_of_Nepal) (For Unit III)

[http://ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-kathmandu/documents/meetingdocument/wcms\\_417359.pdf](http://ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-kathmandu/documents/meetingdocument/wcms_417359.pdf) (For Unit III)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4546934/> (For Unit III)

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## खण्ड : क

### शिक्षण अभ्यास पाठ्यांश निर्देशिका

#### १. शिक्षण अभ्यास पाठ्यांश परिचय

शिक्षण अभ्यास एक प्रयोगात्मक पाठ्यांश हो। यस पाठ्यांशले प्रत्येक छात्र शिक्षकलाई कक्षामा सिकेको शिक्षणसँग सम्बन्धित सैद्धान्तिक ज्ञानलाई व्यवहारमा उतार्न मद्दत गर्दछ। वास्तवमा सफल शिक्षक बन्न र प्रभावकारी शिक्षण गर्न व्यक्तिमा आवश्यक शैक्षिक योग्यताका अतिरिक्त यथार्थ वातावरणको शिक्षण तालिम पनि अपरिहार्य मानिन्छ। कक्षाकोठामा आफूले पढाउने विषयवस्तुको प्रकृति अनुसार आवश्यक शिक्षण सामग्रीको उचित प्रयोग गरी प्रभावकारी ढङ्गले अध्यापन गर्नु शिक्षकको प्रमुख दायित्व हो।

शिक्षण अभ्यास अवधि : १५० घण्टी

पूर्णाङ्क : १००

उत्तीर्णाङ्क : ४०

	आन्तरिक		बाह्य	
	पू.	उ.	पू.	उ.
सूक्ष्म शि.	१५	६	४०	१६
सहपाठी शि.	२०	८		
विद्यालय शि.	२०	८		
सहयोगी वि.	५	२		
जम्मा	६०	२४	४०	१६

उपयुक्त शैक्षिक सामग्रीको निर्माण तथा छनोट, विषयवस्तुसँग सम्बद्ध शिक्षण विधि र उचित मूल्याङ्कन प्रविधिको प्रयोग प्रभावकारी शिक्षणका लक्षणहरू हुन्। यिनै कुराहरूमा अभ्यासको आवश्यक अवसर प्रदान गरी प्रत्येक छात्रशिक्षकलाई दक्ष बनाउनु यस शिक्षण अभ्यास पाठ्यांशको मूलभूत उद्देश्य हो।

यस पाठ्यांशले छात्रशिक्षकलाई भाषा लगायत विषयवस्तुको शिक्षणमा विशिष्ट तथा व्यावहारिक उद्देश्यको निर्धारण, शिक्षण योजनाको तयारी, त्यसको प्रयोग र मूल्याङ्कन गर्ने दक्षताको विकास जस्ता कुराहरूको सन्तुलन कायम गर्ने क्षमता अभिवृद्धिको अवसर दिने छ। यसका साथै छात्रशिक्षकमा शैक्षिक योजना निर्माण, पूर्व अभ्यास शिक्षण अन्तर्गत, सूक्ष्म शिक्षण र सहपाठी शिक्षण, सहपाठीको कक्षा शिक्षणको मूल्याङ्कन, विद्यालयको अभिलेख अध्ययन र तयारी, अतिरिक्त क्रियाकलाप सञ्चालन, नमुना प्रश्न निर्माण र पाठ्यक्रम र पाठ्यपुस्तकको विश्लेषण जस्ता विविध कार्यदक्षताको पनि विकास हुने छ।

सैद्धान्तिक पक्षलाई प्रयोगमा ल्याउन तथा वास्तविक जीवनमा शिक्षणको पूर्व तयारी गर्न पनि अरु विषयमा जस्तै एक शैक्षिक सत्रभरि नै पाठ्यभार १५० कायम गरी शिक्षण अभ्यासलाई थप प्रभावकारी बनाउन खोजिएको छ। सूक्ष्म शिक्षणका लागि २४ दिन, सहपाठी शिक्षणका लागि ४० दिन र विद्यालय शिक्षणका लागि १८ दिनको अवधि निर्धारण गरिएको छ। अन्य विषय जस्तै पाठ्यभार गणना गरी यो विषयको पनि पठनपाठन हुने भएकाले यो स्वतः पाठ्यभार गणना अन्तर्गत पर्ने छ। यसमा खटिने नियमित शिक्षकले दोहोरो सुविधा पाउने छैनन्। सूक्ष्म शिक्षण, सहपाठी शिक्षणमा नियमित शिक्षक बाहेक

अन्य शिक्षक संलग्न भएमा आन्तरिक सुपरिवेक्षण गरेवापतको पारिश्रमिक व्यवस्था गर्नु पर्नेछ । सूक्ष्म शिक्षण र सहपाठी शिक्षणमा समूह-समूह बनाउने वा फरक-फरक सिफ्ट बनाई कक्षा सञ्चालन गर्नुपर्ने भएमा आन्तरिक सुपरिवेक्षकलाई थप सिफ्टको थप पारिश्रमिक उपलब्ध गराउनु पर्नेछ । विद्यालय शिक्षणमा खटिएका सबै आन्तरिक सुपरिवेक्षकहरूले भने नियमअनुसारको आर्थिक सुविधा प्राप्त गर्नेछन् ।

## २ शिक्षण अभ्यास पाठ्यांशको उद्देश्य

शिक्षण अभ्यासका अन्त्यमा छात्रशिक्षकहरू निम्नलिखित कार्यहरू गर्न सक्षम हुने छन् :

- क. कक्षा शिक्षणका लागि योजना बनाउन र त्यसलाई कार्यान्वयन गर्न,
- ख. उपयुक्त शैक्षिक सामग्रीहरूको छनोट, निर्माण र प्रयोग गर्न,
- ग. उपयुक्त शिक्षण विधिको छनोट र प्रयोग गर्न,
- घ. शिक्षण उद्देश्य प्राप्तिका लागि विभिन्न मूल्याङ्कनका साधनहरूको निर्माण र प्रयोग गर्न,
- ङ. कक्षा शिक्षणका साथै परीक्षा सञ्चालन गर्न, विद्यार्थीहरूको प्रगति विवरण तयार गर्न, शिक्षणका लागि उचित कक्षाकोठा व्यवस्थापन र बसाइ व्यवस्थापन गर्न,
- छ. विद्यार्थीहरूका सिकाइका कठिनाइहरूको पहिचान गरी तिनको समाधान गर्न,
- ज. अतिरिक्त क्रियाकलापको व्यवस्था गर्न,
- झ. सहपाठी छात्रशिक्षकहरूको शिक्षण सिपको अवलोकन गरी विश्लेषण गर्न,
- ञ. शिक्षणका लागि पाठ्यपुस्तक, सन्दर्भ पुस्तक र अन्य स्रोत सामग्रीको प्रभावकारी प्रयोग गर्न,
- ट. शिक्षणमा शिक्षकले निर्वाह गर्नुपर्ने विभिन्न भूमिका एवम् उत्तरदायित्वको पहिचान गर्न,
- ठ. आवश्यकतानुसार समूह विभाजन गरी विद्यार्थीहरूलाई सिकाइ कार्यमा सक्रिय बनाउन,
- ड. शिक्षा ऐन नियमको अध्यापन गरी विद्यालयले तयार गर्नुपर्ने विभिन्न रेकर्डहरूको गहन अध्ययन गरी अभिलेख निर्माण गर्ने अभ्यास गर्न,
- ढ. विभिन्न शैक्षणिक योजनाहरू निर्माण गर्न,
- ण. सम्बन्धित तह र विषयको पाठ्यक्रम र पाठ्यपुस्तकको अध्ययन गरी विश्लेषण गर्न,
- त. प्रश्नपत्र निर्माण गरी परीक्षा सञ्चालन र विश्लेषण गर्न ।

## ३ शिक्षण अभ्यास पाठ्यांशको व्यवस्थापन पक्ष

### ३.१ शैक्षिक पक्ष

१. शिक्षण अभ्यास विभागले शिक्षण अभ्यास कार्यक्रमको योजना तर्जुमा र कार्यान्वयन गर्नु गराउनु पर्दछ ।
२. शिक्षण अभ्यास विभागले अभ्यास शिक्षण/प्राक्टिकमको प्रभावकारी कार्यान्वयनका लागि निरन्तर रूपमा विविध कार्यक्रम एवम् बैठकहरू सञ्चालन गर्नुपर्छ ।
३. अरु विषय जस्तै शिक्षण अभ्यासको पाठ्यभार १५० भएकाले शैक्षिक सत्रको सुरुदेखि नै रुटिन राखेर यो विषयको अध्यापन सुरु गर्नु पर्ने छ ।
४. शैक्षिक प्रशासन एवम् सुपरिवेक्षण, पूर्व बाल्यावस्था शिक्षा, अनौपचारिक शिक्षा, विशेष शिक्षा,

प्राथमिक शिक्षा विषय लिने विद्यार्थीहरूका लागि आयोजना गरिने Practicum को प्रकृति पनि शिक्षण अभ्यासको व्यवस्थापकीय पक्ष जस्तै हुने छ ।

५. सूक्ष्म शिक्षण अभ्यास कार्यक्रम क्याम्पस हाताभित्र न्यूनतम २४ दिनसम्म अनिवार्य रूपमा सञ्चालन गर्नुपर्दछ । १०-१५ मिनेटको समयमा कम्तीमा फरक फरक प्रकृतिका पाठका १५ वटा योजना निर्माण गरी १० वटा कक्षा शिक्षण गर्नुपर्ने छ । विविध शिक्षण विधि र सामग्रीको प्रयोग अनिवार्य छ । यस क्रममा एउटा सहपाठी कक्षा अवलोकन गर्नु पर्ने छ ।
६. सूक्ष्म शिक्षण पश्चात् ४० दिनको विषयगत रूपमा विषयगत शिक्षकले सहपाठी शिक्षण (Peer Teaching) गराउनु पर्छ । कम्तीमा १५ वटा पाठयोजना बनाई (३० मि.) ६ वटा कक्षा लिनुपर्ने छ । आन्तरिक सुपरिवेक्षकको उपस्थितिमा २ वटा सहपाठी कक्षा अवलोकन गरी पृष्ठपोषण समेत दिनु पर्ने छ ।
७. शिक्षण अभ्यासका लागि पाठयोजना तयार पार्ने पुस्तिका चयन गर्दा शिक्षण अभ्यास प्रयोगात्मक पुस्तिका प्रयोग गर्न लगाउनु पर्दछ । तर यस्तो पुस्तिका क्याम्पसमा तयार नभएको स्थितिमा निश्चित किसिमको पुस्तिका पाठयोजनाका लागि प्रयोगमा ल्याउने व्यवस्था मिलाउनु पर्ने छ ।
८. विद्यालय शिक्षणका निमित्त सहयोगी विद्यालय चयन गर्दा बी.एड. तहका विद्यार्थीहरूका निमित्त आधारभूत विद्यालय वा माध्यमिक विद्यालय छनोट गर्नु पर्दछ । प्राथमिक शिक्षा विशिष्टीकरण गरेका विद्यार्थीहरूका निमित्त आधारभूत विद्यालय नै छनोट गर्नु पर्ने छ ।
९. अभ्यास शिक्षण/प्राक्टिकमका पाठ्यांशमा ८०% भन्दा बढी र ४० % भन्दा कम अङ्क प्राप्त गर्ने छात्रशिक्षकको उत्कृष्टता र अनुत्कृष्टताका कारणहरू उल्लेख गरी समग्र प्रतिवेदन सहित आन्तरिक र बाह्य सुपरिवेक्षकको दस्तखत सहित शिक्षाशास्त्र सङ्काय, डिनको कार्यालयमा मूल्याङ्कन फारामसँगै उपलब्ध गराउनु पर्ने छ ।

### ३.२. प्रशासनिक पक्ष

१. प्रत्येक क्याम्पसमा शिक्षण अभ्यास विभागको व्यवस्था गर्नु पर्ने छ । प्रत्येक क्याम्पसले शिक्षण अभ्यास विभागको गठन, पुनर्गठनको जानकारी शिक्षाशास्त्र सङ्काय, डिनको कार्यालयमा पठाउनु पर्छ । कम्तीमा एम.एड. योग्यता भएका विभागीय प्रमुख सहित विभिन्न विषय समेटेर ५ देखि ७ सदस्यीय शिक्षण अभ्यास विभाग गठन गर्न सकिने छ । उक्त व्यवस्थाका लागि क्याम्पस प्रमुखले ज्येष्ठता, एवम् अनुभवका आधारमा एम.एड. गरेका शिक्षकलाई प्रमुखको नियुक्ति गर्नुपर्दछ । अध्यक्षको पदावधि सुविधा एवम् अन्य व्यवस्था अन्य विषयगत विभागका अध्यक्ष सरह हुने छ । शिक्षण अभ्यास विभागका सदस्यहरूले बैठक भत्ता पाउने छन् ।
२. क्याम्पस प्रमुख, सहायक क्याम्पस प्रमुख, शिक्षण अभ्यास विभागका अध्यक्ष/प्रमुख एवम् विभागका सदस्यहरू यस कार्यक्रमलाई प्रभावकारी ढङ्गबाट कार्यान्वयन गराउने जिम्मेवार व्यक्ति हुने छन् ।
३. प्रत्येक क्याम्पसले पूर्व अभ्यास शिक्षण हुनुपूर्व शिक्षण अभ्यास पाठ्यांशको कार्यक्रम विवरण फाराम विद्यालय शिक्षण कार्यक्रम सुरु गर्नु अगावै शिक्षाशास्त्र सङ्काय, डिनको कार्यालय, परीक्षा शाखामा अनिवार्य रूपमा छिटो पठाउनु पर्नेछ ।

४. प्रत्येक क्याम्पसले छात्रशिक्षकहरूलाई सहयोगी विद्यालयमा पठाउँदा सम्भव भएसम्म नजिकको विद्यालयमा पठाउनु पर्ने छ तर छात्रशिक्षकहरूको सङ्ख्या धेरै भएको खण्डमा वा नजिकको विद्यालयहरू पर्याप्त नभएमा नजिकको छिमेकी जिल्लामा समेत पठाउन सकिने छ ।
५. विद्यालय शिक्षणमा छात्रशिक्षक संलग्न हुनुअगावै प्रत्येक क्याम्पसले सहयोगी विद्यालयका प्रधानाध्यापकसँग बैठक तथा छलफल गर्नुपर्छ ।
६. आवश्यक भएमा शिक्षण अभ्यासमा संलग्न सहयोगी विद्यालयमा कार्यरत एम.एड. गरेका शिक्षकलाई आन्तरिक सुपरिवेक्षकमा नियुक्त गर्न सकिने छ ।
७. प्रत्येक छात्रशिक्षकका लागि सहयोगी विद्यालयमा संलग्न हुँदा शिक्षण अभ्यास प्रयोजनका लागि परिचयपत्रको व्यवस्था अनिवार्य रूपमा लागु गर्नुपर्दछ ।
८. अभ्यास शिक्षण/प्राक्टिकमका पाठ्यांशका लागि मात्र विद्यार्थीहरूलाई क्याम्पस परिवर्तन गर्न दिइने छैन ।
९. अभ्यास शिक्षण/प्राक्टिकम पाठ्यांशको कार्यान्वयनको अनुगमन शिक्षाशास्त्र सङ्काय, डिनको कार्यालयबाट हुने छ ।
१०. अभ्यास शिक्षण/प्राक्टिकम पाठ्यांशको बाह्य परीक्षकको नियुक्ति शिक्षाशास्त्र सङ्काय, डिनको कार्यालयबाट हुने छ । सामुदायिक क्याम्पसका हकमा यो पाठ्यांश अनुसार तालिम लिएका विषयगत प्राध्यापक/शिक्षकहरूलाई डिन कार्यालयले बाह्य परीक्षकमा नियुक्त गर्न सक्ने छ ।
११. सूक्ष्म शिक्षण र सहपाठी शिक्षणमा विद्यार्थी-शिक्षक अनुपात २०=१ हुने छ ।
१२. शिक्षण अभ्यास कार्यक्रम प्रभावकारी बनाउन क्याम्पस प्रमुख वा सहायक क्याम्पस प्रमुख संयोजक रहने गरी सहायक क्याम्पस प्रमुखहरू, शिक्षण अभ्यासका विभागीय प्रमुख र शिक्षण अभ्यासका सदस्य लगायत वरिष्ठ प्राध्यापकहरू रहेको अनुगमन समिति गठन गर्नुपर्ने छ । उक्त समितिले शिक्षण अभ्यास कार्यलाई प्रभावकारी बनाउन विशेष भूमिका निर्वाह गर्नुपर्ने छ ।
१३. आन्तरिक सुपरिवेक्षक चयन गर्दा प्राथमिकताका क्रममा एम.एड् वा एम.ए., बी.एड् योग्यता भएका, शिक्षण विधि अध्यापन गर्ने शिक्षकहरूलाई अनुभव र ज्येष्ठताका आधारमा चयन गर्नु पर्ने छ ।

### ३.३. आर्थिक पक्ष

१. शिक्षण अभ्यासको लागि विद्यार्थी सङ्ख्या हेरी कम्तीमा रु.१०००/- चौथो वर्षको भर्ना हुँदा नै शिक्षण अभ्यास शुल्क लिनु पर्ने छ । उक्त रकम शिक्षण अभ्यास कार्यक्रमको लागि खर्च गरिने छ । यस रकमबाट परीक्षाको फर्म भर्दा बाह्य परीक्षकको लागि प्रति विद्यार्थी रु. १५०/- र कार्यालयीय प्रयोजनका लागि रु. १५०/-गरी एकमुष्ट रु. ३००/- शिक्षाशास्त्र सङ्काय, डिनको कार्यालयमा पठाउनु पर्ने छ । प.नि.का. बल्खुमा रु.५०/- पठाउनु पर्नेछ । विद्यालयको आन्तरिक सुपरिवेक्षण पारिश्रमिक सम्बन्धित क्याम्पसबाटै उपलब्ध गराउनु पर्नेछ । सम्भव भए क्याम्पसमा शिक्षण अभ्यासका लागि छुट्टै खाताको व्यवस्था गर्न सकिने छ ।
२. शिक्षाशास्त्र सङ्काय, डिनको कार्यालय, परीक्षा नियन्त्रण महाशाखाले सञ्चालन गर्ने अन्तिम मूल्याङ्कनमा संलग्न हुने बाह्य परीक्षकका लागि प्रतिविद्यार्थी रु. १५०/-का दरले हुन आउने रकम

शिक्षाशास्त्र सङ्काय, डिनको कार्यालयबाट उपलब्ध गराइने छ । दैनिक तथा भ्रमण भत्ता, पारिश्रमिक सम्बन्धित क्याम्पसले त्रि.वि.को नियमअनुसार उपलब्ध गराउनु पर्नेछ ।

३. सूक्ष्म शिक्षण र सहपाठी शिक्षणमा संलग्न भएबापत प्रत्येक कार्यक्रममा प्रतिविद्यार्थी रु.१५०/- पारिश्रमिक दिनुपर्नेछ । नियमित कक्षा गणना भएको अवस्थामा एउटा समूह वा सिफ्टको लागि भने दोहोरो सुविधा उपलब्ध गराइने छैन । थप समूह र थप सिफ्ट कक्षा लिनुपर्ने अवस्थामा भने उक्त पारिश्रमिक उपलब्ध गराउनु पर्नेछ ।
४. शिक्षण अभ्यासमा खटिने सुपरिवेक्षकहरूलाई आवश्यक परे पाउनुपर्ने पारिश्रमिकबाट फर्स्योट हुने गरी पेस्की स्वरूप रकम उपलब्ध गराउने र कार्यसम्पन्न भएपछि पारिश्रमिक उपलब्ध गराउन क्याम्पस प्रशासन मार्फत लेखा शाखालाई विवरण उपलब्ध गराउने ।
५. सामग्री र यातयात खर्च स्वरूप विद्यालयको आन्तरिक सुपरिवेक्षकलाई रु १५००/- (एक हजार पाँच सय) उपलब्ध गराउनुपर्ने छ । शिक्षण अभ्यासको अन्तिम मूल्याङ्कनमा संलग्न हुने आन्तरिक सुपरिवेक्षकका लागि प्रति विद्यार्थी रु.१५०/- का दरले हुन आउने पारिश्रमिक रकम सम्बन्धित क्याम्पसबाट उपलब्ध गराउनु पर्नेछ । सहयोगी विद्यालयको दूरीका आधारमा आन्तरिक सुपरिवेक्षकलाई सम्बन्धित क्याम्पसले यातयात खर्च थप गर्न सक्ने छन् ।
६. शिक्षण अभ्यास सञ्चालन गर्ने क्याम्पसले सहयोगी विद्यालयका लागि मसलन्द खर्चबापत प्रति विद्यालय रु.७००/- (सात सय) उपलब्ध गराउनु पर्नेछ ।

#### **छात्रशिक्षकले गर्नुपर्ने आवश्यक कार्यहरू**

शिक्षण अभ्यास पाठ्यांश/कार्यक्रम अन्तर्गत विद्यालय शिक्षण कार्यक्रममा प्रत्येक छात्रशिक्षकले खटाइएको सहयोगी विद्यालयमा रही निम्नलिखित आवश्यकताहरू पुरा गर्नुपर्ने छ :

१. सहयोगी विद्यालयको विषय शिक्षकको अनुमति लिएर निजले पढाएको कम्तीमा एउटा कक्षा अवलोकन गर्नुपर्छ र आफ्नो कक्षा अवलोकन गर्नसमेत आमन्त्रण गर्नुपर्छ ।
२. प्रत्येक छात्रशिक्षकले २० दिन सम्म तोकिएको विद्यालयमा गएर आफ्नो विशिष्टीकरण विषयमा कम्तीमा १२ वटा पाठयोजना बनाई शिक्षण गर्नुपर्छ ।
३. प्रत्येक छात्रशिक्षकले विषय शिक्षक/विद्यालय सुपरिवेक्षक/प्रधानाध्यापक/आन्तरिक सुपरिवेक्षकको उपस्थितिमा नमुना कक्षा शिक्षण गर्नुपर्ने र निजहरूबाट प्राप्त सुझाव अनुसार आफ्नो शिक्षणलाई परिमार्जन गर्दै लैजानुपर्छ ।
४. प्रत्येक छात्रशिक्षकले पाठयोजना बनाई नियमित रूपले कक्षा शिक्षण गर्नुका साथै कक्षा कोठाको उपयुक्त व्यवस्थापन र तदनुरूप शिक्षण प्रविधिको प्रयोग गर्नुपर्छ । यसका अतिरिक्त निजले विद्यार्थीको मूल्याङ्कन गरी प्रगति विवरणको नमुना तयार पार्ने, प्राप्ताङ्क विश्लेषण गर्ने, सामूहिक रूपमा अतिरिक्त क्रियाकलाप सञ्चालन गर्ने, विद्यालयमा हुने शिक्षक बैठकमा भाग लिने र दैनिक अभिलेख (Daily Diary) राख्नुपर्छ ।
५. प्रत्येक छात्रशिक्षकले आन्तरिक सुपरिवेक्षकको उपस्थितिमा सहपाठी छात्रशिक्षकले पढाएको एउटा कक्षा अवलोकन गरी उपलब्ध गराइएका फारामअनुसार उक्त साथीको शिक्षणको विश्लेषण गर्नुपर्छ ।

६. प्रत्येक छात्रशिक्षकले पढाएको पाठबाट १० वटा बहुवैकल्पिक प्रश्न सहित १ थान प्रश्न र मूल्याङ्कन गर्ने आधार (answer key/Scoring Scheme) समेत बनाउनुपर्छ । उक्त प्रश्नपत्रअनुसार परीक्षा लिएर उत्तरपुस्तिका परीक्षण गरी प्रश्न विश्लेषण समेत गर्नुपर्छ ।
७. बाह्य परीक्षण क्याम्पसको नजिकको विद्यालय वा आफ्नो क्याम्पसमा हुने हुँदा प्रत्येक छात्रशिक्षकले आफ्नो पाठयोजनाको सन्दर्भमा निर्माण गरिएका प्रश्नहरू, विद्यालय अभिलेख, सहपाठी कक्षा अवलोकन फाराम, दैनिक अभिलेख पुस्तिका (Log Book) र कक्षा शिक्षणमा प्रयोग गरिएका शैक्षिक सामग्रीहरू, शैक्षणिक योजना, पाठ्यक्रम र पाठ्यपुस्तकको विश्लेषण, समग्र रूपमा तयार गरिएको प्रतिवेदन सहित सम्पूर्ण सामग्रीहरू बाह्य परीक्षकलाई उपलब्ध गराउनु पर्छ ।
८. तोकिएको विद्यालयमा खटिएका सबै छात्रशिक्षकहरूले सामूहिक रूपमा कम्तीमा एउटा सह/अतिरिक्त क्रियाकलाप- खेलकुद, हिज्जे, हाजिरी जवाफ, सरसफाइ, सांस्कृतिक कार्यक्रम सञ्चालन गर्नु पर्दछ ।
९. सम्बन्धित विद्यालयमा जाने समूहका छात्रशिक्षकहरूमध्येबाट एउटा टोली नेता (Team Leader) तोकिएको विद्यालय र क्याम्पसबिच पुलको रूपमा भूमिका निर्वाह गर्नु पर्दछ । आन्तरिक सुपरिवेक्षकलाई आफ्नो समूहको समय तालिका उपलब्ध गराई निरन्तर सम्पर्क गर्नुपर्छ ।
१०. शिक्षण अभ्यास अवधिभर विद्यालय प्रशासनको अधीनमा रही विद्यालयको शैक्षिक, प्रशासनिक र अन्य नियमहरूको निष्ठापूर्वक पालना गर्नुका साथसाथै बौद्धिक उत्प्रेरकको रूपमा प्रस्तुत हुने प्रयत्न गर्नु पर्दछ ।
११. पेसागत दक्षता र प्रभावकारिताका लागि विद्यालयसँग सम्बन्धित निकाय तथा सदस्यहरूसँग सुमधुर सम्बन्धलाई वृद्धि गर्नु पर्दछ ।
१२. विद्यालयको वातावरण र परिवेश सुहाउँदो पोसाक, नियमितता, अनुशासन र नैतिकता जस्ता अत्यावश्यक आचरण र व्यवहारलाई सचेततासाथ पालना गर्नु पर्दछ ।
१३. क्याम्पस तथा विद्यालयबाट लिएका सामग्रीहरू शिक्षण अभ्यास पश्चात् फिर्ता गर्नुपर्छ ।
१४. विद्यालयमा प्रयोग गरिने शिक्षक लगबुक, विद्यालय सुधार योजना (SIP), विद्यालय तथ्याङ्क फाराम, कार्यसञ्चयिका (पोर्टफोलियो), शिक्षक व्यक्तिगत विवरण (सिटरोल) को अध्ययन गरी नमुनाको रूपमा भर्ने अभ्यास गर्नुपर्छ र प्रतिवेदनको रूपमा तयार गर्नुपर्दछ ।
१५. छात्रशिक्षकले विद्यालयका शिक्षणपश्चात् रमाना पत्र लिएर क्याम्पसमा बुझाउनुपर्छ ।

### शिक्षण अभ्यास समिति/विभागको काम, कर्तव्य र अधिकार

१. विश्वविद्यालयले तय गरेको विभागीय नियमावली अनुसारका भूमिकाहरू निर्वाह गर्ने ।
२. शिक्षण अभ्यासको पाठ्यांश र निर्देशिकामा उल्लिखित नीति, नियम र सर्तहरू लागू गर्ने गराउने ।
३. क्याम्पसका विभिन्न विषयका समिति/विभागहरू बिच समन्वय राखी शिक्षण अभ्यास कार्यक्रमको

