

MATH EDUCATION

Fundamentals of Mathematics

Course number	: Math Ed 3001/3001E (G)	Course duration	: 150 hrs
Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is a modern course on basic structures and aspects of mathematics. The course deals with mathematical systems in general and provides a broad conceptual background of mathematics including an overview of basic geometric concepts and their application to the tiling of the plane.

General Objective

The course aims at providing the prospective teachers of Mathematics with a sound insight into and thorough knowledge of the fundamentals of Mathematics and at developing and enhancing performance skills related to various mathematical operations.

Specific Objectives

On completion of the course the students will be able to

- write the number in different numeration systems and characterise their features.
- explain the processes of inductive reasoning and mathematical induction in the study of mathematics.
- state, explain and verify the basic properties of the systems of whole numbers, integers, rational numbers and real numbers.
- prove the basic results of the theory of numbers.
- verify the basic axioms of a give finite mathematical system.
- recall the basic concepts of geometric figures.
- prove basic results of the tiling of the plane.
- tessellate the plane with the given geometric figures.

Course Contents

Unit 1: Numeration Systems	(12 periods)
Unit 2: Mathematical Patterns and Inductive Reasoning	(7 periods)
Unit 3: The System of Whole Numbers	(18 periods)
Unit 4: The System of Integers	(25 periods)
Unit 5: Elementary Number Theory	(19 periods)
Unit 6: Mathematical Systems	(21 periods)
Unit 7: The System of Rational Numbers	(29 periods)
Unit 8: The System of Real Numbers	(29 periods)
Unit 9: Geometric Figures	(10 periods)
Unit 10: Tessellation	(10 periods)

Course Contents in Detail

Unit 1: Numeration Systems

- 1.1 Egyptian numeration system
- 1.2 Roman numeration system
- 1.3 Chinese-Japanese numeration system
- 1.4 Babylonian numeration system
- 1.5 Mayan numeration system
- 1.6 Hindu-Arabic numeration system
- 1.7 Numeration systems with bases other than ten and the computation in the system.

Unit 2: Mathematical Patterns and Inductive Reasoning

- 2.1 Mathematical patterns
 - 2.1.1 Number patterns
 - 2.1.2 Geometric patterns
- 2.2 Inductive reasoning
- 2.3 Mathematical induction
- 2.4 Magic squares

Unit 3: The System of Whole Numbers

- 3.1 Relation of equality on whole numbers and other relations
- 3.2 Addition and multiplication of whole numbers
- 3.3 The deductive system of whole numbers
- 3.4 Subtraction and division of whole numbers
- 3.5 Distributivity theorem.

Unit 4: The System of Integers

- 4.1 Set of integers
- 4.2 Addition of integers and its properties
- 4.3 Ordering of integers
- 4.4 Subtraction of integers and its properties
- 4.5 Multiplication of integers and its properties
- 4.6 Division of integers and its properties

Unit 5: Elementary Number Theory

- 5.1 Odd number and even numbers and their properties
- 5.2 Prime and composite numbers and their properties
- 5.3 Test for divisibility by certain numbers
- 5.4 Factors and their properties
- 5.5 Highest common factor (HCF)
- 5.6 Least common multiple (LCM)
- 5.7 Euclidean algorithm

Unit 6: Mathematical Systems

- 6.1 Clock arithmetic
- 6.2 Modular systems and their applications
- 6.3 Finite mathematical systems
- 6.4 Construction of transformation groups of symmetries of geometric figures

Unit 7: The System of Rational Numbers

- 7.1 Fractions and the set of rational numbers
- 7.2 The whole numbers as a subset of rational numbers
- 7.3 Order relation for rational numbers and the correspondence of points on the number line
- 7.4 Multiplication of rational numbers and its properties
- 7.5 Division of rational numbers and its properties
- 7.6 Addition of rational numbers and its properties
- 7.7 Subtraction of rational numbers and its properties
- 7.8 Decimal representation of rational numbers
- 7.9 Conversion of rational numbers into decimal notation and vice versa
- 7.10 Addition, subtraction and multiplication of terminating decimals
- 7.11 Rational numbers as a dense set

Unit 8: The System of Real Numbers

- 8.1 The set of rational numbers as a subset of the set of real numbers
- 8.2 Square root of some nonnegative integers as an irrational number
- 8.3 Decimal approximations of irrational numbers
- 8.4 The system of real numbers

Unit 9: Geometric Figures

- 9.1 Lines
 - 9.1.1 Line segments
 - 9.1.2 rays
- 9.2 Angles
- 9.3 Polygons
 - 9.3.1 Triangles
 - 9.3.2 Quadrilaterals
- 9.4 Simple closed curves
- 9.5 Circles
- 9.6 Construction of geometric figures
 - 9.6.1 Angles
 - 9.6.2 Triangles
 - 9.6.3 Quadrilaterals
- 9.7 Solids
 - 9.7.1 Prisms
 - 9.7.2 Pyramids
 - 9.7.3 Cylinders
 - 9.7.4 Cones
 - 9.7.5 Spheres

Unit 10: Tessellation

- 10.1 Tiling of plane
- 10.2 Tiling of rectangle
- 10.3 Regular tessellations
 - 10.3.1 Homogeneous tessellations
 - 10.3.2 Non-homogeneous tessellations
- 10.4 Irregular tessellations

Instructional Techniques

- Lecture, explanation and illustration
- Discussion
- Individual and group work
- Individual and/or group project
- Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution

Units 1, 2, 5, 9 and 10 : 30 marks

Units 3, 4, 6, 7 and 8 : 70 marks

Questionwise mark distribution

20 multiple-choice questions : $20 \times 1 = 20$ marks

2 long-answer questions : $2 \times 12 = 24$ marks

8 short-answer questions : $8 \times 7 = 56$ marks

Prescribed Textbook

1. Fundamentals of Mathematics. (Forthcoming)

References

1. Eves, H. An Introduction to the History of Mathematics. New York: Holt, Rinehart and Winston, 1961.
2. Millers, C. D. and Heeren, V. E. Mathematical Ideas. Glenview, Illinois: Scott Foremann and Company, 1978.
3. Narayan, S. and M. Lal. Algebra: A Text-book for Secondary Schools. New Delhi: National Council for Educational Research and Training (NCERT), 1966.
4. Ward, M. and C. E. Hardgrove. Modern Elementary Mathematics. Dutaris: Addison Wesley Publishing Company, 1964.



Modern Mathematics

Course number	: Math Ed 3002	Course duration	: 150 hrs
Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is a course on some selected topics of modern mathematics. The topics cover various aspects of mathematics and their application to social sciences and managerial sciences. The course also includes a statistical component which deals with the probability theory and its applications to the quantitative analysis of educational processes.

General Objective

The course aims at providing the prospective secondary school teachers of mathematics with a sound knowledge of modern mathematical concepts and their applications to social and managerial sciences. The course is also geared to acquainting them with statistical tools so that they can carry out quantitative analysis of educational processes.

Specific Objectives

On completion of the course the trainees will be able to

- state and prove the characteristic properties of infinite sets and apply the techniques of set theory to solve practical problems.
- make the judgement about the truth or falsity of statements.
- describe the features of different methods of proving statements.
- determine the validity of a given argument.
- find isometric and inverse transformations of a given figure.
- prove the properties of isometric and inverse transformations.
- locate different symmetries in a geometric figure.
- state and prove the theorems of hyperbolic geometry and elliptic geometry.
- state the axioms of projective geometry.

- discuss the principles of duality in projective geometry.
- state and prove the results of Euler's discovery about networks.
- discuss the problems involved in map colouring on different types of surfaces.
- state and prove the theorems on probability theory.
- solve problems on probability, binomial distribution and normal distribution.
- solve problems on correlation and regression.
- solve problems on linear programming by graphical and simplex method.

Course Contents

Unit 1: Set Theory	(14 periods)
Unit 2: Symbolic Logic	(11 periods)
Unit 3: Geometric Transformations	(36 periods)
Unit 4: Non-Euclidean Geometry	(19 periods)
Unit 5: Projective Geometry	(12 periods)
Unit 6: Topology	(18 periods)
Unit 7: Probability Theory	(50 periods)
Unit 8: Correlation and Regression	(12 periods)
Unit 9: Linear Programming	(8 periods)

Course Contents in Detail

Unit 1: Set Theory

- 1.1 Review of set relations
- 1.2 Sets of numbers
- 1.3 Denumerable sets
- 1.4 Uncountable sets
- 1.5 Cardinality of sets and its properties
- 1.6 Cardinal arithmetic
- 1.7 Basic laws of algebra of sets
- 1.8 Number of elements in a finite set

Unit 2: Symbolic Logic

- 2.1 Statements
- 2.2 Negations
- 2.3 Compound statements
- 2.4 Laws of statements

- 2.5 Conditional statements
 - 2.5.1 Converse
 - 2.5.2 Inverse
 - 2.5.3 Contrapositive
 - 2.5.4 Biconditional
 - 2.5.5 Negation
- 2.6 Valid arguments and Euler diagrams
- 2.7 Deductive methods of proof
 - 2.7.1 Direct proof
 - 2.7.2 Indirect proof
- 2.8 Switching circuits

Unit 3: Geometric Transformations

- 3.1 Isometric transformations
 - 3.1.1 Reflection
 - 3.1.2 Translation
 - 3.1.3 Half-turn
 - 3.1.4 Rotation
 - 3.1.5 Glide reflection
 - 3.1.6 Equations of isometric transformations
 - 3.1.7 Theorems on isometry
- 3.2 Non-isometric transformation
- 3.3 Inversion transformation
 - 3.3.1 Inverse point and its geometric construction
 - 3.3.2 Equations of inverse point
 - 3.3.3 Inverses of lines, circles and curves
- 3.4 Transformation matrices
 - 3.4.1 Reflection matrix
 - 3.4.2 Rotation matrix
 - 3.4.3 Dilation matrix
 - 3.4.4 Translation matrix
 - 3.4.5 Composite transformation matrix
- 3.5 Symmetry
 - 3.5.1 Line symmetry
 - 3.5.2 Rotational symmetry
 - 3.5.3 Point symmetry
 - 3.5.4 Symmetry of plane curve
 - 3.5.5 Symmetry with respect to a plane
 - 3.5.6 Symmetry with respect to a point

Unit 4: Non-Euclidean Geometry

- 4.1 Review of Euclid Element I
- 4.2 Some logical shortcomings of Euclid
- 4.3 Hilbert's axioms
- 4.4 Attempts to prove the fifth postulate
- 4.5 Discovery of non-Euclidean geometries
- 4.6 Postulates of hyperbolic geometry
- 4.7 Trilaterals and its properties
- 4.8 Saccheri quadrilaterals
- 4.9 Defect of a triangle
- 4.10 Distance between two lines
- 4.11 Models for hyperbolic geometry
- 4.12 Postulates for elliptic geometry
- 4.13 Quadrilaterals and triangles
- 4.14 Models for elliptic geometry

Unit 5: Projective Geometry

- 5.1 Basic concepts
- 5.2 Axioms of projective geometry
- 5.3 Principles of duality
- 5.4 Complete quadrangle
- 5.5 Complete quadrilateral and related theorems
- 5.6 Projectivity and its theorem
- 5.7 Pappus theorem
- 5.8 Point conic
- 5.9 Line conic

Unit 6: Topology

- 6.1 Concept of topology
- 6.2 Topological equivalence
- 6.3 Networks and Euler's discoveries about networks
- 6.4 Regular polyhedra and their properties
- 6.5 Torus
- 6.6 Genus of a surface
- 6.7 Orientability of surface
- 6.8 Map colouring
- 6.9 Four colour problem and five colour theorem

Unit 7: Probability Theory

- 7.1 Basic concepts
 - 7.1.1 Sample space and events
 - 7.1.2 Operations on sets
- 7.2 Fundamentals of probability
 - 7.2.1 Concept of probability and probability of events
 - 7.2.2 Fundamental principle of counting and probability
 - 7.2.3 Permutations and combinations in probability
 - 7.2.4 Properties of probability
- 7.3 Conditional probability
 - 7.3.1 Conditional probability in equiprobable space
 - 7.3.2 Probability of joint occurrence of two or more events
 - 7.3.3 Independent events
 - 7.3.4 Bayes' theorem
- 7.4 Random variables and probability distributions
 - 7.4.1 Random variables and their probability distributions
 - 7.4.2 Mathematical expectations of random variables
 - 7.4.3 Variants of random variables
 - 7.4.4 Chebyshev's inequality
- 7.5 Binomial distributions and their properties
- 7.6 Normal distributions
 - 7.6.1 Continuous distribution and normal distribution
 - 7.6.2 Areas under standard normal curve
 - 7.6.3 Normal approximation to the binomial distribution

Unit 8: Correlation and Regression

- 8.1 Correlation
 - 8.1.1 Scatter diagram
 - 8.1.2 The coefficient of correlation and its determination
 - 8.1.3 Rank correlation and its determination
 - 8.1.4 Properties of coefficient of correlation
 - 8.1.5 Probable error of coefficient of correlation
- 8.2 Regression
 - 8.2.1 Regression lines
 - 8.2.2 Regression equations and regression coefficients
 - 8.2.3 Different forms of regression equations and the properties of regression coefficients
 - 8.2.4 Standard error of estimate

Unit 9: Linear Programming

- 9.1 Review of graphic method for solving linear programming problems
- 9.2 Simplex method for solving linear programming problems
- 9.3 Duality problems

Instructional Techniques

- Lecture, explanation and illustration
- Discussion
- Individual and group work/project
- Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution

Units 1 to 6 : 60 marks

Units 7 to 9 : 40 marks

Questionwise mark distribution

20 multiple-choice questions : $20 \times 1 = 20$ marks

2 long-answer questions : $2 \times 12 = 24$ marks

8 short-answer questions : $8 \times 7 = 56$ marks

Prescribed Textbooks

1. Maskey, S. M. Introduction to Modern Mathematics, Volume 1, Kathmandu : Ratna Pustak Bhandar, 1997.
2. Maskey, S. M. Introduction to Modern Mathematics, Volume 2, Kathmandu : Ratna Pustak Bhandar, 1997.

References

1. Courant, R. and H. Robbins. What is Mathematics? New York: Oxford University Press, 1969.
2. Efimov, N. V. Higher Geometry. Moscow: Mir Publishers, 1980.
3. Eves, H. An Introduction to the History of Mathematics. New York: Holt, Rinehart and Winston, 1961.

4. Freund, J. E. Modern Elementary Statistics. New Delhi: Printice-Hall of India, 1981.
5. Newman, J. R. The World of Mathematics, Vol. 1. New York: Simon and Schaster, 1956.
6. Stewart, I. Concepts of Modern Mathematics. New York: Penguin, 1995.
7. Turner, J. C. Modern Applied Mathematics. London: ELBS (low-priced edition), 1970.



Teaching Mathematics

Course number	: Math Ed 3003	Course duration	: 150 hrs
Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is an introductory course on teaching mathematics at the secondary level. The course contains nine units that deal with various aspects of teaching mathematics. They include curriculum and textbook studies, learning theories, teaching methods and strategies, construction and use of teaching materials and the planning, practising, evaluation and supervision of classroom instruction.

General Objective

The course is designed with a view to providing the teacher trainees with a sound knowledge of learning psychology and teaching methods and strategies. It also aims at developing in them performance skills related to classroom teaching and other aspects of mathematics pedagogy such as construction of teaching materials, lesson planning and evaluation and supervision of the programme as a whole.

Specific Objectives

On completion of the course the trainees will be able to

- discuss learning theories and their implications in teaching mathematics.
- explain the structure of mathematics curriculum of Nepal and the objectives of mathematics education at the secondary level.
- use appropriate and effective teaching approaches, methods and strategies that facilitate better learning of mathematics.
- teach the contents of secondary school mathematics with greater confidence and efficacy.
- construct appropriate teaching materials and use them effectively.

- in real classroom instruction.
- plan and implement a strategy for classroom instruction
- assess the efficacy of teaching and extent of learning through different types of tests.
- discuss the importance of practical experiences in promoting learners' understanding of mathematical concepts.
- diagnose students' learning difficulties in mathematics and carry out appropriate remedial teaching.
- supervise mathematics instruction and point out its strengths and weaknesses.

Course Contents

Unit 1: Learning Theories	(10 periods)
Unit 2: Study of Curricula and Textbooks	(16 periods)
Unit 3: Approaches, Methods and Strategies	(16 periods)
Unit 4: Development of Instructional Materials	(24 periods)
Unit 5: Planning Classroom Instruction	(12 periods)
Unit 6: Evaluation in Mathematics Education	(20 periods)
Unit 7: Teaching Selected Topics	(60 periods)
Unit 8: Diagnostic and Remedial Teaching	(12 periods)
Unit 9: Supervision of Mathematics Instruction	(10 periods)

Course Contents in Detail

Unit 1: Learning Theories

- 1.1 Piaget's theory of intellectual development
 - 1.1.1 Sensory-motor stage
 - 1.1.2 Pre-operational stage
 - 1.1.3 Concrete operational stage
 - 1.1.4 Formal operational stage
 - 1.1.5 Piaget's theory and teaching mathematics
- 1.2 Bruner's theory of instruction
 - 1.2.1 Theorems on learning mathematics
 - Construction theorem
 - Notation theorem
 - Contrast and variation theorem
 - Connectivity theorem
 - 1.2.2 Implications of Bruner's theory in learning and teaching mathematics

Unit 2: Study of Curricula and Textbooks

- 2.1 Overview of secondary school mathematics curriculum
- 2.2 Study of secondary school mathematics curricula of other countries
 - 2.2.1 Curriculum of India
 - 2.2.2 Curriculum of Pakistan
 - 2.2.3 Curriculum of Thailand
 - 2.2.4 Curriculum of Malaysia
- 2.3 The need for change in curriculum
- 2.4 The nature of changes in curriculum
- 2.5 The in-depth gradewise study of textbooks
 - 2.5.1 Textbooks of Compulsory Mathematics
 - 2.5.2 Textbooks of Optional Mathematics
- 2.6 Consistency of textbooks with reference to the curriculum
- 2.7 Report on the analysis of textbooks

Unit 3: Approaches, Methods and Strategies

- 3.1 Different types of teaching methods
 - 3.1.1 Expository method
 - 3.1.2 Inductive and deductive methods
 - 3.1.3 Analytic and synthetic methods
 - 3.1.4 Guided discovery method
- 3.2 Teaching problem solving

Unit 4: Development of Instructional Materials

- 4.1 Instructional materials in mathematics classroom
- 4.2 Preparation of low cost materials and models
- 4.3 Evaluation of manipulative materials

Unit 5: Planning Classroom Instruction

- 5.1 Yearly plan
- 5.2 Unit plan
- 5.3 Lesson plan

Unit 6: Evaluation in Mathematics Education

- 6.1 Assessment techniques
- 6.2 Planning a test
- 6.3 Construction of test items
- 6.4 Construction of different types of test items
- 6.5 Analyzing and reporting the test

Unit 7: Teaching Selected Topics

7.1 Teaching Arithmetic

- 7.1.1 Sets
- 7.1.2 Ratio and proportion, and percentage
- 7.1.3 Unitary method
- 7.1.4 Simple and compound interest
- 7.1.5 Commission and discounts
- 7.1.6 Area and volume

7.2 Teaching Algebra

- 7.2.1 Factorization
- 7.2.2 Equations
 - linear equations
 - quadratic equations
- 7.2.3 Relations and functions
- 7.2.4 Matrices

7.3 Teaching Geometry

- 7.3.1 Classification of polygons
- 7.3.2 Similarity and congruency and their use
- 7.3.3 Bearing and scale drawing
- 7.3.4 Surface area and volume of solids
- 7.3.5 Coordinate geometry
- 7.3.6 Transformation geometry
 - reflection
 - rotation
 - translation
 - enlargement

7.4 Teaching Trigonometry

- 7.4.1 Trigonometric functions
- 7.4.2 Values of trigonometric ratios
- 7.4.3 Sine, cosine and tangent graphs
- 7.4.4 Area of triangles using trigonometric ratios

7.5 Teaching Statistics

- 7.5.1 Graphical presentation of data
- 7.5.2 Central tendencies
- 7.5.3 Probabilities

Unit 8: Diagnostic and Remedial Teaching

- 8.1 Basic causes of student's difficulties
- 8.2 Major areas of student's difficulties in mathematics
- 8.3 Remedial instruction

Unit 9: Supervision of Mathematics Instruction

- 9.1 Need for supervision
- 9.2 Techniques of supervision
- 9.3 Evaluation of teaching

Instructional Techniques

- Lecture, explanation and illustration
- Discussion
- Individual and group work/project
- Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution

Units 1, 2, 3, 4 and 7 : 70 marks

Units 5, 6, 8 and 9 : 30 marks

Questionwise mark distribution

20 multiple-choice questions : $20 \times 1 = 20$ marks

2 long-answer questions : $2 \times 12 = 24$ marks

8 short-answer questions : $8 \times 7 = 56$ marks

Prescribed Textbook

1. Teaching Mathematics at Secondary Level (Forthcoming)

References

1. Aichel, D. B. and E. Robert. Readings in Secondary School Mathematics. Boston: Printle, Webr and Schmitt Inc, 1971.
2. Butler, C. H. and F. L. Wren. The Teaching of Secondary Mathematics. New York: McGraw-Hill Book Company, 1970.
3. Maharjan, H. B., H. N. Upadhyaya and L. N. Poudel. Teaching Mathematics in Secondary Level. Kathmandu: Ratna Pustak Bhandar, 2054 B.S.
4. Mathematics Curricula (Grades 1-10). Kathmandu: CDC, MOE, HMG, Nepal.
5. Secondary level mathematics curricula of India, Pakistan, Thailand and Malaysia.
6. Sidhu, K. S. The Teaching of Mathematics. New Delhi: Sterling Publishers (Fourth revised and enlarged edition), 1995.

ENGLISH EDUCATION

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Fundamentals of Language and Linguistics

Course number : Eng Ed 3001
Nature of the course : Theoretical
Full mark : 100
Pass mark : 35

Course duration : 150 hrs
Number of periods : 180
Periods per week : 6
Time per period : 50 min

Course Description

This is an introductory but comprehensive course on the fundamentals of language and linguistics and their applications to language teaching. The course consists of six units. The first two units present fundamental concepts of language and linguistics. The next three units deal with the three core areas of linguistics - Phonology, Grammar and Semantics - corresponding to the three fundamental aspects of language - sounds, forms and meanings. The last unit deals with applications of linguistics to language teaching.

As the course has been designed primarily for the purpose of training teachers of English, all the contents of the course are specifically related to the English language and its teaching in Nepal.

General Objective

The course aims at providing the teacher trainees with a sound knowledge of what language is and how it works. In addition, it tries to acquaint them with the processes and difficulties involved in learning a second language, particularly with the difficulties encountered by Nepali learners of English, and suggest measures to overcome them.

Specific Objectives

On completion of the course the trainees will be acquainted with

- the fundamental concepts of language and linguistics.
- the basic dichotomies in language and linguistics.
- the fundamental aspects of the phonological, grammatical and semantic systems of language, particularly those of the English language.

- 3.4.4 Correlation between sounds, symbols, descriptions and spellings
- 3.5 Consonant clusters
- 3.5.1 Word-initial clusters
- 3.5.2 Word-final clusters
- 3.5.3 Word-medial clusters
- intrasyllabic clusters
 - intersyllabic clusters
- 3.6 Vowel sequences
- 3.7 Syllable structures: (C) (C) (C) V (C) (C) (C) (C) or C₀₋₃ V C₀₋₄
- 3.8 Stress and rhythm
- 3.8.1 Word stress
- 3.8.2 Sentence stress (Rhythm)
- 3.9 Intonation
- 3.9.1 Tune shapes
- the falling tune : the glide-down
 - the first rising tune : the glide-up
 - the second rising tune : the take-off
 - the falling-rising tune : the dive
- 3.9.2 Uses of the tunes
- 3.10 Words in connected speech
- 3.10.1 Strong forms and weak forms
- 3.10.2 Linking 'r' and intrusive 'r'
- 3.10.3 Pronunciation of the suffixes '-s', '-es' and '-ed'
- 3.10.4 Alterations and disappearances of sounds

Unit 4: Forms of Language

- 4.1 Basic concepts
- 4.1.1 Grammatical units
- morpheme, word, phrase, clause, sentence
- 4.1.2 Grammatical structures
- structures of words, phrases, clauses, sentences
- 4.1.3 Grammatical functions
- subject, predicate, object, complement, adjunct
- 4.1.4 Grammatical categories
- gender, number, person, case, tense, aspect, mood, voice
- 4.1.5 Grammatical transformations
- negation, question, passivisation, contraction

- 4.1.6 Grammatical operations/devices
- insertion, deletion, transposition, substitution
- 4.2 Morphology and syntax
- 4.2.1 The morpheme
- free and bound morphemes
 - morpheme and its allomorphs
- 4.2.2 The word
- Word types: orthographic, morphological, lexical, semantic
 - Word classes
 - major: noun, verb, adjective, adverb
 - minor: pronoun, preposition, conjunction, interjection, intensifier, classifier, determiner (article, numeral, quantifier, demonstrative, possessive)
 - Word formation
 - affixation (prefixation, suffixation), compounding, reduplication, coinage, blending, back formation, acronymy
 - inflection and derivation
- 4.2.3 The phrase
- Types and functions of phrases
- 4.2.4 The clause
- Types and functions of clauses
- 4.2.5 The sentence
- Types of sentences
 - functional: declarative, imperative, interrogative, optative, exclamatory
 - structural: simple, compound, complex, compound-complex

Unit 5: Meaning in Language

- 5.1 Synonymy
- 5.1.1 Intralingual and interlingual synonymy
- 5.1.2 Absolute and partial synonymy
- 5.2 Antonymy
- 5.2.1 Gradable antonymy
- 5.2.2 Complementarity and incompatibility
- 5.2.3 Converseness

- 5.3 Hyponymy
 - 5.3.1 Hypernym (Superordinate term) and hyponyms
 - 5.3.2 Co-hyponyms
- 5.4 Homonymy
 - 5.4.1 Homophony and homography
 - 5.4.2 Lexical and grammatical homonymy
 - 5.4.3 Homonymy and polisemy
- 5.5 Idioms
- 5.6 Semantic overlapping

Unit 6 : Applications of Linguistics to Language Teaching

- 6.1 General applications
 - 6.1.1 Provision of insight into the nature of language
 - 6.1.2 Provision of descriptions of languages
 - 6.1.3 Removal of misconceptions about language and language learning/teaching
- 6.2 Contrastive analysis
 - 6.2.1 Definition
 - 6.2.2 CA hypothesis: difference - interference- error similarity - facilitation - no error
 - 6.2.3 Practical contrastive analysis of some aspects of English and Nepali and prediction of difficulties for Nepali learners of English
- 6.3 Error analysis
 - 6.3.1 Mistake and error
 - 6.3.2 Types of error
 - individual and group errors
 - receptive and productive errors
 - overt and covert errors
 - graphological, phonological, grammatical (morphological, syntactic), semantic or lexical, and stylistic errors
 - 6.3.3 Causes or sources of errors
 - 6.3.4 Correction and remediation of errors
 - 6.3.5 Practical error analysis of the texts produced by Nepali learners of English Instructional Techniques
 - Lecture, explanation and illustration
 - Demonstration and discussion
 - Individual and group work/project
 - Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution

- Units 1, 2 and 6 : 50 marks
- Units 3, 4 and 5 : 50 marks

Questionwise mark distribution

- 20 multiple-choice questions : 20x 1 = 20 marks
- 2 long-answer questions : 2x12 = 24 marks
- 8 short-answer questions : 8x 7 = 56 marks

Prescribed Textbook

1. Sthapit, S. K. and S. Basnyat. Fundamentals of Language and Linguistics. (Forthcoming)

References

1. Allen, J. P. B. and S. P. Corder (eds). Papers in Applied Linguistics. Oxford: Oxford University Press, 1975.
2. Allen, J. P. B. and S. P. Corder (eds). Techniques in Applied Linguistics. Oxford: Oxford University Press, 1974.
3. Bolinger, D. Aspects of Language. New York: Harcourt, Brace and World, 1968.
4. Corder, S. P. Introducing Applied Linguistics. Harmondsworth: Penguin Books, 1973.
5. Crystal, D. Linguistics. Harmondsworth: Penguin Books, 1973.
6. Edge, J. Mistakes and Correction. London: Longman, 1993.
7. Gimson, A. C. Introduction to the Pronunciation of English. London: Edward Arnold, 1970.
8. Halliday, M. A. K., A. McIntosh and P. Strevens. The Linguistic Sciences and Language Teaching. London: ELBS and Longman, 1964.
9. Jackson, H. Analyzing English. Oxford: Pergamon Press, 1982.
10. Kansakar, T. R. A Course in English Phonetics. Madras: Orient Longman, 1998.
11. Leech, G. Communicative Grammar of English. Essex: Longman, 1975.
12. Lyons, J. Theoretical Linguistics. Cambridge: Cambridge University Press, 1968.