योजना बनाउने र कार्यान्वयन गर्ने ।

४. सूक्ष्म शिक्षण अभ्यास, सहपाठी शिक्षण र विद्यालय अभ्यास शिक्षणसम्बन्धी कार्यक्रम शैक्षिक सत्रको सुरुमा प्रकाशित गरी विद्यार्थीहरूलाई जानकारी दिने ।
५. विद्यार्थीहरूलाई सकेसम्म पायक पर्ने गरी सहयोगी विद्यालयहरू छनोट गर्ने अवसर उपलब्ध गराउने र विद्यार्थी सङ्ख्या हेरी समूह बनाएर विद्यालयमा पठाउने ।
६. शिक्षण अभ्यासमा संलग्न हुने विद्यार्थीहरूका लागि शिक्षण अभ्यासको परिचयपत्रको व्यवस्था मिलाउने ।
७. छात्र शिक्षकहरूलाई शिक्षण अभ्यासका लागि आवश्यक पाठ्यपुस्तक, पाठ्यांश, विद्यालय रेकर्ड तथा सन्दर्भ पुस्तकहरू सकेसम्म क्याम्पसको पुस्तकालय वा शिक्षण विभागमार्फत उपलब्ध गराउने व्यवस्था मिलाउने ।
८. शिक्षण अभ्यासमा महत्त्व राख्ने शिक्षण सामग्रीहरूको निर्माण, सङ्कलन, स्थानीय स्रोत, साधन तथा कच्चा पदार्थहरूलाई उपयोगमा ल्याउने तरिका, सुझाव र सल्लाह दिने ।
९. शिक्षण अभ्यास समितिले शिक्षण अभ्यास पुस्तिका तयार गरी न्यूनतम शुल्कमा छात्रशिक्षकलाई उपलब्ध गराउन सक्ने ।
१०. शिक्षण अभ्यासमा संलग्न हुने छात्र शिक्षकहरूलाई पाठ्यांशको उद्देश्य, उनीहरूले पूरा गर्नुपर्ने कार्यहरू, सुपरिवेक्षण प्रक्रिया, मूल्याङ्कन पद्धति आदि सम्पूर्ण गतिविधिको परिचयात्मक (अभिमुखीकरण) कार्यक्रमको व्यवस्था गरी जानकारी गराउने ।
११. शिक्षण अभ्यास कार्यक्रममा एकरूपता र प्रभावकारिता कायम गर्न क्याम्पस प्रमुख, सहायक क्याम्पस प्रमुखहरू, विभागीय प्रमुख, क्याम्पस सुपरिवेक्षक/आन्तरिक सुपरिवेक्षकहरू विच समय समयमा अन्तरक्रियात्मक कार्यक्रमहरू सञ्चालन गर्ने ।
१२. सहयोगी विद्यालयहरूसँग समन्वय कायम गरी शिक्षण अभ्यास कार्यक्रम सफलतापूर्वक सम्पन्न गर्न सहयोगी विद्यालयका प्रमुख एवम् प्रतिनिधिहरू बोलाई समय समयमा छलफल, गोष्ठी, बैठक आदि कार्यक्रमहरू आयोजना गर्ने ।
१३. छात्र शिक्षकहरूले पनि एक शिक्षकको भूमिका निर्वाह गर्नुपर्ने हुनाले एक आपसमा (सहपाठी साथीहरू, विद्यार्थीहरू, विद्यालयका शिक्षक, कर्मचारी र प्रधानाध्यापक आदि) सौहार्दपूर्ण मानवीय सम्बन्ध स्थापित गर्न उत्प्रेरित गर्ने ।
१४. छात्र शिक्षकहरूलाई समयमै बाह्य परीक्षा हुने समय र कार्यक्रमको जानकारी गराउने ।
१५. शिक्षण अभ्यासको लागि आवश्यकतानुसार शिक्षाशास्त्र विषय अध्यापन गर्ने एम.एड. वा एम्. ए. बी. एड्. योग्यता भएका शिक्षकहरूलाई प्राथमिकता क्रममा आन्तरिक सुपरिवेक्षकको रूपमा नियुक्तिका लागि क्याम्पस प्रमुख समक्ष सिफारिस गर्ने र नियुक्ति भई आएका शिक्षकहरूलाई सहयोगी विद्यालय तोकै शिक्षण अभ्यासमा खटाउने ।
१६. शिक्षण अभ्यास कार्यक्रमको सम्पूर्ण जानकारी शिक्षाशास्त्र सङ्काय, डिनको कार्यालयमा यथा

समयमा गराउने ।

१७. बाह्य परीक्षण सम्बन्धित क्याम्पसको अवस्था, विद्यालय सञ्चालनको अवस्था, प.नि.का. वल्खुको कार्यक्रम हेरी अन्तिम परीक्षा अगाडि वा परीक्षा समाप्त भएको १ महिनाभित्रमा बाह्य परीक्षण गरी सक्नुपर्ने व्यवस्था मिलाउने ।
१८. शिक्षण अभ्यासको क्रममा विद्यार्थीको हाजिरी फाराम, सूक्ष्म शिक्षणको मूल्याङ्कन फाराम, सहपाठी शिक्षण मूल्याङ्कन फाराम, आन्तरिक मूल्याङ्कन फाराम, विद्यालय सुपरिवेक्षक फाराम, व्यवस्थित गरी राख्ने र विद्यार्थी हाजिरी, आन्तरिकको ६० अङ्क, बाह्य परीक्षकको ४० अङ्कको फाराम गोप्य रूपमा सिलबन्दी गरी समयमा डिन कार्यालयमा बाह्य परीक्षकमार्फत् पठाउनु पर्नेछ ।

### विद्यालय आन्तरिक सुपरिवेक्षकको काम कर्तव्य

१. आन्तरिक सुपरिवेक्षकले विद्यालय शिक्षणका अवधिमा सबै छात्रशिक्षकका लागि न्यूनतम रूपमा तोकिएको पाठयोजना पूरा हुने समय तालिका निर्माण गर्न विद्यालय प्रशासनसँग सहयोग लिनुपर्दछ ।
२. आन्तरिक सुपरिवेक्षकले कम्तीमा दुई पटक प्रत्येक छात्रशिक्षकको कक्षा अवलोकन र मूल्याङ्कन गरी आवश्यक सुझाव उपलब्ध गराउनुपर्दछ ।
३. प्रत्येक छात्रशिक्षकलाई विद्यालय शिक्षण अवधिभरमा प्रश्न निर्माण गर्न, विद्यालयसम्बन्धी अभिलेख तयार गर्न, परीक्षा सञ्चालन गर्न, परीक्षाको विश्लेषण गर्न, अतिरिक्त क्रियाकलाप सञ्चालन गर्न, शिक्षण अभिलेख (Teaching Record) राख्ने जस्ता सम्पूर्ण शैक्षिक आवश्यकता पूरा गर्न सरसल्लाह एवम् निर्देशन उपलब्ध गराउनुपर्दछ ।
४. ८० प्रतिशतभन्दा बढी र ४० प्रतिशतभन्दा कम अङ्क प्राप्त गर्ने छात्रशिक्षकको उत्कृष्टता र अनुत्कृष्टताको विवरण पनि समावेश हुनु पर्दछ ।
५. आफ्ना विद्यार्थीलाई परेका शैक्षिक समस्या समाधान गरी बाह्य परीक्षणसम्मको समुचित व्यवस्था गर्नुपर्दछ ।
६. छात्रशिक्षकलाई सहपाठी कक्षा अवलोकन गर्न लगाई उनीहरूले गरेको अवलोकनको स्तर निर्धारण गरी सुझावसहित मिति समेत लेखी हस्ताक्षरसमेत गर्नुपर्दछ ।
७. आन्तरिक सुपरिवेक्षकले बाह्य परीक्षण सम्पन्न भइसकेपछि विद्यालय शिक्षण कार्यक्रम प्रारम्भ भएदेखिका सम्पूर्ण विवरण बाह्य परीक्षकलाई उपलब्ध गराउनु पर्छ ।

### बाह्य परीक्षकको काम कर्तव्य

१. बाह्य परीक्षकले आफू खटिएको क्याम्पसको शिक्षण अभ्यास विभागका अध्यक्ष/प्रमुख र आन्तरिक सुपरिवेक्षकसँग सम्पर्क राखी बाह्य परीक्षणको कार्यक्रम तय गर्नु पर्दछ र सोको जानकारी शिक्षण अभ्यास विभागलाई समयमै दिनु पर्दछ ।
२. बाह्य परीक्षकले बाह्य परीक्षण गर्दा प्रत्येक छात्रशिक्षकको त्रि.वि., प.नि.का.द्वारा दिइएको प्रवेशपत्र/परिचय पत्र, क्याम्पसको प्रवेशपत्र तथा हाजिरीको निरीक्षण गर्नुपर्दछ ।

३. बाह्य परीक्षण कार्य समाप्तपछि शिक्षण अभ्यासको कार्यक्रम सुरुदेखि बाह्य परीक्षणसम्मको अवस्थाबारे डिन कार्यालयमा लिखित प्रतिवेदन बुझाउनु पर्दछ ।
४. बाह्य परीक्षकले ८० प्रतिशतभन्दा बढी र ४० प्रतिशतभन्दा कम अङ्क प्राप्त गर्ने छात्रशिक्षकको उत्कृष्टता र अनुत्कृष्टताको विवरण उल्लेख गरी मूल्याङ्कन फारामसँगै समग्र प्रतिवेदन डिन कार्यालयमा उपलब्ध गराउनुपर्दछ ।
५. छात्र शिक्षकको बाह्य परीक्षण नजिकको विद्यालय वा सम्बन्धित क्याम्पसमा गरिने भएकाले शिक्षण अभ्यासको पाठ्यांशले निर्दिष्ट गरेका मापदण्ड तथा प्रतिवेदनको अन्तर्वार्ताको आधारमा आन्तरिक सुपरिवेक्षकको परामर्श लिएर बाह्य परीक्षण गर्नुपर्छ । निर्दिष्ट मूल्याङ्कनका फाराम अनुसार वस्तुनिष्ठ ढङ्गले मूल्याङ्कन गर्नुपर्छ ।
६. बाह्य परीक्षण सकिए लगत्तै छात्रशिक्षकहरूलाई एक्लाएकलै वा समूहमा राखेर उसले गरेका शिक्षण अभ्याससम्बन्धी कार्यको सबल र दुर्बल पक्षको छलफल गरी सुधारात्मक सुझाव दिनुपर्छ । उसले तयार गरेका सम्पूर्ण प्रतिवेदनबारे आवश्यक सोधपुछ गरी सही मूल्याङ्कन र सुधारको लागि सुझाव दिनुपर्छ ।
७. बाह्य परीक्षकले प्रत्येक छात्रशिक्षकको शिक्षण विवरणको मूल्याङ्कन तोकिएको फाराम अनुसार भर्ने, मूल्याङ्कनका साथ ४० अङ्कको बाह्य परीक्षण मूल्याङ्कन कार्य विवरण, आन्तरिक मूल्याङ्कनको ६० अङ्क, परीक्षामा संलग्न छात्रशिक्षकको उपस्थित विवरण र आफ्नो पारिश्रमिक फाराम २ प्रति भरी छिटो साधनद्वारा परीक्षाको गोपनीयता कायम गरी सिलबन्दीसहित आफैले वा शिक्षण अभ्यास विभागमार्फत शिक्षाशास्त्र सङ्काय, डिनको कार्यालयमा पठाउनुपर्दछ ।
८. बाह्य परीक्षकले एक सिफ्टमा अधिकतम ७ जनासम्मको बाह्य परीक्षण गर्न सक्नेछ ।

#### **सहयोगी विद्यालयका प्रधानाध्यापक/विद्यालय सुपरिवेक्षक/विषय शिक्षकको काम, कर्तव्य**

१. आफ्नो विद्यालयमा खटिएका छात्रशिक्षकहरूको हाजिरी विवरण राखी नियमितता कायम गराउन सहयोग पुऱ्याउनु पर्दछ ।
२. छात्रशिक्षकहरूका लागि आफ्नो विद्यालयमा यथासम्भव स्वस्थ शैक्षिक वातावरण सिर्जना गराउन सहयोग पुऱ्याउनु पर्दछ ।
३. प्रत्येक छात्रशिक्षकको शैक्षिक क्रियाकलापको निरीक्षण गरी आवश्यक लिखित सुझाव र सल्लाह उपलब्ध गराउनु पर्दछ ।
४. प्रत्येक छात्रशिक्षकको कक्षा शिक्षण हप्तामा कम्तीमा एक पटक अवलोकन गरी आवश्यक लिखित सुझाव उपलब्ध गराउनु पर्दछ ।
५. प्रत्येक छात्रशिक्षकको बाह्य परीक्षण हुनुअघि तोकिएको मूल्याङ्कन फाराम अनुसार कक्षा अवलोकन

गर्दा आफूले दिएको मूल्याङ्कनको अङ्कको औसत अङ्क निकाली कुल ५ पूर्णाङ्कको क्याम्पसबाट खटिएका आन्तरिक सुपरिवेक्षकलाई उपलब्ध गराउनु पर्दछ ।

६. ८० प्रतिशतभन्दा बढी र ४० प्रतिशतभन्दा कम अङ्क प्राप्त गर्ने छात्रशिक्षकको उत्कृष्टता र अनुत्कृष्टताको विवरण पनि समावेश गर्नु पर्दछ ।
७. शिक्षण अभ्यास कार्यमा छात्रशिक्षकलाई आवश्यक पर्ने तथ्य, तथ्याङ्क, विद्यालयका विभिन्न फारामहरू तथा सामग्री उपलब्ध गराई सहयोग गर्नुपर्दछ ।

## ४ पूर्व शिक्षण अभ्यास कार्यक्रम

### ४.१. सूक्ष्म शिक्षण (Micro-Teaching)

प्रत्येक छात्रशिक्षकले सहयोगी विद्यालयमा शिक्षण अभ्यास कार्य प्रभावकारी ढङ्गले सञ्चालन गर्न सकून् भन्ने उद्देश्यले विद्यालय जानुभन्दा पहिले २४ दिनसम्म क्याम्पस हाताभित्र नियमित रूपमा शिक्षणको पूर्व अभ्यास गराइने कार्यलाई सूक्ष्म शिक्षण अभ्यास भनिन्छ ।

#### सूक्ष्म शिक्षण अभ्यास कार्यक्रम

सूक्ष्म शिक्षण - अवधि २४ घण्टी  
 १. पाठयोजना निर्माण - १५  
 २. कक्षा शिक्षण - १०  
 ३. सहपाठी कक्षा अवलोकन - २  
 सूक्ष्म शिक्षणको पूर्णाङ्क - १५  
 उत्तीर्णाङ्क - ६

सूक्ष्म अभ्यास शिक्षणको अन्त्यमा विद्यार्थीहरू निम्न कार्य गर्न सक्षम हुनेछन् :

१. कक्षा शिक्षणका लागि व्यावहारिक एवम् विशिष्ट उद्देश्य निर्धारण गर्न,
२. पाठको प्रकृति अनुसार शिक्षण विधिको चयन गरी प्रयोगमा ल्याउन र
३. सहपाठी अभ्यास शिक्षण, विद्यालय शिक्षण एवम् विद्यालय अध्ययनलाई परिभाषित गर्न,
४. सहपाठी कक्षा अवलोकन गर्न
५. विभिन्न किसिमका प्रश्न निर्माण गर्न

#### सूक्ष्म अभ्यास शिक्षणका लागि छात्रशिक्षकले गर्नु पर्ने कार्यहरू

प्रत्येक छात्रशिक्षकले क्याम्पसले निर्धारण गरेको २४ दिनको पूर्व शिक्षण अभ्यास कार्यक्रममा अनिवार्य रूपमा संलग्न भई उक्त पाठ्यांश उत्तीर्ण गरेको हुनु पर्दछ । सूक्ष्म शिक्षणका क्रममा विद्यार्थीहरूले निर्वाह गर्नुपर्ने दायित्वहरू निम्नानुसार छन् :

१. सूक्ष्म शिक्षण अभ्यास कार्यक्रममा प्रत्येक विद्यार्थीको दैनिक संलग्नता अनिवार्य रूपमा हुनुपर्छ ।
२. प्रत्येक विद्यार्थीले विद्यालय तहमा पढाइ हुने विषयहरूमध्येबाट आ-आफ्नो विशिष्टीकरण विषयमा १५ वटा पाठयोजना बनाई कम्तीमा १० वटा कक्षा शिक्षण (शिक्षण सामग्रीसहित) सूक्ष्म शिक्षण गर्नुपर्ने र शिक्षणपश्चात् सहपाठी र सुपरिवेक्षकसँग व्यक्तिगत एवम् सामूहिक रूपमा छलफलमा भाग लिनुपर्छ ।
३. प्रत्येक पाठका लागि शैक्षिक सामग्रीको सङ्कलन र निर्माण गरी शिक्षण कार्यमा सरिक हुनुपर्छ ।
४. सूक्ष्म शिक्षणको लागि २० जनासम्मको विद्यार्थी समूह बनाउने र कक्षा समय १०-१५ मिनेटको

हुनेछ ।

५. प्रत्येक विद्यार्थीले आफ्नो विषयको सहपाठीले शिक्षण गरेका दुईवटा कक्षा अवलोकन गरी सहपाठी कक्षा अवलोकन फाराम भरी सबल पक्ष र सुधार पक्ष बारेमा टिप्पणी र सुझाव दिनुपर्छ ।

#### ४.२ . सहपाठी शिक्षण (Peer Teaching)

४० घन्टी छुट्ट्याइएको सहपाठी शिक्षणको क्रममा छात्रशिक्षकले १५ वटा पाठयोजना बनाउनु पर्दछ । १०-१५ मि. को सूक्ष्म शिक्षणपश्चात् छात्र शिक्षकहरूले विषयगत रूपमा पूरा घन्टी (३० मि.) को आफ्नो पूरा कक्षाको विद्यार्थी समूहमा ६ वटा कक्षा विषयगत समूहमा लिनु पर्नेछ । २ वटा सहपाठी कक्षा अवलोकन फाराम पनि आन्तरिकको उपस्थितिमा भरेर छलफल र पृष्ठपोषण दिनु पर्नेछ ।

सूक्ष्म शिक्षण र सहपाठी शिक्षणपश्चात् आफूले पढाएको पाठबाट कम्तीमा ५ वटा बहुवैकल्पिक प्रश्न, ५ वटाको एक सेट जोडा मिलाउने प्रश्न, ५ वटा खाली ठाउँ भर्ने प्रश्न, ५ वटा ठिक/बेठिक छुट्ट्याउने प्रश्न, ५ वटा विस्तृत उत्तरात्मक प्रश्न, ५ वटा सङ्क्षिप्त उत्तरात्मक प्रश्न र ५ वटा अति सङ्क्षिप्त उत्तरात्मक प्रश्न निर्माण गर्नुपर्छ र उत्तर कुञ्जिका समेत बनाउनुपर्छ ।

सूक्ष्म शिक्षण र सहपाठी शिक्षणमा तोकिएको उत्तीर्णाङ्क प्राप्त गरेपछि मात्र छात्र शिक्षकलाई विद्यालय शिक्षणमा समावेश गर्न सकिने छ ।

#### ४.३ विद्यालय शिक्षण कार्यक्रम

प्रत्येक छात्रशिक्षकले सहयोगी विद्यालयमा गएर प्रभावकारी ढङ्गले वास्तविक शिक्षण सिकाइ गर्नु आवश्यक छ । यो २० दिनको अवधिमा विद्यालयमा गएर सम्पर्क गर्ने, कार्ययोजना बनाउने, रुटिन बनाउने, सम्बन्धित कक्षाको विषय-शिक्षकको कक्षा अवलोकन गर्ने, कम्तीमा १२ वटा कक्षा शिक्षण गर्ने, आफूले पढाएको कक्षामा १ सेट प्रश्न बनाई परीक्षा लिएर उत्तर पुस्तिका परीक्षण गरी नतिजा निकाल्ने र नतिजाको विश्लेषण गर्ने, समूहमा एउटा अतिरिक्त

सहपाठी शिक्षण अवधि - ४० घन्टी  
निर्माण गर्नुपर्ने पाठयोजना सङ्ख्या- १५  
शिक्षण गर्नुपर्ने सङ्ख्या- ६  
सहपाठी कक्षा अवलोकन - २  
सहपाठी शिक्षणको पूर्णाङ्क - २०  
उत्तीर्णाङ्क - ८

##### अ. विषयगत प्रश्न

१. विस्तृत उत्तरात्मक प्रश्न - ५ वटा
२. सङ्क्षिप्त उत्तरात्मक प्रश्न - ५ वटा
३. अति सङ्क्षिप्त उत्तरात्मक प्रश्न - ५ वटा

##### आ. वस्तुगत प्रश्न

१. बहुवैकल्पिक प्रश्न - ५ वटा
  २. ठिक बेठिक छुट्ट्याउने प्रश्न- ५ वटा
  ३. खाली ठाउँ भर्ने प्रश्न - ५ वटा
  ४. जोडामिलाउने प्रश्न-१ सेट (५ वटाको सेट)
  ५. उत्तरकुञ्जिका
- इ. शिक्षण सामग्री आवश्यकताअनुसार

विद्यालय शिक्षण - २० दिन  
विद्यालय शिक्षणको पूर्णाङ्क - २०  
उत्तीर्णाङ्क - ८

१. पाठयोजना निर्माण र शिक्षण - १२
  २. विद्यालय अभिलेख
  ३. सहपाठी कक्षा अवलोकन - १
  ४. प्रश्न निर्माण थान १
- अ. विषयगत प्रश्न
- क) विस्तृत उत्तरात्मक प्रश्न- ५ वटा
  - ख) सङ्क्षिप्त उत्तरात्मक प्रश्न - १० वटा
  - ग) अति सङ्क्षिप्त उत्तरात्मक प्रश्न - १० वटा
- आ. वस्तुगत प्रश्न
- क) बहुवैकल्पिक प्रश्न - १० वटा
  - ख) उत्तरकुञ्जिका

क्रियाकलाप सञ्चालन गर्ने, विद्यालय अभिलेख तयार गर्ने कार्य गर्नुपर्छ ।

५. सह/अतिरिक्त क्रियाकलाप (समूहमा)
६. दैनिक कार्यविवरण अभिलेख
७. शिक्षण सामग्री आवश्यकताअनुसार

## खण्ड : ख

### विद्यालय शिक्षणको क्रममा छात्रशिक्षकले गर्नुपर्ने आवश्यक कार्यहरू

१. शैक्षणिक योजनाहरू (Instructional Plannings)
२. पाठयोजना (Lesson Plan)
३. सहपाठी कक्षा अवलोकन (Peer Observation)
४. प्रश्ननिर्माण र विश्लेषण (Question Making & Analysis)
५. पाठ्यांश र पाठ्यपुस्तक विश्लेषण (Curriculum and Textbook Analysis)
६. विद्यालय प्रतिवेदन (School Report)
७. अतिरिक्त क्रियाकलाप (Extra-curricular Activities)
८. दैनिक कार्यविवरण/अभिलेख (Daily Log Book)

### शैक्षणिक योजनाहरू (Instructional Plannings)

शिक्षण सिकाइको क्रममा विद्यालयमा नभई नहुने शैक्षणिक योजनाहरूको परिचय, प्रयोग, फाइदा, बेफाइदा तथा निर्माण गर्न अभ्यास आवश्यक ठानिएको छ। यस्ता शैक्षणिक योजना बारे सैद्धान्तिक ज्ञान दिएर निर्माण गर्ने अभ्यास गराउनु पर्नेछ। यस क्रममा छात्र शिक्षकहरूले तल दिएको ढाँचामा नमुना शैक्षणिक योजना तयार गर्नु पर्नेछ।

#### १. वार्षिक कार्यतालिका (Operational Calender)

शैक्षिक संस्थामा एक शैक्षिक सत्रमा गरिने वा हुने कार्यहरूको सूचीलाई वार्षिक कार्यतालिका भनिन्छ। शैक्षिक सत्र सुरु हुनुअगावै प्रधानाध्यापकद्वारा शिक्षक, विद्यार्थी, अभिभावक, व्यवस्थापन समिति समेतको राय, सल्लाह र सहयोगमा तयार गरिने सरल प्रकृतिको कार्य योजनालाई वार्षिक कार्यतालिका भनिन्छ। यसमा शैक्षिक सत्रमा पर्ने विदाहरू, स्थानीय विदा, कार्य सञ्चालन दिन, परीक्षा सञ्चालन, अतिरिक्त क्रियाकलाप सञ्चालन, विभिन्न चाडपर्व, शैक्षिक भ्रमण, विद्यालयका उत्सवहरू, स्टाफ बैठक, भर्ना, नतिजा प्रकाशन आदि बारे उल्लेख गरिन्छ। त्यस्तो योजना भित्तेपात्रोको मद्दतले तयार गरिने भएकाले यसलाई कार्यपात्रो एवं सर्वोपरि योजना पनि भनिन्छ। यसै योजनाका आधारमा अन्य शैक्षणिक योजना बनाइन्छ।

यसरी वार्षिक कार्यतालिकाको अवधारणा, महत्त्व, प्रयोग, उपयोग, फाइदा, बेफाइदा आदिबारे सैद्धान्तिक ज्ञान हासिल गर्दै वार्षिक कार्यतालिका बनाउने अभ्यास गराउनु पर्नेछ।

#### २. वार्षिक कार्ययोजना (Annual Work Plan)

शिक्षकद्वारा आफूले पठनपाठन गर्ने पाठ्य विषयका विभिन्न पाठलाई स-साना अंश वा एकाइमा छुट्ट्याई पठनपाठन गर्न बनाइने योजनालाई वार्षिक कार्य योजना भनिन्छ। वार्षिक कार्य तालिका हेरेर वार्षिक कार्य योजना बनाइन्छ। प्रत्येक शिक्षकले आफूले एक शैक्षिक सत्रभरि पढाउने पाठलाई वार्षिक

कार्य तालिकाको आधारमा शैक्षिक सत्रको सुरुम अलगअलग रूपमा तयार गर्नुपर्छ । पाठ्यांशको आधारमा तयार गरिएको पाठ्यवस्तुलाई आवश्यकताअनुसार तालमेल मिलाई कार्य योजना बनाउन सकिन्छ । पाठलाई अगाडिपछाडि मिलाउने, क्रम मिलाउने जस्ता कार्य गर्न सकिन्छ । वार्षिक कार्य योजनाका आधारमा एकाइ योजना निर्माण गरिन्छ ।

यहाँ वार्षिक कार्ययोजनाको अवधारणा, प्रयोग, महत्त्व, फाइदा, बेफाइदा आदिको अध्ययन गरी वार्षिक कार्ययोजना बनाउने अभ्यास गर्न लगाउनुपर्छ । यससम्बन्धी कार्य विद्यालयमा गएर समेत गर्न सकिन्छ ।

### वार्षिक कार्ययोजनाको नमुना

विद्यालयको नाम र ठेगाना :

विषय शिक्षकको नाम :

शै.श. :

विषय :

कक्षा :

पूर्णाङ्क :

जम्मा पाठ्यभार :

मिति	क्र.सं.	एकाइ नं. र एकाइ शीर्षक	पाठ्यवस्तु	शिक्षण सामग्री	अनुमानित घण्टी	शिक्षण विधि	कैफियत

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प्रधानाध्यापक

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मिति

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विषय शिक्षक

प्रत्येक छात्रशिक्षकले वर्षभरि शिक्षण अभ्याससम्बन्धी गरिने सम्पूर्ण कार्यलाई समेटि कार्ययोजनासमेत बनाउनुपर्नेछ । उक्त योजनामा क्र.सं., मिति, गरिने कार्य, कार्य गर्ने विधि वा तरिका, स्रोत तथा सहभागिता, कैफियतजस्ता पक्षहरू समेटिनुपर्दछ । यो कार्य शिक्षण अभ्यासको कक्षाको थालनीसँगै गर्नुपर्छ । यसमा सूक्ष्म शिक्षण, सहपाठी शिक्षण, विद्यालय शिक्षणदेखि बाह्य परीक्षणसम्मको कार्यलाई समेट्नुपर्दछ । विभिन्न प्रतिवेदन लेखन के, कहिले, कसरी, कसको सहभागिता तथा सहयोगमा गरिने हो सो स्पष्ट पार्नुपर्छ ।

### वार्षिक कार्य विवरण तालिका

मिति	क्र.सं.	कार्यहरू	कार्यविधि	स्रोत/संलग्नता	कैफियत

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आन्तरिक सुपरिवेक्षक

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मिति

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छात्रशिक्षक

### ३. एकाइ योजना (Unit Plan)

शैक्षणिक कार्यलाई अर्थपूर्ण, योजनाबद्ध, मनोरञ्जनात्मक एवं प्रभावकारी बनाउन पाठ्यांश र पाठ्यवस्तुलाई क्रमबद्ध एवं योजनाबद्ध ढङ्गले विभाजन गरी बनाइने योजना नै एकाइ योजना हो । यसमा के (विषयवस्तु), किन (शैक्षिक उद्देश्य), कसरी (शिक्षण विधि) जस्ता प्रश्नको विस्तृत एवं एकीकृत सङ्गठन गरिन्छ । विषय शिक्षकले एउटा एकाइ सुरु गर्नुपूर्व उक्त पूरा एकाइको एकैपटक योजना बनाउनु पर्छ । वार्षिक कार्ययोजनामा उल्लिखित सामग्रीलाई थप स्पष्ट पार्न र व्याख्या गरी पाठयोजना बनाउन उपयुक्त सामग्री एकाई योजनामा निर्माण गरिन्छ । प्रत्येक एकाइको शिक्षण सुरु गर्नासाथ छुट्टाछुट्टै एकाइको छुट्टाछुट्टै एकाइ योजना बनाउनु पर्छ ।

यसरी एकाइ योजनाको अवधारणा, प्रयोग, महत्त्व, उपयोगिता, फाइदा, बेफाइदाको सैद्धान्तिक ज्ञानपश्चात् निर्माण गर्ने अभ्यास गराउनु पर्छ । विद्यार्थीको मूल विषयको आधारमा विद्यालय तहको कुनै एउटा कक्षाका लागि बनाइएको वार्षिक कार्ययोजनाका आधारमा कम्तीमा २ वटा एकाइको एकाइ योजना बनाउने अभ्यास गराउनुपर्दछ ।

### एकाइ योजनाको नमुना

विद्यालयको नाम र ठेगाना :

विषय शिक्षकको नाम :

कक्षा :

विषय :

अनुमानित घण्टी :

एकाइ :

समय : ..... देखि ..... सम्म

क्र. सं.	एकाइ	मिति	विषयवस्तु	उद्देश्यहरू	शैक्षणिक सामग्री	शिक्षण प्रक्रिया	मूल्याङ्कन	प्रस्तावित घण्टी	कैफियत

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प्रधानाध्यापक

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मिति

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विषय शिक्षक



#### ४. दैनिक तथा साप्ताहिक कार्य तालिका ( Routine)

कुनै पनि शैक्षिक संस्थामा शैक्षिक कार्यक्रम नियमित र व्यवस्थित रूपले सञ्चालन गर्न प्र.अ. ले शैक्षिक सत्रको सुरुमा शिक्षक, विद्यार्थी, कर्मचारी, विद्यालय व्यवस्थापन समितिको राय, सल्लाह र सुझाव लिएर दैनिक तथा साप्ताहिक कार्य तालिका बनाउँदछन् । विदाका दिनबाहेक कुन समय, कुन घण्टीमा कुन विषय, कुन कक्षामा कुन शिक्षकले पढाउने भन्ने कुरा यसमा उल्लेख हुन्छ । पाठ्यांश, पाठ्यभार, विषयको कठिनाइस्तर, कक्षाकोठा, शिक्षकको दक्षता र क्षमता, भौतिक स्रोत र साधन, विषय आदिलाई ख्याल गरी दैनिक कार्यतालिका बनाउनुपर्छ । विद्यालयमा सञ्चालन हुने विषय शिक्षण, कक्षाशिक्षण, बहुकक्षा शिक्षण, मिश्रित शिक्षण, समूह शिक्षण आदि व्यवस्थाअनुरूप छुट्टाछुट्टै कार्यतालिका बनाउने अभ्यास गराउनु पर्दछ ।

#### दैनिक कार्य तालिका (Daily Routine) को नमुना

विद्यालयको नाम :

ठेगाना :

शै.श. :

घण्टी	एकाइ	१	२	३	४		५	६	७
समय/वार	१०:००- १०:१५	१०:१५- ११:००	११:००- ११:४५	११:४५- १२:३०	१२:३०- १:१५	१:१५- २:००	२:००- २:४०	२:४०- ३:२०	३:२०- ४:००
आइतवार	प्रार्थना					मध्याह्न			
सोमवार									
मङ्गलवार									
बुधवार									
विहीवार									
शुक्रवार									

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प्रधानाध्यापक

#### शिक्षकको नाम र कक्षा, विषय र घण्टीको व्यवस्थापन

क्र.सं.	शिक्षकको नाम	घण्टी	१	२	३	४	५	६	७

प्रत्येक शिक्षकअनुसार कुन-कुन घण्टीमा कुन कक्षा र विषयको शिक्षण गरिने हो त्यो उल्लेख गर्नुपर्छ । यसो गर्दा रटिनमा नाम, कक्षा र विषय छुट्टे, जुध्ने र दोहोरिने स्थिति हुँदैन ।

माथि उल्लिखित चारवटै योजनाको सामान्य परिचय दिने, प्रयोग, फाइदा र बेफाइदा समेत प्रस्ट पार्दै छात्र शिक्षकलाई पठाइएको वा पठाउन लागिएको सम्भावित विद्यालयको वार्षिक कार्य तालिकाको नमुना बनाउन लगाउने, कार्यतालिकाको आधारमा उसको मूल विषयमा कुनै कक्षाको कार्य योजना बनाउन लगाउने, कार्य योजनाका आधारमा एकाइ योजना र पाठ योजना बनाउने अभ्यास गराउनु पर्दछ । यसैगरी सम्बन्धित विद्यालयको दैनिक कार्यतालिका (Routine) को अध्ययन गरी त्यसको नमुना बनाउन लगाउने क्रियाकलाप गराउनु पर्दछ । रूटिन बनाउँदा विषय शिक्षण, कक्षा शिक्षण, बहुकक्षा शिक्षण, समूह शिक्षण, मिश्रित शिक्षण आदिको छुट्टाछुट्टै बनाउनु पर्ने कुरालाई ख्याल गर्नुपर्छ ।

### पाठयोजना (Lesson Plan)

छात्रशिक्षकले प्रत्येक पाठको शिक्षणका लागि दैनिक रूपमा बनाएको पूर्व योजनालाई नै पाठयोजना भनिन्छ । एउटा असल पाठयोजना त्यो हो जुन पाठयोजनाको अध्ययन गरी जोसुकैले पनि त्यसको भाव र मर्मअनुसार शिक्षण गर्न सक्दछ । एकाइ योजनाका आधारमा दैनिक रूपमा कक्षामा जानुपूर्व सम्बन्धित विषय शिक्षकले दैनिक पाठयोजना बनाउनु पर्छ । यो शैक्षणिक योजनाको एक महत्त्वपूर्ण अङ्ग हो । शिक्षण सिकाइलाई सरल, सरस, सिलसिलाबद्ध एवं योजनाबद्ध बनाउनमा पाठयोजनाको महत्त्वपूर्ण भूमिका रहन्छ । पाठयोजनाको प्रारूप विभिन्न प्रकारको हुन सक्छ र पाठयोजनामा निम्नलिखित अङ्गहरू स्पष्ट रूपमा उल्लेख गर्नुपर्दछ ।

### क.विशिष्ट उद्देश्य (Specific Objectives)

पाठअनुसार विद्यार्थीहरूको व्यवहारमा परिवर्तन ल्याउन तयार गरेको कथनलाई व्यावहारिक उद्देश्य भनिन्छ । व्यावहारिक उद्देश्य बनाउन निम्नलिखित कुरामा ध्यान दिनुपर्दछ :

1. व्यावहारिक उद्देश्य विशिष्ट (Specific), स्पष्ट (Clear), अवलोकनयोग्य (Observable) र मापनयोग्य (Measurable) हुनुपर्छ । अथवा SMART को गुण हुनुपर्छ ।
2. कुनकुन परिस्थिति वा सर्त (Condition) पालन गरेमा उद्देश्य प्राप्त हुने हो, सो उल्लेख गर्नुपर्छ ।
3. उपलब्धि पूरा हुने मापनको आधार (Criteria of Measurement) तोक्नुपर्दछ ।
4. उद्देश्य निर्माण गर्दा प्रयोग गरिने क्रियापद विशिष्ट, व्यावहारिक र मापनीय खालको हुनुपर्छ । बुझ्नेछन्, बोध गर्नेछन्, ज्ञान गर्नेछन्, सम्झनेछन्, थाहा पाउनेछन्, महसुस गर्नेछन्, जानकारी लिनेछन्, जान्नेछन् जस्ता क्रियापदहरू प्रयोग गर्नुहुँदैन । व्यावहारिक र मापनीय शब्दहरू जस्तै: भन्न सक्ने, लेख्न सक्ने, परिभाषा दिनसक्ने, व्याख्या गर्नसक्ने, कोर्न सक्ने, वर्णन गर्नसक्ने, छुट्ट्याउन सक्ने, मिलाउन सक्ने, तुलना गर्न सक्ने, प्रदर्शन गर्नसक्ने जस्ता क्रियापदहरू प्रयोग गर्नुपर्दछ ।
5. व्यावहारिक उद्देश्य पठनपाठनपछि प्राप्त गर्न सकिने (Achievable) हुनुपर्छ ।
6. व्यावहारिक उद्देश्य प्रश्नवाचक वाक्य (Question Form) मा नलेखी सरल वाक्यमा लेख्नुपर्दछ ।

<p>उद्देश्य निर्माण गर्दा प्रयोग गरिने क्रियापदहरू वा शब्दावलीहरू (Action Verbs or Behavioural Terms used while preparing Objectives)</p>	<p>उद्देश्य निर्माण गर्दा प्रयोग गर्न नहुने क्रियापदहरू वा शब्दावलीहरू (Action Verbs or Behavioural Terms can't be used while preparing Objectives)</p>
<p>रूपरेखा खिचन (to outline), नाम दिन (to name), वर्णन गर्न (to describe), सूची बनाउन (to list), व्याख्या गर्न (to explain), अनुवाद गर्न (to translate), सारांश खिचन (to summarize), प्रयोग गर्न (to use), सञ्चालन गर्न (to conduct), छलफल गर्न (to discuss), वर्गीकरण गर्न (to classify), कारण दिन (to explain the causes), छुट्ट्याउन (to separate), अन्तर देखाउन (to differentiate), हल/समाधान गर्न (to solve), प्रदर्शन गर्न (to demonstrate), तुलना गर्न र फरक देखाउन (to compare &amp; contrast), खण्डित गर्न वा टुक्रा पार्न (to separate or isolate), सम्बन्ध देखाउन (to show the relationship), छान्न (to select), सिद्ध गर्न (to justify), विश्लेषण गर्न (to analyze), मिसाउन (to mix), जोड्न (to add), संयुक्त पार्न (to combine), निष्कर्ष निकाल्न (to draw conclusion), योजना बनाउन (to plan), सङ्क्षेपीकरण गर्न (to summarize), जाँचन (to check), मापन गर्न (to measure), पत्ता लगाउन (to find out), प्रमाणित गर्न (to prove), निर्णय वा फैसला गर्न (to decide), समीक्षा गर्न (to review), भन्न (to tell), खेलन (to play), उत्तर दिन (to answer), प्रयोग वा अभ्यास गर्न (to practise), क्रम मिलाउन (to order), रुजु गर्न (to verify), परिमार्जन गर्न (to modify), उच्चारण गर्न (to pronounce) आदि ।</p>	<p>अनुभूति गर्न (to feel), चाल पाउन (to feel), जान्न वा मनन गर्न (to know), स्पष्ट हुन (to be clear), सिक्न (to learn), बुझ्न (to understand), स्मरण गर्न (to remember), अनुमान गर्न (to estimate), ध्यान दिन (to attend), महसुस गर्न (to realise), सहयोग गर्न (to assist or help), सन्तोष मान्न (to get satisfaction), मान्यता दिन (to value), पछ्याउन (to follow), अनुभव गर्न (to experience), भाग लिन (to attend), विचार गर्न (to think), थाहा पाउन (to understand) आदि ।</p>

#### ख. शिक्षण सामग्री (Instructional Materials)

पाठलाई स्पष्ट पार्न, कक्षा कोठामा प्रयोग गरिने विषयवस्तुसँग सम्बन्धित सामग्री नै शिक्षण सामग्री हो । यो सङ्कलित, निर्माण गरिएको वा वास्तविक जुनसुकै वस्तु पनि हुनसक्छ । शिक्षण सामग्रीको सङ्कलन र निर्माणमा ध्यान दिनुपर्ने कुराहरू यसप्रकार छन् :

१. शैक्षिक सामग्री व्यावहारिक र उद्देश्यानुरूप हुनुपर्ने,

२. सकेसम्म सस्तो र स्थानीय वस्तु वा पदार्थबाट बनाइएको हुनुपर्ने,
३. चित्र, फोटो, फ्ल्यास कार्ड आदि कक्षाको पछिल्लो बेन्चको विद्यार्थीले पनि देख्न सक्ने हुनुपर्ने,
४. विद्यार्थीहरूलाई रुचिकर र आकर्षित गर्ने खालको हुनुपर्ने,
५. तस्वीर फोटो, क्यालेन्डर, पत्रपत्रिकामा प्रकाशित फोटो जम्मा गरी राख्न र आवश्यकताअनुसार प्रयोग गर्ने बानी बसाल्ने ।

#### ग. शिक्षण सिकाइ क्रियाकलाप (Teaching Learning Activities)

निर्धारित व्यावहारिक उद्देश्य प्राप्त गर्न कक्षामा गरिने अन्तरक्रियात्मक कार्यलाई शिक्षण सिकाइ क्रियाकलाप भनिन्छ । यसमा शिक्षकले शिक्षण र विद्यार्थीले सिकाइ क्रियाकलाप गर्दछ । क्रियाकलापलाई विद्यार्थीको स्तरअनुसार सरलबाट जटिलतिर र ज्ञातबाट अज्ञाततिर हुनेगरी क्रमशः मिलाउनुपर्दछ । विद्यार्थीको स्तर र विषयवस्तुको प्रकृतिअनुसार शिक्षण विधिहरूको छनोट गरी शिक्षण सिकाइ क्रियाकलाप अगाडि बढाउनुपर्छ । सकेसम्म विद्यार्थी केन्द्रित शिक्षण सिकाइ क्रियाकलापको प्रयोग गर्नुपर्छ ।

शिक्षण सिकाइ क्रियाकलाप प्रभावकारी बनाउन ध्यान दिनुपर्ने कुराहरू :

१. व्यावहारिक उद्देश्यअनुसार क्रमशः शिक्षण सिकाइ क्रियाकलापको तर्जुमा गर्नुपर्दछ ।
२. शिक्षण सिकाइ क्रियाकलापमा कुन शिक्षण विधि र कुन सामग्री कतिबेला कसरी प्रयोग गर्ने भन्ने कुरा स्पष्ट उल्लेख गर्नुपर्दछ ।
३. शिक्षकले के गर्ने र विद्यार्थीले के गर्ने भन्ने स्पष्ट उल्लेख गर्न सके प्रभावकारी हुन्छ ।
४. पाठ प्रारम्भ गर्न तत्परता र रुचि जगाउन ध्यान दिनु उपयुक्त हुन्छ ।
५. पाठको अन्तमा सारांश प्रस्तुत गर्नु राम्रो हुन्छ ।
६. सकेसम्म विद्यार्थी सक्रियता बढाउन प्रयास गर्नुपर्छ ।
७. क्रियाकलाप उद्देश्यअनुरूप क्रमिक र बुँदागत रूपमा उल्लेख गर्नुपर्छ ।

#### घ. मूल्याङ्कन (Evaluation)

पाठयोजनामा उल्लेख गरिएको व्यावहारिक उद्देश्य प्राप्त गर्न शैक्षिक सामग्री प्रयोग गरी शिक्षण क्रियाकलाप सम्पन्न गरेपछि अपेक्षित उद्देश्य प्राप्त भए नभएको लेखाजोखा गर्ने कार्यलाई मूल्याङ्कन भनिन्छ । मूल्याङ्कन गर्दा निम्नलिखित पक्षको ख्याल गर्नुपर्छ :

१. पाठयोजनामा मूल्याङ्कन अन्ततिर लेखे पनि उद्देश्यअनुसार एउटा शिक्षण सिकाइ क्रियाकलाप गर्ने वित्तिकै मूल्याङ्कन गरिहाल्नु पर्दछ ।
२. जुन क्रियाकलाप बुझेका छैनन् त्यसलाई दोहोर्चाई पुनः स्पष्ट पार्ने त्यसपछि मात्र अर्को क्रियाकलाप अधि बढाउने गर्नुपर्छ ।
३. शिक्षणको विचविचमा मौखिक, लिखित र अवलोकनबाट विद्यार्थीको उपलब्धिको मूल्याङ्कन गर्नु पर्दछ ।
४. प्रश्न गर्दा छोटो उत्तर आउने प्रश्न सोध्ने र छ्यासमिस गरी अगाडि, पछाडि, विचमा रहेका विद्यार्थीसँग सोध्ने गर्नु पर्दछ ।

५. प्रश्न सामूहिक रूपमा सोध्ने र उत्तर विद्यार्थी तोकेर लिने गर्दा राम्रो हुन्छ ।
६. मूल्याङ्कनलाई शिक्षण सिकाइ क्रियाकलापको अभिन्न अङ्गको रूपमा प्रयोग गर्नुपर्छ ।

**ड. गृहकार्य (Homework)**

कक्षाकोठामा सिकाएको पाठलाई बढी अभ्यास गराई सिकाइलाई दिगो बनाउन घरमा गर्न दिइने कार्यलाई गृहकार्य भनिन्छ । गृहकार्य दिँदा ध्यान दिनुपर्ने कुराहरू :

१. गृहकार्य स्तर सुहाउँदो र सकभर सृजनात्मक हुनुपर्दछ ।
२. पाठ्यपुस्तकबाट हुबहु सार्ने खालको हुनुहुँदैन ।
३. सिकाइ उपलब्धि को मूल्याङ्कन र अनुगमनको रूपमा पनि गृहकार्यको प्रयोग गर्नुपर्दछ ।
४. सबै शिक्षकले गृहकार्य दिन सक्ने भएकाले एकै विषयमा धेरै गृहकार्य दिनुहुँदैन ।
५. गृहकार्य विद्यार्थीलाई बोझको रूपमा दिनुहुँदैन ।

द्रष्टव्य : सूक्ष्म शिक्षणको समय र विद्यार्थी सङ्ख्या, सहपाठी शिक्षणको समय र विद्यार्थी सङ्ख्या तथा वास्तविक विद्यालय शिक्षणको समय र विद्यार्थी सङ्ख्यालाई ख्याल गरी पाठयोजना बनाउनुपर्दछ ।

पाठयोजना सङ्ख्या : .....

Lesson Plan No. : .....

कक्षा (Class) : .....

मिति (Date) : .....

विषय (Subject) : .....

घन्टी (Period) : .....

एकाइ (Unit) : .....

समय (Time) : .....

पाठशीर्षक (Lesson Topic) : .....

विद्यार्थी सङ्ख्या (No. of Students) : .....

पाठ्यवस्तु (Teaching Item) : .....

१. विशिष्ट उद्देश्य (Specific Objectives) :

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२. शैक्षणिक सामग्री (Instructional Materials) :

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३. शिक्षण सिकाइ क्रियाकलाप (Teaching Learning Activities) :

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४. मूल्याङ्कन (Evaluation) :

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५. गृहकार्य (Homework) :

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सुपरिवेक्षकको सुझाव (Comment/Suggestions of Supervisor) :

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छात्रशिक्षकको दस्तखत

.....  
विद्यालय सुपरिवेक्षकको दस्तखत

.....  
आन्तरिक सुपरिवेक्षकको दस्तखत

### सहपाठी कक्षा अवलोकन (Peer Observation)

सूक्ष्म शिक्षणमा २, सहपाठी शिक्षणमा २ र विद्यालय शिक्षणमा १ गरी ५ वटा सहपाठी कक्षा अवलोकन गर्नु पर्नेछ । प्रत्येक छात्रशिक्षकले क्याम्पसको आन्तरिक सुपरिवेक्षकको उपस्थितिमा वा निर्देशनमा सहपाठी छात्रशिक्षकले पढाएका कक्षाहरू अवलोकन गरी उक्त साथीको शिक्षणको विश्लेषण गरी आवश्यक सुधारका लागि सुझाव दिनु पर्दछ ।

- क. सामान्यतया कक्षा अवलोकन निश्चित समयको फरकमा गर्नु राम्रो हुन्छ ।
- ख. सहपाठी कक्षा अवलोकन गर्दा सम्भव भएसम्म आफ्नै विषय अध्यापन गर्ने साथीको, सो सम्भव नभए समान प्रकृतिको अर्को कुनै विषय अध्यापन गर्ने साथीको र सो पनि सम्भव नभए कुनै पनि विषय अध्यापन गर्ने साथीको कक्षा अवलोकन गर्नुपर्दछ । त्यसका लागि सम्बन्धित आन्तरिक सुपरिवेक्षकसँग परामर्श लिने र सुपरिवेक्षकले पृष्ठपोषण दिने गर्नुपर्दछ ।
- ग. सहपाठी कक्षा अवलोकन फाराम भर्ने कार्य गर्दा मूल्याङ्कनकर्ता स्वयम्को मूल्याङ्कन गरिने हुनाले यो वास्तविक र वस्तुनिष्ठ मूल्याङ्कनमा आधारित हुनुपर्दछ ।
- घ. सूक्ष्म शिक्षण, सहपाठी शिक्षण र वास्तविक शिक्षणमा गरिने सहपाठी कक्षा अवलोकन फाराम आफ्नो आन्तरिक सुपरिवेक्षकको उपस्थितिमा भर्नुपर्छ ।
- ङ. सहपाठी कक्षा अवलोकन एउटै साथीको नगरी फरक फरक साथीको गर्नुपर्दछ ।
- च. सहपाठी कक्षा अवलोकन गरिसकेपछि आफ्नो आन्तरिक सुपरिवेक्षकलाई प्रमाणित गर्न लगाउनुपर्छ ।

त्रिभुवन विश्वविद्यालय शिक्षाशास्त्र सङ्काय  
सहपाठी कक्षा अवलोकन फाराम

छात्रशिक्षकको नाम : ..... मिति : .....  
सहयोगी विद्यालय/क्याम्पसको नाम : ..... कक्षा : .....  
विषय : ..... पाठ्यवस्तु ..... घन्टी : .....  
एकाइ शीर्षक : ..... पाठशीर्षक ..... समय : .....

आन्तरिक सुपरिवेक्षक/विद्यालय सुपरिवेक्षकको उपस्थितिमा आफ्नै विषयका सहपाठीको कक्षा शिक्षण अवलोकन गरी तलका बुँदाहरूमा श्रेणीअनुसार रेजा (✓) लगाउनुहोस् ।

१.	छात्रशिक्षकको व्यक्तित्व	अत्युत्तम	उत्तम	मध्यम	न्यून	कैफियत
क)	सफा सुगंधर					
ख)	आत्मविश्वास					
ग)	मिलनसारिता					
घ)	बोलीको स्पष्टता					
ङ)	भाषाको शुद्धता					
<b>२.</b>	<b>कक्षाको प्रारम्भ</b>					
क)	पूर्वपाठमा आधारित					
ख)	कक्षा व्यवस्थापन					
ग)	पाठप्रति रूचि जागरण					
<b>३.</b>	<b>पाठको प्रस्तुतीकरण</b>					
क)	विषयवस्तुको ज्ञान					
ख)	विषयवस्तुको पर्याप्तता					
ग)	पाठको क्रमबद्धता					
घ)	उपयुक्तता					
ङ)	स्तरयुक्तता					
च)	उदाहरणहरूको उपयुक्तता					
<b>४.</b>	<b>कक्षा कार्यकलाप</b>					
क)	विद्यार्थी सक्रियता					
ख)	कक्षा अनुशासन					
ग)	प्रश्नोत्तरको उपयुक्तता					
<b>५.</b>	<b>शैक्षिक सामग्रीको प्रयोग</b>					
क)	उद्देश्य प्राप्तमा सहायक					
ख)	स्तरयुक्तता					
ग)	स्पष्ट देखिने					
घ)	लेखनपाटीको प्रयोग					



## TRIBHUVAN UNIVERSITY FACULTY OF EDUCATION

### PEER OBSERVATION FORM

Name of the Student-Teacher : ..... Grade : .....

School : ..... Date : .....

Time : ..... Subject .....

Title : ..... Period : .....

1.	Appearance in the Classroom	Excellent	Good	Tolerable	Poor	Remarks
a)	Cleanliness					
b)	Self-Confidence					
c)	Punctuality					
d)	Pleasantness					
2.	Initiation of the Lesson					
a)	Was the lesson objective clear to the students?					
b)	Was the lesson based on the previous one?					
c)	Were the students ready to learn?					
d)	Was the start of the lesson interesting?					
e)	Was the class arranged properly?					
3.	Development of the Lesson					
3.1	Subject Matter and Sequence					
a)	Relevant to the curriculum					
b)	Relevant to the textbook					
c)	Relevant to the student's level & interest					
d)	Coverage of the subject matter					
e)	Teacher's command over subject matter					
f)	Was the presentation logical?					
g)	Was the presentation psychological?					
h)	Was the presentation haphazard?					
i)	Were illustrations appropriate?					
3.2	Language					
a)	Fluency					
b)	Voice					
c)	Structure					
d)	Clarity					
3.3	Instructional Materials					
a)	Size & clarity					
b)	Appropriateness to the lesson					
c)	Proper use					
d)	Pleasing					
3.4	Student Participation					
a)	Listen attentively					
b)	Ask questions relatively					

c)	Answer teacher's questions					
d)	Participate in discussion					
e)	Follow directions					
f)	Experiment					
g)	Any other activity					
3.5	Teacher's Activities					
a)	Lecture					
b)	Question					
c)	Answer to the students					
d)	Encourage students					
e)	Discourage students					
f)	Demonstrate					
g)	Discuss with the students					
h)	Clarify student's points					
i)	Listen to student's opinions					
j)	Non-verbal communication					
k)	Justify his/her own actions authoritatively					
l)	Solve disciplinary problems					
4.	Closing the Lesson					
a)	Was the lesson summarized?					
b)	Were the objectives achieved?					
c)	Was the lesson evaluated?					
d)	If yes, was it oral?					
e)	Was it written?					
f)	Was evaluation outcome satisfactory?					
g)	Was assignment given?					
h)	Was assignment appropriate?					

Comments	Suggestion

Grading by Internal Supervisor: .....

Signature of the Internal Supervisor: .....

Full Name : .....

Campus: .....

Date: .....

Signature of the Observer/StudentTeacher:

Full Name: .....

School/Campus: .....

Exam Roll No: .....

Date: .....

1. Read it carefully before you get into the class for observation.
2. Peer class should be observed in presence of the internal supervisor.
3. Each student teacher should observe at least 3 classes of his/her peers.