English Sounds, Words and Structures

Course number	: Eng Ed 3002	Course duration	: 150 hrs
Nature of the course	: Theoretical cum practical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: Th: 35 % & Pr: 40 %	Time per period	: 50 min

Course Description

This is a course on the sounds, words and structures of the English language. Correspondingly, the course is divided into three units. The first unit deals with spoken English, particularly with pronunciation practice, the second unit is concerned with English vocabulary, particularly with its semantic aspect and the third unit focuses on the structures and functions of grammatical units.

The course is of theoretical cum practical nature. While the first unit is practical, the other two are theoretical. The theoretical part will be examined in written form whereas the practical part will be examined in spoken form, and the students are required to pass both the parts separately.

General Objective

The course aims at improving the teacher trainees' command of the English language so that they can use the language fluently, aptly and correctly.

Specific Objectives

On completion of the course the trainees will be able to

- improve their spoken English so that they can better understand native English and speak the language with better pronunciation and fluency and with greater confidence.
- expand the repertoire of their English vocabulary, learn the techniques of enriching it and use it appropriately.
- gain deeper insight into English grammar, develop their skills in syntactic argumentation and use the language correctly.

Course Contents

Unit 1 : The Sounds of English	(72 periods)
Unit 2 : The Words of English	(36 periods)
Unit 3 : The Structures of English	(72 periods)

Course Contents in Detail

Unit 1: The Sounds of English

- 1.1 Pronunciation of vowels
 - 1.1.1 Monophthongs
 - short
 - long
 - 1.1.2 Diphthongs
 - up-gliding
 - centring
- 1.2 Pronunciation of vowel sequences
 - 1.2.1 " Diphthong + / / " sequences
 - 1.2.2 " Long vowel + / / " sequences
 - 1.2.3 " Vowel + / i / " sequences
 - 1.2.4 Other sequences
 - within words
 - across words
- 1.3 Pronunciation of consonants
 - 1.3.1 Stops
 - 1.3.2 Nasals
 - 1.3.3 Fricatives
 - 1.3.4 Affricates
 - 1.3.5 Lateral
 - 1.3.6 Frictionless continuant
 - 1.3.7 Semivowels
- 1.4 Pronunciation of consonant clusters
 - 1.4.1 Word-initial clusters
 - 1.4.2 Word-final clusters
 - 1.4.3 Word-medial clusters
 - intrasyllabic clusters
 - intersyllabic clusters
- 1.5 Pronunciation of monosyllabic words with different syllable structures

- 1.6 Pronunciation of words with different stress patterns
 - 1.6.1 Two-syllable words
 - 1.6.2 Three-syllable words
 - 1.6.3 Words with more than three syllables
- 1.7 Pronunciation of sentences with different stress patterns
- 1.8 Pronunciation of sentences with different intonation patterns
 - 1.8.1 Sentences with falling tune
 - 1.8.2 Sentences with first rising tune
 - 1.8.3 Sentences with second rising tune
 - 1.8.4 Sentences with falling-rising tune
- 1.9 Pronunciation of words in connected speech
 - 1.9.1 Strong and weak forms of function words
 - 1.9.2 Linking and intrusive 'r'
 - 1.9.3 The suffixes '-s', '-es' and '-ed'
 - 1.9.4 Words with elision of sounds
 - 1.9.5 Words with assimilation of sounds
 - 1.9.6 Words with coalescence of sounds

Unit 2: The Words of English

- 2.1 Words for mature minds
- 2.2 Words about doctors and specialists
- 2.3 Verbs that give you power
- 2.4 Words about theories
- 2.5 Vocabulary builder
- 2.6 Words about your fellowmen
- 2.7 Words for phobias and manias
- 2.8 Words about your feelings
- 2.9 Words that end in "ology"
- 2.10 Words for human traits
- 2.11 Words for human faults
- 2.12 Words about personalities
- 2.13 Adjectives that give you power
- 2.14 Learning words the modern way
- 2.15 Words from Latin
- 2.16 Guessing the meaning of words from the context
- 2.17 Words that describe you
- 2.18 French phrases you can use
- 2.19 Words about words
- 2.20 Word building by the "unfolding process"

- 2.21 Words from classic roots
- 2.22 Words change their meanings

Unit 3: The Structures of English

- 3.1 The morpheme
 - 3.1.1 Introduction
 - 3.1.2 Free and bound morphemes
 - 3.1.3 Morpheme and its allomorphs
 - 3.1.4 Affixes: prefixes and suffixes
 - 3.1.5 Inflectional and derivational affixes
- 3.2 The word
 - 3.2.1 Introduction
 - 3.2.2 Word classes
 - nouns
 - adjectives
 - adverbs
 - verbs
 - prepositions
 - conjunctions
 - articles
 - numerals
 - pronouns
 - personal pronouns
 - self-pronouns
 - demonstrative pronouns
 - possessive pronouns
 - relative pronouns
 - interrogative pronouns
 - reciprocal pronouns
 - 'so' and 'one'
 - quantifiers
 - interjections
- 3.3 The phrase
 - 3.3.1 Introduction
 - 3.3.2 The noun phrase
 - 3.3.3 The adjective phrase
 - 3.3.4 The adverb phrase
 - 3.3.5 The verb phrase
 - 3.3.6 The prepositional phrase

- 3.4 The sentence
 - 3.4.1 Introduction
 - 3.4.2 The simple sentence
 - 3.4.3 Combining and condensing sentences
 - subordination and coordination
 - the complex sentence
 - the compound sentence
 - substitution and ellipsis
 - substitution
 - ellipsis
 - 3.4.4 Negation and the formation of questions
 - negation
 - the formation of questions
 - 3.4.5 Grammatical form and function in communication
 - sentences and their grammatical form
 - sentences and their function in communication
 - 3.4.6 Sentences and the organisation of the message
 - focus
 - word order
 - cleft sentences and pseudo-cleft sentences
- 3.5 The structure of the word
 - 3.5.1 Affixation
 - 3.5.2 Compounding
- 3.6 The structure of the phrase
 - 3.6.1 The noun phrase
 - determiner
 - pre-modifier
 - post-modifier
 - discontinuous modifier
 - 3.6.2 The adjective phrase
 - pre-modifier
 - post-modifier
 - discontinuous modifier
 - 3.6.3 The adverb phrase
 - pre-modifier
 - post-modifier
 - discontinuous modifier
 - 3.6.4 The verb phrase
 - 3.6.5 The prepositional phrase

3.7 The structure of the sentence: functions

3.7.1 Introduction

3.7.2 Subject

3.7.3 Predicate

- predicator
- complement
- direct object
- indirect object
- benefactive object
- subject attribute
- object attribute
- predicator complement

3.7.4 Adverbial

3.8 The structure of the sentence: realizations

3.8.1 Introduction

3.8.2 Subject

3.8.3 Predicate

- predicator
- complement
- direct object
- indirect object
- benefactive object
- subject attribute
- object attribute
- predicator complement

3.8.4 Adverbial

Instructional Techniques

- Lecture, explanation and illustration
- Demonstration and dramatization
- Drill and discussion
- Individual and group work/project
- Self study and practice

Assessment Technique and Mark Distribution

Written examination : 60 marks

(Pass mark : 21)

Unitwise mark distribution

Units 2 : 20 marks

Units 3 : 40 marks



Questionwise mark distribution

20 multiple-choice questions : 12 x 1 = 12 marks

2 long-answer questions : 2 x 8 = 16 marks

8 short-answer questions : 8 x 4 = 32 marks

Practical examination : 40 marks

(Pass mark : 16)

Unitwise distribution of marks :

Units 1 : 40 marks

Questionwise distribution of marks :

Listening comprehension : 10 marks

Reading aloud : 10 marks

Interview : 20 mark

Prescribed Textbooks

1. Aarts, F. and J. Aarts. English Syntactic Structures. Oxford: Pergamon Press, 1986.
2. Aarts, F. and J. Aarts. English Syntactic Structures: Workbook. Englewood: Prentice Hall International, 1987.
3. Funk, W. and N. Lewis. 30 Days to a More Powerful Vocabulary. New York: Pocket Books, 1971.
4. O'Connor, J. D. Better English Pronunciation. Cambridge: Cambridge University Press, 1967.

References

1. Brown, G. Listening to Spoken English. London: Longman, 1977.
2. Gimson, A. C. An Introduction to the Pronunciation of English. London: Edward Arnold, 1970.
3. Kansakar, T. R. A Course in English Phonetics. Hyderabad: Orient Longman, 1998.
4. Sthapit, S. K. and S. Basnyat. Fundamentals of Language and Linguistics. (Forthcoming)
5. Todd, L. An Introduction to Linguistics. London: Longman, 1987.



✓ ELT Methods and Activities

Course number	: Eng Ed 3003	Course duration	: 150 hrs
Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is a course on English language teaching methods and activities particularly geared to teaching English as a foreign language in Nepal. The course consists of twelve units. The first unit presents the fundamentals of language learning and teaching. The second unit deals with language teaching approaches, methods and techniques. The next nine units deal with various practical aspects of ELT pedagogy. The last unit deals with testing and evaluation in considerable detail.

General objective

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

Specific Objectives

On completion of the course the trainees will be acquainted with

- the fundamentals of language learning and teaching.
- language teaching approaches, methods and techniques in general.
- the methods and techniques of teaching graphology, vocabulary and grammar.
- the methods and techniques of teaching the four basic skills of language.
- language teaching aids and materials and their functions and values in language teaching.
- the concepts related to planning language teaching.
- the concepts and techniques of language testing and evaluation.

In addition, they will be able to

- carry out pedagogical activities geared to teaching English

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graphology, vocabulary and grammar.

- carry out pedagogical activities geared to teaching English language skills.
- collect or construct audio-visual aids and other related teaching materials and use them in teaching English effectively.
- make annual work plans, unit plans and daily lesson plans for efficient and effective teaching of English.
- Design, construct and use different types of tests, particularly in relation to the learning and teaching of the English language.
- administer and evaluate tests and interpret their results scientifically.

Course Contents

Unit 1: Fundamentals of Language Learning and Teaching	(5 periods)
Unit 2: Language Teaching Approaches, Methods and Techniques	(30 periods)
Unit 3: Teaching Graphology	(10 periods)
Unit 4: Teaching Vocabulary	(10 periods)
Unit 5: Teaching Grammar	(10 periods)
Unit 6: Teaching Listening	(10 periods)
Unit 7: Teaching Speaking	(10 periods)
Unit 8: Teaching Reading	(15 periods)
Unit 9: Teaching Writing	(25 periods)
Unit 10: Teaching Aids and Materials	(20 periods)
Unit 11: Planning Teaching	(10 periods)
Unit 12: Testing and Evaluation	(25 periods)

Course Contents in Detail

Unit 1: Fundamentals of Language Learning and Teaching
1.1 Teaching-learning relationship
1.2 Facilitation of learning
1.3 Teacher's role
1.4 Quality of a good English teacher
1.5 Stages of language learning/teaching
1.6 Learning L1 and learning L2
1.7 Aspects and skills of language

Unit 2: Language Teaching Approaches, Methods and Techniques

- 2.1 Three levels of operation of language teaching scheme
- 2.2 General approaches/methods
 - 2.2.1 Deductive and inductive approaches/methods
 - 2.2.2 Teacher-centred and learner-centred approaches/methods
- 2.3 Specific approaches/methods: (theoretical bases, characteristic features and strengths and weaknesses of)
 - 2.3.1 The grammar-translation method
 - 2.3.2 The audio-lingual method / The OSS approach
 - 2.3.3 The communicative approach
- 2.4 Techniques
 - 2.4.1 Teacher-centred techniques
 - 2.4.2 Learner-centred techniques
- 2.5 Drills
 - 2.5.1 Definition and functions of a drill
 - 2.5.2 Classification of drills
 - 2.5.3 Preparation and practice of drills

Unit 3: Teaching Graphology

- 3.1 Writing systems
- 3.2 English graphology
- 3.3 Teaching English punctuation and its use

Unit 4: Teaching Vocabulary

- 4.1 Characterisation of vocabulary
- 4.2 Aspects of learning/teaching a vocabulary item
- 4.3 Techniques of teaching vocabulary
- 4.4 Consolidation and automation of vocabulary learnt

Unit 5: Teaching Grammar

- 5.1 Objectives of teaching grammar
- 5.2 Approaches/Methods of teaching grammar
- 5.3 Stepwise procedure of teaching grammar

Unit 6: Teaching Listening

- 6.1 Components of listening skills
- 6.2 Activities for developing listening skills

Unit 7: Teaching Speaking

- 7.1 Components of speaking skills (parts)
 - 7.1.1 Pronunciation skills
 - 7.1.2 Communication skills
- 7.2 Activities for developing speaking skills