### प्रश्न निर्माण र विश्लेषण ( Test construction and analysis)

प्रत्येक छात्रशिक्षकले सम्भव भएसम्म आफूले पढाएका पाठहरूबाट देहायबमोजिमको सङ्ख्यामा प्रश्नपत्रहरू बनाउनु पर्छ । विषयगत प्रश्नको मूल्याङ्कन योजनाको आधार र वस्तुगत प्रश्नको उत्तर कुञ्जिकासमेत बनाउनु पर्छ । यस कार्यको लागि १० घण्टी छुट्ट्याइएको छ ।

प्रश्नको किसिम	पूर्वअभ्यास शिक्षणमा	विद्यालय शिक्षणमा
अ. विषयगत प्रश्न		
क. विस्तृत उत्तरात्मक/निबन्धात्मक प्रश्न (Essay Type Question)	५ वटा	५ वटा
ख. सङ्क्षिप्त उत्तरात्मक प्रश्न (Short Answer Question)	५ वटा	१० वटा
ग. अति सङ्क्षिप्त उत्तरात्मक प्रश्न (Very Short Answer Question)	५ वटा	१० वटा
आ. वस्तुगत प्रश्न		
क बहुवैकल्पिक प्रश्न (Multiple Choice Question)	५ वटा	१० वटा
ख ठिक बेठिक छुट्ट्याउने प्रश्न (True & False Question)	५ वटा	
ग खाली ठाउँ भर्ने प्रश्न (Completion Item)	१ सेट	
घ जोडा मिलाउने प्रश्न (Matching Item)		

उल्लिखित प्रश्नहरू सफा अक्षरले लेख्नुपर्छ । प्रश्नपत्रहरू तयार गरिसकेपछि एकमुष्ट रूपमा उत्तरकुञ्जिका निर्माण गर्नुपर्छ । प्रश्न निर्माण गर्दा माथि उल्लिखित कुल प्रश्नलाई दुई सेटमा विभाजन गरी प्रस्तुत गर्न सकिन्छ । प्रश्नमा विषय, कक्षा, पूर्णाङ्क, समय, अङ्कभार निर्देशन आदि प्रस्ट रूपमा उल्लेख गर्नुपर्छ । यसरी तयार गरिएको प्रश्नको सेट मिलाई आफ्नो कक्षामा परीक्षा लिनुपर्नेछ ।

### परीक्षा सञ्चालन (Exam Administration)

छात्र शिक्षकले आफू गएको विद्यालयमा पढाएको कक्षा र विषयको एक सेट प्रश्नपत्र निर्माण गरी परीक्षा लिनु पर्नेछ । उक्त उत्तर पुस्तिकाको परीक्षण गरी नतिजा प्रकाशन समेत गर्नु पर्नेछ । यसरी परीक्षा प्रशासन गर्ने, परीक्षा सञ्चालन गर्ने एवं परीक्षाको विश्लेषण गरी प्रतिवेदन तयार गर्नुपर्छ ।

यसरी परीक्षा प्रशासनपूर्व निम्न पक्षलाई ध्यान दिनुपर्नेछ :

१. परीक्षाको तालिका बनाई सार्वजनिक गर्ने ।
२. परीक्षासम्बन्धी अभिमुखीकरण कार्यक्रम सञ्चालन गर्ने ।
३. उपयुक्त परीक्षाको वातावरण तयार गर्ने ।
४. उपयुक्त बसाइको व्यवस्था गर्ने ।
५. परीक्षा सञ्चालनमा ध्यान दिनुपर्ने पक्षबारे पूर्व जानकारी गर्ने ।
६. निरीक्षकको व्यवस्था गर्ने ।

### परीक्षा विश्लेषण (Test Analysis)

परीक्षा सञ्चालनपश्चात्, प्राप्त उत्तर पुस्तिका परीक्षण गरी मार्कसिट समेत तयार गरी प्राप्ताङ्कको व्याख्या र विश्लेषणसहित प्रतिवेदन तयार गर्नुपर्छ । यस क्रममा निम्न पक्षलाई ध्यान दिनुपर्छ ।

१. अङ्कन साँचो तयार गर्ने ।
२. अनुमानित उत्तरको लागि गरिने व्यवस्था निश्चित गर्ने ।
३. अङ्कन पद्धति, श्रेणी पद्धति निश्चित गर्ने ।
४. परीक्षण अङ्कको तथ्याङ्कीय, चित्रात्मक अथवा रेखात्मक प्रस्तुती गर्ने ।

### पाठ्यक्रम र पाठ्यपुस्तक विश्लेषण (Curriculum and Textbook Analysis)

शिक्षण अभ्यासको क्रममा छात्र शिक्षकले आफूले शिक्षण गरेको (४-१०) कक्षामध्ये कुनै एउटा मूल विषयको पाठ्यक्रमको समीक्षा वा पाठ्यपुस्तकको समीक्षा वा पाठ्यक्रम र पाठ्यपुस्तक बिचको सम्बन्धबारे गहन अध्ययन र विश्लेषण गरी प्रतिवेदन तयार गर्नुपर्छ । यस कार्यको लागि १२ घण्टी छुट्ट्याइएको छ ।

#### क. निर्धारित पाठ्यक्रमको विश्लेषण

शिक्षण अभ्यासको क्रममा माध्यमिक तहको आफ्नो मूल विषयको पाठ्यक्रमको गहन अध्ययन तथा विश्लेषण गर्नु पर्नेछ । कक्षा ६-१० मध्ये आफ्नो मूल विषयका पाठ्यक्रम विश्लेषण गर्दा निम्न पक्षलाई आधार बनाउन सकिन्छ :

१. पाठ्यक्रमको परिचय
  २. पाठ्यक्रमका तथ्यहरू
    - क. उद्देश्य
      - साधारण र विशिष्ट उद्देश्य : सान्दर्भिकता/व्यावहारिकता
      - राष्ट्रिय उद्देश्य, तहगत उद्देश्य र विषयगत उद्देश्यबिच तालमेल
      - पाठ्यक्रमको उद्देश्य निर्माणका आधारहरू
      - सिकारु, सामाजिक र समाजशास्त्रीय र दर्शनशास्त्रीय आधार, मनोवैज्ञानिक आधार
    - ख. विषयवस्तु : सान्दर्भिकता/व्यावहारिकता
      - क्षेत्र र क्रम
      - लम्बीय र समतलीय
    - ग. सामग्री/सन्दर्भको उपयुक्तता
    - घ. क्रियाकलापहरू
    - ड. मूल्याङ्कन
  ३. पाठ्यक्रम कार्यान्वयनको प्रभावकारिता आदि ।
- ख. निर्धारित पाठ्यपुस्तकको विश्लेषण**

शिक्षण सिकाइको क्रममा माध्यमिक तहको आफ्नो मूल विषयको कुनै एक कक्षाको पाठ्यपुस्तक विश्लेषण गरी प्रतिवेदन तयार गर्नु पर्नेछ । यस क्रममा निम्न पक्षलाई आधार बनाउन सकिनेछ :

१. पाठ्यक्रमको मर्मलाई समेटेको नसमेटेको ।
२. पाठ्यक्रमले समेटेका विषयवस्तुलाई पाठ्यपुस्तकले समेटे नसमेटेको ।
३. बाल मनोविज्ञानमा आधारित भए नभएको ।
४. सिकाइका सिद्धान्तहरू समेटेको नसमेटेको ।
५. क्रियाकलाप विद्यार्थीकेन्द्रित भए नभएको ।
६. पाठ्यवस्तुहरू समसामयिक भए नभएको जस्तै : विभिन्न दृष्टिकोण, लिङ्गीय, जातीय, क्षेत्रीय, राजनैतिक आदि ।
७. उदाहरणहरू पर्याप्त भए नभएको ।
८. मूल्याङ्कन प्रक्रिया, उद्देश्य र क्रियाकलापअनुरूप भए नभएको ।
९. पाठ्यपुस्तक व्यावहारिक एवं प्रायोगिक भए नभएको ।
१०. शैक्षिक सामग्रीहरूलाई सम्बोधन गरे नगरेको ।
११. पाठ्यपुस्तकमा हुनुपर्ने भौतिक एवं शैक्षिक गुणहरू समेटिएको नसमेटिएको ।
१२. विषयवस्तुको क्षेत्र र क्रम अनुसार पाठ्यसामग्री समावेश गरे नगरेको ।
१३. पाठ्यवस्तुको छनोट र स्तरण स्तरअनुरूप भए नभएको ।
१४. नवीनतम, समावेशी, गणतान्त्रिक मूल्य र मान्यता, विविधतालाई सम्मान, बालमैत्री, सिकाइमैत्री भए नभएको आदि ।

### विद्यालय अभिलेख (School Records)

शिक्षण सिकाइको क्रममा छात्र शिक्षकले शिक्षा ऐन र शिक्षा नियमावलीको गहन अध्ययन गरी निर्धारित विद्यालयमा गएर विद्यालयमा तयार गर्नुपर्ने विभिन्न फारामहरूको विश्लेषण गर्नु पर्नेछ । यसका लागि ६ घण्टी छुट्ट्याइएको छ । फारामहरू निम्नानुसार छन् :

१. शिक्षकको व्यक्तित्व तथा नोकरी विवरण फाराम (सिटरोल)
२. कार्य सञ्चयिका
३. विद्यालय तथ्याङ्क फाराम
४. विद्यालय सुधार योजना (SIP)
५. शिक्षकको लगबुक

प्रत्येक क्याम्पसमा उक्त फारामहरूको उपलब्धता हुनुपर्छ । प्रत्येक फारामको गहन अध्ययन गर्न लगाउने र नमुनाको रूपमा भने अभ्यास गर्न लगाउनुपर्दछ । क्याम्पसमा यस फारामसम्बन्धी गरिएको अध्ययनको आधारमा विद्यालयमा गएर उक्त फारामहरूको थप अध्ययन गरी फाराम भने थप अभ्यास गर्नुपर्छ र प्रतिवेदन तयार गर्नुपर्दछ ।

४. विद्यालय समुदाय सम्बन्ध : विद्यालय व्यवस्थापन समिति, शिक्षक अभिभावक संघ, अभिभावक भेला, सामुदायिक सक्रियताको स्थिति
५. स्रोत परिचालन : सरकार, प्रदेश, स्थानीय समुदाय एवं अन्य
६. अतिरिक्त क्रियाकलाप : सदन विभाजन, बालक्लब, साहित्य, खेलकुद, हिज्जे, हाजिरी जवाफ आदि ।  
खटाइएको विद्यालयको ऐतिहासिक पृष्ठभूमि, लक्ष्य र योजनासहित विद्यालयको शैक्षिक (Academic), भौतिक (Physical) र प्रशासनिक (Administrative) पक्षको अध्ययन र विश्लेषण गरी विद्यालय अभिलेख तयार गर्नुपर्दछ ।

### सह/अतिरिक्त क्रियाकलाप (Co-curricular Activities)

- क. सह/अतिरिक्त क्रियाकलाप आफूहरूले अध्ययन गर्ने विद्यार्थीको कक्षागत वा तहगत रूपमा गर्न सकिन्छ ।
- ख. सकेसम्म विद्यालयको कार्यक्रमसँग समायोजन गरेर समूहमा सञ्चालन गर्नुपर्छ ।
- ग. अतिरिक्त क्रियाकलापमा हाजिरीजवाफ, वादविवाद, साहित्यिक कार्यक्रम, सांस्कृतिक कार्यक्रम, खेलकुद, चित्रकला प्रतियोगिता, हिज्जे, सरसफाइ आदि हुन सक्छ ।
- घ. क्रियाकलाप प्रतियोगितात्मक हुने भएकाले विद्यार्थीलाई उत्प्रेरित गर्न पुरस्कारको समेत व्यवस्था गर्नु उपयुक्त हुन्छ ।
- ङ. अतिरिक्त क्रियाकलाप सम्भव भएसम्म एउटा विद्यालयमा गएका सबै छात्रशिक्षकहरू मिलेर समूहमा गर्ने र सामूहिक प्रतिवेदन बनाई पेस गर्नुपर्छ ।
- च. अतिरिक्त क्रियाकलाप के गर्ने, कहिले गर्ने, कसरी गर्ने जस्ता कुरा विद्यालय प्रशासनको अनुमति लिएर तय गर्नुपर्छ ।
- छ. अतिरिक्त क्रियाकलापमा विद्यालयका प्रधानाध्यापक, विषयशिक्षक तथा आफ्नो आन्तरिक सुपरिवेक्षकलाई समेत आमन्त्रण गर्नुपर्छ ।

**दैनिक कार्य विवरण/अभिलेख (Daily Log Book)**

सहयोगी विद्यालयको नाम र ठेगाना : .....

शिक्षण अभ्यास गरेको अवधि : ..... देखि ..... सम्म

क्र.सं.	मिति	कार्य विवरण	कार्य विधि	कैफियत

आन्तरिक सुपरिवेक्षकको दस्तखत : .....

छात्रशिक्षकको दस्तखत : .....

आन्तरिक सुपरिवेक्षकको नाम : .....

छात्रशिक्षकको नाम : .....

मिति : .....

मिति : .....

## १ दैनिक पाठयोजना विवरण

..... क्याम्पस, .....

शिक्षण अभ्यास कार्यविवरण

छात्रशिक्षकको नाम ..... विद्यालय/क्याम्पस.....

पा.यो. सं.	विषय	मिति	पाठ शीर्षक	शिक्षण सामग्री		वि.सु. बाट क.अ.		आ.सु. बाट क.अ.		पृष्ठ	कैफियत
				किसिम	सङ्ख्या	मिति	दस्तखत	मिति	दस्तखत		
१						—	—				सूक्ष्म शिक्षण
२						—	—				
३						—	—				
४						—	—				
५						—	—				सहपाठी शिक्षण
६						—	—				
७						—	—				

पा.यो. सं.	विषय	मिति	पाठ शीर्षक	शिक्षण सामग्री		वि.सु. बाट क.अ.		आ.सु. बाट क.अ.		पृष्ठ	कैफियत
				किसिम	सङ्ख्या	मिति	दस्तखत	मिति	दस्तखत		
१											वास्तविक शिक्षण
२											
३											
४											
५											
६											
७											
८											
९											
१०											
११											

नोट : पा.यो.सं. = पाठयोजना सङ्ख्या, वि.सु. = विद्यालय सुपरिवेक्षक, आ.सु. = आन्तरिक सुपरिवेक्षक, क.अ. = कक्षा अवलोकन

पा.यो. सं.	विषय	मिति	पाठ शीर्षक	शिक्षण सामग्री		वि.सु. बाट क.अ.		आ.सु. बाट क.अ.		पृष्ठ	कैफियत
				किसिम	सङ्ख्या	मिति	दस्तखत	मिति	दस्तखत		
१२											वास्तविक शिक्षण
१३											
१४											
१५											
१६											
१७											
१८											
१९											
२०											
२१											
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२९											
३०											
३१											
३२											
३३											
३४											
३५											

नोट : पा.यो.सं. = पाठयोजना सङ्ख्या, वि.सु. = विद्यालय सुपरिवेक्षक, आ.सु. = आन्तरिक सुपरिवेक्षक, क.अ. = कक्षा अवलोकन

## २ शिक्षण सामग्री विवरण

क्र.सं.	शैक्षिक सामग्रीको प्रकार	सामग्री सङ्ख्या			कैफियत
		निर्माण गरेको	सङ्कलन गरेको	प्रयोग गरेको	
१.	फोटो/तस्वीर				
२.	ग्राफ				
३.	तालिका				
४.	चित्र				
५.	तालिका				
६.	शब्दपत्ती				
७.	गोजी तालिका				
८.	फलाटिन पाटी				
९.	अन्य				
	अ				
	आ				
	इ				
	ई				
	उ				
	जम्मा				

## ३. सहपाठी कक्षा शिक्षण अवलोकन विवरण (लघु शिक्षणको समेत उल्लेख गर्ने)

क्र.सं.	अवलोकन मिति	अवलोकन गरिएको छात्रशिक्षकको नाम	विषय	पाठशीर्षक	कक्षा	घन्टी	समय	कैफियत
१.								सूक्ष्म शिक्षण
२.								”
३.								सहपाठी शिक्षण
४.								”
५.								वास्तविक शिक्षण

४. प्रश्नपत्र निर्माण

क्र.सं.	प्रश्नको किसिम		सङ्ख्या		कैफियत
			पूर्व विद्यालय शिक्षण	विद्यालय शिक्षण	
क	वस्तुगत	बहुवैकल्पिक प्रश्न			
		जोडा मिलाउने प्रश्न			
		खाली ठाउँ भर्ने प्रश्न			
		ठिक/बेठिक छुट्ट्याउने प्रश्न			
ख	विषयगत	विस्तृत उत्तरात्मक प्रश्न			
		सङ्क्षिप्त उत्तरात्मक प्रश्न			
		अति सङ्क्षिप्त उत्तरात्मक प्रश्न			
ग	प्रश्नहरूको उत्तर कुञ्जिका				

५. प्रतिवेदनहरू

क्र.सं.	विवरण	शीर्षक	पृष्ठ	बुझाएको मिति	कैफियत
१.	विद्यालय अभिलेख				
२.	शैक्षणिक योजना				
३.	दैनिक कार्य विवरण				
४.	अतिरिक्त क्रियाकलाप				
५.	पाठक्रम र पाठ्यपुस्तक विश्लेषण				
६.	प्रश्नपत्र निर्माण, परीक्षा सञ्चालन र विश्लेषण				
७.	शिक्षण अभ्यासको समग्र प्रतिवेदन				

अभ्यास शिक्षणको आवश्यक सर्तहरू पूरा गरेकाले वाह्य परीक्षणका लागि अनुरोध गर्दछु ।  
छात्रशिक्षकको दस्तखत : .....  
छात्रशिक्षकको नाम : .....  
मिति : .....

निजलाई वाह्य परीक्षणका लागि सिफारिससाथ अनुरोध गर्दछु ।  
विद्यालय सुपरिवेक्षकको दस्तखत : .....  
विद्यालय सुपरिवेक्षकको नाम : .....  
मिति : .....

निजलाई वाह्य परीक्षणका लागि सिफारिस गर्दछु ।  
आन्तरिक सुपरिवेक्षकको दस्तखत : .....  
आन्तरिक सुपरिवेक्षकको नाम : .....  
मिति : .....

वाह्य परीक्षकको दस्तखत : .....  
वाह्य परीक्षकको नाम : .....  
वाह्य परीक्षण भएको मिति : .....  
वाह्य परीक्षकको कार्यालय/क्याम्पस : .....

**शिक्षण अभ्यासको समग्र प्रतिवेदन**

तोकिएको ढाँचामा शिक्षण अभ्यासको समग्र प्रतिवेदन तयार गर्नुपर्ने छ ।



त्रिभुवन विश्वविद्यालय  
..... क्याम्पस  
**शिक्षण अभ्यास आवेदन फाराम**

फर्म शुल्क रु. : १००  
फर्म सि. नं. : .....

श्रीमान् शिक्षण अभ्यास प्रमुखज्यू,  
..... क्याम्पस ।

उपर्युक्त सम्बन्धमा मैले स्नातक तहको शिक्षण अभ्यासका लागि सबै पूर्वाधार पुरा गरेको हुँदा विद्यालय शिक्षणका लागि शिक्षण अभ्यास/Practicum कार्यक्रममा सहभागी हुन पाऊँ भनी अनुरोध गर्दछु ।

छात्रशिक्षकको नाम : ..... तह : ..... सेक्सन : .....

समूह : ..... क्याम्पस रोल नं. : ..... त्रि.वि. परीक्षा क्रमाङ्क : .....

त्रि.वि. दर्ता/रजिस्ट्रेसन नं. : .....

विशिष्टीकरण विषय : (क) मेजर:..... (ख) माइनर: ..... अध्यापन गर्न चाहेको विषय : .....

स्थायी ठेगाना : अञ्चल ..... जिल्ला ..... प्रदेश ..... गा.पा./न.पा/..... वडा .....

हाल बसेको ठेगाना : ..... फोन नं. : ..... मोबाइल नं. : .....

पढाउन चाहेको क्षेत्र : (क)..... (ख)..... (ग).....

छात्रशिक्षकको  
फोटो

.....  
छात्रशिक्षकको हस्ताक्षर  
मिति :



त्रिभुवन विश्वविद्यालय  
..... क्याम्पस  
**शिक्षण अभ्यास अनुमति पत्र**

फर्म सि. नं. : .....

छात्रशिक्षकको नाम : ..... तह : ..... सेक्सन : .....

समूह : ..... क्याम्पस रोल नं. : ..... त्रि.वि. परीक्षा क्रमाङ्क : .....

त्रि.वि. दर्ता/रजिस्ट्रेसन नं. : .....

विशिष्टीकरण विषय : (क) मेजर:..... (ख) माइनर: .....

अध्यापन गर्न चाहेको विषय : .....

सूक्ष्म शिक्षण गरेको विषय : ..... कक्षा : ..... मिति : .....

सूक्ष्म शिक्षण गराउने शिक्षक : .....

सहपाठी शिक्षण गरेको विषय : ..... कक्षा : ..... मिति : .....

सहपाठी शिक्षण गराउने शिक्षक : .....

.....  
छात्रशिक्षकको हस्ताक्षर  
मिति :

#### क्याम्पसले भने

निज छात्रशिक्षकले पूर्वअभ्यास शिक्षणसम्बन्धी सम्पूर्ण पूर्वाधार पूरा गरेकोले वास्तविक शिक्षण/Practicum का लागि यो अनुमति पत्र प्रदान गरिएको छ ।

खटाइएको विद्यालय/क्याम्पस : ..... पढाउनु पर्ने विषय : .....

वास्तविक शिक्षण सञ्चालन अवधि : मिति ..... देखि ..... सम्म

.....  
(पेस गर्ने)  
मिति :

.....  
(सिफारिस गर्ने)  
मिति :

.....  
(स्वीकृत गर्ने)  
शिक्षण अभ्यास प्रमुख

## Faculty of Management

The Faculty of Management (FOM), Tribhuvan University has its ultimate objective of educating students for professional pursuits in business, industry and government. It is further dedicated to contributing to an increase in the knowledge and understanding of business and public administration. FOM aims to develop a networking with management institutes in the country and abroad to exchange new knowledge, technology, and methods of achieving higher level efficiency in management of business and public entities. It also aims to continuously innovate and promote cost-effective, socially relevant, modern technology based educational programs in Nepal.

The FOM offers **dynamic and cutting edge multidisciplinary disciplines such as:** Bachelor of Business Administration (BBA), Bachelor of Information Management (BIM), Bachelor of Business Management (BBM), Bachelor of Public Administration (BPA), Bachelor of Hotel Management (BHM), Bachelor of Travel and Tourism Management (BTTM), Bachelor of Business Administration in Finance (BBA-F), Bachelor of Business Studies (BBS - 4 year annual system) , Post Graduate Diploma in Police Sciences (PGDPS), Master of Business Administration (MBA), Master of Business Administration in Information (MBA-IT), Master of Business Management (MBM), Master of Public Administration (MPA), Master of Hospitality Management (MHM), Master of Travel and Tourism Management (MTTM), Master of Business Administration in Global Leadership and Management (MBA-GLM), Master of Finance and Control (MFC), Master of Business Studies (MBS) and The FOM also offers Master of Philosophy in Management (M. Phil.) and doctoral program in management leading to a Degree of Doctor of Philosophy (Ph.D.)

### FOM's GOALS

- Prepare professional managers capable of handling business in a dynamic global environment.
- Produce socially responsible and creative entrepreneurs capable of promoting business and industry for the socio-economic development of Nepal.
- Conduct research and management development programs for updating the knowledge and skill base of academics and practicing managers.
- Innovate and promote management programs catering to the various social and economic sectors of Nepal.
- Establish linkages with leading universities and management institutes abroad and collaborate with them in program development and implementation.

## **Bachelor of Business Studies (BBS)**

### **Programme Objective**

The objective of the BBS programme at the FOM is to develop students into competent managers for any sector of organized activity. The programme is based on the principle that graduates will spend a major portion of their life in a constantly changing environment. Therefore, the student should have an opportunity to obtain a broad knowledge of the concepts and reality- based skills underlying the operation and management of organizations.

Upon graduation, students should be equipped to function as a manager in business, industry and government. The graduate should also have a variety of career opportunities in different sectors of business including entrepreneurship and create much needed jobs for others.

### **The BBS programme specially attempts to:**

1. Equip the students with the required conceptual knowledge of business and administration to develop a general management perspective in them.
2. Develop required attitudes, abilities and practical skill in students, which constitute a foundation for their growth into competent and responsible business managers.
3. Encourage entrepreneurial capabilities in students to make them effective change agents in the Nepalese society.
4. Develop necessary foundation for higher studies in management and thereafter take up careers in teaching, research and consultancy.

### **Curricular Structure**

The FOM recognizes the need for both breadth and depth in the total academic pattern. Therefore, the curriculum for BBS degree comprises four separate and distinct course components:

1. A strong foundation allied areas of business such as language, economic analysis, legal environment and quantitative method to prepare graduates to understand, analyze and comprehend the management concepts, theories and practices.
2. Core business studies encompassing and integrating all functional areas to provide graduates with and appreciation of the diversity and inter-relationship of business and management issues.
3. The opportunity to concentrate in one area of specialization such as accounting, finance, human resources management and marketing in order to provide graduates with some degree of functional expertise.

**Course Composition**

**Compulsory Courses**

MGT 201: Business English

MGT 202: Business Statistics

MGT 207: Microeconomics for Business

MGT 204: Business Law

MGT 205: Business Communication

MGT 209: Macroeconomics for Business

**Core Courses**

MGT 211: Financial Accounting and Analysis

MGT 212: Cost and Management Accounting

MGT 213: Principles of Management

MGT 214: Fundamentals of Marketing

MGT 215: Fundamentals of Financial Management

MGT 223: Organizational Behavior & Human Resource Management

MGT 217: Business Environment and Strategy

MGT 224: Taxation in Nepal

MGT 225: Entrepreneurship

MGT 221: Business Research Methods

MGT 226: Foundation of Financial Systems

**Concentration Area**

(Three courses from any one of the following five functional areas)

**Accounting**

ACC 250: Accounting for Banking

ACC 251: Accounting for Business

ACC 252: Advanced Financial Accounting

ACC 255: Auditing

ACC 256: Advance Cost and Management Accounting

**Finance**

FIN 250: Fundamentals of Corporate Finance

FIN 251: Commercial Bank Management

FIN 255: Management of Financial Institutions

FIN 253: Fundamentals of Investment

FIN 254: Insurance and Risk Management

**Marketing**

- MKT 250: Fundamentals of Selling
- MKT 251: Customer Relationship Management
- MKT 252: Foreign Trade and Export Management in Nepal
- MKT 253: Fundamentals of Advertising
- MKT 254: Fundamentals of Services Marketing

**Management**

- MGT 251: International Business
- MGT 256: Small and Medium Enterprises
- MGT 257: Event Management
- MGT 258: Project Management
- MGT 259: Technology & Information Management

**The First Year Programme**

The purpose of the first year programme is to build a strong foundation in students to prepare them to comprehend the business concepts, theories and practices. The first year programme is organized into the following compulsory and core courses:

**First Year (500)**

MGT 201: Business English	100
MGT 202: Business Statistics	100
MGT 207 : Microeconomics for Business	100
MGT 211 : Financial Accounting and Analysis	100
MGT 213: Principles of Management	100

**The Second Year Programme**

The purpose of the second year programme is to provide basic concepts, tools and understanding of the foundation and core courses. The foundations courses are required to develop understand business practices. The core courses provide essentials of learning which are basic in the broad area of business studies. The second-year programme is therefore organized into the following core and compulsory courses:

**Second Year (500)**

MGT 205: Business Communication	100
MGT 209: Macroeconomics for Business	100
MGT 212: Cost and Management Accounting	100
MGT 223: Organizational Behavior & Human Resource Management	100
MGT 215: Fundamentals of Financial Management	100

**The Third Year programme**

The purpose of the third year programme is to provide basic concepts, tools and understanding of the fundamentals of business studies. The core courses provide essentials of learning which are basic to understand broader area of business studies. The third programme is therefore organized into the following core and compulsory courses:

**Third Year (500)**

MGT 204: Business Law	100
MGT 226 : Foundation of Financial Systems	100
MGT 217: Business Environment and Strategy	100
MGT 224 : Taxation in Nepal	100
MGT 214: Fundamentals of Marketing	100

**The Fourth Year Programme**

In fourth year, the students are encouraged to focus on a particular functional and concentration area of business studies. Building on the foundation laid in the first, second and third years, the principal mission of the fourth year twofold:

- 1) To enable the students to concentrate in one functional areas of business. FOM offers four stream of concentration courses:
  - a) Accounting
  - b) Finance
  - c) Management
  - d) Marketing
- 2) To provide opportunity to students to engage in research and final project presentation.

**Fourth Year (500)**

MGT 225: Entrepreneurship	100
Concentration I	100
Concentration II	100
Concentration III	100
MGT 221: Business Research Methods	50
MGT 401: Final Project	50

**Eligibility Conditions for Admission**

The candidate applying for admission to the BBS programme:

1. Must have successfully completed the 10+2 in business/ commerce or an equivalent course from a Higher Secondary School Board or from Tribhuvan University or from other University/ Board recognized by T.U
2. Must satisfy any other entry requirements or criteria as prescribed by the Faculty Board or the campus.

**Final Project Work**

The education of future manager will be incomplete without exposure to organizational reality. Therefore, the final project work is made an essential academic requirement for the fourth year students in all concentration courses. To write a project work students will undergo a field work and spend four weeks studying and learning from the organization during the time fixed by the campus/college. After the field work, the student will write a project report on the format prescribed by the FOM and submit it to the college/campus for evaluation. The student may also be asked to present the report to the general class and/ or faculty members. The evaluation of the report will be made by a team of external and internal examiners appointed by the by the Research committee of the respective campus/ college. The final viva-voce examination will be conducted by Research committee of the concerned campus/ college. After the completion of the project report will be submitted to the Office of Controller of examinations (Balkhu) for final scrutiny.

A student will have to pass the theoretical, practical and project work examinations separately in all the courses having theoretical, project work and or practical components.

**Minimum General Requirements**

The minimum general requirement for the 4 - year BBS programme are as follows:

1. An academic year will consist of a minimum of 150 teaching days excluding the days taken for admission and annual examinations.
2. The total instructional hours in an academic year will be 615 (150 day \*4:10 hours a day).
3. A paper of 100 marks will have 150 lectures each of 50 minutes. However for practical works, extra class hours will be required as fixed by the Faculty Board.
4. There will be a minimum of five periods (i.e class hours) each teaching day. The campus/college running morning or evening shifts will also be required to meet this minimum class requirement.

**Attendance, Evaluation and Grading System**

The final evaluation of students is done through the annual examination conducted by the office of the Controller of Examinations, Tribhuvan University. However for qualifying to appear in the annual examinations, students must meet the following requirements:

- a) The student must have a minimum of 70 percent attendance of the classes actually held.
- b) No student will be allowed to appear in the second year final examinations without first appearing in the first year final examinations.

The grading system in the annual examinations is as follows:

Third Division	35 percent
Second Division	45 percent
First Division	60 percent
Distinction Division	75 percent

### **Methods of Instruction**

The campuses offering the BBS programme should use the methods of instruction which help prepare the student for the realities of Nepalese business, industry and government in which he/she has to work. A combination of lecture, group discussions, problem- solving exercises, guest lectures, practical work, and project work will be used as approaches to learning. The campuses are also encouraged to use the case method of instruction whenever required and wherever possible.

### **Graduation Requirements**

The BBS programme extends over four academic years and the BBS degree is awarded on its successful completion. All candidates for BBS degree must fulfill the following requirements:

1. The successful completion of 19 courses of 1950 marks and submit a final project report of 50 marks as prescribed with passing grades in all the courses.
2. The passing scores obtained in all theory and practical components of the courses separately.
3. Completion of courses for the fulfillment of BBS programme must occur within the time limit as prescribe by Tribhuvan University.

## **MGT: 201: Business English**

*Lecture hours: 150*

*Full Marks: 100*

*Pass Marks: 35*

### **Course Description**

This course, through spotlight on building business language competence and improving reading and writing skills, helps students become successful communicators in business situations. It makes use of three-pronged approach to enable them to hone their grammar and mechanics, and critical reading and writing skills.

### **Objective**

The objective of this course is to help students use their general English skills in interdisciplinary contexts with lessons covering vocabulary and grammar exercises. It also aims to broaden students' literary readings in order to enrich their linguistic competence, comprehension ability, writing and presentational skills in business domain.

### **Course Outcome**

The following objectives specify that the business students, at the conclusion of the course, should be able to:

- improve linguistic competence at lexical, structural/ grammatical levels
- comprehend literary texts and writing modes
- produce correct sentences, cohesive paragraphs and organized texts
- respond the literary and business readings critically and analytically
- boost competence towards global understanding thereby strengthening their confidence in using English in professional and social scenarios

### **Unit 1: Grammar and Writing Mechanics**

**15marks(22 Hrs.)**

Sentences: Elements, Varieties, Patterns, Types, Faults; Nouns, Pronouns and Antecedents; Verbs,  
Tenses, Subject-Verb Agreement; Modifier and Connector: Modifiers, Prepositions, Conjunctions;  
Mechanics: Punctuation, Capitalization, Numbers

### **Unit 2: Using the Business language**

**5marks (7 Hrs.)**

Fundamentals of language; Language and Meaning; Language, Society and Culture; Stylistic Features; Functions of Language Using Language Effectively; Strong Words; Coherent Paragraphs; Commonly Confused Words

### **Unit 3: Business Vocabulary**

**5 marks (7 Hrs.)**

Importance of Business vocabulary; Vocabulary in Use; Business Specific Terminologies, Idioms and Expressions; Vocabulary in Communication Situations; Vocabularies in Writing Situation; Vocabularies in Speaking Situation; Ways to Improve Business Vocabulary

**Unit 4: Business Communication Messages** **5marks (7 Hrs.)**

Written; Oral; Visual Messages; Electronic Messages; Nonverbal messages

**Unit 5: Business Writing** **15 marks (22 Hrs.)**

Brochures: Guidelines and Instructions; Media Stories, Releases and Advertisements: Media Stories, News Reports; Articles and Stories; Broadcasting Stories; Press Releases; Effective Media Relations; Advertisements

**Unit 6: Reading Strategies and Writing Process** **25 marks (40 hrs.)**

Reading to Write: Becoming a Critical Reader; Brent Staples. "Cutting and Pasting: A Senior Thesis"; Note-Making; Summarizing; Invention; Arrangement; Drafting and Revising; Editing and Proof Reading; Paragraph Writing.

**Unit 7: Patterns of Writing** **30 marks (45 Hrs.)**

Narration: Sandra Cisneros: "Only Daughter"; Bonnie Smith-Yackel: "My Mother never Worked"; Description: Jhumpa Lahiri: "Rice"; Heather Rogers: "The Hidden Life of Garbage"; Cause and Effect: Stan Cox: "The Case against Air Conditioning"; Lawrence Otis Graham: "The 'Black Table' is still There" Comparison and Contrast: Bharati Mukherjee: "Two Ways to Belong in America"; Amy Chau: "Why Chinese Mothers are Superior" Definition: Judy Brandy: "I want a Wife"; Gayle Rosenwald Smith: "The Wife-Beater"; Argumentation: Alex Tabarrok: "The Meat Market"; Daniel Engber. "Let them Drink Water!"

**Prescribed Books:**

Kirszner, Laurie G. & Stephen R. Mandell (2012). *Patterns for College Writing: A Rhetorical Reader and Guide*. Boston: Bedford/St. Martin's.

Holmes, H.I. (2019). *English for Business Studies*. Kathmandu: Buddha Publications

**Suggested:**

Tickoo, Champa & Jaya Sasikumar (1979). *Writing with a Purpose*. New Delhi: Oxford.

Guffey, Mary Ellen & Carolyn M. Seefer (2011). *Business English*. Ohio: Cengage Learning.

**Oxford Business English Dictionary for Learners of English**. Oxford: OUP.

## **MGT 202: Business Statistics**

*Lecture Hours:150*

*Full Marks:100*

*Pass Marks:35*

### **Course Objective**

The basic objective of this course is to provide students an understanding of concepts of business statistics and to acquaint the students with necessary statistical and mathematical tools and techniques to be used in business decision-making processes.

### **Course Description**

This course comprises introduction to statistics, classification and presentation of data, measures of central tendency, measures of dispersion, Skewness, kurtosis and moments, simple correlation and regression analysis, analysis of time series, index numbers, probability, sampling and estimation, quantitative analysis, determinant and matrix.

### **Learning outcomes**

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

- classify, present and analyze the business and management related data.
- interpret the data from the management perspectives.
- apply forecasting techniques in business and management.
- use quantitative techniques in different decision making environments.
- apply the tool for cause and effect relationship in managerial decision.

### **Course Details**

#### **Unit 1: Introduction to Statistics**

**5 LHs**

Meaning, scope and limitation of statistics; Importance of statistics in business and management; Types and sources of data; Methods of collection of primary and secondary data; Precautions in using secondary data; and Problems of data collection.

#### **Unit 2: Classification and Presentation of Data**

**5 LHs**

Data classification: meaning, need, objectives and types of classification; Construction of frequency distribution and its principles; Presentation of data: tabular presentation, diagrammatic presentation: bar diagram, Pie diagram, graphic presentation: histogram, frequency polygon, frequency curve and ogive.

**(Illustrations related to Business and Management).**

#### **Unit 3: Measures of Central Tendency**

**15 LHs**

Mean: simple and weighted (Arithmetic Mean, Geometric Mean and Harmonic Mean);

Median; Partition values; Mode; Properties of averages; and Choice and general limitations of an average.

**Unit 4: Measures of Dispersion**

**15 LHs**

Absolute and Relative measures; Range; Quartile deviation; Standard deviation; Coefficient of variation; and Lorenz curve.

**Unit 5: Skewness, Kurtosis and Moments**

**15 LHs**

Meaning, objective and measurement of Skewness; Karl Pearson's and Bowley's methods; Five number summary; Box-Whisker Plot; Kurtosis and its measurement by Percentile method; Meaning of moments; Central and raw moments and their relationship; and Measurement of Skewness and Kurtosis by method of moment.

**Unit 6: Simple Correlation and Regression Analysis**

**15 LHs**

Karl Pearson's correlation coefficient including bi-variate frequency distribution; Coefficient of determination; Probable Error(P.E.); Spearman's rank correlation coefficient; Concept of linear and non-linear regression; Simple linear regression equations including bi-variate frequency distribution; and Properties of regression coefficients.

**Unit 7: Analysis of Time Series**

**15 LHs**

Meaning, need and components of time series; Measurement of trend: semi-average, moving average, method of least squares; Measurement of seasonal variation: method of simple average and ratio to moving average (only quarters).

**Unit 8: Index Numbers**

**15 LHs**

Meaning and types of Index Number; General rule and problems in construction of index number; Methods of constructing index numbers: simple and weighted (aggregative and average of price relative method), Laspeyre's index number, Paasche's index number, Fisher's ideal index number; and Time and factor reversal tests.

Cost of living index number (or Consumer's price index number): aggregative expenditure method and family budget method; and Base shifting and deflating.

**Unit 9: Probability**

**10 LHs**

Definition of probability; Addition and multiplication theorem; Application of combination rule in probability; and Conditional probability.

**Unit 10: Sampling and Estimation**

**5 LHs**

Meaning of sample and population; Census versus sampling; Sampling techniques; Concept of sampling distribution; Standard error; Estimation: estimator, concept of types of estimates: Point and Interval estimates.

**Unit 11: Quantitative Analysis**

**15 LHs**

Introduction to Quantitative Analysis; Application of management science: scientific approach to decision making; Decision making under the condition of uncertainty: maximax

(optimism), maximin(pessimism), minimax regret; Decision making under risk : Expected Profit (EP) Or Expected Monetary value (EMV), Expected Profit with perfect Information (EPPI), Expected Value of Perfect Information (EVPI); Linear Programming Problem (LPP): Problem formulation with two decision variables, graphical solution of maximization and minimization problems.

**Unit 12: Determinant**

**10 LHs**

Definition of determinant; Methods of finding the numerical values of determinant up to three order; Properties of determinant and its use to find the numerical values of determinants; and Cramer's rule to solve simultaneous equations up to three variables.

**Unit 13: Matrix**

**10 LHs**

Definition and types of Matrix; Addition, subtraction and multiplication of matrices; Cofactors; Transpose; Adjoint and inverse of a matrix; Matrix method to solve simultaneous equations up to three unknown variables.

**Note: Illustrations and applications in all chapters should be based on Business and Management situation as far as possible.**

**Suggested Readings:**

1. Gupta, S.C., *Fundamentals of Statistics for Management*, Mumbai: Himalayan Publishing House.
2. Tulsian, P.C. & Pandey, Vishal, *Quantitative Techniques: Theory and Problems*, New Delhi: Pearson Education.
3. David, M., Levine, Timothy, C. Krehbiel, & Mark, L. Berenson, *Business Statistics A first course*, USA: Prentice Hall.
4. Gupta, S.P., *Statistical Methods*, New Delhi: Sultan Chand and Sons.
5. Levine, Richard I, and Dabid S. Rubin, *Statistics for Management*, New Delhi: Prentice hall of India Pvt. Ltd.
6. Aitken, A.C., *Determinant and Matrices*, UK: Amazon.

## MGT 207: Microeconomics for Business

Level: Bachelor's  
Nature of the Course: Compulsory  
Program: BBS

Full Marks:100  
Pass Marks: 35  
Lecture Hours: 150

### Course Objectives

This course aims to enhance the understanding of microeconomic theories and their practical applications by developing students' skill in the application of theories in business decisions making.

### Course Description

This course comprises introduction to microeconomics, market equilibrium and efficiency, elasticity of demand and supply, analysis of consumer's behaviour, theory of production, cost and revenue curves, product pricing theories and practices and factor pricing.

### Learning Outcomes

By the completion of the course students will be able to:

- Explain the nature and scope of the microeconomics and business economics.
- Explain the concept of market equilibrium and efficiency and to analyze effect of change in market demand market supply to the market equilibrium and efficiency.
- Define and measure elasticity of demand and supply, their applications and uses in business decision making.
- Analyze the consumer's behaviour, derivation of the demand curve for normal goods by using both cardinal and ordinal approach.
- Explain the single variable and the multi-variable production functions and determination of the optimal combination of two inputs.
- Acquire the knowledge about the concept and nature of cost and revenue and to derive costs and revenue curves.
- Explain pricing of the products and the inputs under different market structures.

### Course Details

#### Unit 1: Introduction ----- 15LHs

Microeconomics: meaning, scope, uses and limitations of microeconomics; Business economics: nature and scope; Basic concepts: production possibility curve, marginal analysis, incremental analysis, static and dynamic equilibrium analysis in microeconomics; and Ten principles of economics.

#### Unit 2: Market Equilibrium and Efficiency ----- 20 LHs

Demand function: types, determinants of demand, movement and shift in demand curve; Supply function: types, determinants of supply, movement and shift in supply curve; Market equilibrium; Effect of changes in demand and supply on market equilibrium; Effect of government policy (Tax, subsidy and price control) in market equilibrium; Concept of market efficiency; and Measuring market efficiency by consumer's surplus and producer's surplus.

#### Unit 3: Elasticity of Demand and Supply ----- 20 LHs

Price elasticity of demand: concept, degree and calculation (percentage/proportionate and average method); Point price elasticity of demand; Price elasticity and total expenditure; Income elasticity of

demand: concept, degree and calculation (percentage/proportionate and average method); Cross elasticity of demand: concept, degree and calculation (percentage/proportionate and average method);; Concept of advertisement elasticity of demand; and Uses of price, income, cross and advertisement elasticity of demand; and Price elasticity of supply: concept, degree and calculation (percentage/proportionate and average method)

**Unit 4: Analysis of Consumer's Behavior ----- 20 LHs**

Cardinal approach: assumptions, consumer's equilibrium, criticisms and derivation of demand curve; Ordinal approach: assumptions and properties of Indifference curve; Marginal rate of substitution; Price line; Consumer's equilibrium; Price effect and derivation of price consumption curve (normal goods and Giffen goods); Income effect and derivation of income consumption curve (normal and inferior goods); Substitution effect; Decomposition of price effect into income and substitution effect; and Derivation of demand curve for normal goods.

**Unit 5: Theory of Production ----- 15 LHs**

Production function: Short-run and Long run production functions; concept of Cobb-Douglas production function; Law of variable proportions; Isoquant: assumptions, marginal rate of technical substitution and properties; Iso-cost curve; Optimal employment of inputs; and Laws of return to scale.

**Unit 6: Cost and Revenue Curves ----- 20 LHs**

Cost function; Concept of costs: Implicit cost and explicit cost, accounting cost and economic cost, historical cost and replacement cost, separable cost and common cost, opportunity cost; Short-run costs: cost-output relationship; derivation of short run total cost curves and their relationship; derivation of short-run average and marginal cost curves and their relationship; Reason for the U-shaped of short run average cost curve; Relationship between AC and MC curves; Long-run costs: derivation of long run average and marginal cost curves; Reason for the U- shaped, L- shaped and continuously falling long run average cost curve; Economies of scale; and Concept of economies of scope. Revenue: revenue function; Revenue curves under perfect and imperfect competition market; Relation between average and marginal revenue curves; and Relationship between price elasticity of demand and revenue.

**Unit 7: Product Pricing Theories and Practices ----- 25 LHs**

Market structure: concept and characteristics; Profit maximization goal of firm; Price and output determination under perfect competition: short-run and long-run equilibrium; Derivation of short run supply curve of a firm and industry; Price and output determination under monopoly: short-run and long-run equilibrium; economic effects of monopoly. Price and output determination under monopolistic competition: short-run and long-run equilibrium, monopolistic firm's equilibrium under product variation and selling expenses. Concept and types of cartel; Pricing under joint profit maximization cartel; and Pricing practices: price discrimination, cost plus pricing, incremental cost pricing, administered pricing, export pricing, predatory pricing, skimming pricing and penetration pricing.

**Unit 8: Theory of Factor Pricing ----- 15 LHs**

Rent: modern theory of rent; Wages: marginal productivity theory of wages; Concept of collective bargaining; Minimum wages fixation; Wage differentials; Interest: Nominal and real interest rates; Interest rate differentials; Theories of interest: loanable funds theory of interest and liquidity preference theory of interest; Profit: economic profit and business profit; and Theories of profit: dynamic theory of profit and innovation theory of profit.

**Suggested Readings**

Mankiw, N. G. *Principles of Microeconomics*. New Delhi: Centage Learning India Private Limited, Latest edition

Koutsoyianis, A. *Modern Microeconomics*. Hong Kong: ELBS, Latest edition

McConnell, C.R., Brue, S.L., Flynn, S.M. and Grant, R. *Economics*. New Delhi: McGraw Hill Education, Latest edition

Salvatore, D. *Managerial Economics*. New Delhi: Oxford University Press, Latest edition

Slowman, J. and Sutcliffe, M. *Economics for Business*. New Delhi: Pearson Education.

Browning, E.K. and Browning, J.M. *Microeconomic Theory and Application*. New Delhi: Kalyani Publishers, Latest edition

Pindyck, R.S. and Rubinfeld, D. *Microeconomics*. New Delhi: Prentice Hall of India, Latest edition

Dwivedi, D.N. *Microeconomic Theory and Applications*. New Delhi: Tata McGraw-Hill Publishing Company Limited, Latest edition.

## **MGT 204: Business Law**

*Full Marks: 100*  
*Pass Marks: 35*

*Lecture Hours: 150*

### **Course Objectives**

This course aims to impart the basic knowledge on legal aspects of business to the students so as to provide with basic understandings of the fundamental concept, principles and Legal frameworks of business to enhance their knowledge and managerial capabilities and apply in the practical field to resolve complex issues and for effective management of business operations. This course familiarizes students with the relevant provisions of various laws influencing business organization and to resolve legal issues in business.

### **Learning Outcomes**

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

- Familiarize the concept and nature of law and business laws and sources of business law and its importance in Nepalese and global context;
- Understand fundamental concept, principles and Legal frameworks of Business laws;
- Have an understanding of the incorporation, operation and termination of company- voluntarily and compulsorily;
- Understand the system of dispute settlement (competent court system and alternative system - particularly Arbitration);
- Develop competencies to understand the problem and resolve the issues related to the business laws.

### **Course Description**

This course contains various legal frameworks influencing business organizations in national and international context and foundational information about the Nepalese legal system, dispute resolution, and their impact on business as well as the major content of the Constitution of Nepal, State and Federal legal systems. The course covers the laws relating to General Contract and specific contracts, Company, Insolvency, Industrial Enterprises, Foreign Investment & Technology Transfer, Intellectual property, International trade, and dispute settlement systems (court and arbitration).

### **Course Details**

#### **Unit 1: Introduction to Law and Business Law**

**10 LHs**

Concept, Nature and characteristic of law; Classification and sources of law; Meaning, characteristics and sources of Nepalese Business Law; Changing dimension of Nepalese Business Law and Constitutional provisions.

**Unit 2: The Law of Contract and other Liabilities****30 LHs**

Meaning, Nature and definition of contract; Essential elements of valid contract; Meaning and Rules regarding offer; Revocation or lapse of offer; Meaning and rules regarding acceptance; Communication of offer and acceptance; Meaning and Rules regarding consideration; Concept and importance of free consent; Flaws of free consent and legal effects of contract caused by the flaws: coercion, undue influence, misrepresentation, fraud, mistake; Concept and importance of legality of objective and consideration- unlawful agreements and void agreement; Meaning and definition of contingent contract; Rules regarding contingent contract and distinguish from wagering agreement; Meaning, essentials, importance and types of performance of contract; Rules regarding performance of contract; Meaning of termination of contract; Modes of termination of contract; Meaning and types of breach of contract; Remedies for breach of contract; Major provisions of Contract and other Liabilities under the *Muluki Dewani Samhita, 2074*; Provisions of other obligations in brief- Lease Contract; Hire-purchase Contract; Quasi contract; Unjust Enrichment; Concept of Torts.

**Unit 3: Contract of Bailment and Pledge****10 LHs**

Bailment: meaning and concept, rights and duties of Bailor and Bailee; Finder of lost goods (rights and duties of finder of lost goods); Meaning of pledge of pawn; Distinction between bailment and pledge; Right and duties of pawned and Pawnee; Pledge by non- owner.

**Unit 4: Contract of Sale of Goods****15 LHs**

Meaning and nature of contract of sale of goods; Difference between sale and agreement to sell Condition and warranty; Doctrine of caveat emptor; Transfer of ownership; Transfer of title by non- owner; Rights and duties of unpaid seller; Buyer's remedies.

**Unit 5: Contract of Agency****15 LHs**

Meaning and general rules of agency; Modes of creating agency; Types of agent; Rights and duties of agent; Personal Responsibility of agent; Right and duties of principal; Delegation of authority; Sub-agent and substituted agent; Termination of agency; Procedure of registration and effect of non-registration of agency in Nepal (under Agency Act, 2014).

**Unit 6: Contract of Carriage****20 LHs**

Meaning and nature of contract of carriage; Characteristics of common carrier; Difference between common and private carrier; Rights, duties and liabilities of common carrier; Carriage by land; Carriage by Sea: contract of Affreightment, charter party and bill of lading; Incoterms- 2020; Carriage by Air.

**Unit 7: Contract of Indemnity and Guarantee****10 LHs**

Meaning of contract of indemnity- Rights and duties of indemnifier and indemnity holder; Meaning and nature of contract of guarantee- Types of guarantee; Difference between

indemnity and guarantee; Rights, duties and liabilities of surety; discharge of surety from liability.

**Unit 8: Law of Company and Insolvency**

**10 LHs**

Meaning, nature and incorporation of company; Legal importance and formalities of annual general meetings; Minutes and resolutions of a company; Legal provision regarding BoD's report; Appointment and removal of an auditor; Insolvency of company; Nepalese law of insolvency and feature of Insolvency Act, 2063.

**Unit 9: Dispute Settlement Systems**

**10 LHs**

The Court System; The Civil Procedure in Nepal; Meaning, features and importance of arbitration; Appointment of arbitrators; Power and function of arbitrators; Disputes to be settled by arbitration; Major provisions of Nepal Arbitration Act, 2055.

**Unit 10: Law of Intellectual property**

**20 LHs**

Concept and Nature of Intellectual property rights; Copyrights Act, 2059 and its major provisions; Patent, Design and Trademark Act, 2022 and its major provisions; Trade Related Aspects of Intellectual Property Rights (TRIPs); Industrial Enterprises Act, 2074 and its major Provisions; Foreign Investment and Technology Transfer Act (FITTA), 2075 and its major provisions.

***Suggested Readings***

- Albuquerque, D Paniel (2013).Legal Aspects of Business (Texts, Jurisprudence and Cases), Oxford University Press, New Delhi.
- Agency Act, (2014). Law Book Management Committee, Kathmandu.
- Arbitration Act, (2055). Law Book Management Committee, Kathmandu.
- Company Act, 2063, Law Book Management Committee, Kathmandu.
- Copyright Act, 2059, Law Book Management Committee, Kathmandu.
- Foreign Investment and Transfer of Technology Act, 2015, Law Book Management Committee, Kathmandu.
- Industrial Enterprise Act, 2073, Law Book Management Committee, Kathmandu.
- Insolvency Act, 2063, Law Book Management Committee, Kathmandu.
- Kalika, S. N. (2018) Principles of Business Law (7<sup>th</sup> Ed.), Buddha Publication, Kathmandu.
- Muluki Dewani Sanhita, 2074, Law Book Management Committee, Kathmandu.
- Nepal Bar Council Law Journal, Nepal Bar Council, Lalitpur, Nepal.
- Nepal Law Review, Faculty of Law, Nepal Law Campus, Tribuvan University, Kathmandu Nepal.
- Patent, Design and Trademark Act, 2022, Law Book Management Committee, Kathmandu.
- Shukla, M.C.,Mercantile Law,S.Chand & Company Ltd, New Delhi, New Delhi.

## **MGT 205: Business Communication**

**Full Marks: 100**  
**Pass Marks: 35**

*Lecture Hours: 150*

### **Course Description**

This is BBS second year English courses in 4yr BBS system under the Faculty of Management, Tribhuvan university. This course allows students to explore the art of language communication skills required for general as well as professional domains . It helps students improve their reading and writing abilities in English in both social and professional interactions, and learn skills that they can apply to business negotiations, telephone conversations, written reports and emails, and professional presentations. This course seeks to enhance students' cross-cultural understanding and communicate in varied contexts. Other important concern of this course is to present a wide array of ideas from different spheres of human activity, which is of vital importance for success as an executive in management. Ideas are increasingly being considered an important resource just like men, machines materials and money, and the best business schools have taken note of the importance of creative thinking in the business world. Reading opinions of thoughtful people is important because we learn about other opinions and ideas in the process and they help shape our ideas and prepare us to become educated citizens who can think and form their own conclusions.

**The course has two main components of equal weightage: (50% + 50%)**

- I. **Business Communication Skills**
- II. **Discourse in Disciplines**

### **Course Objectives and Outcomes**

After completing this course, students will be able to:

- read English texts written in various disciplines and understand different level of discourses
- express themselves in varied forms both in speech and writing
- write correctly and persuasively in present time standard English
- adapt content to a proposed context, audience and purpose
- understand and use appropriate style and tone in spoken as well as written texts
- be familiar with the language used in conducting meetings and prepare reports based on the discussion in the meetings
- write memos, letters, and other business communications

- apply formal structure and develop organization in writing proposal, reports, article etc.
- understand arguments and respond the arguments accordingly
  - use English pertinent to the level of audience and the purpose as the medium of communication
  - learn the art of using essential rhetorical techniques for developing effective communication
  - Evolve step by step disciplinary and interdisciplinary insights and ability to express in acceptable English

### Course Contents

#### I. Business Communication Skills

##### *I. The Communication Process*

- Elements of Communication Process
- Methods of Communication
- The Writing Process
- Oral Communication Process
- Group Work and Collaboration Process
- Communication Structures and Systems
- Management Style and Communication
- Barriers of Business Communication

##### *II. Business Communication*

- Defining Business Communication
- Nature of Communication
- Historical Perspectives
- Purpose of Business Communication
- Functions of Business Communication
- Importance of Business Communication
- Components of Business Communication
- Types of Business Communication
- Principles of Effective Business Communication
- Challenges for Business Communication

##### *III. Skills and Values in Business Communication*

- The Importance of Communication Skills
- Identifying Communication Skill Sets
- Organizational Communication Skills
- Interpersonal Communication Skills
- Leadership Communication Skills
- Professionalism in Business Communication
- Elements of Professionalism
- Ethical Values
- Intercultural Sensitivities

##### *IV. Electronic and Other Messages*

- Memos
- Notices
- Letters
- Using Email
- Blogs
- Advertisements
- Press Release

#### ***V. Reports and Proposals***

- Business Plan
- Reports
- Proposals

#### ***VI. Oral Communication***

- Presentations and Speeches
- Telephone Calls
- Other Oral Communication Situations
- Enhancing Oral Communication
- Using Visual Aids
- Using Nonverbal Communication

#### ***VII. Visual Communication***

- Pictures
- Charts
- Graphics

#### ***VIII. Employment Communication***

- Planning and Conducting a Job Search
- Resumes and Cover Letters
- Job interview

## **II. Discourse in Disciplines**

### ***I. Culture and Society***

1. New Nepal
2. Looking for a Rain God
3. Dover Beach
4. Shooting an Elephant
5. The Unknown Citizen
6. The Parrot in the Cage

### ***II. Money and Management***

1. Advertise Your Business
2. Eveline
3. The Company Man
4. Light My Lucky
5. The Ideal of Craftsmanship

***III. Science and Environment***

1. Religion and Science
2. The New Physics
3. Root Cellar
4. On Warts
5. The Etiquette of Freedom
6. The Rights of Animals

***IV. Gender and Women***

1. Professions for Women
2. The Use of Force
3. The Stronger
4. Here I Love You
5. The Kiss
6. Girl
7. Farewell
8. Popular Mechanics

***V. Life, Death and Beyond***

1. The Fly
2. Jest and Earnest
3. The Old Man at the Bridge
4. Once More to the Lake
5. The Hundredth Dove
6. The Lunatic

***VI. Art and Philosophy***

1. An Essay in Aesthetics
2. The Clock Tower
3. Beauty
4. From the Fountainhead to the Future
5. What I, Think I Am
6. All-Pervading Poetry
7. The Allegory of the Cave
8. Her First Ball
9. Not the Non-Existent

**Teaching Method**

The suggested method of teaching is of two fold : introduce the theme of the texts and lead students to the writing task i.e. guide the students to practice specific skills of language knowledge to produce their own writings. The recommended approach is to view the books not as mere language texts but to introduce students to many disciplines in order to expand their intellectual horizon. It is important to discuss what it means to be educated through the ideas of great thinkers and help students to become educated through thoughtful writings on different disciplines . The method, therefore, is to engage students in a dialogue about the questions and ideas raised in each

text by exploring through different perspectives and voices of others, and also sharing respectfully their own experiences and thoughts.

### **Evaluation**

The examinations will cover the language skills including a range of tasks, students' ability to use English in a variety of contexts. Examinations will evaluate the students' ability to communicate effectively in English that is reading and writing activities and using appropriate writing style. Special credit will be given to originality of expression and depth of thinking,

### **Prescribed Texts ( Compulsory Reading)**

Adhikari, Dharma, Tika Lamsal, I. Hugh Holmes, and Mike Sobiech. *Business Communication: Theory and Practice*. Kathmandu: Buddha Publications, 2020.

Lohani, S., compiler & editor. *Visions: A Thematic Anthology*. Kathmandu: Vidyarthi Pustak, Bhandar, 2020.

### **Recommended Reading**

Abrams, M.H., and G.G. Harpham. *A Glossary of Literary Terms*. 11<sup>th</sup> ed., Cengage Learning, 2014.

Bargiela-Chiappini, Francesca, *The Handbook of Business Discourse*. Edinburgh UP, 2009.

Bovee, C.L., and John Thill. *Business Communication Essentials*. 7th ed., Pearson, 2016.

Chaney, Lilian H. *Intercultural Business Communication*. 4th ed., Pearson, 2007.

Guffey, Mary Allen, and Dana Loewy. *Essentials of Business Communication*. 11th ed., Cengage Learning, 2018.

Hattersley M., and L. Mcjannet. (1997). *Management Communication, Principles and Practice*. McGraw – Hill, 1997.

Jethwaney, J. *Corporate Communication*. Oxford, 2010.

*Oxford Advanced Learner's Dictionary of Current English*. 10<sup>th</sup> ed., Oxford, 2020.

Pearson Education. *Longman Business English Dictionary*. 2<sup>nd</sup> ed., Longman, 2018.

Parkinson, Dilys, editor. *Oxford Business English Dictionary*. Oxford, 2005.

Tourish, Dennis, and Owen Hargie. *Key Issues in Organizational Communication*. Routledge, 2004.

## MGT 209: Macroeconomics for Business

Full Marks: 100

Lecture hours: 150

Pass Marks: 35

### Course Objectives:

*Macroeconomics for Business* aims to enhance understanding of macroeconomic principles and Nepalese macroeconomic situation to the Bachelor level students. It will help to inculcate the skills incorporating different macroeconomic domain in assessment of nature of business environment.

### Course Description:

This course of macroeconomics makes students skilled to understand macroeconomic concepts, theories and contemporary macroeconomic issues pertinent in Nepal. This course comprises an introduction to macroeconomics, national income accounting, the classical theory of employment, Keynesian macroeconomics, IS-LM model, inflation, business cycles, monetary theory and policy, government finance and fiscal policy, the global economy and contemporary issues in references to Nepal.