Unit 8: Teaching Reading

- 8.1 Characterisation of reading
- 8.2 Components of reading skills
- 8.3 Activities for developing reading skills

Unit 9: Teaching Writing

- 9.1 Components of writing skills
- 9.2 Activities for developing writing skills
 - 9.2.1 Controlled writing activities
 - 9.2.2 Guided writing activities
 - 9.2.3 Independent writing activities

Unit 10: Teaching Aids and Materials

- 10.1 Teaching aids
 - 10.1.1 Definition
 - 10.1.2 Types
 - 10.1.3 Visual aids
 - 10.1.4 Collection, construction and use of visual aids
 - 10.1.5 Value of teaching aids
- 10.2 Teaching materials
 - 10.2.1 Curricula and courses of study
 - 10.2.2 Textbooks/Course books
 - 10.2.3 Supplementary materials
 - 10.2.4 Collection, overview and use of teaching materials

Unit 11: Planning Teaching

- 11.1 Annual work plan
- 11.2 Unit plan
- 11.3 Lesson plan
 - 11.3.1 Format of a lesson plan
 - 11.3.2 Construction of lesson plans
 - 11.3.3 Value of lesson planning

Unit 12: Testing and Evaluation

- 12.1 Terminology
- 12.2 Classification of tests
 - 12.2.1 Goal-based types
 - 12.2.2 Medium-based types
 - 12.2.3 Mode-based types
 - 12.2.4 Aspect-based types
 - 12.2.5 Skill-based types
 - 12.2.6 Item-based types
 - 12.2.7 Reference-based types
 - 12.2.8 Deletion-based types
- 12.3 Test design
- 12.4 Marking and scoring
- 12.5 Evaluation of tests
- 12.6 Analysis and interpretation of test results
- 12.7 Test administration
- 12.8 Backwash/Washback effects of tests

Instructional Techniques

- Lecture, explanation and illustration
- Demonstration and discussion
- Simulation and role play
- drilling
- Individual and group work/project
- Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution

Units 1, 2, 10, 11 and 12 : 50 marks
Units 3 to 9 : 50 marks

Questionwise mark distribution

20 multiple-choice questions : $20 \times 1 = 20$ marks
2 long-answer questions : $2 \times 12 = 24$ marks
8 short-answer questions : $8 \times 7 = 56$ marks

Prescribed Textbooks

1. Cross, D. A Practical Handbook of Language Teaching. London: Prentice Hall, 1992.
2. Gordon, I. Practical Punctuation. London: Heinemann Educational Books, 1978.
3. Heaton, J. B. Writing English Language Tests. London: Longman, 1975.
4. Larsen-Freeman, D. Techniques and Principles in Language Teaching. Oxford: Oxford University Press, 1986.

References

1. Abbott, G. and P. Wingard (ed). The Teaching of English as an International Language: A Practical Guide. London: Collins ELT, 1981.
2. Allen, V. F. Techniques in Teaching Vocabulary. Oxford: Oxford University Press, 1983.
3. Brown, G. and G Yule. Teaching the Spoken Language. Cambridge: Cambridge University Press, 1983.
4. Brown, H. D. Principles of Language Learning and Teaching. Englewood Cliffs: Prentice Hall, 1994.
5. Byrne, D. Teaching Writing Skills. London: Longman, 1991.
6. Celce-Murcia, M. and G. Hilles. Techniques and Resources in Teaching Grammar. Oxford: Oxford University Press, 1983.
7. El-Araby, S. A. Audio-visual Aids for Teaching English. London: Longman, 1974.
8. Grant, N. Making the most of your Textbook. London: Longman, 1987.
9. Grellet, F. Developing Reading Skills. Cambridge: Cambridge University Press, 1992.
10. Harmer, J. The Practice of English Language Teaching. London: Longman, 1991.
11. Harmer, J. Teaching and Learning Grammar. London: Longman, 1992.
12. Jupp, T. C. and T. Milne. Guided Paragraph Writing. London: Heinemann Educational Books, 1978.
13. Lee, W. R. Language Teaching Games and Contests. London: Longman, 1988.
14. Nunan, D. Designing Tasks for the communicative Classroom. Cambridge University Press, 1989.

15. Richards, J. J. Platt and H. Weber. Longman Dictionary of Applied Linguistics. London: Longman, 1985.
16. Richards, J. and T. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 1986.
17. Rivers, W. M. Teaching Foreign Language Skills. Chicago: Chicago University Press, 1968.
18. Spencer, D. H. Guided Composition Exercises. London: Longman, 1967.
19. Underwood, M. Teaching Listening. London: Longman, 1989.
20. Wallace, M. J. Teaching Vocabulary. Oxford: Oxford University Press, 1982.
21. White, R. V. Teaching Written English. London: Heinemann Educational Books, 1980.
22. Wright, A. Visual Materials for the Language Teacher. London: Longman, 1990.
23. Wright, A. and S. Halkem. Visuals for the Language Classroom. London: Longman, 1991.
24. Yule, G. The Study of Language. Cambridge University Press, 1985.



✓ नेपाली शिक्षा

सामान्य भाषाविज्ञान

पाठ्यांश संख्या : नेपाली शिक्षा ३००१

पाठ्यांश प्रकृति : सैद्धान्तिक

पूर्णाङ्क : १००

उत्तीर्णाङ्क : ३५

पाठ्यांशावधि : १५० घण्टा

कक्षा संख्या : १८०

साप्ताहिक कक्षा संख्या : ६

प्रतिकक्षा समय : ५० मिनेट

पाठ्यांशविवरण

यो परिचयात्मक पाठ्यांश हो । यसमा भाषा र भाषाविज्ञानको परिचय, ध्वनिविज्ञान, वर्णविज्ञान, रूपविज्ञान, वाक्यविज्ञान र अर्थविज्ञानसम्बन्धी आधारभूत धारणाहरू समाविष्ट छन् ।

साधारण उद्देश्य

स्नातक तह पूरा गरेका शिक्षाशास्त्रमा नेपाली विशिष्टीकरण लिई अध्ययन गर्न चाहने विद्यार्थीहरूलाई भाषा र भाषाविज्ञानसम्बन्धी आधारभूत धारणाको सैद्धान्तिक परिचय दिनु यस पाठ्यांशको उद्देश्य हो ।

विशेष उद्देश्यहरू

यो पाठ्यांश पढिसकेपछि शिक्षार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन्

- भाषा र भाषाविज्ञानको परिचय दिन ।
- भाषाविज्ञानको अध्ययन क्षेत्र र यसका सामान्य शाखाहरूको वर्णन गर्न ।
- ध्वनिहरूको उच्चारण प्रक्रिया बताउन र वर्गीकरण गर्न ।
- वर्णसिद्धान्तको परिचय दिन र अक्षरहरूको स्वरूप पहिल्याउन ।
- रूपविज्ञानका आधारभूत धारणाहरू बताउन ।
- शब्दवर्ग, पदावली, वाक्यतत्त्व र वाक्यहरूको स्वरूपको वर्णन गर्न ।
- अर्थविज्ञानको परिचय दिन ।

पाठ्यविषय

एकाइ - १.	भाषा र भाषाविज्ञानको परिचय	(कक्षा संख्या २०)
एकाइ - २.	भाषाविज्ञानको क्षेत्र र शाखाहरू	(कक्षा संख्या १५)
एकाइ - ३.	ध्वनिविज्ञान	(कक्षा संख्या १०)
एकाइ - ४.	वर्णविज्ञान	(कक्षा संख्या ३०)
एकाइ - ५.	रूपविज्ञान	(कक्षा संख्या २०)
एकाइ - ६.	वाक्यविज्ञान	(कक्षा संख्या ७०)
एकाइ - ७.	अर्थविज्ञान	(कक्षा संख्या १५)

पाठ्यविषयको विस्तृत विवरण

एकाइ - १. भाषा र भाषाविज्ञानको परिचय

- १.१ भाषाका विशेषता
- १.२ भाषा, भाषिका र व्यक्तिभाषा
- १.३ क्षेत्रीय भाषिका, सामाजिक भाषिका र प्रयोजनपरक भेदहरू
- १.४ नेपालीका भाषिकाहरू
- १.५ भाषाका अन्य भेद : औपचारिक, अनौपचारिक, स्तरीय र सामान्य
- १.६ वर्णनात्मक र आधिकारिक (प्रस्तावित) व्याकरण

एकाइ - २. भाषाविज्ञानको क्षेत्र र शाखाहरू

- २.१ भाषाविज्ञानको परिभाषा र यसको क्षेत्र
- २.२ वर्ण, रूप, वाक्य र अर्थ तत्व
- २.३ वर्णविज्ञान, रूपविज्ञान, वाक्यविज्ञान र अर्थविज्ञान
- २.४ समकालिक भाषाविज्ञान
- २.५ कालक्रमिक भाषाविज्ञान
- २.६ सैद्धान्तिक भाषाविज्ञान
- २.७ सामाजिक भाषाविज्ञान

२.८ मनोभाषाविज्ञान

एकाइ - ३. ध्वनिविज्ञान

- ३.१ ध्वनि अवयव र श्वासप्रवाह
- ३.२ ध्वनिहरूको उच्चारण प्रक्रिया
- ३.३ स्वर र व्यञ्जन ध्वनि

एकाइ - ४. वर्णविज्ञान

- ४.१ ध्वनिविज्ञान र वर्णविज्ञान
- ४.२ ध्वनि, वर्ण र संवर्ण
- ४.३ वर्णसिद्धान्त : व्यतिरेक र परिपूरक वितरण
- ४.४ स्वरको वर्गीकरण
- ४.५ व्यञ्जनको वर्गीकरण
- ४.६ खण्डीय वर्ण र खण्डेतर वर्ण (मात्रा, अनुनासिकता बलाघात, सुर)
- ४.७ अक्षर र यसको संरचना तथा शब्दहरूमा अक्षरको संख्या
- ४.८ मौखिक र लिखित भाषाका विशेषता तथा भिन्नता

एकाइ - ५. रूपविज्ञान

- ५.१ रूपनिर्धारण (रूप र संरूप)
- ५.२ मुक्त र बद्ध रूप
- ५.३ रूपायन प्रक्रिया (क्रियापद र अन्य शब्दहरूको रूपायन)
- ५.४ व्युत्पादन प्रक्रिया (उपसर्ग, परसर्ग, समास, द्वित्व आदि)
- ५.५ सन्धि (रूपगत र अन्य)

एकाइ - ६. वाक्यविज्ञान

- ६.१ वाक्यका घटकहरू (शब्द, पदावली र उपवाक्य)
- ६.२ वाक्य र संकथन
- ६.३ शब्दवर्ग (नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजक, विस्मयादिबोधक र निपात)
- ६.४ पदावली : नामपदावली, क्रियापदावली, विशेषणपदावली,

५

क्रियायोगीपदावली

- ६.५ व्याकरणात्मक धाराहरू : लिङ्ग, वचन, पुरुष, काल,
पक्ष र भाव, करण- अकरण, वाच्य र प्रेरणार्थक
६.६ वाक्यात्मक कार्य : कर्ता, पूरक र क्रियायोगिक
६.७ वाक्यान्तरण
६.८ सरल र जटिल वाक्य (संयुक्त-मिश्र)

एकाइ - ७. अर्थविज्ञान

- ७.१ अर्थविज्ञानको क्षेत्र
७.२ अर्थगत सम्बन्धहरू- पर्यायता, अनेकार्थता,
असमावेशात्मकता र समावेशात्मकता
७.३ अर्थको अर्थ

शिक्षण पद्धति

व्याख्यान, व्याख्या तथा दृष्टान्त; प्रदर्शन, छलफल तथा प्रश्नोत्तर, कक्षाकार्य,
गृहकार्य, स्वाध्ययन, प्रयोगाभ्यास

पाठ्यपुस्तक

१. चूडामणि बन्धु - भाषाविज्ञान, साझा प्रकाशन, २०५०
३. हेमाङ्गराज अधिकारी - समसामयिक नेपाली व्याकरण, कुञ्जल प्रकाशन,
२०४९
४. टंकप्रसाद न्यौपाने - भाषाविज्ञानको रूपरेखा, नेपाल बुक डिपो, २०५१

सहायक पुस्तक

१. मोहनराज शर्मा, कृष्णहरि बराल - भाषाविज्ञान र नेपाली भाषा, काठमाडौं
बुक सेन्टर, २०५०
२. देवीप्रसाद गौतम र खगेन्द्र लुईटेल - ध्वनिविज्ञान र वर्णविज्ञान,
काठमाडौं बुक सेन्टर

५

मूल्याङ्कनविधि तथा अङ्कवितरण

लिखित परीक्षा : १०० अङ्क

एकाइगत अङ्क विवरण

एकाइ १, २	अङ्क २०
एकाइ ३, ४	अङ्क २०
एकाइ ५, ६	अङ्क ५०
एकाइ ७	अङ्क १०
जम्मा	१००

प्रश्नगत अङ्क वितरण :

- २० वटा बहुविकल्पी प्रश्न $20 \times 1 = 20$
२ वटा लामो उत्तर प्रश्न $2 \times 12 = 24$
८ वटा छोटो उत्तर प्रश्न $8 \times 6 = 48$



प्रायोगिक भाषाविज्ञान

पाठ्यांश संख्या : नेपाली शिक्षा ३००२	पाठ्यांशवधि : १५० घण्टा
पाठ्यांश प्रकृति : सैद्धान्तिक	कक्षा संख्या : १८०
पूर्णाङ्कः : १००	साप्ताहिक कक्षा संख्या : ६
उत्तीर्णाङ्कः : ३५	प्रतिकक्षा समय : ५० मिनेट