### Learning Outcomes:

By the completion of the course students will be able to:

- Explain the nature of macroeconomics and macroeconomic variables; explain the concepts and difficulties of measuring national income and calculate the national income by product, income and expenditure methods.
- Derive consumption function, saving function, investment function, investment multiplier, government expenditure multiplier, tax multiplier, foreign trade multiplier, IS curve and LM curve and determine the equilibrium level of income and employment in Classical, Keynesian and IS-LM model.
- Describe the concepts and causes of inflation, deflation, stagflation and business cycles; assess their effect and identify the measures of reducing their consequences in business.
- Describe the concept and structure of financial market, monetary policy, government finance, fiscal policy and fiscal federalism, in reference of Nepal and explore the effect of change in monetary policy and fiscal policy in equilibrium level of national income.
- Explain the effect of global and regional economy in Nepalese economy in reference to exchange rate, balance of payments, foreign direct investment and foreign employment and explain contemporary macroeconomic issues in Nepalese perspective.

### Course Details:

#### Unit 1: INTRODUCTION TO MACROECONOMICS

LH 6

Macroeconomics: concepts, scope, uses and limitations; and Macroeconomic concepts: stock and flow variables; equilibrium and disequilibrium; static and dynamic equilibrium analysis.

#### Unit 2: NATIONAL INCOME ACCOUNTING

LH 20

Circular flow of income and expenditure in two sector, three sector and four sector economy; Different concepts of national income: GDP, NDP, GNP and NNP at market price and factor cost, personal income (PI), disposable personal income (DI), per capita income (PCI); Real GDP, nominal GDP and GDP deflator; Computation of national income: product method,

income method and expenditure method; and Difficulties in the measurement of national income. *Numerical Exercise*

**Unit 3: CLASSICAL THEORY OF EMPLOYMENT**

**LH 6**

Unemployment: concept and types; Say's law of market: concept, assumptions and implications; and Classical theory of employment: assumptions, components and criticisms.

**Unit 4: KEYNESIAN MACROECONOMICS**

**LH 30**

Principle of effective demand; Consumption function: concepts, psychological law of consumption, technical attributes and determinants; Saving function: concepts, technical attributes and determinants; Paradox of thrift; Investment function: concept and types of investment, marginal efficiency of capital, investment demand curve and determinants of investment; Income and output determination in the two-sector economy; Investment multiplier: concept, income generation process and leakages; Income and output determination in three sector and four sector economy; and Derivation of government expenditure multiplier; tax multiplier and foreign trade multiplier. *Numerical Exercise*

**Unit 5: IS-LM Model of INCOME DETERMINATION**

**LH 7**

Derivation of IS curve and product market equilibrium; Derivation of LM curve and money market equilibrium; General equilibrium in the product market and the money market; and Shifts in IS and LM curves (change in monetary and fiscal policies) and effects on equilibrium. *Numerical Exercise*

**Unit 6: INFLATION AND BUSINESS CYCLES**

**LH 18**

Inflation: concepts and types; Measurement of inflation through consumer's price index (CPI) and GDP deflator; Demand-pull inflation and cost-push inflation; Concept of core inflation; Effects of inflation; Anti-inflationary measures; Inflation and unemployment: Phillips curve and stagflation; Deflation: concept and causes; Nature, causes and effect of inflation in Nepal; Business cycles: concepts, characteristics and phases; and Measures to control business cycles. *Numerical Exercise*

**Unit 7: MONETARY THEORY**

**LH 16**

Money supply: concepts and determinants; Money market and capital market: concepts and functions; Structure of financial market in Nepal; Monetary Policy: concepts, types, objectives and instruments; and Features of current monetary policy of Nepal.

**Unit 8: GOVERNMENT FINANCE****LH 15**

Government budget: Concepts and components; Deficit financing: concept, objectives and methods; Sources of government revenue in Nepal, Government expenditure of Nepal; Features of current government budget of Nepal; Fiscal policy: concepts, types, instruments and objectives; and Fiscal federalism: concepts, components and Nepalese practice.

**Unit 9: GLOBAL ECONOMY****LH 17**

Global economy: concept and current trends; Globalization: concepts, drivers, benefits and defects; Regional integration and trading blocs: concepts and role; Issues of Nepali foreign trade; Exchange rate: concept and types; Determination of equilibrium exchange rate under fixed and flexible exchange rate system; Balance of payments: concept and BOP accounts; Foreign direct investment: concepts, benefits, defects and current status of Nepal; and Foreign employment: benefits, defects and current status of Nepal.

**Unit 10: CONTEMPORARY MACROECONOMICS ISSUES IN NEPALESE PERSPECTIVES****LH 15**

Macroeconomic indicators of Nepal; Privatization and liberalization: concepts, benefits and defects; Economic growth and development: concepts and components; Sources of economic growth; Poverty: concepts, types, causes and remedies; Economic inequality: concepts, causes and remedies; Public private partnership: concepts, importance and Nepalese practice; and Financial inclusion: concepts, determinants and current Nepalese status.

**Suggested Readings:**

- Dwivedi, D.N. *Macroeconomic Theory and Policy*. New Delhi: Tata McGraw-Hill Publishing Company Limited. Latest Edition.
- Kumar, R. and Gupta, K. *Business Economics: Applications and Analysis*. New Delhi: UDH Publishers and Distributors (P) Ltd. Latest Edition.
- Slowman, J. and Sutcliffe, M. *Economics for Business*. New Delhi: Pearson Education. Latest Edition.
- Shreshtha, R.G., Adhikari, G.M. and Paudel, R.K. *Macroeconomics for Business*. Kathmandu: KEC Publications. Latest Edition
- Abel, A.B. and Bernanke, B.S. *Macroeconomics*. New Delhi: Pearson Education. Latest Edition
- McConnell, C.R., Brue, S. L., Flynn, S. M. and Grant, R. *Economics*. New Delhi: McGraw Hill. Latest Edition.
- Jhingan, M.L. *Macroeconomics*. New Delhi: Vrinda Publication (P) Ltd. Latest Edition.
- Mithani, D.M. *Money, Banking, International Trade and Public Finance*. Mumbai: Himalayan Publishing House. Latest Edition.
- Shapiro, E. *Macroeconomic Analysis*. New Delhi: Galgotia Publication (P) Ltd. Latest Edition.
- Shah, R. K. *Public Economics (Vol-2)*. Kathmandu: Ekta Books. Latest Edition.
- Bista, R.B. *Economics of Nepal*. Kathmandu: New Hira Books Enterprises. Latest Edition
- Yoshio, N. and Morgan, P. J. (2017). *Financial Inclusion, Regulation and Education*. Tokyo: Asian Development Bank Institute.

**Suggested Publications:**

Publications of Nepal Rastra Bank, Central Bureau of Statistics, Ministry of Finance, National Planning Commission, IMF, World Bank, Asian Development Bank.

## **MGT 211: Financial Accounting and Analysis**

*Nature of course: Core*  
*LHs: 150*

*Full Marks: 100*  
*Pass Marks: 35*

### **Course Objectives**

The main objective of this course is to provide in-depth knowledge and understanding of basic principles, concept and practices of financial accounting. This course also aims to develop students' understanding on business transactions, record such transactions in an accounting system and enable them to prepare and analyze the basic financial statements.

### **Course Description**

This course contains conceptual and theoretical foundation of financial accounting; processing and recording business transactions; accrual accounting concept; adjusting entries, closing entries,; preparation of basic financial statements like income statement, statement of retained earnings, balance sheet, value added statement and cash flow statement; and their analysis.

### **Course Details**

#### **Unit I: Basic Understanding of Financial Accounting**

**8 LHs**

Forms of business entities: sole proprietorship, partnership and corporate entities; Cyclical nature of business: financial cycle and operating cycle; Financial accounting : concept, features objectives and scope ; Book-keeping, accounting and accountancy; Nature of accounting; Qualitative features of accounting information; Users and uses of accounting information: internal users and external users; Limitations of financial accounting; Bases of accounting: cash and accrual bases of accounting; and Accounting and other disciplines.

#### **Unit 2: Conceptual Framework of Accounting**

**8 LHs**

GAAP and its features; Basic accounting concepts: the business entity concept, the monetary concept, the going concern concept, the cost concept, the dual aspect concept, the accounting period concept, the realization concept, the accrual concept and the matching concept; Accounting concepts Vs. Accounting conventions; Basic accounting conventions: consistency, conservatism, materiality and full disclosure; Accounting standards: meaning, nature, need and significance of accounting standards; NAS, IAS, NFRS, IFRS; Classification of Accounting standards; Ethics in accounting.

#### **Unit 3: Accounting Process**

**23 LHs**

Accounting events of business: concept and types; Source documents: concept, types and role in recording transactions; Accounting equation for analyzing the transactions; Debit and credit and their rules; Recording process of accounting events: journal, sub-division of journal, ledger, and trial balance.

**Unit 4: Accrual Basis of Accounting****10 LHs**

Accrual versus cash basis of accounting; Adjusting entries: concept and types of adjusting entries; Adjusted trial balance; Closing entries: concept and types of closing entries.

**Unit 5: Accounting for Inventories and Cost of Goods Sold****8 LHs**

Concept, nature and cost of inventory; Cost of goods sold model; Inventory valuation and income measurement: periodic and perpetual system; Methods of inventory valuation in periodic and perpetual system; Inventory estimation: retail inventory method and gross profit method; Effect of inventory valuation on cost of goods sold and its disclosure; Analyzing the management of inventory: inventory turnover ratio and number of days' sales in inventory.

**Unit 6: Accounting for Cash and Internal Control****6 LHs**

Concept and nature of cash ; Internal control and principles of internal control activities; Cash receipts and disbursement control; Preparation of bank reconciliation statement; adjusting entries; petty cash fund; Effect of cash in balance sheet; Internal control procedures.

**Unit 7: Accounting for Receivables****6 LHs**

Concept, nature and types of receivables; Recognition and valuation of accounts receivables: presentation of accounts receivable in balance sheet, Recognition and valuation of notes receivables; Balance sheet presentation of notes receivable; Analyzing the management of accounts receivable: Accounts receivable turnover ratio and days' sales outstanding.

**Unit 8: Accounting for Current Liabilities and Contingencies****6 LHs**

Concept and nature of current liabilities; types of current liabilities: Accounts payable, notes payable, tax payable, other accrued liabilities (accrued expenses and unearned income) and current maturities of long-term debt; Recognition and valuation of accounts payable and notes payable; Balance sheet presentation of accounts and notes payable; Concept of contingent liabilities; Accounting entries of product warranty and guarantees; Analyzing the management of current liabilities.

**Unit 9: Accounting for Long-Lived Assets****10 LHs**

Concept, features and types of long lived assets; Acquisition cost of tangible long lived assets; Depreciation of tangible long lived assets: Straight-line method, diminishing balance method, unit of activity method and depreciation fund method; Choice of depreciation method; Disposal of long lived assets; Impact of depreciation on profit measurement; Capital versus Revenue expenditure; Effect of long lived assets in balance sheet; Analyzing the management of long lived assets.

**Unit 10: Accounting for Long Term Liabilities****8 LHs**

Concept of long term liabilities; Concept, features and types of debentures or bonds ; Accounting entries for issuance and retirement of debentures or bonds; Balance sheet presentation of debentures or bonds;

Concept and types of leases: Acquisition of capital lease; depreciation of leased asset; amortization of lease obligation; balance sheet presentation of lease obligation; analyzing the management of long-term debt.

**Unit 11: Accounting for Shareholders' Equity****7 LHs**

Concept of shareholder's equity; Components of shareholders equity: Common share, preference share, additional paid-in capital, and retained earnings; Balance sheet presentation of shareholder's equity; Accounting entries for issuance of share; Accounting entries for treasury share or stock;

Accounting entries for cash and stock dividend, stock split and its effect on shareholder's equity; Analyzing the management of shareholders' equity.

**Unit 12: Basic Financial Statements**

**20 LHs**

Financial statements-means of communicating accounting information: concept, purpose, types and relationship;

Income statement: concept and types of income statement, components of an income statement, preparation of single step and multi step income statement;

Statement of retained earnings: concept, components and preparation of retained earnings statement;

Statement of financial position or balance-sheet: concept, purpose, components and preparation of classified statement of financial position or balance sheet;

Statement of changes in owners' equity: concept, components and preparation of statement of changes in owners' equity.

(Disclosure required for financial statements as per Nepal Company Act and NFRS).

**Unit 13: Cash Flow Statement**

**12 LHs**

Meaning, objectives and importance of cash flow statement; Contents of cash flow statement; preparation of cash flow statement using trail balance of a year; Preparation of cash flow statement using balance-sheets of two dates under direct and indirect method.

**Unit 14: Value Added Statement**

**6 LHs**

Value added: concept and its application; Value added statement: concept, contents and advantages; Preparation of value added statement showing value added generated and applied.

**Unit 15: Analysis of Financial Statement**

**12 LHs**

Meaning, objectives, need and importance of financial statement analysis; Types of financial statement analysis: Horizontal and vertical analysis, comparative and common size statement analysis and their application.

Ratio analysis: concept, uses, importance and limitations of ratio analysis; Types, computations and interpretations of: liquidity (current ratio and quick ratio), capital structure (debt-equity ratio, debt to total capital ratio, interest coverage ratio and debt coverage ratio), efficiency (stock turnover ratio, receivable turnover ratio including collection period, payable turnover ratio including payable period, fixed assets turnover ratio, total assets turnover ratio, capital employed turnover ratio), profitability (gross profit ratio, net profit ratio, operating ratio, return on equity, return on total assets and return on common shareholders equity) and earning evaluation ratios (EPS, DPS and price earning ratio) for evaluating the financial performance of the business.

**Suggesting Readings**

Accounting Standards Board, (2003). Nepal Accounting Standards. Kathmandu: ASB.

Greunung & Keen, (2000). International Accounting Standards. A Practical Guide, USA: World Bank

Narayanaswamy. R. *Financial Accounting: A Managerial Perspective (Fourth Edition)*. New Delhi: PHI Learning Private Limited.

NFRS (2014). Nepal Accounting Standards. Kathmandu: ASB.

Porter, G. & Norton, C. L. *Introduction to Financial Accounting (8<sup>th</sup> Edition)*. Delhi: Cengage Learning India Private Limited.

Tulsian, P. C.. *Fundamental of Accounting*. New Delhi: Mc Graw Hill Education Private Ltd.

## **MGT 212: Cost and Management Accounting**

*Full Marks: 100*

*Lecture Hours: 150*

*Pass Marks: 35*

### **Course Objectives**

The objectives of the course are to provide the students with in-depth knowledge of cost and management accounting in order to enable them to develop, arrange and classify cost information required for decision making for maximizing the profit and reducing / eliminating losses. The course further aims at developing a sound base for higher study in accounting besides in practical knowledge required by the middle level managers to handle cost information independently.

### **Course Description**

This course contains conceptual and theoretical foundation of cost and management accounting ; It also comprises classification and segregation of cost, accounting for material and labour, allocation, apportionment and absorption of overhead cost, costing in different situations such as service costing, job and contract costing, process costing etc., income statement under variable and absorption costing techniques, standard costing system with material and labour cost variance, flexible budgeting under different levels of activities, overhead cost variance,

### **Course Details**

#### **Unit 1: Conceptual Foundation**

**15 LHs**

Cost accounting and cost accountancy; Meaning, objectives, importance, scope, advantages and limitations of cost and management accounting; Limitations of financial accounting; Similarities and dissimilarities in financial, cost and management accounting

Concept, importance and classification of cost: basic concept of cost, expense, loss cost center, profit center and cost unit, cost classification: based on function, identification, behavior, controllability, decision making, time of recording, monetary expression, planning and control, period and product cost;

Cost segregation and estimation: concept and methods of cost segregation: i) Two point method ii) Least square method and iii) Estimation of cost

#### **Unit 2: Accounting for Materials**

**12 LHs**

Materials/Inventory: Concept, reasons and objectives for holding material/inventory. Inventory control: Meaning, importance and techniques; Economic order quantity: concept, techniques, formula, graphic and trial & error approaches-considering discount under certainty condition; Re-order, maximum, minimum, average stock levels, danger level and safety stock; Concept and techniques of perpetual inventory system; Stock control through ABC analysis and just in time inventory: concept, advantages and limitations; Material productivity and Inventory or material turnover.

**Unit 3: Accounting for Labour Cost****15 LHs**

Labour Cost: Concept and need for control of labour cost; Remuneration without premium plan: Features of good remuneration system, time and piece wage system; Remuneration with premium Plan: Features of premium plan, premium bonus scheme-Halsey and Rowan Plan, Taylor's Differential Piece Rate, Gant's Task and Bonus Plan, Group Bonus Scheme: Priestman's and Scalon's Plan

Labour Turnover: Concept, causes and effects, cost of labour turnover: preventive and replacement cost and calculations, labour turnover ratios.

**Unit 4: Accounting for Overhead Cost:****8 LHs**

Overhead Cost: Meaning, features, importance and classification; Allocation, apportionment and absorption of overhead: meaning and importance; Apportionment and absorption of overhead cost based on volume, direct labour hours and machine hours; Concept, importance, features, elements of Activity Based Costing, ABC vs Traditional Costing, procedures of absorption of overhead cost under ABC technique.

**Unit 5: Costing in Different Situations****42 LHS**

Service Costing: Concept, features and scope of service costing; Preparation of cost sheet for transport service for passenger, hospital, hotel and restaurant services, limitations of service costing.

Job Order Costing: Concept and features; measuring direct material, direct labour and manufacturing overhead cost; Accounting for job order: Preparation of job order cost sheet showing non-manufacturing costs & determination of cost of goods manufactured, cost of goods sold and unit cost.

Batch Costing: Concept and features; Determination of Economic Batch Quantity (EBQ).

Contract Costing: Concept and features; Similarities and dissimilarities in job and contract costing; Contract costing procedures: preparation of contract account in the case of incomplete, near to completion and complete contract, work certified and work uncertified, contractee's account, work in progress account and balance sheet; Cost plus contract; Escalation and de-escalation clauses.

Process Costing: Concept, features and application; comparison of job costing and process costing; preparation of process accounts with/without beginning and ending work-in-progress inventory, partial and total transfer of output to next process, accounting for process loss/gain: normal and abnormal loss, abnormal effective/gain and computation of unit costs, and treatment of spoilage, wastage, scrap and defective unit; accounting for inter process profit, reserve for unrealized profit.

Joint Product and By Product Costing: Concept, features and objectives of joint and by-product, difference between joint product, main product and by-product; Apportionment of joint costs under unit of output and revenue basis; Accounting for joint and by-products.

**Unit 6: Accounting for Profit Planning****20 LHs**

Absorption Costing: Concept, features, importance and preparation of income statement under absorption costing, treatment of normal capacity and fixed manufacturing overhead rate, treatment of opening and closing stock, over and under absorption of fixed manufacturing overhead and adjustment and limitations of absorption costing.

Variable Costing: Concept, features, use and importance preparation of income statement under variable costing, treatment of manufacturing overheads, treatment of opening and closing stock limitations and treatment of other expenses; limitations of variable costing.

Reconciliation of profit or loss between absorption and variable costing techniques showing the causes of differences.

Cost Volume Profit Analysis: Meaning, importance; assumptions and limitations of CVP analysis; Contribution margin and ratio, profit volume ratio; Break even analysis using contribution margin, algebraic and graphic approaches; Break-even-analysis: under various situations situations: changes on selling price, fixed cost, variable cost, under step fixed cost, multi-products situations, margin of safety and determination of selling price to realize desired profit ; Advantages and limitations of break even analysis.

**Unit 7: Cost Accounting for Planning and Control****30 LHs**

Standard Costing: Concept of standard cost and standard costing, features, application, advantages and limitations; Difference between standard and budget.

Variance Analysis; Material variances: Concept and calculation of cost, price, usage, mix and yield variances; Labour variances: Concept and calculation of cost, efficiency, rate, mix, idle time and yield variances.

Overhead Cost Variance: Concept and calculation of capacity, efficiency and spending variances.

Budget: concept, features and importance of budget; budget and budgetary control; Types of budget: sales budget, production budget, material budget & merchandize purchase budget, labour budget, manufacturing overhead budget, cost of goods manufactured budget, selling/distribution & administrative expenses budget and cost of goods sold budget.

Fixed and Flexible Budgeting: Concept and importance of fixed and flexible budgets; Difference between fixed and flexible budgets; Flexible budgeting for overhead cost control on activity levels and budget allowance for actual level attained.

**Unit 8: Cost Reduction****8 LHs**

Cost Reduction and Cost Control: Cost reduction-pre-requisites, techniques, steps, responsibility and limitations; Value engineering (analysis): Concept, advantages, tools and techniques for cost reduction; Value analysis: Concept, objectives, importance, advantages and techniques of value analysis.

**Suggesting Readings**

Atkinson, A. A., Kaplan, R. S., Matsumura, E.M., Young, S.M & Kumar, G. A. (2012).  
*Management Accounting/6e*. New Delhi: Pearson Education Pvt. Ltd.

Garrison, R. H. & Noreen, E. W. (2017).*Managerial Accounting* McGraw-Hill Companies, Inc.

Lynch & Williamson, ( ) *Accounting for Management Planning & Control*, Tata McGraw Hill Co.

Pillai & Bagavathi (2017). *Cost Accounting* New Delhi: S. Chand and Company Ltd.

## **MGT 213: Principles of Management**

*Level: Bachelor of Business Studies*

*Year: First*

*Nature of the Course: Core*

*Full Marks: 100*

*Pass Marks: 35*

*Lecture hours: 150*

### **Course Objectives**

This course aims to impart the basic management knowledge and skills to the students so as to enhance their managerial capabilities and enable them to apply in the practical field. The course provides a comprehensive knowledge to students about organization and help them understand the major functions, principles, and techniques of management.

### **Learning Outcomes**

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

- Understand what management is and why it is important
- Have developed a working knowledge of fundamental terminology and frameworks in the functions of management
- Be able to identify and apply appropriate management techniques for managing contemporary organizations
- Have an understanding of the skills, abilities, and tools needed to obtain a job on a management track in an organization of their choice.
- Understand the changes in theories about how managers should behave to motivate and control employees

### **Course Description**

This course contains the Nature of Organizations, Introduction to Management, Management History and Current Thinking, Environmental Context of Management, Planning and Decision Making, Fundamentals of Organizing, Leadership and Motivation, Fundamentals of Influencing and Communication, Control and Quality Management, Managing in Global Arena, Management Trends and Scenario in Nepal.

### **Course Details**

#### **Unit 1: The Nature of Organizations**

**15 Hrs.**

Concept of organization; Organizational goals: concept, purposes, and types; Features of effective organizational goals; Goal formulation: processes and approaches; Goal succession and displacement; Problems of goal formulation; Changing perspectives of organization.

**Unit 2: Introduction to Management****10 Hrs.**

Management: definition, characteristics, functions, principles; Managerial hierarchy; Types of managers; Managerial skills and roles; Management Careers; Emerging challenges for management.

**Unit 3: Management: History and Current Thinking****15Hrs.**

Classical Theory: introduction, contribution and limitation; Human relations and Behavioral science theories; System Theory; Decision Theory; Management Science Theory; Contingency Theory; Emerging Management Concepts: workforce diversity, outsourcing, knowledge management, learning organization.

**Unit 4: Environmental Context of Management****16Hrs.**

Concept of Business Environment; Types of Business Environment: internal and external. Basic Components of External Environment: economic, socio – cultural, political, and technological; Environmental Scanning: concept and methods; SWOT analysis; Social Responsibility of Business: concept and approaches; Areas of Social Responsibility. Business Ethics: meaning and significance; Emerging Business Environment in Nepal.

**Unit 5: Planning and Making Decisions****20Hrs.**

Planning: concept, types, process and importance; Elements of Decision Situation; Strategic Planning: fundamentals of strategic planning; Tactical Planning: comparing and coordinating strategic and tactical planning; The Planning and Levels of Management; Decision Making: definition and approaches, conditions of certainty and uncertainty. Management by Objectives (MBO): factors necessary for a successful MBO program; Decision Making: meaning, types and process; Group Decision Making: advantages and process.

**Unit 6: Fundamentals of Organizing****18Hrs**

Organizing: concept, principles and process; Approaches to Organizing: classical, behavioral, contingency. Departmentalization: meaning and types; Delegation of Authority: meaning, steps, obstacles; Eliminating Obstacles to the Delegation Process; Centralization and Decentralization: meaning, advantages and disadvantages; Concept of Organic and Mechanistic Views of Organization;

Organization Architectures: vertical differentiation (tall versus flat hierarchies), horizontal differentiation (functional structure, multidivisional structure, geographic structure, and matrix structure); Modern Organizational Structures: team, network and 360 degree structure.

**Unit 7: Leadership and Motivation****22 Hrs.**

Leadership: Concept, functions, styles; Approaches to Leadership: trait, behavioral, and situational; Leadership Today: transformational, coaching, entrepreneurial leadership; Leadership Situations and Decisions; Team Management; Conflict: meaning and types; Managing Conflicts in Organization; Motivation: concept and process; Theories of Motivation: need hierarchy and motivation-hygiene; Strategies for Motivating Employees;

**Unit 9: Fundamental of Influencing and Communication****8 Hrs.**

Influencing: concept and fundamentals; Influencing people; Influencing subsystem; Communication: concept, structure, and process; Types of Communication: formal and informal, Interpersonal and nonverbal communication in organization; Barriers to Effective Communication; Enhancing Effective Communication.

**Unit 10: Control and Quality Management****11Hrs**

Control Systems: concept, process, types, and characteristics of effective control system; Potential Barriers to Successful Controlling; Quality Control Systems; Total Quality Management (TQM): concept and tools; Deming Management: principles and techniques; The Quality Improvement Process;

**Unit 11: Managing in the Global Arena****8Hrs**

Globalization: concept, effects; Fundamentals of International Management; Multinational Companies: meaning, types, advantages, and disadvantages; Digital dimensioning and Planning, Organizing, Influencing, and Controlling.

**Unit 12: Management Trends and Scenario in Nepal****7Hrs**

Growth of Business Sector in Nepal; Major Industries in Nepal: manufacturing, export oriented, import substitution, and service sector; Existing Management Practices and Business Culture in Nepalese Organization; Major Problems of Businesses in Nepal.

***Suggested Reading:***

Griffin, Ricky W., *Management*, AITBS Publishers and Distributors, Delhi.

Samuel C. Certo, *Modern Management*, Prentice Hall of India, Delhi

Charles W.L. Hill and Steven L. McShane, *Principles of Management*, Tata Mc-Graw-Hill Company, New Delhi

Robins, Stephen P. and Coulter, Mary, *Management*, Prentice Hall of India.

James, Stoner, AF, Freeman, Edward, R. and Gillbert, R., Jr. Daniel, *Management*, Pearson, India.

Pant, P.R., *Principles of Management*, Buddha Publication Pvt. Ltd., Nepal

Chalise, M. and Gautam, P. K., *Principles of Management*, KEC Publication and Distribution Pvt. Ltd., Nepal

## **MGT 214: Fundamentals of Marketing**

*Full Marks: 100*  
*Pass Marks: 35*

*Lecture Hours: 150*

### **Course Objectives**

This course aims at developing knowledge and skills in students in analyzing issues concerning major decision making areas of marketing. It also aims to provide students about effective tools, techniques and practical skills in marketing of goods, services and ideas. Besides this, an attempt has been made to familiarize the students with the marketing practices in Nepal.

### **Course Description**

This course contains introduction or marketing, understanding the market place and customer needs, managing customer relationship, analyzing marketing environment, managing marketing information, understanding buyer behavior, market segmentation, targeting, and positioning, product decision, pricing decision, promotion decision, distribution decision, and marketing practice in Nepal.

### **Learning Outcomes**

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

- learn the basic concepts of marketing and understand the marketing strategy and effect of marketing environment in business;
- create value for customer and built a relationship with them to win customer trust and confidence;
- demonstrate the ability to apply market segmentation, targeting and positioning to win in the competitive market place;
- identify the importance of pricing and learn the distribution system to deliver product to the customer;
- know about the marketing communication tools and integrated marketing communication

### **Course Details**

#### **Unit 1: Introduction**

**20 LHs**

Meaning and definition of marketing; Understanding the marketplace and customer needs (customer needs, wants, and demand, market offerings-products, services, experience, customer value and satisfaction, exchange and relationship); Marketing orientation: the production concept, the product concept, the selling concept, the marketing concept, and the societal marketing concept; Managing customer relationship and capturing customer value: engaging customers and managing customer relationships; customer relationship management; customer satisfaction; customer relationship level and tools; Customer engagement and today's digital and social media; Consumer generated marketing; Capturing value from customers; Creating customer loyalty and retention; Creating customer loyalty and retention; The marketing mix and its components.