पाठ्यांश विवरण

यस पाठ्यांशमा प्रायोगिक भाषाविज्ञानका विभिन्न पक्षहरूको जानकारी समावेश गरिएको छ । यस क्रममा सामाजिक भाषाविज्ञान, मनोभाषाविज्ञान, कोशविज्ञान, व्यतिरेकी विश्लेषण र त्रुटिविश्लेषणका साथै पाठ्यक्रम निर्माण र भाषाशिक्षण पद्धतिका आधारभूत अवधारणाहरू समेटिएका छन् ।

साधारण उद्देश्य

स्नातक तह पूरा गरेका शिक्षाशास्त्रमा नेपालीविशिष्टीकरण लिई अध्ययन गर्न चाहने विद्यार्थीहरूलाई प्रायोगिक भाषाविज्ञानसम्बन्धी सैद्धान्तिक र प्रयोगात्मक अवधारणाको परिचय गराउनु यस पाठ्यांशको उद्देश्य हो ।

विशेष उद्देश्यहरू

- यो पाठ्यांश पढिसकेपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन्-
- सामाजिक भाषाविज्ञानको परिचय दिन,
 - भाषिक भेदहरू र तिनको प्रकृति बताउन,
 - भाषा योजनासम्बन्धी प्रमुख अवधारणाहरूको वर्णन गर्न,
 - मनोभाषाविज्ञानको परिचय दिन,
 - भाषाप्राप्ति र सिकाइमा पाइने अन्तरहरू बताउन,
 - मनोभाषाविज्ञानसम्बन्धी प्रमुख अवधारणाको परिचय दिन,
 - कोशको प्रयोजन र प्रकार बताउन,

- कोशमा निहित प्रविष्टि र सूचना र नेपाली कोशको उपयोगबारे वर्णन गर्न,
- व्यतिरेकी विश्लेषणको सैद्धान्तिक अवधारणा र प्रक्रिया बताउन,
- त्रुटिविश्लेषणको सैद्धान्तिक अवधारणा र प्रक्रिया बताउन,
- भाषापाठ्यक्रमनिर्माणका सिद्धान्तहरूको परिचय दिन,
- भाषाशिक्षणपद्धतिहरूको वर्णन गर्न ।

पाठ्यविषय

एकाइ - १.	सामाजिक भाषाविज्ञान	(कक्षा संख्या ३५)
एकाइ - २.	मनोभाषाविज्ञान	(कक्षा संख्या ३०)
एकाइ - ३.	कोशविज्ञान	(कक्षा संख्या ३०)
एकाइ - ४.	व्यतिरेकी विश्लेषण	(कक्षा संख्या १५)
एकाइ - ५.	त्रुटिविश्लेषण	(कक्षा संख्या २०)
एकाइ - ६.	पाठ्यक्रम निर्माण	(कक्षा संख्या २५)
एकाइ - ७.	भाषाशिक्षण पद्धति	(कक्षा संख्या २५)

पाठ्यवस्तुको विस्तृत विवरण

एकाइ - १. सामाजिक भाषाविज्ञान

- १.१ सामाजिक भाषाविज्ञानको परिचय
- १.२ भाषा र समाज
- १.३ भाषिक भेदहरू र तिनलाई छुट्याउने आधारहरू
- १.४ द्विभाषिकता - बहुभाषिकता
- १.५ प्रधान र गौणभाषा
- १.६ भाषानीति, योजना र नेपालका भाषाहरू
- १.७ भाषाको मानकीकरण र आधुनिकीकरण

एकाइ - २. मनोभाषाविज्ञान

- २.१ मनोभाषाविज्ञानको परिचय

- २.२ भाषाप्राप्ति र सिकाइ
 - २.२.१ पहिलो भाषा प्राप्ति
 - २.२.२ दोस्रो भाषा प्राप्ति र सिकाइ
- २.३ बालभाषा विकासका प्रमुख चरणहरू
- २.४ भाषासिकाइमा व्यवहारवादी र मनोवादी दृष्टिकोण
- २.५ भाषिक सामर्थ्य र सम्पादन

एकाइ - ३. कोशविज्ञान

- ३.१ कोशविज्ञानको परिचय
- ३.२ कोशको प्रयोजन र प्रकार
- ३.३ शब्दकोशको प्रविष्टि र उपप्रविष्टिमा समाविष्ट हुने सूचनाहरू
- ३.४ पर्यायवाची, अनेकार्थी, श्रुतिभिन्नार्थी, स्वरूपभिन्नार्थी, विपरीतार्थी
- ३.५ नेपाली कोश प्रयोग गर्ने तरिका र अभ्यास

एकाइ - ४. व्यतिरेकी विश्लेषण

- ४.१ व्यतिरेकी विश्लेषणको अवधारणाको विकास
- ४.२ दोस्रो भाषा सिकाइमा पहिलो भाषाका अनुभवबाट बाधा र सुविधा
- ४.३ व्यतिरेकी विश्लेषण प्रक्रिया
- ४.४ व्यतिरेकी विश्लेषणको अभ्यास

एकाइ - ५. त्रुटिविश्लेषण

- ५.१ भाषा सिकाइ र शिक्षणमा त्रुटिको महत्त्व
- ५.२ त्रुटिका प्रकृति र प्रकार
- ५.३ त्रुटि विश्लेषण प्रक्रिया
- ५.४ त्रुटिविश्लेषणको अभ्यास

एकाइ - ६. पाठ्यक्रम निर्माण

- ६.१ पाठ्यवस्तुहरूको छनोटको सिद्धान्त

- ६.२ पाठ्यवस्तुहरूको स्तरणको सिद्धान्त
- ६.३ शब्दभण्डारको छनोट
- ६.४ पाठ्यक्रमका प्रमुख अङ्गहरू र तिनको संयोजन
- ६.५ पाठ्यपुस्तकका पाठहरूको संयोजन र प्रस्तुतीकरण

एकाइ - ७. भाषाशिक्षण पद्धति

- ७.१ पहिलो भाषा, दोस्रो भाषा, विदेशी भाषा र शास्त्रीय भाषा शिक्षणको प्रयोजन र प्रक्रियामा भिन्नता
- ७.२ भाषाशिक्षणका सामान्य पद्धतिहरू
- ७.३ भाषाशिक्षणका विशेष पद्धति तथा विधिहरू

शिक्षण पद्धति

व्याख्यान, व्याख्या तथा दृष्टान्त, प्रदर्शन, छलफल तथा प्रश्नोत्तर, कक्षाकार्य, गृहकार्य, स्वाध्ययन, प्रायोगाभ्यास

पाठ्यपुस्तक

१. हेमाङ्गराज अधिकारी - भाषाशिक्षण : केही परिप्रेक्ष्य तथा पद्धति, दोस्रो संस्करण, विद्यार्थी पुस्तक भण्डार, काठमाडौं, २०५३
२. रामचन्द्र लंसाल - कोशविज्ञान र नेपाली कोश, लेखक स्वयम्, काठमाडौं

सहायक पुस्तक

१. राष्ट्रिय भाषानीति सुझाव आयोग - राष्ट्रिय भाषा नीति सुझाव आयोगको प्रतिवेदन, २०५०
२. नेपाल राजकीय प्रज्ञा प्रतिष्ठान - प्रज्ञा, वर्ष २२, अङ्क ७९, २०५०

मूल्याङ्कन विधि तथा अङ्कवितरण

लिखित परीक्षा १०० अंक

एकाइगत अंक वितरण

एकाइ १	अङ्क २०
एकाइ २	अङ्क २०

एकाइ ३	अङ्क २०
एकाइ ४, ५	अङ्क २०
एकाइ ६, ७	अङ्क २०

प्रश्नगत अंक वितरण

२० वटा बहुविकल्पी प्रश्न	$20 \times 1 = 20$
२ वटा लामो उत्तर प्रश्न	$2 \times 12 = 24$
८ वटा छोटो उत्तर प्रश्न	$8 \times 6 = 48$



नेपाली भाषाशिक्षण

पाठ्यांश संख्या : नेपाली शिक्षा ३००३	पाठ्यांशावधि : १५० घण्टा
पाठ्यांश प्रकृति : सैद्धान्तिक	कक्षा संख्या : १८०
पूर्णाङ्क : १००	साप्ताहिक कक्षा भार - ६
उत्तीर्णाङ्क : ३५	प्रतिकक्षा समय : ५० मिनेट

पाठ्यांशविवरण

यो पाठ्यांश नेपाली भाषा शिक्षणको सैद्धान्तिक र प्रयोगात्मक पक्षको जानकारी समाविष्ट छ । यसमा विद्यालयस्तरको पाठ्यक्रम-पाठ्यपुस्तकहरूको निर्माण, तिनको अध्ययनका साथै नेपाली भाषाशिक्षणको परिवेश, भाषाका सीपहरू र व्याकरणको शिक्षणका प्रक्रिया, अध्यापन योजना, शिक्षण सहायक सामग्री, मूल्याङ्कन आदि पक्षहरू समेटिएका छन् ।

साधारण उद्देश्य

यो पाठ्यांश स्नातकतह पूरा गरेका शिक्षाशास्त्रमा नेपाली विशिष्टीकरण लिई अध्ययन गर्न चाहने विद्यार्थीहरूका लागि नेपाली भाषाशिक्षणको सैद्धान्तिक र प्रयोगात्मक पक्षहरूको जानकारी गराउने उद्देश्यले राखिएको हो ।

विशेष उद्देश्य

यो पाठ्यांशको अध्ययनबाट विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् -

- भाषा पाठ्यक्रम निर्माणका सैद्धान्तिक आधारहरूको परिचय दिन,
- नेपाली भाषा-पाठ्यक्रमको ऐतिहासिक विकासक्रमको सामान्य विवेचना गर्न,
- माध्यमिक तहका नेपाली भाषा-पाठ्यक्रम, पाठ्यपुस्तक र तत्सम्बन्धी सामग्रीको विवेचना गर्न,

✓

- भाषाशिक्षणसम्बन्धी सामान्य सिद्धान्तको परिचय दिन,
- नेपालीभाषाशिक्षणको प्रमुख समस्या ठम्याई तिनको निराकरण गर्ने उपाय पहिल्याउन,
- भाषाशिक्षणका विभिन्न एवं प्रविधिको उपयोग गरी नेपालीभाषा शिक्षण गर्न,
- भाषा पाठ्यपुस्तकको उद्देश्य अनुरूप उपयोग गर्न,
- नेपालीभाषा शिक्षणकालागि आवश्यक हुने अध्यापन योजना तयार गर्न,
- नेपालीभाषाशिक्षणमा शिक्षण, सहायक सामग्रीको आवश्यकता र तिनको प्रयोग-तरिका निर्माण गर्न
- भाषाको मूल्याङ्कनमा उपयोगी उपायहरू पत्ता लगाउन र विभिन्न किसिमको प्रश्नहरू निर्माण गर्न ।

पाठ्यविषय

- एकाइ - १. भाषा-पाठ्यक्रमको सैद्धान्तिक परिचय र नेपाली भाषा पाठ्यक्रमको विकास (कक्षा संख्या २०)
- एकाइ - २. माध्यमिक तहको नेपालीभाषा पाठ्यक्रमको अध्ययन (कक्षा संख्या २०)
- एकाइ - ३. माध्यमिक तहका नेपालीभाषाको पाठ्यपुस्तकहरूको अध्ययन (कक्षा संख्या २०)
- एकाइ - ४. नेपालीभाषाशिक्षणसम्बन्धी सामान्य परिचय (कक्षा संख्या १०)
- एकाइ - ५. सुनाइ र बोलाइ-शिक्षण (कक्षा संख्या १०)
- एकाइ - ६. पढाइ-शिक्षण (कक्षा संख्या १५)
- एकाइ - ७. लेखाइ-शिक्षण (कक्षा संख्या १५)
- एकाइ - ८. व्याकरणशिक्षण (कक्षा संख्या १०)

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- एकाइ - ९. पाठ्यपुस्तकको प्रयोग (कक्षा संख्या १०)
- एकाइ - १०. अध्यापन योजना (कक्षा संख्या १५)
- एकाइ - ११. शिक्षण सहायक सामग्री (कक्षा संख्या १०)
- एकाइ - १२. नेपालीभाषाशिक्षणका समस्या (कक्षा संख्या १०)
- एकाइ - १३. मूल्याङ्कन (कक्षा संख्या १५)

पाठ्यविषयको विस्तृत विवरण

- एकाइ - १. भाषा-पाठ्यक्रमको सैद्धान्तिक परिचय र नेपाली भाषा पाठ्यक्रमको विकास
- १.१ भाषा-पाठ्यक्रम निर्माणका सामान्य सिद्धान्तहरू
- १.२ पाठ्यवस्तुको छनोट र स्तरणका आधारहरू
- १.३ नेपालीभाषा पाठ्यक्रमको ऐतिहासिक विकासक्रमका प्रमुख चरणहरू
- एकाइ - २. माध्यमिक तहको नेपालीभाषा पाठ्यक्रमको अध्ययन
- २.१ उद्देश्यहरूको विश्लेषण
- २.२ क्षेत्र र क्रम निर्धारण तथा उद्देश्य, विधा र विषयवस्तु र भाषातत्त्वको छनोट र स्तरणको उपयोगिता तथा उद्देश्य-अनुरूपता
- २.३ भाषिक सीप तथा पाठ्यवस्तुहरूको अङ्क विभाजन र समय विभाजनको विश्लेषण
- २.४ पाठ्यक्रममा समावेश भएका अन्य शीर्षकको अध्ययन तथा विवेचना
- २.५ प्राथमिक तथा निम्नमाध्यमिक पाठ्यक्रमका तुलनामा माध्यमिक पाठ्यक्रम
- एकाइ - ३. माध्यमिक तहका नेपालीभाषाको पाठ्यपुस्तकहरूको अध्ययन
- ३.१ पाठ्यक्रम र पाठ्यपुस्तकको सम्बन्ध

- ३.२ निम्नलिखित आधारमा माध्यमिक तहका भाषापाठ्यपुस्तक-हरूको अध्ययन र विवेचना : भाषातत्त्व, विषयवस्तु र विधाको छनौट तथा संयोजनमा उद्देश्य-अनुरूपता, विधाको प्रस्तुतीकरणमा भाषिक तथा वैचारिक शुद्धता, अभ्यासहरूमा विधाको प्रयोजन-अनुरूपता व्याकरणका अभ्यासहरूमा उद्देश्य अनुरूपता।

एकाइ - ४. नेपालीभाषाशिक्षणसम्बन्धी सामान्य परिचय

- ४.१ नेपालीभाषाशिक्षणको आवश्यकता
- ४.२ पहिलो भाषा सिकाइ र दोस्रो सिकाइमा भिन्नता
- ४.३ भाषाशिक्षणका सामान्य सिद्धान्तहरू
- ४.४ द्विभाषिकता / बहुभाषिकता र नेपालीशिक्षण

एकाइ - ५. सुनाइ र बोलाइ-शिक्षण

- ५.१ माध्यमिक तहमा सुनाइशिक्षणको आवश्यकता
 - ५.१.१ सुनाइशिक्षणका कार्यकलापहरू र तिनको शिक्षणक्रम
- ५.२ माध्यमिक तहमा बोलाइशिक्षणको आवश्यकता
 - ५.२.१ बोलाइमा कमजोर हुनाका कारणहरू र तिनलाई हटाउने उपायहरू
 - ५.२.२ बोलाइशिक्षणका कार्यकलापहरू र तिनको शिक्षणक्रम
- ५.३ सुनाइ र बोलाइशिक्षणको सम्बन्ध

एकाइ - ६. पढाइ-शिक्षण

- ६.१ सस्वर पढाइ र मौन पढाइको आवश्यकता
- ६.२ सस्वर पढाइ कार्यकलापहरू र तिनको शिक्षणक्रम
- ६.३ मौन पढाइ तथा पठनबोधका कार्यकलापहरू र शिक्षणक्रम
- ६.४ द्रुतपठनको विकास
- ६.५ बालसाहित्य र यसको उपयोग

६.६ शब्दार्थ शिक्षण

एकाइ - ७. लेखाइ-शिक्षण

- ७.१ माध्यमिकस्तरका लेखाइ शिक्षणको आवश्यकता
- ७.२ लेखाइमा पाइने कमजोरीहरू र तिनको निराकरणका उपायहरू
- ७.३ लेखाइ शिक्षणका क्रियाकलापहरू र तिनको शिक्षणक्रम
- ७.४ वर्णविन्यासशिक्षण
- ७.५ वाक्यगठन शिक्षण

एकाइ - ८. व्याकरणशिक्षण

- ८.१ व्याकरण शिक्षणको आवश्यकता र औचित्य
- ८.२ व्याकरण शिक्षणको पुरानो विधि
- ८.३ व्याकरण शिक्षणमा प्रत्यक्ष विधि
- ८.४ आगमन विधि
- ८.५ भाषापाठ्यपुस्तक विधि (भाषापाठ्यपुस्तकद्वारा व्याकरण शिक्षण गर्ने कुरा) र यसको औचित्य

एकाइ - ९. पाठ्यपुस्तकको प्रयोग

- ९.१ भाषापाठ्यपुस्तक र अन्य विषयका पुस्तकमा भिन्नता
- ९.२ पाठ्यपुस्तकमा राखिएका विधाहरूको प्रयोजन तथा प्रयोग विधि
- ९.३ भाषापाठ्यपुस्तकका विधाहरूका अन्त्यमा नमूना अभ्यास-हरूको आवश्यकता र तिनको प्रयोग

एकाइ - १०. अध्यापन योजना

- १०.१ कार्य-योजना तथा एकाइ-योजनाको परिचय
- १०.२ विभिन्न विधाबाट विभिन्न प्रयोजनको लागि अध्यापन योजना तयार पार्ने अभ्यास

एकाइ - ११. शिक्षण सहायक सामग्री

- ११.१ भाषाशिक्षणमा सहायक सामग्रीको आवश्यकता
- ११.२ नेपालीभाषाशिक्षणमा प्रयोग हुने शिक्षण सहायक सामग्रीको परिचय र प्रयोग विधि

एकाइ - १२. नेपालीभाषाशिक्षणका समस्या

- १२.१ नेपालीभाषाशिक्षणका सामान्य समस्या
- १२.२ भाषिक त्रुटिहरूको पहिचान
- १२.३ त्रुटिविश्लेषणका सामान्य तरिका
- १२.४ निराकरणात्मक शिक्षण

एकाइ - १३. मूल्याङ्कन

- १३.१ भाषिक मूल्याङ्कनका सिद्धान्त
- १३.२ भाषिक मूल्याङ्कनका साधन तथा उपायहरू
- १३.३ विभिन्न प्रयोजनका लागि प्रश्न निर्माण गर्ने अभ्यास

शिक्षण पद्धति

व्याख्यान, व्याख्या तथा दृष्टान्त, प्रदर्शन, छलफल तथा प्रश्नोत्तर, कक्षाकार्य, गृहकार्य, स्वाध्ययन, प्रयोगाभ्यास

पाठ्यपुस्तक

१. हेमाङ्गराज अधिकारी - नेपालीभाषा शिक्षण - कुञ्जल प्रकाशन, काठमाडौं, २०५०
२. हेमाङ्गराज अधिकारी - भाषाशिक्षण : परिप्रेक्ष्य तथा पद्धति, विद्यार्थी पुस्तक भण्डार, काठमाडौं, २०५३
३. शिक्षा मन्त्रालय, पा.वि.नि.वि.केन्द्र - माध्यमिक शिक्षा पाठ्यक्रम २०२८, २०३८, २०५४।
४. शिक्षा मन्त्रालय, पा.वि.नि.वि.केन्द्र - प्राथमिक र निम्न-माध्यमिक शिक्षा पाठ्यक्रम, २०३८।
५. जनक शिक्षा सामग्री केन्द्र - महेन्द्र माला कक्षा - ८, ९, १०।

मूल्याङ्कन विधि तथा अङ्कवितरण

लिखित परीक्षा १०० अंक

एकाइगत अंक वितरण

एकाइ १, २, ३	अङ्क २०
एकाइ ४, ५,	अङ्क २०
एकाइ ६, ७	अङ्क २०
एकाइ ८, ९, १२	अङ्क २०
एकाइ १०, ११, १३	अङ्क २०

प्रश्नगत अंक वितरण

२० वटा बहुबिकल्पी प्रश्न	$20 \times 1 = 20$
२ लामो उत्तर प्रश्न	$2 \times 12 = 24$
८ वटा छोटो उत्तर प्रश्न	$8 \times 6 = 48$



Nepal Sanskrit University

One-Year B. Ed.

Compulsory Course

Foundation of Education

Course No. : Ed. 3001

Nature of the course: Theoretical

Full Marks 35

Course Duration.... 150 hrs

Number of Periods ... 180

Periods per week :6

Time per period 50 min

Course Description:

This course on education is for One-Year B. Ed. programme. This course is designed to provide the students with basic background of Foundations of Education. It contains eight units with part one and two: Part one ten contains concepts of education and curriculum. Philosophical and sociological foundations, concepts of teaching with its various methods and modern trends of education. part two contains overview of development of Nepalese education with some government efforts in education development and some problems and issues in school system.

General Objective:

- This course aims at helping students conceptualize the meaning of education and curriculum, philosophical and sociological aspects, teaching methods and develop understanding of Nepalese education system.

Specific objectives:

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

- define education and curriculum
- define the western philosophical thoughts with their implications to education,
- explain the concepts of educational sociology,
- explain the concepts of teaching.
- list the qualities of a good teacher,
- analyze and interpret the alternative approaches to education
- describe development trend of Nepalese education,

- explain the efforts made by the government for the development of education and
- discuss at greater length on the problems and issues of the school education in Nepal.

Course contents:

Part-One

Unit-1	Concept of Education	12 periods
Unit-2	Concepts of Curriculum	25 periods
Unit-3	Philosophical Foundations	30 periods
Unit-4	Sociological Foundations	25 periods
Unit-5	Psychological Foundations	5 periods
Unit-6	Concept of Teaching	15 periods
Unit-7	Methods of Teaching	13 periods
Unit-8	Modern Trends of Education	20 periods

Part-Two

Unit-9	Education in Nepal	25 periods
Unit-10	Problems and Issues of school Education in Nepal	10 periods
Total 180 periods		

Course content in detail:

Part-One

- Unit-1** Concept of Education
- 1.1 Meaning and definitions of education
 - 1.2 Aims of education
 - 1.3 Social, economical and political role of education
 - 1.4 Forms of education
- Unit-2** Concept of Curriculum
- 2.1 Meaning and definitions of curriculum
 - 2.2 Difference between curriculum and course of study
 - 2.3 Basic elements of curriculum
 - 2.3.1 Objectives
(Sources of objectives, Taxonomy of objectives)
 - 2.3.2 Contents
(Selection and Organization of learning experiences)
 - 2.3.3 Methods
(Teacher-centered and Student centered)

2.3.4 Evaluation of learning outcomes

- 2.4** Foundations of curriculum
(Philosophical, Sociological, Psychological and Humanistic foundations)
- 2.5** Importance of co-curricular and extra-curricular activities in education
- 2.6** Curriculum materials
(Text book, Teachers' guide, Teaching unit, Instructional materials)

Unit-3 Philosophical Foundation

- 3.1 Meaning of philosophy and its implications to education
- 3.2 Schools of philosophy
(Idealism, Naturalism, Pragmatism with reference to objectives curriculum, educative process, teachers' role and students' role)

Unit-4 Sociological Foundation

- 4.1 Meaning of sociology of education
- 4.2 Concept of society and community
- 4.3 Relation between school and community
- 4.4 Education as a process of socialization
(Meaning and Process)
- 4.5 Modes of socialization
(Meaning of socialization-Repressive and Permissive modes)
- 4.6 Patterns of social interaction
(Meaning of social interaction and its' implications to the class room)
- 4.7 Agencies of socialization
(Meaning of social groups-Family, School, Community, Peer group and Association)

Unit-5 Psychological Foundation

- 5.1 Concept of psychological foundations
- 5.2 Learners' educational needs
- 5.3 Individual differences
- 5.4 Learning behaviour

Unit-6 Concept of Teaching

- 6.1 Meaning of teaching

- 6.2 Phases of teaching
(Pre-active, Interactive, Post-active)
- 6.3 Qualities of a good teacher
- 6.4 Creating educational environment in the classroom
- 6.5 Role of headmaster
- 6.6 Role of headmaster as a supervisor

Unit-7 Methods of Teaching

- 7.1 Lecture/Exposition method
- 7.2 Discussion method
- 7.3 Project method
- 7.4 problem solving method
(with reference to concept, use, and limitations)

Unit-8 Modern Trends in Education

- 8.1 Equal opportunity in education
- 8.2 Education for human resource development
- 8.3 Education for All
- 8.4 Role of politics in education
- 8.5 Education for international understanding and development of humanity
- 8.6 Alternative approaches to education
 - 8.6.1 Non-formal education
 - 8.6.2 Open learning
- 8.6. Continuing education

Part Two

Education in Nepal

Unit-9 Education in Nepal

- 9.1 Education development before democracy (before 2007 B.S.)
- 9.2 Education development after democracy (after 2007 B.S.)
- 9.3 Recommendations of major educational plan and commission reports (NNEPC 1954, NESP 1971, NEC 1992, HLNEC 1998)
- 9.4 Present status of school education in Nepal
(National objectives, level wise objectives, curriculum, structure and evaluation)

- 9.5 Curriculum development process in Nepal
- 9.6 Government's efforts in education - BPEP, SEDP

Unit-10 Problems and Issues of School Education in Nepal

- 10.1 Structural problems issues
- 10.2 Policy problems/issues
- 10.3 Equity and access problems/issues
- 10.4 Quality and relevancy problems issues
- 10.5 Vocational and technical problems/issues

Instructional Techniques:

- Discussion and demonstration
- Lecture/exposition and explanation
- Use of resource persons
- Individual and group work, project work
- Library study

Assessment Techniques and Mark Distribution

- Written examination - 100 marks
- Unit wise mark distribution
 - Part one - 70 marks
 - Unit two-30 marks

Question wise mark distribution

- | | |
|----------------------------------|-----------------|
| 20 multiple - choice questions - | 20×1 = 20 marks |
| 2 - long answer questions | 12×2 = 24 marks |
| 8 short answer questions | 8×7 = 56 marks |

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विषय सूची

अध्याय १ - शिक्षाको अवधारणा (Concept of Education).....	१-१६
१.१ शिक्षाको अर्थ (Meaning of Education).....	
१.२ शिक्षाका परिभाषाहरू (Definition of Education).....	
१.३ शिक्षाको सामाजिक, राजनैतिक र आर्थिक भूमिका (Social, Political & Economic Role of Education)	
१.४ शिक्षाका लक्ष्यहरू (Aims of Education).....	
१.५ शिक्षाका स्वरूपहरू (Forms of Education).....	
अध्याय २ - पाठ्यक्रमको धारणा (Concept of Curriculum)	१६-२४
२.१ पाठ्यक्रमको अर्थ र परिभाषा (Meaning and Definition of Curriculum).....	
२.२ पाठ्यक्रम र पाठ्यवस्तुमा अन्तरहरू (Differences between Curriculum and Courses of Study).....	
२.३ पाठ्यक्रमका तत्वहरू (Elements of Curriculum).....	
२.४ पाठ्यक्रमका आधारहरू (Foundations of Curriculum).....	
२.५ पाठ्यान्तर क्रियाकलाप र अतिरिक्त क्रियाकलापको महत्व	
२.६ पाठ्यपुस्तक (Text Book).....	
२.७ शैक्षिक सामग्री (Instructional Material).....	
२.८ शिक्षक निर्देशन पुस्तिका (Teacher Guide Book)	
अध्याय ३ - दार्शनिक आधार (Philosophical Foundation)	२५-२९
३.१ दर्शनको अर्थ तथा परिभाषा (Meaning and Definition of Philosophy)	
३.२ दर्शनशास्त्रको क्षेत्र (Scope of Philosophy).....	
३.३ दर्शनशास्त्र र शिक्षाको सम्बन्ध (Relation between Philosophy and Education).....	
३.४ केही प्रमुख दर्शनहरू (Some Important Philosophies).....	