- Unit 2: Marketing Environment (Analyzing the marketing Environment) 16 LHs**  
 Meaning of marketing environment; Types of marketing environment: the Micro environment: company, suppliers, marketing intermediaries, competitors; Public and customers; The macro environment: the demographic environment, the economic environment, the natural environment, the political and social environment, and the technological environment.
- Unit 3 Managing Marketing Information 12 LHs**  
 Introduction of marketing information; Marketing Information System; Assessing Information Needs; Developing marketing information: internal data bases, Marketing intelligence, marketing research, analyzing and using information; Marketing research - Marketing Research Process and international marketing research; and Marketing information system in Nepal
- Unit 4: Understanding Buyer's Behaviors 20 LHs**  
 Meaning of Consumer Market and Buying Behavior; Model of Consumer Buying Behavior; Characteristics affecting consumer behavior; The buying decision process; Meaning of business market and business buyer behavior; Model of business buyer behavior; Participant in business buying process; Major influences on business buyers; buying style; Decision Process of Business Buyer; Engaging Business Buyers with Digital and Social Marketing: e-procurement and online purchasing; Business to business digital and social media marketing.
- Unit 5: Market Segmentation, Targeting, Differentiation and Positioning 18 LHs**  
 Concept of Market Segmentation; Segmenting Consumer Market: geographic segmentation, demographic segmentation, psychographic segmentation, behavioral segmentation; Segmenting Business Markets: geographic, demographic, operating characteristics, purchasing approaches, situational factors, personal characteristics; Segmenting International Market: geographic location, economic factors, political and legal factors, cultural factors; Requirements for Effective Segmentation: market targeting, evaluating market segment; Selecting Target Market Segment: mass or undifferentiated marketing, segmented marketing-differential marketing, niche or concentrated marketing, micro marketing- local marketing-individual marketing; Choosing a Targeting Strategy; Differentiation and Positioning; and Market Segmentation in Nepal.
- Unit 6: Product, Service and Brands 18 LHs**  
 Meaning of Products and Services; Level of Product and Services; Product and Service Classification: consumer products, industrial products; Product and Service Decision: product quality, features product style and design, branding, packaging, labeling and logos, product support services, product line decision, product mix decision; Services Marketing: the nature and characteristics of a service; Marketing Strategies for services firms; Branding

Strategy- Building strong brands: brand equity and brand value, brand positioning; Developing New Products: new product, the new product development process, and product life- cycle.

**Unit 7: Pricing**

**10 LHs**

Meaning of price; Major pricing strategies: customer value based pricing, good value pricing, value added pricing; Other pricing strategies: cost based pricing: cost plus pricing, breakeven analysis pricing and target profit pricing, competition based pricing; and Internal and external considerations affecting price decisions.

**Unit 8: Marketing Channels**

**18 LHs**

The nature and importance of marketing; Channel design decisions; Retailing and wholesaling; Retailing trends and development wholesaling; Types of wholesalers; Channel management decisions: selecting channel member, managing and motivating channel members, evaluating channel members; Marketing logistics and supply chain management: nature and importance of marketing logistics; Major logistics functions: transportation, warehousing, order processing, inventory management, customer service; and Distribution in Nepal.

**Unit 9: Promotion Decision**

**18 LHs**

Concept and objectives of promotion; Marketing communication process and system communication mix; Advertising: concepts and objectives, Sales promotion: concepts, objectives, tools and techniques; Personal selling: concepts and relevant of personal selling; Publicity: concepts and objectives; Public relations: concepts and objectives; Online and social media; Events and experience; The need for integrated marketing communications; Selecting marketing communication mix or promotion mix; and Communication in Nepal.

**Suggested Readings**

Kotler, P., Armstrong, G., Agnihotri, P. (2018), *Principles of marketing*, India, 17<sup>th</sup> Edition, Pearson.

Evans and Burma, *Marketing*, India, Mcmilliam Publishing Company.

Stanton, Etzel and Walker, *Fundamentals of marketing*, India, Mc Graw Hill.

## **MGT 215: Fundamentals of Financial Management**

**Full Marks: 100**  
**Pass Marks: 35**

**Lecture Hours: 150**

### **Course Objective**

This course Fundamentals of Financial Management aims to lay the foundation for understandings fundamental concepts and principles of financial management. This course has been structured as a compulsory course in finance. This course equips the students with fundamental tools and techniques of financial management to prepare them to resolve complex financial issues concerning corporate firms.

### **Course Description**

This course is a core course in finance and includes the basic area of financial management functions. This course consists of the introduction to financial management, understanding, and analysis of financial statements, time value of money, fundamentals of risk and return theory, bond valuation, stock valuation, cost of capital, capital structure and leverage, working capital management, and distributions to shareholders.

### **Course Detail**

#### **Unit 1: Introduction to Financial Management**

**LH 7**

Nature of financial management; Finance within an organization; Functions of financial management; The financial goal: creating value for investors; Balancing shareholder interest and the interests of society.

#### **Unit 2: Financial Statement Analysis**

**LH 15**

Financial statements: Balance sheet, profit or loss statement, cash flow statement, statement of change in shareholders' equity; Framework for analysis; Nature and need of financial ratio analysis; Types of financial ratios: liquidity ratios, asset management ratios, debt management ratios, profitability ratios, market value ratios; DuPont system of financial ratio analysis; Ratios in different industries; Uses and limitations of financial ratios; Common size and index analysis.

#### **Chapter 3: Time Value of Money**

**LH 20**

Concept time value of money; Cash flow time line; Future values and present values of a single cash flow; Finding the interest rate and the number of years; Future value and present value of an ordinary annuity and annuity due; Finding annuity payments, periods and interest rates; Present value of perpetuities; Present value and future value of uneven cash flows; Semiannual and other compounding periods; Preparation of loan amortization schedule; Application of the concept of time value of money.

**Unit 4: Fundamentals of Risk and Return****LH 18**

Defining risk and return, expected rates of return, historical rates of return, standard deviation, coefficient of variation; Risk aversion and required returns; Return and risk in a portfolio context: The role of covariance and correlation; The capital asset pricing model (CAPM): the beta coefficient, the security market line (SML): The relationship between risk and rates of return.

**Unit 5: Financial Assets Valuation****LH 20**

Concept of financial assets; Key characteristics of bonds, common stocks and preferred stocks; Basic financial asset valuation models; Valuation of bonds: perpetual bonds, zero coupon bonds, coupon bonds with a finite maturity, bond valuation with semiannual interest; Discount bond and premium bond; Bond yields: current yield, capital gain yield, holding period return, yield to maturity, yield to call; Dividend discount model for stock valuation: zero-growth model, normal growth model, super-normal growth model, single period valuation, multi-period valuation; Valuation of preferred stock.

**Unit 6: Cost of Capital****LH 10**

Concept of cost of capital; Applications of cost of capital in financial decision making, Component cost of capital: cost of debt, cost of preferred stock, the cost of retained earnings, the cost of new common stocks; Weighted average cost of capital (WACC); Factors affecting the WACC.

**Unit 7: Capital Structure and Leverage****LH 10**

Concept of capital structure; Business risk and operating leverage; Financial risk and financial leverage; Total leverage; Break-even analysis: Operating break-even, cash break-even, financial break-even analysis.

**Unit 8: Basics of Capital Budgeting****LH 20**

Characteristic of capital budgeting decision; Capital budgeting decision process; Types of capital budgeting projects; Capital budgeting decision techniques: payback period, discounted payback period, net present value, profitability index, internal rate of return, modified internal rate of return; merits and limitations of each capital budgeting decision technique.

**Unit 9: Working Capital Management****LH 15**

Concepts of working capital; Types of working capital: Seasonal and permanent working capital, Factors affecting the size of working capital; Significance of working capital management; The cash conversion cycle; Significance of inventory management; Basic inventory costs; The economic order quantity model; Reorder point and safety stock; Quantity discount; Significance cash management, Cash budget; Purpose of receivables management; Elements of credit policy.

**Unit 10: Distributions to Shareholders**

**LH 15**

Concept and types of dividends; Factors affecting dividend policy; Dividend payment procedures; Dividend policy in practice: Stability in dividends and residual dividend policy; Stock dividends, Stock splits, Reverse stock splits; Stock repurchases; Dividend payment practices in Nepal.

**Text Book**

Brigham, E. F. & Houston, J. F. *Fundamentals of financial management*. Delhi: Cengage Learning.

**References**

Gitman, L. J. *Principles of managerial finance*. Delhi: Pearson Education.

Van Horne, J. C., Wachowicz, J. R. & Bhaduri, S. N. *Fundamentals of financial management*. New Delhi: Prentice-Hall India Ltd.

## **MGT 223: Organizational Behavior & Human Resource Management**

*Level: Bachelor of Business Studies (BBS)*

*Year: Second*

*Nature of the Course: core*

*Full Marks: 100*

*Pass Marks: 35*

*Lecture Hours: 150*

### **Course objectives**

The objectives of this course are to introduce the basic concepts of Human Resource Management and Organizational Behavior. It also aims to enhance the knowledge and approaches of Human Resource Management and develop students' skills to handle tactfully emerging human resources challenges and issues and to provide students with an in-depth understanding of fundamental theories of organizational behavior.

### **Learning Outcomes**

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

- Develop basic understanding of organizational behavior
- Apply different dimensions of organizational behavior in organizational system and procedures
- Understand the importance and basic concepts of human resource management
- Know the functions of human resource management and their importance for organizational effectiveness

### **Course Description**

This course contains Introduction to Human Resource Management, Human Resource Planning, Job Design and Analysis, Recruitment, Selection and Socialization, Training and Development, Motivation, Performance Appraisal and Reward Management, Compensation Management, Employees Discipline, Labor Relations, and Grievances and Dispute Settlement in Part I. In Part II, the course contains Introduction, Understanding Individual Behavior, Perception, Individual Decision Making and Learning in Organizations, Personality and Positive Organizational Behavior, Motivation, Job Satisfaction and Stress Management, Groups and Teams in Organizations, Leadership, Communication, Conflict and Organizational Change.

### **Course Details**

#### **Part I: Organizational Behavior**

##### **Unit 1: Introduction**

**15LHs**

Concept of organizational behavior; Levels of OB analysis; Organizational behavior system; Basic assumptions of organizational behavior; Contributing disciplines to the field of organizational behavior; Individual behavior as an input-output system; Mental process: beliefs, attitudes, values, needs, motives and behavior; Emotions and Cognitive dissonance; New challenges for manager in OB.

##### **Unit 2: Perception and Learning**

**15 LHS**

Concept of perception; Perceptual process; Factors affecting perception; Attribution theory; Attribution errors; Perception and individual decision making; Concept and principles of learning; Learning theories: classical theory, operant theory, cognitive learning and social learning; Behavior modification.

##### **Unit 3: Personality**

**12 LHs**

Concept and types of personality; Personality traits and characteristics; Determinants of personality; Emotions and personality; Major personality attributes influencing organizational behavior;

**Unit 4: Job Satisfaction****10 LHs**

Concept and importance of job satisfaction; Measuring job satisfaction; Effects of job satisfaction on employees' performance.

**Unit 5: Groups and Teams in Organizations****10 LHs**

Concept of group and group dynamics; Stages of Group formation; Types of groups; Nature and significance of informal groups; Teams: concept, nature and types, differences between group and team; Team performance factors; Issues in managing work teams.

**Unit 6: Organizational Conflict and Stress****10 LHs**

Conflict: concept, nature, and types; Sources of conflict; Approaches to conflict management; Resolving conflict through negotiation; Functional and dysfunctional conflicts; Organizational stress: concept, causes and managing stress.

**Unit 7: Organizational Change and Development****12 LHs**

Concept and forces of change; Resistance to change; Approaches to managing organizational change: Lewin's three steps model; Organizational development (OD): concept and features of OD and OD interventions.

**Part II: Human Resource Management****Unit 8: Introduction****15 LHs**

Human Resource Management: concept, characteristics, objectives and functions; Human resource management system; Human resource outcomes: quality of work life, productivity and readiness to change; Challenges of human resource management. Human Resource Planning: concept, characteristics, process and importance.

**Unit 9: Job Design and Analysis****15 LHs**

Meanings of job, task, position and occupation; Concept, benefits and methods of job design; Concept and purposes of job analysis; Sources of job analysis information; Job description, job specification and job evaluation: concept and contents.

**Unit 10: Talent Acquisition and Development****18 LHs**

Talent, Talent management and Talent development: concept and importance; Meaning, sources and methods of recruitment; Concept of selection; Difference between selection and recruitment; Selection process, selection tests, interviews and their types; Concept and process of socialization; Concept and process of learning; Human resource development: concept and importance; Concept, objectives and benefits of training; Determining training needs; Training methods: on - the - job and off - the - job training ; Concept and techniques of management development; Evaluating training effectiveness

**Unit 11: Performance Appraisal and Reward Management****8 LHs**

Concept and uses of performance appraisal; Methods of performance appraisal: graphic rating scale, alternative ranking, paired comparison, forced distribution, critical incident, essay and checklist methods; Concept of reward management; Types and qualities of effective rewards; Performance appraisal practices in Nepalese organizations.

**Unit 12: Employee Maintenance and Emerging Issues in HRM****10 LHs**

Employee health and safety, employee welfare, social security; Grievance handling and redressal; General guidelines in administering employee's discipline; Emerging issues and challenges of HRM: employee empowerment, downsizing, work- life balance, use of technology in HRM functions, e-HRM, green-HRM, outsourcing HRM, ethics in HRM (surveillance vs. privacy); HRM in Naples organization.

***Suggested Readings***

- Aswathappa K., *Human Resource and Personnel Management: Text and Cases*, New Delhi: Tata McGraw Hill.
- Arnold, H.J. &Fieldman, D.C. *Organizational Behavior*. New York: McGraw Hill Book Company.
- Decenzo, D.A. and Robbins, S.P., *Human Resource Management*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Dessler, G., *A Framework of Human Resource Management*, New Delhi: Pearson Education.
- Dwivedi,R.S.,*Human Relations and Organizational Behavior:A Global Perspective*. New Delhi: Macmillan India Limited.
- Newstorm, J.W., *Organizational Behavior: Human Behavior at Work*, New Delhi: Tata McGraw\_Hill Publishing company.
- Robbins, S.P., *Organizational Behavior*, New Delhi: Pearson.
- Chalise,M &Gautam,P.,*Organizational Behavior & Human Resource Management*, KEC Publication, Kathmandu, Nepal

## **MGT 217: Business Environment & Strategy**

*Full Marks: 100*

*Pass Marks: 35*

*Lecture Hours: 150*

### **Course Objective**

This course aims to provide students with a sound understanding of environmental forces affecting business operations and to improve their ability to analyze the effects of such environmental forces on business. This course intends to provide students with a review of major environmental concept and a basic understanding of how these forces affects the operations of business. This course also provides the students to the fundamental concepts of strategic management and practices.

### **Learning Outcomes**

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

- Understand the environmental components and their effect on business.
- Know the international environment affecting Nepalese business
- Understand the concept and importance of strategic management for the success of a business organization
- Analyze the internal and external environmental components to develop strategic alternatives
- Evaluate, select and implement proper strategy for business competitiveness
- Ensure the strategy is in right direction towards achievement of business goals.

### **Course Description**

This course contains two parts: Business environment and strategic management. In business environment students will be familiarized with the topics: Introduction to Business Environment, Political Environment, Environment Regulations/Legal Environment, Economic Environment, Socio-cultural Environment, Technological Environment, Asian and Global Environment. In strategic management students will be familiarized with the topics: Strategic Management, Establishing Company Direction, Internal Analysis, Evaluation Company Resources and Competitive Capabilities, Strategic Options, Strategy Formulation and Strategic Choice, Strategy Implementation, Strategic Control and Evaluation.

### **Course Details**

#### **Part I: Business Environment**

#### **Unit 1: Introduction to Business Environment**

**9 LHs**

Business environment: concept, characteristics and components; External and internal environmental variables; Environmental analysis process (scanning, monitoring, forecasting and assessment); Environmental scanning: concept and types (concentrated and comprehensive scanning); Importance of the study of business environment.

#### **Unit 2: Political Environment**

**12 LHs**

Concept and components of political environment; Business-government relationship; Political risk: concept, impact and management; Nepalese political environment: issues and problems.

#### **Unit 3: Environment Regulations/Legal Environment**

**8 LHs**

Business law: concept and basic features; Business related legislations in Nepal: Company act, foreign investment and technology transfer act, Industrial enterprise act, Labor act, Patent, design and trademark act, Copyright act and Foreign employment act.

**Unit 4: Economic Environment****20 LHs**

Dimensions of an economy; Structure of Nepalese economy; Privatization: concept and methods of privatization (share sales, management contract, lease assets and business sales, others); Liberalization: meaning and requirement; Economic policies: monetary policy, industrial policy, trade policy, Tourism policy, Employment policy; Effects of liberalization on Nepalese business.

**Unit 5: Socio-Cultural Environment****6 LHs**

An introduction to socio-cultural environment; Socio-cultural components: attitude and belief, religion, language, education, family structure and social organizations.

**Unit 6: Technological Environment****10 LHs**

Introduction to technology; Components of technology environment; Effect of technology on business; Factors affecting choice of technology; Information technology policy in Nepal, Status of technology in Nepal

**Unit 7: Asian and Global Environment****10 LHs**

Globalization: concept and forms; WTO: Introduction and principles; Nepal's membership to WTO: opportunities and threats for the Nepalese business. Regional economic integration: concept and forms; Nepal's membership to SAFTA and BIMSTEC: opportunities and threats.

**Part II: Strategic****Unit 8: Introduction****12 LHs**

Concept and characteristics of strategy; Level of strategy; Strategic decisions: concept and characteristics; Strategic management: concept, process, benefits; Phases of strategic management; Strategic planning: concept, components and steps; Challenges to strategic management: innovation, globalization and sustainability; Role of chief executive in strategic management

**Unit 9: External Environment and Industry Analysis****8 LHs**

Aspects of environmental analysis; Strategic importance of external environment; Environmental analysis: industry analysis (Porter's approach), PESTEL analysis, Scenario building; External Factor Evaluation Matrix (EFEM); Competitive intelligence and Strategic audit.

**Unit 10: Organizational Appraisal****10 LHs**

Concept of organizational appraisal; Concept and types of company resources (available resources, threshold resources, unique resources); Core Competencies; Distinctive Competencies; Strategic advantage; Strategic Advantage Profile (SAP); Value chain analysis: concept and importance.

**Unit 11: Strategy Formulation****24 LHs**

Strategy formulation: concept and importance; Mission, objectives, strategies and policies; Generating strategic options: corporate strategy, business strategy and functional strategy; Using SWOT analysis for strategies ; Strategic alternatives at corporate level (stability strategy, growth strategy, retrenchment strategy, combination strategy); Strategic alternatives at business level (Porter's competitive strategy, strategic clock-oriented market based generic strategies); Strategies at functional level ( marketing strategy, financial strategy, operation strategy, human resource management strategy and research and development strategy); Direction for strategy development (Consolidation, market penetration, product development, market development, diversification); Methods of strategy development (Internal development method, acquisition and merger method, joint development and strategic alliances method) ; Portfolio analysis for strategic choice (BCG matrix, GE Business Screen, Hofer's matrix)

**Unit 12: Strategy Implementation**

**10 LHs**

Concept and process of strategy implementation, Requirements for strategy implementation: structure, resources and management system; Strategic change: Concept, levels and management

**Unit 13: Strategic Evaluation and Control**

**11 LHs**

Concept of control in strategic management, Strategic information system, Types of control, Meaning and characteristics of strategy evaluation, Measures of corporate performance, problems in measuring performance, Characteristics of an effective evaluation and control; Guidelines for proper evaluation and control.

***Suggested Readings***

Aswasthappa, K., *Business Environment for Strategic Management*. Mumbai: Himalaya Publishing House.

Pearce, J. A. and Robinson, R.B., *Strategic Management*, New Delhi: AITBS.

Thomson, A. A. and Stickland III: *Strategic Management*, New Delhi: Tata McGraw-Hill.

Wheelen, T.L and Hunger, J.D: *Strategic Management and Business Policy*, New Delhi: Pearson Education

Pant, P. R., *Business Environment in Nepal*, Kathmandu: Buddha Publication.

Bhandari, D.R., *Business Environment and Strategic Management*, Asmita Publication, Kathmandu

## **MGT 224: Taxation in Nepal**

Full Marks: 100

Pass Marks: 35

Lecture Hours: 150

### **Course Objectives**

The objective of this course is to provide students with the knowledge of general principles and practices of taxation in Nepal and develop in them the basic skills required to solve practical problems regarding income tax, vat and enable for preparing tax returns.

### **Course Description**

This course includes conceptual foundation, tax accounting, classification of taxpayers, taxation of income, heads and sources of income, income from employment, capital gain tax, income from investment, valuation of stocks and depreciation, business loss, income from business, total assessable income, tax liability and tax payable, value added tax, rights and duties, tax collection and realization, penal provision, review and appeal, tax auditing.

### **Course Details**

#### **Unit 1: Conceptual Foundation**

**10 LHs**

Meaning and objectives of tax; Types of tax: Direct tax and Indirect tax; Canons of taxation; Historical background of income taxation in Nepal; Tax laws: Constitution, Tax Act, Tax rule, Finance Act, Legal precedents established by court; Features of Income Tax Act, 2058; Meaning of basic terms used in income taxation.

#### **Unit 2: Tax Accounting**

**3 LHs**

Registration for Permanent Account Number (PAN); Concepts of tax accounting; Accounting methods for different tax payers; Cash basis of accounting and Accrual basis of accounting; Changing accounting methods.

#### **Unit : 3 Classification of Assesses/Tax payers**

**6 LHs**

Natural person and entities; Single, couple and family; Resident and non-resident; Special provisions for natural person; Entities and retirement savings.

#### **Unit 4: Taxation of Income**

**6 LHs**

Concepts of: Presumptive taxation, Turnover taxation, Personal (non-corporate) taxation, Corporate taxation; Provisions of presumptive taxation and Provisions of turnover taxation in Nepal.

<b>Unit 5: Heads and Sources of Income</b>	<b>2 LHs</b>
Sources: Employment, Business, Investment, Casual gain.	
<b>Unit 6: Income from Employment</b>	<b>16 LHs</b>
Concept of employment, difference between employment and profession; Features of employment income, Incomes chargeable under income from employment, Non-chargeable employment incomes; Allowable reductions, exemptions and applicable tax rates; Tax liability and tax payable.	
<b>Unit 7: Capital Gain Tax</b>	<b>4 LHs</b>
Concept of capital gain and capital gain tax; Computation of capital gain on disposal of depreciable assets, business assets, non-business chargeable assets; Provisions for adjustment and carry-forward of capital loss, Applicable tax rates for individual and entities.	
<b>Unit 8: Income from Investment</b>	<b>10 LHs</b>
Concept of investment income; Difference between investment and business; Chargeable and non-chargeable incomes from investment; Deductible expenses and non-deductible expenses; Assessable income from investment; Set-off and carry-forward of investment losses; Investment income from domestic sources and foreign sources; Tax liability and tax payable.	
<b>Unit 9: Valuation of Stocks, and Depreciation</b>	<b>10 LHs</b>
Methods of stock valuation, Adjustments of over and under valuation of stocks; Calculation of cost of trading stocks; Assets pooling system of depreciation, Calculation of depreciation basis and allowable depreciation; Provisions for unabsorbed pollution control cost, research and development cost and repairs expenses; Provisions of additional depreciation allowance.	
<b>Unit 10: Business Loss</b>	<b>6 LHs</b>
Concept of assessed business loss, Set-off of business loss, Carry forward of business loss.	
<b>Unit 11: Income from Business</b>	<b>20 LHs</b>
Concept of business income; Concepts of capital and revenue incomes and expenses; Chargeable and non-chargeable incomes from business; Deductible and non-deductible expenses; Assessable income from business; Tax liability and tax payable.	
<b>Unit 12: Total Assessable Income</b>	<b>6 LHs</b>
Concepts of total assessable income and taxable income; Allowable reductions: retirement contribution, insurance premium, remote area allowance; Reductions of additional exemption limit for the persons having pension income and disabled individual, Reduction of foreign allowance, Reduction of donations	

**Unit 13: Tax Liability and Tax Payable****6 LHs**

Statutory exemption limit; Progressive slab rates and flat rates; Tax concessions; Adjustments of advance tax; Tax deduction at source (TDS) and Tax credits; Tax payable and tax clearance.

**Unit 14: Value Added Tax (VAT)****16 LHs**

Concept, principles and types of Value Added Tax (VAT); Characteristics of Vat: Burden shifting, multi- stage imposition, zero-rating, deletion of cascading effect, substitute of sales tax; Evolution of VAT, Origin and evolution of VAT in Nepal; Methods of Vat: Addition, Subtraction, Tax credit; Accounting of VAT: purchase book, sales book and VAT book; Collection, realization and refund of VAT; Penalties, actions and appeal

**Unit 15: Rights and Duties****5 LHs**

Rights of tax Authorities: Government of Nepal, Inland Revenue Department (IRD), Director General (DG), Chief Tax Officer and other officers; Rights and duties of taxpayers.

**Unit 16: Tax Collection and Realization****6 LHs**

Concept of tax collection, realization, remission and refund; Methods of tax collection: installment, withholding (tax deduction at source, TDS), self-assessment, presumptive tax; Methods of tax realization, Provisions of refund and remission.

**Unit 17: Penal Provision, Review and Appeal****8 LHs**

Concept and differences of penalty and offence; Provisions relating to fees and interest, provisions relating to offences; Concept of administrative review and appeal; Administrative decisions eligible for review, procedure of filing objections for administrative review; Provisions relating to appeal to Revenue Tribunal.

**Unit 18. Tax Auditing****10 LHs**

Relationship between Taxation and Auditing; Concept, types and major functions of auditing; Internal control: Internal auditing and internal check; Concept, scope and objectives of tax auditing; Provisions of tax auditing in Income Tax Act, 2058 and Value Added Tax, Act,2052.

**Suggested Readings:**

GON, *Budget speech and Finance Act* (Recent)

GON, *Income Tax Act, 2058* (With amendments)

GON, *Income Tax Rules, 2059* (With amendments)

GON, *Value Added Tax Act, 2052* (With amendments)

GON, *Value Added Tax Rules, 2053* (With amendments)

Dhakal, K. D. et.al. (updated edition). *Fundamentals of Taxation and Auditing*, Ashmita Books Publishers and Distributors Pvt. Ltd., Kathmandu.

Kandel, P. R. & Lamsal R. (updated edition). *Tax Laws and Tax Planning in Nepal*, Benchmark

- Education Support Pvt. Ltd., Kathmandu.
- K.C., J.B. (updated edition), *Tax Laws and Tax Planning, Theory and Practice*, Khanal Books and Stationery, Kathmandu.
- Lekhi, R. K. (2018). *Public Finance*, Kalyani Publishers, New Delhi.
- Regmi, G.N. et.al. (updated edition). *Fundamentals of Taxation and Auditing*, KEC Books Publication and Distribution Pvt. Ltd., Kathmandu.
- Sapkota, P. P. & Pandey, D.L. (updated edition). *Fundamentals of Taxation and Auditing*, Pinnacle Publication Pvt. Ltd. Kathmandu.

## **MGT 225: Entrepreneurship**

*Full Marks: 100*

*Pass Marks: 35*

*Lecture Hours: 150*

### **Course Objectives:**

This course aims to impart fundamental knowledge of entrepreneurships, theories of entrepreneurships, and its different dimensions so that students inspire to involve in entrepreneurship activities as well as gain skills to manage small business and new venture effectively.

### **Learning Outcomes:**

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

- Understand the concept of different theories of entrepreneurship.
- Know the growth of entrepreneurship practices in Nepal
- Develop the necessary entrepreneurial competencies and competencies support institutions in Nepal.
- Have ability to prepare business plan analyzing all elements of business plan and able to evaluate business plan for new venture creation.
- Have understanding about entrepreneurial family business and ethics.
- Understand the current paradigm shift of entrepreneurship in different areas with specific focus.
- Predict the problems, challenges and prospects of entrepreneurship in Nepal.

### **Course Description:**

This course contains the fundamental concept of entrepreneurship, growth of entrepreneurship, entrepreneurial opportunities, entrepreneurship competencies development, business plan concept and elements of business, business plan evaluation, family business and ethics, new issues of entrepreneurship, success and failure stories of selected entrepreneurs and institutional support to entrepreneurship promotion in Nepal.

### **Course Details:**

#### **Unit 1: Introduction**

**20 LHs**

Concepts of entrepreneurship, Evolution of the entrepreneurship concept, Major functions, and types of entrepreneurship. Significance of entrepreneurship for individual, community and national development. Characteristics of entrepreneurs. Entrepreneurship motivation, Entrepreneurial feelings, Entrepreneurial process. Differences between entrepreneur and manager. Distinctive relationship among entrepreneur, entrepreneurship and owner manager, Dimensions of entrepreneurship: intrapreneurship, technopreneurship, netpreneurship, ecopreneurship, social entrepreneurship.