Mahendra Sanskrit University

One-Year B. Ed.
Compulsory Course

Educational Psychology

Course No: Ed 2002
Nature of course: Theoretical
Full Marks: 100
Pass Marks: 35

Course duration : 150hrs.
Number of Period: 180
Period per week: 6
Time per period: 50min.

Course Description: This is a course on educational psychology. The course has nine units. Unit one deals with the meaning and scope of educational psychology. Unit two and three deal with the developmental aspects of learners, specially the students of secondary school level. Unit four, five and six deal with learning, theories of learning, factors affecting learning and basic instructional procedure. Unit seven and eight deal with evaluation of learning outcome: its concept, tools and techniques and Unit nine deals with guidance and counseling of students.

General Objective: The general objective of this course is to acquaint the teacher trainees with the concept of educational psychology and its scope, learner, learning process and conditions, process of instruction and the process of guidance and counseling.

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

- discuss the meaning and scope of educational psychology,
- explain the concept of human growth and development, its processes and determinants,
- describe the various stages of human development,
- describe the developmental characteristics of secondary school level students,
- enumerate different theories of learning with their implications to instruction,
- identify the factors affecting learning process,
- discuss the basic tenants of instructional process,

- explain the concept of evaluation and measurement.
- identify and use the tools and techniques for evaluation and
- explain the concept and process of educational guidance and counseling

Course Content

Unit I. Introduction to Educational Psychology	8 periods
Unit II Human Growth and Development	17 periods
Unit III Developmental Characteristics of Secondary Level Students	20 periods
Unit IV Introduction to Learning and its Theories	40 periods
Unit V Factors Affecting Learning	20 periods
Unit VI Basic Instructional Procedure	20 periods
Unit VII Evaluation and Measurement	7 periods
Unit VIII Evaluation Tools and Techniques	33 periods
Unit IX Guidance and Counseling	15 periods
Total 180 periods	

Course content in detail

Unit I Introduction to Educational Psychology

- 1.1 Meaning and definition of educational psychology
- 1.2 Scope of educational psychology
 - Identification of learner (Human development)
 - Learning process and conditions
 - Teaching process
 - Measurement of learning outcomes
 - Guidance and counseling
- 1.3 Relevance and significance of educational psychology for teachers and parents

Unit II: Human Growth and Development

- 2.1 Meaning of developmental changes- Growth and development
- 2.2 Processes of human growth and development-Maturation and learning
- 2.3 Determinants of human growth and development-Heredity and environment
- 2.4 Stages of human growth and development (From conception to old age with general characteristics)
- 2.5 Methods of studying human growth and development
 - Longitudinal

- Cross sectional

2.6 Importance of studying human development

Unit III Developmental Characteristics of a Secondary School Level Student

3.1 Developmental characteristics of a pubescent

- Developmental tasks
- Puberty growth spurt
- Effects of changes during puberty
- Hazards of puberty
- Unhappiness of puberty

3.2 Developmental characteristics of an adolescent:

- Stages in adolescent period
- Developmental Tasks
- Emotionality
- Social changes
- Change in morality
- Personality development
- Hazards and Happiness

3.3 Teacher's role as a guide and counselor for the development of the person at puberty and adolescent stage.

Unit IV: Introduction to Learning and It's Theories

4.1 Learned vs. unlearned behaviour

- Concept of learning ? - Modification of behaviour
- Definition of learning
- Unlearned behaviour - Reflexes
- Instincts
- Maturation

4.2 learning theories and It's issues

4.3 Theories of learning

- Classical conditioning: Experiment, process of learning, specific features - reinforcement, extinction and inhibition, generalization and discrimination, higher order conditioning; Classroom implications-formation and breaking of habits, teaching and learning of discipline.
- Operant conditioning: Experiment, process of learning, specific features - respondent and operant behaviour, reinforcement, contingency management, behavior shaping and their class room implications, programmed instruction
- Trial and error learning: Experiment, process of learning, laws of learning, specific features - multiple response learning and

- chaining, belongingness and associative shifting, class room implications of trial and error learning- readiness and learning, role of reward and punishment, role of practice.
- d) Insightful learning theory: Kohler's experiment, process of learning, specific features - role of perception in learning, role of central mediation mechanism, discovering new relationship, sudden change in behaviour, educational implications of insightful learning theory
- e) Gagne's hierarchy of learning and its educational implications.

Unit V: Factors Affecting Learning Process

- 5.1 Entering behavior: Concept, types and instructional use
- 5.2 Motivation: Concept, types, Maslow's hierarchy of motivation and use
- 5.3 Reinforcement: Concept, types - positive, negative and vicarious and use
- 5.4 Practice: Concept, types and use
- 5.5 Memory and forgetting: Concept, types of memory, process of memorization, techniques for improving memory, Concept and types of forgetting, factors responsible for forgetting
- 5.6 Transfer of learning: Concept, types and use

Unit VI: Basic Instructional Procedure

- 6.1 Verbal learning: Concept, condition, instruction in verbal knowledge.
- 6.2 Concept learning: Meaning and types of concept, instruction of concept.
- 6.3 Principle learning: Meaning of principle, instruction of principle
- 6.4 Problem solving: Nature and instruction of problem solving.
- 6.5 Creativity: Meaning and instruction for creativity.
- 6.7 Discovery learning: Meaning and instruction for discovery learning

Unit VII: Evaluation and Measurement

- 7.1 Concept of evaluation and measurement
- 7.2 Types of evaluation: Formative, summative and diagnostic
- 7.3 Importance of evaluation

Unit VIII: Evaluation Tools & Techniques

- 8.1 Testing devices
- 8.1.1 Evaluation tools for written examination- subjective and objective items (types, strength and weaknesses construction of tools)
- 8.1.2 Oral test
- 8.1.3 Teacher made test and standardized test- concept and construction

8.1.4 Item analysis

8.1.5 Qualities of evaluation tools- Reliability and validity (Concept and types)

8.2 Non-Testing devices

8.2.1. Observation :Concept, types and tools of observation-rating scale, check list

8.3 Analysis of test results- Mean, median, percentile rank, standard deviation and their use in evaluation

8.4 Use of test results

Unit IX: Guidance and Counseling

9.1 Educational guidance- Definition and meaning

9.2 Need for guidance

9.3 Form of guidance - Group and individual

9.4 Techniques in guidance - Interview , case study, anecdotal record, cumulative record

9.5 Counseling: Definition and meaning

9.6 Approaches to counseling - directive and eclectic approach

9.7 Importance of counseling

Instructional Techniques:

- Discussion and demonstration
- Lecture/exposition and explanation
- Simulation and role play
- Individual and group work
- Self study

Assessment Techniques and Mark Distribution

Written examination 100 marks

Unit wise mark distribution

Unit 1, 2, 3 25 marks

Unit 4 25 marks

Unit 5, 6, 7 25 marks

Unit 8, 9 25 marks

Question wise mark distribution

20 Multiple question 20 x 1=20 marks

2 Long answer question 2 x 12=24 marks

8 Short answer question 8 x 7=56 marks

References:

1. Hurlock, E.B., (1980) *Developmental Psychology, a life span approach*. New Delhi Tata McGraw Hill publishing company.
2. Bower, G.H. and E.R, Hilgard (1986) *Theories of Learning*, New Delhi: Prentice-Hall of India Pvt. Ltd.,

3. Dececco, John P.,(1970) *The Psychology of Learning and Instruction*. New Delhi: Prentice -Hall of India Pvt. Ltd.
4. Aggrawal. J.C.,(1995) *Essential of Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Rao. S. Narayana,(1997) *Counseling and Guidance*. New Delhi: Tata McGraw Hill Publishing Company.
6. Pathak, Ganga,(2055) *Shikshya Manobigyan*. Kathmandu: Taleju Prakashan.

Fundamentals of Social Studies Education

Course number	: SS Ed 3001	Course duration	: 150 hrs
Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is an introductory course on social studies education. The course consists of twelve units. The first two units deal with the fundamental concepts of social studies and the rest of the units deal with their applications to classroom teaching.

General Objective

The course aims at acquainting the teacher trainees with the nature and foundation of social studies. In addition, it tries to help them acquire knowledge and develop skills required for the effective teaching of social studies in the secondary schools of Nepal.

Specific Objectives

On completion of the course the trainees will be able to

- describe the nature and scope of social studies.
- describe the bases of social studies.
- classify educational objectives into major domains.
- present an overview of the current courses of study of social studies at the secondary level in Nepal.
- review the current secondary level textbooks of social studies.
- explain and develop major skills related to the study of social studies.
- apply various methods and techniques in teaching social studies.
- select and use various instructional resources in teaching social studies.
- describe the importance and use of various evaluation devices used in social studies.

- design various instructional plans for teaching social studies and explain their importance.
- identify and explain the problems and issues in social studies education and suggest measures to solve them.

Course contents

Unit 1 : Introduction to Social Studies	(24 periods)
Unit 2 : Bases of Social Studies	(28 periods)
Unit 3 : Objectives in Social Studies	(10 periods)
Unit 4 : Curriculum in Social Studies	(16 periods)
Unit 5 : Textbook in Social Studies	(16 periods)
Unit 6 : Developing Skills in Social Studies	(10 periods)
Unit 7 : Teaching Methods and Techniques in Social Studies	(18 periods)
Unit 8 : Teaching Aids in Social Studies	(10 periods)
Unit 9 : Supplements to Social Studies Teaching	(14 periods)
Unit 10 : Evaluation in Social Studies	(12 periods)
Unit 11 : Instructional Planning in Teaching Social Studies	(12 periods)
Unit 12 : Problems and Issues in Social Studies Teaching	(10 periods)

Course Contents in Detail

Unit 1 : Introduction to Social Studies

- 1.1 Definition, scope and importance of social studies
- 1.2 Aims and objectives of social studies
- 1.3 Differences of social studies from social sciences, social education and social studies education
- 1.4 Relation of social studies with other school subjects
- 1.5 Evolution of social studies with reference to Nepal

Unit 2 : Bases of Social Studies

- 2.1 Social sciences
 - 2.1.1 Concept of discipline
 - 2.1.2 Brief introduction, basic concepts and generalizations of social sciences (history, geography, political science, economics, sociology, anthropology, psychology and philosophy)

- 2.1.3 Societal needs
- 2.1.4 Needs and interests of the learners

Unit 3 : Objectives in Social Studies

- 3.1 Taxonomy of educational objectives
- 3.2 Concepts of instructional and behavioural objectives

Unit 4 : Curriculum in Social Studies

- 4.1 Principles of developing social studies curriculum
- 4.2 Approaches to organizing social studies curriculum
- 4.3 Overview of the social studies courses of Grades VI to X

Unit 5 : Textbook in Social Studies

- 5.1 Qualities of a good social studies textbook
- 5.2 Review of the social studies textbooks of Grades VI to X

Unit 6 : Developing Skills in Social Studies

- 6.1 Reading skills
- 6.2 Intellectual skills
- 6.3 Social skills

Unit 7 : Teaching Methods and Techniques in Social Studies

- 7.1 Lecture: meaning, purpose, merits, demerits and suggestions for improvement
- 7.2 Discussion: meaning, purpose, types and teacher's role
- 7.3 Inquiry: meaning, purpose and procedure
- 7.4 Microteaching: meaning, purpose and steps

Unit 8 : Teaching Aids in Social Studies

- 8.1 Classification of teaching aids
- 8.2 Importance and use of
 - textbooks and supplementary reading materials
 - pictures, models and specimen

Unit 9 : Supplements to Social Studies Teaching

- 9.1 Community resources
 - 9.1.1 Community visits
 - 9.1.2 Resource persons

- 9.2 Current events
- 9.3 Controversial issues
- 9.4 Social studies rooms
- 9.5 Social studies teachers

Unit 10: Evaluation in Social Studies

- 10.1 Meaning and importance of
 - subjective and objective tests
 - observation
 - sociometry
 - attitude test
- 10.2 Construction and use of specification charts

Unit 11: Instructional Planning in Teaching Social Studies

- 11.1 Meaning and importance of
 - work plan
 - unit plan
 - lesson plan

Unit 12: Problems and Issues in Social Studies Teaching

- 12.1 Issue of integrating the curriculum
- 12.2 Problems of implementing the curriculum

Instructional Techniques

- Lecture, explanation and illustration
- Demonstration and discussion
- Individual and group work/project
- Report writing and classroom presentation
- Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution :

Units 1 and 2	: 30 marks
Units 3 to 6	: 30 marks
Units 7 to 9	: 20 marks
Units 10 to 12	: 20 marks

Questionwise mark distribution

20 multiple-choice questions	20x 1 = 20 marks
2 long-answer questions	2x12 = 24 marks
8 short-answer questions	8x 7 = 56 marks

Prescribed Textbooks

1. Giri, K. N. and D. Gyawali. *Social Studies* (2nd edition). Bhotahiti. Kathmandu: Vidhyarthi Pustak Bhandar, 2053 B.S.
2. Pandey, R. K. *Teaching Social Studies* (2nd edition). Bhotahiti. Kathmandu: Ratna Pustak Bhandar, 2050 B.S.

References

1. Aggarwal, J. C. *Teaching of Social Studies* (2nd edition). New Delhi: Vikas Publishing House, 1993.
2. Jarolimik, J. *Social Studies in Elementary Education*. New York: Macmillan, 1963.
3. Kochar, S. R. *The Teaching of Social Studies*. New Delhi: Sterling Publishers, 1995.
4. Kohli, A. S. *Teaching of Social Studies*. New Delhi: Anmol Publications, 1996.
5. Ministry of Education, HMG. *Secondary School Curriculum*. Sanothimi, Bhaktapur: Curriculum Development Centre, Ministry of Education.
6. Ministry of Education, HMG. *Social Studies Textbooks (Grades VI to X)*. Sanothimi, Bhaktapur: Curriculum Development Centre, Ministry of Education.
7. Thakur, I. D. *Teaching of Social Studies*. Bhotahiti. Kathmandu: Ratna Pustak Bhandar, 2053 B.S.



Teaching Social Studies I

Course number	: SS Ed 3002	Course duration	: 150 (75+75) hrs
Nature of the course	: Theoretical	Number of periods	: 180 (90+90)
Full mark	: 100 (50+50)	Periods per week	: 6 (3+3)
Pass mark	: 36 (18+18)	Time per period	: 50 min

Course Description

This is a course on teaching geographic and economic components within social studies. The course consists of two parts, each having nine units. Part A deals with teaching geography components and Part B deals with teaching economics components. The first three units of each part focus on the concepts of the concerned discipline and the rest of the units concentrate on their pedagogical applications. The teacher trainees are required to pass both the parts separately.

General Objective

The course aims at providing the teacher trainees with the knowledge of various concepts of geography and economics and developing in them the pedagogical skills required for the effective teaching of these two components of social studies in the secondary schools of Nepal.

Specific Objectives

- On completion of the course the teacher trainees will be able to
- define geography and economics and describe their scope.
 - differentiate geography and economics from geography education and economics education respectively.
 - list the concepts of geography and economics included in the secondary level course on social studies.
 - formulate instructional objectives in behavioural terms from the concerned units of the secondary level course on social studies.
 - set the strategies for teaching basic themes of the concerned units.
 - prepare and use different types of charts in teaching concerned units.

- construct various test items from the concerned units.
- prepare and use unit and lesson plans for teaching different units of the course.
- develop competencies in teaching concerned units through microteaching.

Course Contents

Part A : Teaching Geography Components

Unit 1: Geography as a Discipline	(14 periods)
Unit 2: Geography Education	(6 periods)
Unit 3: Geographical Concepts in Social Studies	(8 periods)
Unit 4: Instructional Objectives in Geography Components	(6 periods)
Unit 5: Strategies of Teaching Geography Components	(14 periods)
Unit 6: Teaching Aids for Geography Components	(12 periods)
Unit 7: Construction of Test Items on Geography Components	(10 periods)
Unit 8: Instructional Planning of Geography Components	(10 periods)
Unit 9: Microteaching in Geography Components	(10 periods)

Part B : Teaching Economics Components

Unit 1: Economics as a Discipline	(16 periods)
Unit 2: Economics Education	(8 periods)
Unit 3: Economic Concepts in Social Studies	(8 periods)
Unit 4: Instructional Objectives in Economics Components	(6 periods)
Unit 5: Strategies of Teaching Economics Components	(12 periods)
Unit 6: Teaching Aids for Economics Components	(12 periods)
Unit 7: Construction of Test Items on Economics Components	(8 periods)
Unit 8: Instructional Planning of Economics Components	(10 periods)
Unit 9: Microteaching in Economics Components	(10 periods)

Course Contents in Detail

Part A : Teaching Geography Components

Unit 1: Geography as a Discipline

- 1.1 Definition of geography
- 1.2 Nature and scope of geography
- 1.3 Relation of geography with physical and social sciences

Unit 2: Geography Education

- 2.1 Meaning of geography education
- 2.2 Distinction between geography education and geography
- 2.3 Aims and objectives of geography education

Unit 3: Geographical Concepts in Social Studies

- 3.1 Study of geographical concepts in the social studies courses of Grades VI to X

Unit 4: Instructional Objectives in Geography Components

- 4.1 Formulation of instructional objectives

Unit 5: Strategies of Teaching Geography Components

- 5.1 Teaching physical geography
- 5.2 Teaching human geography
- 5.3 Teaching regional geography
- 5.4 Teaching local geography

Unit 6: Teaching Aids for Geography Components

- 6.1 Maps and globes
 - 6.1.1 Reading and using maps and globes
 - 6.1.2 Construction of maps based on concerned units
 - 6.1.3 Map filling (Nepal)

Unit 7: Construction of Test Items on Geography Components

- 7.1 Construction of different types of subjective questions
- 7.2 Construction of different types of objective questions
- 7.3 Construction of test items to measure skills of reading maps and globes

Unit 8: Instructional Planning of Geography Components

- 8.1 Preparation of unit plans
- 8.2 Preparation of lesson plans

Unit 9: Microteaching in Geography Components

- 9.1 microteaching in the peer group

Part B : Teaching Economics Components

Unit 1: Economics as a Discipline

- 1.1 Changing concepts of economics
- 1.2 Scope and methodology of economics
- 1.3 Relationship of economics with other social sciences

Unit 2: Economics Education

- 2.1 Meaning, role and objectives of economics education
- 2.2 Differences between economics education and economics

Unit 3: Economic Concepts in Social Studies

- 3.1 Study of economic concepts in the social studies courses of Grades VI to X

Unit 4: Instructional Objectives in Economics Components

- 4.1 Formulation of instructional objectives

Unit 5: Strategies of Teaching Economics Components

- 5.1 Teaching economic interdependence
- 5.2 Teaching population resources and environment and their relationship

Unit 6: Teaching Aids for Economics Components

- 6.1 Construction and use of
 - line graphs
 - simple bar, multiple bar and sub-divided bar diagrams
 - pie and pyramidal diagrams

Unit 7: Construction of Test Items on Economics Components

- 7.1 Construction of different types of subjective questions
- 7.2 Construction of different types of objective questions

Unit 8: Instructional Planning of Economics Components

- 8.1 Preparation of unit plans
- 8.2 Preparation of lesson plans

Unit 9: Microteaching in Economics Components

9.1 Microteaching in the peer group

Instructional Techniques

- Lecture, explanation and illustration
- Demonstration and discussion
- Individual and group work/project
- Report writing and classroom presentation
- Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Partwise and unitwise mark distribution

Part A : 50 marks

Units 1 to 3 : 15 marks

Units 4 to 6 : 20 marks

Units 7 to 9 : 15 marks

Part B : 50 marks

Units 1 to 3 : 20 marks

Units 4 to 6 : 15 marks

Units 7 to 9 : 15 marks

Questionwise mark distribution (identical in both parts)

10 multiple-choice questions : $10 \times 1 = 10$ marks

1 long-answer question : $1 \times 12 = 12$ marks

4 short-answer questions : $4 \times 7 = 28$ marks

Prescribed Textbooks

1. Gyawali, D. Geography Teaching. Kathmandu: Vidyarthi Pustak Bhandar, 1996.
2. Kushiyat, B. K. Arthashastra Shikshan Bidhi. Kathmandu: Ratna Pustak Bhandar, (latest edition).
3. Pandey, R. K. Geography Education. Kathmandu: Ratna Pustak Bhandar, 1992.

References

1. Ministry of Education, HMG. Secondary School Curriculum. Sanathimi, Bhaktapur: Curriculum Development Centre, Ministry of Education.
2. Ministry of Education, HMG. Social Studies Textbooks (Grades VI to X). Sanathimi, Bhaktapur: Curriculum Development Centre, Ministry of Education.
3. Siddique, M. H. Teaching of Economics. New Delhi: Ashish Publishing House, 1993.
4. Yadav, A. Teaching of Economics. New Delhi: Anmol Publications, 1995.



✓ Teaching Social Studies II

Course number	: SS Ed 3003	Course duration	: 150 (75+75) hrs
Nature of the course	: Theoretical	Number of periods	: 180 (90+90)
Full mark	: 100 (50+50)	Periods per week	: 6 (3+3)
Pass mark	: 36 (18+18)	Time per period	: 50 min

Course Description

This is a course on teaching political science and history components within social studies. The course consists of two parts, each having nine units. Part A deals with teaching political science components and Part B deals with teaching history components. The first three units of each part focus on the concepts of the concerned discipline while the rest of the units concentrate on their pedagogical aspects. The teacher trainees are required to pass both the parts separately.

General Objective

The course aims at providing the teacher trainees with the knowledge of various concepts of political science and history and developing in them the pedagogical skills required for the effective teaching of these two components of social studies in the secondary schools of Nepal.

Specific Objectives

On completion of the course the teacher trainees will be able to

- define political science and history and describe their scope.
- differentiate political science and history from political science education and history education respectively.
- lists the concepts of political science and history included in the secondary level course on social studies.
- formulate instructional objectives in behavioural terms from the concerned units of the secondary level course on social studies.
- set the strategies for teaching basic themes of the concerned units.
- prepare and use different types of charts in teaching concerned units.

- construct various test items from the concerned units.
- prepare and use unit and lesson plans for teaching different units of the course.
- develop competencies in teaching concerned units through microteaching.

Course Contents

Part A : Teaching Political Science Components

Unit 1: Political Science as a Discipline	(16 periods)
Unit 2: Political Science Education	(6 periods)
Unit 3: Political Science Concepts in Social Studies	(8 periods)
Unit 4: Instructional Objectives in Political Science Components	(6 periods)
Unit 5: Strategies of Teaching Political Science Components	(12 periods)
Unit 6: Teaching Aids for Political Science Components	(8 periods)
Unit 7: Construction of Test Items on Political Science Components	(10 periods)
Unit 8: Instructional Planning of Political Science Components	(12 periods)
Unit 9: Microteaching in Political Science Components	(12 periods)

Part B : Teaching History Components

Unit 1: History as a Discipline	(16 periods)
Unit 2: History Education	(5 periods)
Unit 3: Historical Concepts in Social Studies	(8 periods)
Unit 4: Instructional Objectives in History Components	(6 periods)
Unit 5: Strategies of Teaching History Components	(15 periods)
Unit 6: Teaching Aids for History Components	(6 periods)
Unit 7: Construction of Test Items on History Components	(10 periods)
Unit 8: Instructional Planning of History Components	(12 periods)
Unit 9: Microteaching in History Components	(12 periods)

Course Contents in Detail

Part A : Teaching Political Science Components

Unit 1: Political Science as a Discipline

- 1.1 Changing concepts of political science
 - 1.1.1 Meaning
 - 1.1.2 Scope
 - 1.1.3 Methodology
- 1.2 Relation of political science with other social sciences

Unit 2: Political Science Education

- 2.1 Meaning of political science education
- 2.2 Distinction of political science education from political education and the education of political science
- 2.3 Purposes of political science education

Unit 3: Political Science Concepts in Social Studies

- 3.1 Study of political science concepts in the social studies courses of Grades VI to X

Unit 4: Instructional Objectives in Political Science Components

- 4.1 Formulation of instructional objectives

Unit 5: Strategies of Teaching Political Science Components

- 5.1 Teaching civic sense
- 5.2 Teaching social evils and problems
- 5.3 Teaching international understanding

Unit 6: Teaching Aids for Political Science Components

- 6.1 Construction and use of
 - organisation charts
 - classification charts
 - flow charts
 - comparative charts
 - descriptive charts

Unit 7: Construction of Test Items on Political Science Components

- 7.1 Construction of different types of subjective questions
- 7.2 Construction of different types of objective questions

Unit 8: Instructional Planning of Political Science Components

- 8.1 Preparation of unit plans
- 8.2 Preparation of lesson plans

Unit 9: Microteaching in Political Science Components

- 9.1 Microteaching in the peer group

Part B : Teaching History Components

Unit 1: History as a Discipline

- 1.1 Changing concepts of history
- 1.2 Scope of history
- 1.3 Relation of history with other social sciences

Unit 2: History Education

- 2.1 Nature of history education
- 2.2 Differences between history education and history
- 2.3 Purposes of history education

Unit 3: Historical Concepts in Social Studies

- 3.1 Study of historical concepts in the social studies courses of Grades VI to X

Unit 4: Instructional Objectives in History Components

- 4.1 Formulation of instructional objectives

Unit 5: Strategies of Teaching History Components

- 5.1 Teaching national heroes of Nepal
- 5.2 Teaching socio-economic history of Nepal
- 5.3 Teaching political history of Nepal and the world
- 5.4 Teaching world civilisations

Unit 6: Teaching Aids for History Components

- 6.1 Construction and use of
 - genealogy charts
 - time charts

Unit 7: Construction of Test Items on History Components

- 7.1 Construction of various types of subjective questions
- 7.2 Construction of various types of objective questions

Unit 8: Instructional Planning of History Components

- 8.1 Preparation of unit plans
- 8.2 Preparation of lesson plans

Unit 9: Microteaching in History Components

- 9.1 Microteaching in the peer group

Instructional Techniques

- Lecture, explanation and illustration
- Demonstration and discussion
- Individual and group work/project
- Report writing and classroom presentation
- Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Partwise and unitwise mark distribution :

Part A : 50 marks

Units 1 to 3 : 20 marks

Units 4 to 6 : 15 marks

Units 7 to 9 : 15 marks

Part B : 50 marks

Units 1 to 3 : 20 marks

Units 4 to 6 : 15 marks

Units 7 to 9 : 15 marks

Questionwise mark distribution (identical in both parts)

10 multiple-choice questions : 10x 1 = 10 marks

1 long-answer question : 1x12 = 12 marks

4 short-answer questions : 4x 7 = 28 marks

Prescribed Textbooks

1. Quariyum, Abdul. Rajniti Shastres Shikshan Bidhi, Bhotahiti, Kathmandu: Vidhyarthi Pustak Bhandar, 2052 B.S.
2. Upadhyaya, S. R. Itihas Shikshan Bidhi, Bhotahiti, Kathmandu: Ratna Pustak Bhandar, 2050 B.S.

References

1. Aggarwal, J. C. Teaching of Social Studies (2nd edition). New Delhi: Vikas Publishing House, 1993.
2. Kohli, A. S. Teaching of Social Studies. New Delhi: Anmol Publications, 1996.
3. Ministry of Education, HMG. Secondary School Curriculum. Sanathani, Bhaktapur: Curriculum Development Centre, Ministry of Education.
4. Ministry of Education, HMG. Social Studies Textbooks (Grades VI to X). Sanathani, Bhaktapur: Curriculum Development Centre, Ministry of Education.