**Unit 2: Growth of Entrepreneurship****20 LHs**

Historical perspectives and growth of entrepreneurship in Nepal (a brief review). Factors affecting entrepreneurial growth: Economic factors, social factors, political factors, legal factors, geographical factors, technological factors, global factors, cultural factors and psychological factors with reference to Nepal; Evaluating opportunities for new venture: The opportunities, the government, the suppliers, the enterprise team, the customers, the competition, the timing, the resources; Ingredients for a successful new business; Identifying and recognizing the entrepreneurial opportunities in Nepal

**Unit3: Entrepreneurship Competencies Development (ECD)****20 LHs**

Concept of entrepreneurship competencies; Distinct traits of entrepreneur; Competencies mapping; Characteristic and competencies of entrepreneurial leadership; Entrepreneurship competencies development programs; Phases of entrepreneurial development program; Methods of developing entrepreneurial competency; Institutional supports to entrepreneurship competencies development in Nepal: Financial supports, product/service supports, Logistics supports, Government and non-governmental supports, especial supports programs. Roles of vocational institution and universities in developing entrepreneurship intentions and competencies in Nepal.

**Unit 4: Development of Business Plan and Entrepreneurial Venture Creation****25 LHs**

Concept of business idea generation; The planning process; Sources and methods of business idea generation; Selection of best ideas. Business plan development: Concept and contents of a sound business plan; Basic elements of business plan: Financial plan, Marketing plan, Human resource plan, Management plan, Production operational plan and Research and development plan. Importance of business plan for new business setup. Techniques of presenting business plan. Illustration of business plan preparation. Business plan evaluation and improvement; Concept and template of Business Model Canvas and Lean Canvas Model. Concept of value proposition and value co-creation. Entrepreneurial venture: creation of venture, venture project formulation, implementation and evaluation of venture; Choosing a form of business organization: sole proprietorship, partnership, and company.

**Unit 5: Entrepreneurial Family Business and Ethics****20 LHs**

Concept of family business, role of family business, stages of family business development. Family business culture, Critical factors for starting family business, Conflict in family business. Roles and responsibilities of family members in family business, Three circle model of family business, Succession planning in family business, Problems and prospects of family business in Nepal. Business ethics: concept and characteristics of ethical entrepreneurship, ethical issues in Nepalese entrepreneurship; Role of entrepreneurs and entrepreneurial managers in promoting and sustaining business ethics.

**Unit 6: Emerging Entrepreneurship in Nepal****20 LHs**

Micro, small and medium size enterprise: concept and characteristics, importance and contribution to employment generation and resource mobilization in the economic development of Nepal. Indigenous knowledge and major ethnic entrepreneurship- its problems and prospects; The

emerging entrepreneurship in Nepal: Rural entrepreneurship- problems and prospects, Women entrepreneurship - problems and prospects, Tourism entrepreneurship - problems and prospects, Agri-entrepreneurship - problems and prospects, Transport entrepreneurship- problems and prospects, Green entrepreneurship- problems and prospects and e-entrepreneurship- problems and prospects in Nepal; Social innovation and entrepreneurship: concept, significance to social value creation and social change, status of social entrepreneurship in Nepal. Success and failure stories of selected Nepalese entrepreneurship.

### **Unit 7: Institutional Support to Entrepreneurship Development**

**25 LHs**

Institutional support: concept and need; Financial support agencies: Rural Development Banks, micro finance institutions, commercial banks, micro enterprise development projects and programs; Logistic support agencies: government, specialized and consultancy agencies, Industrial estates; Role of Government in promoting entrepreneurship incentives, subsidies and grants, Export oriented units: Fiscal and Tax concession; Role of National Banking Institute, Insurance Institute, Cooperative Training center in the entrepreneurship development in Nepal. Introduction to Entrepreneurship Development Projects in Nepal with reference to IED, MEDEP and ELAM.

#### ***Suggested Readings***

Barringer, B.R. and Ireland, R. D. *Entrepreneurship: Successfully Launching New Business*. Pearson, Delhi, India.

Charantimath, P.M. *Entrepreneurship Development and Small Business Enterprises*. Pearson, Delhi, India

Hisrich, R. D.; Peter, M. P.; Shepherd, D. A. *Entrepreneurship*. Tata McGraw Hill, New Delhi.

Khanka, S. S. *Entrepreneurship Development*. S. Chand & Co. New Delhi

Shapter, M.; Volery, T.; Weber, P.; & Lewis, K. *Entrepreneurship and Small Business*. Wiley India.

William, B. and Andrew, Z. *Entrepreneurship*. Wiley.

## **MGT 221: Business Research Methods**

*Full Marks: 50*

*Pass Marks: 17.5*

*Lecture Hours: 75*

### **Course Objective**

The primary aim of this course is to introduce students to the principle of research methods used most frequently by business students. Basic knowledge of these methodological approaches is absolutely critical to the comprehension of academic understanding and comprehensive and critical writing which is an essence of business students. Therefore, the basic objective of this course is to provide knowledge and understanding of basic principles of business research methods.

### **Course Description**

The course comprises introduction to research, different types of research, literature searching and frame working, research design issues, measurement, scaling, sampling, data collection and analysis, research proposal and report writing . This encompasses the overall understanding and application of appropriate research techniques, research statistics and presentation skills.

### **Learning Outcomes:**

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

- become acquainted with the scientific methodology in business domain.
- write a literature review that synthesizes and evaluates literature in a specific topic area to justify a research questions.
- apply appropriate research design and methods to address a specific research question and acknowledge the ethical implications of the research.
- understand how research activities can be used to address business decisions.
- develop, present and defend a research proposal and prepare a research report.

### **Course Details**

#### **Unit 1: Introduction**

**20 LHs**

Meaning of research; Scientific research : features; Types of research: applied and basic; The Scientific research process; Approaches to research: Paradigm shifts – Positivist Versus interpretivist philosophies; Management research : concept, nature and value in business decision making; Applying scientific thinking to management problems; and Ethical concerns in research.

Qualitative research: concept, features, assumptions; Common practices in qualitative research; Methods of collecting and analyzing qualitative data; Role of computers in different phases of research; Qualitative data analysis: content, thematic and narrative.

Methods of qualitative research: case study, ethnography, grounded theory and phenomenological study (A short introduction only); Building trustworthiness and credibility in qualitative research; and Strength of qualitative research.

**Unit 2: Literature Searching and Theoretical Framework** **10 LHs**

Literature searching : concept, purposes and kinds; Writing a literature survey; Literature search through the internet; Relation of literature to research; Theoretical framework; Theory and research: research approaches – deductive and inductive; Research problem: identification of research problem in business, research questions; and Concept of hypothesis formulation.

**Unit 3: Research Design** **5 LHs**

Concept; Features; Types: descriptive, developmental, case studies, causal-comparative, experimental, cross-sectional and longitudinal; Basic principles of research design ; and Criteria of a good research design.

**Unit 4: Measurement, Scaling and Sampling** **12 LHs**

Variables and their types; Nature of measurement; Types of scales of measurement: nominal, ordinal, interval and ratio scales; Scale construction for attitude measurement; Scales commonly used in business research; Validity and reliability of measurement; Sources of measurement problems; Concept of population, sample and sampling; Concept of sample size; The sampling process; Types of sampling: probability and non-probability sampling; and Sampling and non- sampling errors.

**Unit 5: Data Collection and Analysis** **20 LHs**

Types of data: primary and secondary; Importance of secondary data in business research; Primary data: methods of collecting primary data; Questionnaires: design, components and principles of questionnaire writing; Pilot testing and questionnaire administration; The research interviews: face-to- face, telephone interviews and computer assisted interviewing; Observation: concept and methods: participative and non-participative; Data analysis: organizing and preparing data, presenting data in tables, graphs and charts; Pre-conditions and the use of statistical techniques: descriptive (Mean, Median, Mode and Standard Deviation) and inferential statistics: correlation analysis, statistical significance, basic forecasting tools, regression (concept of linear and non-linear); Concept and illustration of t-test : single mean and two means ; Chi-square test : goodness of fit and independence of attributes; and Statistical testing of hypothesis.

**Unit 6: Research Proposal and Report Writing** **8 LHs**

Topic selection; Research proposal : purpose, types and structure; Writing research reports : reporting process, contents of the research report and style of writing; Typing and layout of the research report; Citations and references by using APA format; and Essentials of a good research report.

**Suggested Readings:**

1. Cooper, D. R., Schindler, P. S., & Sharma, J. K., *Business Research Methods*, New Delhi: Tata Mc Graw Hill.
2. Sekaran, U. & Bougie, R., *Research Methods for Business*, New Delhi: Wiley India.
3. Zikmund, W.G., Babin, B. J., Carr, J. C., Adhikari, A., & Griffin, M., *Business Research Methods, A South Asian Perspective*, New Delhi: Cengage Learning.
4. Bryman, A., & Emma, B., *Business Research Methods*, New Delhi: Oxford University Press.
5. Kothari, C.R., *Research Methodology Methods and Techniques*, New Delhi: New Age International Publication.
6. Sachdeva, J.K., *Business Research Methods*, Mumbai: Himalayan publishing house.
7. Chawla, D. & Sondhi, N., *Research Methodology*, Mumbai: Vikash Publishing house.
8. Adhikari, D. R. & Pandey, D. L., *Research Methodology for Management*, Kathmandu: Asmita Books Publishers & Distributors (p) Ltd.
9. Gautam, D.K. & Gautam, P.K., *Research Methodology*, Kathmandu: KEC publication and Distribution (p.) Ltd.

## **MGT 226: Foundation of Financial Systems**

*Full Marks: 100*

*Pass Marks: 35*

*Lecture Hours 150*

### **Course Objectives**

This course aims to equip students with the operational aspects of Nepalese financial system. This will develop the theoretical understanding and practical insight on financial instruments, the implication of interest rate and taxes in the supply and demand of funds in the financial markets, depository and non-depository financial institutions, ancillary financial services, operation of primary and secondary markets, regulation and regulatory authorities of the financial system and exchange rate system, foreign reserve and balance of payment.

### **Course Description**

This course focuses on the conceptual and operational aspects of the different components of Nepalese financial system and covers the operational aspects of Nepalese financial system. The course covers concept and components of financial systems; financial instruments, interest rate and taxes, depository and non-depository financial institutions, ancillary financial services, operation of primary and secondary markets, acts and regulation related to the operation of the financial system and regulatory authorities, foreign exchange system, foreign reserve and balance of payments.

#### **Unit 1: Introduction**

**LH 15**

Concept of financial system; Components of financial system with reference to Nepalese financial system; Size of overall Nepalese financial system; Structure of Nepalese financial sector; Process of funds transfer from surplus units to saving units; Functions and role of financial intermediaries in the financial systems.

#### **Unit 2: Financial Instruments and Interest Rates**

**LH 15**

Concept of financial instruments; Functions and types of financial instruments: money market and capital market instruments, derivative securities, mutual fund units; Financial instruments available in Nepalese financial system; Loanable funds theory of interest: Supply and demand of loanable funds, equilibrium interest rate, factors affecting the interest rate; Components of interest rate; Terms structure of interest rate; Determination of interest rate in Nepalese financial markets; Base interest rate, interest rate spread, interest rate corridor; Implication of inflation and tax on interest rate

#### **Unit 3: Depository Financial Institutions**

**LH 20**

Concept of depository institutions; Fundamental functions of depository institutions; Classification of depository institutions in Nepal; Major products of depository institutions; Financial statements and major indicators of performance of depository institutions; Supervision by Nepal Rastra Bank: Onsite and offsite supervision and supervisory tools;

Saving and credit cooperatives in Nepal: role, structure and size and monitoring and regulation.

**Unit 4: Non-Depository Financial Institutions** **LH 20**

Concept and types of non-depository institutions; Risk management industry: types of risk management industry, fundamentals of risk management industry, and role of risk management industry in the mobilization of saving and protection of individual and social wealth; Mutual fund industry in Nepal: types, size, and structure; Pension funds: Concept, fundamentals of provision for pension; Types and practices of pension fund in Nepal; Social welfare funds and other retirement schemes.

**Unit 5: Ancillary Financial Services** **LH 15**

Investment banking industry: concept and functions, the structure of investment banking in Nepal; CDS & Clearing Ltd.: role and functions; Depository participants: concept and functions; Securities dealer and broker; Credit rating agencies: Concept, functions and credit rating agencies in Nepal; Deposit and Credit Guarantee Fund: role and functions; Credit Information Bureau of Nepal: its products and services.

**Unit 6: Primary Market Operations** **LH 15**

Concept and role of primary markets; Legal provision regarding the issue of stocks and debenture in Nepal; Process of initial public offerings; Further public offering and rights issue; Application and allotment process of securities in Nepal

**Unit 7: Secondary Market Operations** **LH 15**

Concept, functions and role of secondary markets; Buying and selling the securities in the secondary markets and settlement of the transactions; Stock market Index: NEPSE, float, sensitive index; Construction and interpretation of NEPSE Index; Market capitalization and market return.

**Unit 8: Financial Regulations and Regulatory Authorities** **LH 20**

Major provisions of relevant Acts: NRB Act, Bank and Financial Institution Act, Foreign Exchange Act, Bank Offense Act and Anti-money Laundry Act; Insurance Act, and Securities Act; Role and power of Nepal Rastra Bank, Insurance Board, Nepal Securities Board as regulatory authorities

**Unit 9: Exchange Rates, Foreign Reserve and Balance of Payment** **LH 15**

Exchange rate system in Nepal; Concept and components of foreign reserves; Concept of balance of payments and balance of trade; Structure of balance of payment of Nepal; Funds flows as foreign direct investment of multinational companies and international financial institutions in Nepal

**References**

- Madura, J. *Financial institutions and markets*. Delhi: Cengage Learning India Private Limited.
- Khan, M.Y. *Indian financial system*. Delhi: McGraw-Hill.
- Pathak, B. V. *The Indian financial system: Markets, institutions and services*. New Delhi: Pearson Education India.
- Nepal Rastra Bank, Nepal Rastra Bank, Financial Stability Reports.
- Nepal Insurance Board, Annual Report
- Nepal Rastra Bank Act, 2002.
- Securities Act, 2063
- Insurance Act, 1992

## Acc 250: Accounting for Banking

*Course: Concentration*  
*LHs: 150*

*Full Marks: 100*  
*Pass Marks: 35*

### Course Objectives

The objectives of the course are to provide the students with the basic knowledge required to handle the accounting functions of banks. On completion of this course the students will be able to gain the knowledge of total banking accounting practices of the banks. The course further aims at providing knowledge required to analyze financial statements of banks.

### Course Description

This course contains conceptual foundation of different banking activities. It also comprises banking rules and regulation, accounting for deposit, bills for collection, guarantee, letter of credit, remittance, credit and treasury management etc. Similarly, it focuses on new banking technologies, BASEL, anti-money laundering, financial statement and its analysis.

### Course Details

#### Unit 1: Introduction

**8 LHs**

Concept of bank account, Rules and classifications of accounts; Accounting assumptions, principles and conventions; Evolution of banking industry, Development of banking industry in Nepal; Banks: Meaning, nature, objectives, importance and functions of banks; Types of Banks: Central Bank, Commercial Banks, Development Banks, Financial Institutions, Micro Finance Institutions and Co-operative Banks; Opportunities and Challenges of Nepalese Banking Sector; Legal provisions under Banking and Financial Institutions Act (BAFIA), 2063; Unified directives issued by Nepal Rastra Bank; Concept and importance of GAAP, Nepalese Accounting Standards (NAS), International Accounting Standards (IAS), Nepal Financial Reporting Standard (NFRS) and International Financial Reporting Standard (IFRS), Relative aspects of NAS, IAS, NFRS and IFRS

#### Unit 2: Accounting for Deposit

**7 LHs**

Account Opening, operations and closure of bank account; Concept and types of deposit: current, saving, time or fixed account, hybrid or flexi deposit, calls deposit account, margin account, foreign currency account, special foreign currency account; Process of opening accounts; Inter bank borrowing from other banks and short term borrowing from NRB; Substitutes for vouchers: pay in slip and its meaning; Cheques: meaning and types of cheques; Electronic cheque clearing (ECC); Service charges- concepts and accounting procedures

#### Unit 3: Accounting for Bills for Collection

**7 LHs**

Bills for collection: concept, types and necessity for banking business; Outward bills for collection (OBC): concept and types; Service charges and accounting records for OBC; Endorsement: meaning and accounting procedures; Procedures used in bills for collection;

Inward bills for collection (IBC): concept and importance, Document required for IBC; Service charges and accounting records for inward bills for collection; Debit note and required reversal entry; Outgoing debit advice for uncollected or dishonored bills

**Unit 4: Accounting for Guarantee and Margin Deposit**

**7 LHs**

Guarantee: Concept, needs and types of guarantee: Bid bond, Performance bond, Advance payment guarantee, Counter guarantee, Financial guarantee, Standby letter of credit, Bonded warehouse guarantee; Banker's liabilities and customer's liabilities toward guarantee issuance; Accounting treatment of guarantee issue (voucher and ledger); Margin deposit: concept, process and evaluation; Service charges and accounting treatment

**Unit 5: Letter of Credit (LC)**

**7 LHs**

Letter of credit: concept, needs and types of LC; Parties involved in LC; Documents in LC; Trade finance; International Chambers of Commerce and Universal Custom and Practices (UCP) for documenting credit; NRB regulations for LC; Accounting treatment

**Unit 6: Accounting for Remittance**

**7LHs**

Remittance: concept, importance and types; Services rendered by remittance; Parties involved in remittance; Demand draft, accounting for advice received and un-received demand draft; Account payee draft; Books of original entry for advice received and un-received; Telegraphic transfer and mail transfer; Branch reconciliation

**Unit 7: Accounting for Credit and Advances**

**9 LHs**

Credit: Concepts, importance and types: Cash credit, Overdraft, Secured loan, Micro credit, and other loans: auto, home, credit card, education and social; Security: types and procedures/valuation of securities; Evaluation of feasibility study; Industry risk analysis and Business risk analysis (using six C's of credit); Accounting treatment of different types of credit; Loan processing charges, interest and commission and their accounting treatment; Collection and recovery of loans method applied and accounting treatment; Credit risk management; Credit creation

- Unit 8: Accounting for Cash Transactions** **7 LHs**  
 Receiving cashier's counter cash book; Paying cashier's counter cash book; General cash books, day books and denomination books; Bank reconciliation
- Unit 9: Accounting for Treasury Management** **7 LHs**  
 Concept of treasury management; Dimensions of treasury management; Market risk management; Liquidity management; Investment portfolio management; Foreign exchange risk management; Assets liability management; Maintenance of agency ledger (NOSTRO and VOSTRO)
- Unit 10: Banking Technology Products** **9 LHs**  
 Banking software; Card operation; Tele banking; Mobile banking; Internet banking and e banking; SWIFT (society for worldwide interbank financial telecommunication); Branch less banking
- Unit 11: Concept of BASEL Framework:** **7LHs**  
 Concept and importance; Principles of capital measurement and capital standard
- Unit 12: Anti Money Laundering (AML)** **6 LHs**  
 Concept, importance and AML Act; Know your customers (KYC)
- Unit 13: Accounting for Decision Making** **12 LHs**  
 Capital Budgeting: Project evaluation on the basis of Discounted Pay-back Period, Net Present Value, Profitability Index and Internal Rate of Return; Cost Volume Profit Analysis for project evaluation
- Unit 14: Preparation of Financial Statements** **20 LHs**  
 Concept and importance; General ledger: concept, needs and procedures of maintaining general ledgers, Comparison with commercial accounting, Daily trail balance: concept, needs and preparation; Transaction list verification and operational procedures; Statement of profit and loss and other comprehensive income (Income statement); Statement of financial position/balance sheet; Statement of cash flow statement; Statement of changes in equity; Disclosures required for Financial Statement

**Unit 15: Financial Statements Analysis****20 LHs**

Concepts and importance; Ratio Analysis: concept, importance and limitations;  
 Types of ratios: Profitability ratios: Net interest income growth (NII growth), Interest yield, Net Spread, Operating profit growth; Shareholder ratios: Return on equity, Return on assets, Earning per share, Price earnings ratio, Market price per share, Dividend payout ratios;  
 Liquidity ratios: Net liquid assets, Net liquidity ratios, Statutory liquidity ratio (SLR), Cash reserve ratio (CRR), Gap analysis;  
 Activity ratios: Cost of fund, Base rate, Cost to income ratio, Credit deposit ratio, Net interest margin, Non-funded income as a percentage of total operating income, Operating expenses ratio (interest to total operating expense, office operating expense to total operating expenses and HR expenses to total operating expenses) Staff efficiency (per employee income, per employee business i.e. deposit plus loan);  
 Gearing and Financial ratios: Total borrowing to shareholder fund, Total external liabilities to total assets, Total assets growth, Net worth growth; Cash Flow ratios:  
 Interest coverage ratio, Debt coverage ratio; Assets Quality ratios: Non-performing loans to total loans, Loan loss reserves to gross loan, Earning coverage to loan losses, Increase in loan loss reserve to gross income; Earning ratios: Net interest margin, Non-funded income expenses as a percentage of total operating expenses; Capital Adequacy ratios: Capital fund as a percentage of risk weighted assets

**Project Work****10 LHs**

After the completion of fourth year concentration classes the students shall have to prepare and submit a project work in the area they have specialized. The subject teachers have to discuss with students on possible topics of the project work, availability and sources of literature, availability of data, data collection methods, appropriate tools of data analysis, etc. relevant to the subject.

**Suggested Readings:**

Accounting Manual of banks  
 Bank and Financial Institutions Act, 2063  
 Circulars issued by NRB (Banks and Financial Institution Regulation department and Foreign Exchange Management Department)  
 Indian Institute of Banking and Finance, (2008), *Accounting and Finance for Bankers*,  
 Macmillan India Ltd. Chennai India  
 International Chamber of Commerce and the UCPDC 600  
 Jain, S. P. & Narang, K. L., (2014), *Advanced Accounting, Corporate Accounting, Vol. 11*,  
 Kalyani Publishers, New Delhi  
 Negotiable Instrument Act, 2034  
 Nepal Rastra Bank Act, 2058  
 Unified Directives issued by NRB

## ACC 251: Accounting for Business

*Course: Concentration*

*Full Marks: 100*

*LHs: 150*

*Pass Marks: 35*

### Course Objectives

The objectives of the course are to provide the students with in-depth knowledge of accounting required to handle accounting works in the various business situations like partnership, consignment, branch etc. independently. The course further aims at providing knowledge required by the students for advance studies in accounting subject.

### Course Description

This course contains various aspects of company accounts i.e. accounting for partnership, consignments, joint ventures, branch, department, containers, professional men, royalty, installment and higher purchase etc.

### Course Details

#### Unit 1: Accounting for Partnership

**9 LHs**

Concept of partnership; Partnership agreement and status of partners in the absence of partnership deed; Accounting for partnership firm: partner's capital a/c, fixed and fluctuating capital; Accounting treatment of partner's salary, interest and drawing; Partner's loan account; Preparation of profit and loss appropriation account in the book of the firm.

#### Unit 2: Admission of New Partner

**11 LHs**

Concept; Impact of admission: in the profit sharing ratio of the firm, in the revaluation of assets and liabilities, in the value of goodwill of the firm; Re-arrangement of reserve and surplus and accumulated losses of the firm; Re-adjustment of partners capital giving due influence of new admission; Distribution of old profit to old partners; Admission of a partner during an accounting year.

#### Unit 3: Retirement and Death of a Partner

**15 LHs**

Calculation of new profit sharing ratio; Revaluation of assets and liabilities; Adjustment regarding undistributed profits and losses; Adjustment regarding goodwill and capital after retirement; Ascertainment of the due amount to the outgoing partners; Mode of payment to the outgoing partners; Death of a partner; Accounting for Joint life policy; Accounting for insurance premium.

#### Unit 4: Dissolution of a Partnership Firm and Piecemeal Distribution

**9 LHs**

Concept; Closing the books of account and final settlement; Accounting for dissolution: Settlement of partner's capital accounts when the firm and all the partners are solvent, Settlement of account when a partner is insolvent with or without using the rule of Garner Vs Murry; Gradual realization and piecemeal distribution: Surplus capital method, Maximum loss method

- Unit 5: Accounting for Consignments** **9 LHs**  
 Concept, Difference between consignment and sales; Important terms: Consignment goods sent at invoice price, Consignment expenses, Commission, Valuation of unsold stock, Loss of goods on consignment: Normal loss, Abnormal loss; Interest on consignment; Consignment goods taken over by consignee
- Unit 6: Accounting for Joint Ventures** **9 LHs**  
 Meaning, characteristics and features of joint venture; Difference between joint venture and consignment; Difference between joint venture and partnership; Methods of accounting: Without keeping separate set of books, With keeping separate set of books
- Unit 7: Accounting for Branch** **11 LHs**  
 Concept and types of branch, Accounting records: Dependent branch, Independent branch; Accounting entries for incorporation of branch transactions in the books of head office and consolidated balance sheets; Accounting treatment of some important adjustments: Normal loss, Abnormal loss, Cash in transit, Goods in transit, Inter branch transactions
- Unit 8: Accounting for Department of Activity** **9 LHs**  
 Concept, objectives and types of department; Department trading and profit and loss account; Allocation of expenses; Difference between branch and department; Inter – department transfer
- Unit 9: Accounting for Packages or Containers** **9 LHs**  
 Concept, objectives and Importance terms of container; Calculation of missing terms of container; Accounting for types of container: Returnable: with maintaining trading and reserve account, with maintaining trading, reserve and stock account; Non Returnable
- Unit 10: Accounting Professional Men** **15 LHs**  
 Concept and techniques in general; Accounting treatment: receipt and payment account , adjustments, income and expenditure account, profit and loss account, household cash statement
- Unit 11: Accounting for Royalties** **14 LHs**  
 Concept and modern terms; Accounting treatment with and without maintaining minimum rent account
- Unit 12: Accounting for Hire Purchase System** **10 LHs**  
 Concept and objectives of hire purchase system; Calculation of interest, cash price and installment (using analytical table); Accounting treatment: *In the book of purchaser* : Journal entries, Necessary ledger accounts, *In the book of vendor*: Journal entries, Necessary ledger accounts
- Unit 13: Accounting for Installment System** **10 LHs**  
 Concept and features of installment system; Difference between hire purchase and installment system; Calculation of interest, cash price and installment (using analytical table); Accounting treatment: *In the book of purchaser*: Journal entries, Necessary ledger accounts, *In the book of vendor*: Journal entries, Necessary ledger accounts

**Project Work**

**10 LHs**

After the completion of fourth year concentration classes the students shall have to prepare and submit a project work in the area they have specialized. The subject teachers have to discuss with students on possible topics of the project work, availability and sources of literature, availability of data, data collection methods, appropriate tools of data analysis, etc. relevant to the subject.

**Suggested Readings:**

- Battliboi, J. R., (2017). *Advanced Accounting*, Standard Accountancy Publication Pvt. Ltd., Mumbai
- Jain, S. P. & Narang, K. L., (2014), *Advanced Accounting, Corporate Accounting, Vol. 11*, Kalyani Publishers, New Delhi
- Shukla, Grewal & Gupta, (2017). *Advanced Accounting*, S. Chand and Co., New Delhi

## **ACC252: Advance Financial Accounting**

*Course : Concentration*

*Full Marks: 100*

*Lecture hours : 150*

*Pass Marks: 35*

### **Course Objectives**

The objectives of the course are to provide the students with a detailed knowledge of accounting principles, standards and their application to develop ability and skills in practical work situation. On completion of this course the students will be able to gain the knowledge of national and international accounting standards. The course further attempts to provide sound knowledge of new trends of accounting. It helps them to understand the concept of business combinations and to prepare the consolidated financial statement.

### **Course Description**

This course contains various aspects of company accounts, valuation of goodwill and shares, new trends in accounting, accounting for non-profit organizations and price level changes in accounting.

### **Course Details**

#### **Unit 1: Introduction**

**12 LHs**

Meaning, objectives, importance, functions and scope of financial accounting; Real nature of financial accounting; Accounting Principles; Concepts and Conventions ; GAAP and its features; Accounting Standards : Concept, need, nature, issues and classification; Nepalese Accounting Standards (NAS), International Accounting Standards (IAS), Relative aspects of NAS and IAS, Nepal Public Sectors Accounting Standards (NPSAS), International Public Sectors Accounting Standards (IPSAS), Relative aspects of NAS, NPSAS and IPSAS

#### **Unit 2: Various aspects of Company Accounts**

**54 LHs**

Company expansion through Amalgamation and Absorption: meaning and concept; Purchase consideration: concept and determination; Accounting treatment in the books of both Purchasing and Vendor Company; Preparation of Balance Sheet by Purchasing Company.

Internal and external reconstruction: Meaning, importance, need and accounting treatment & balance sheet after reconstruction.

Expansion through Subsidiary companies and Holding Company: Concept of Holding and Subsidiary Company, preparation of Consolidated Balance Sheet by Holding Company after due consideration of: Pre-acquisition and post-acquisition profit, Minority Interest, Cost of Control/Goodwill or Capital Reserve, Elimination of common transactions, Treatment of contingent liabilities and unrealized profit, Revaluation of assets and liabilities, Dividend from Subsidiary Company and preference shares in subsidiaries.