

Course Title: **Teaching Practice**

Course No: Ed. 440

Level: B.Ed.

Year: Fourth

Nature of course: Practical

Duration: 150 hours

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### **1. Course Description**

This course is designed to provide hands-on experiences to the students in the area of their profession for enabling them to become better teachers/professionals. It creates enabling conditions to the students for bringing professionalism through rigorous practice. The students will gain professional experiences in campus and in cooperating schools under the close supervision of faculty members of concerned campus/college/school. In this course, the students undertake four major activities in sequential stages: I. **Orientation of teaching practice**; II. **On-campus teaching**: 1. Construction of operational calendar and plans, 2. Micro teaching, 3. Peer teaching, 4. Test construction, 5. Curriculum and textbook analysis, 6. General introduction and preparation records maintained in the school III. **Teaching at school** and IV.

#### **Overall report writing.**

### **2. General Objectives**

The general objectives of this course are as follows:

- To enable the students to get insight into the overarching aim and phases of teaching practice programme
- To provide adequate learning experiences to the students for making them competent in preparing effective lesson plans with appropriate teaching techniques and teaching aids according to the content to be taught
- To enable the students to construct, administer, analyse and interpret appropriate tests according to the contents to assess the effectiveness of their own teaching
- To make them familiar with challenges and issues of teaching practice programme and ways to address them
- To develop skills of report preparation of teaching practice programme

### **3. Specific objectives and major activities**

Specific Objectives	Major Activities
<ul style="list-style-type: none"><li>• Elaborate the activities to be carried out in different stages of teaching practice programme</li><li>• State the requirements to be fulfilled to complete the teaching practice</li></ul>	<b>Stage I</b> <b>Orientation of Teaching Practice</b> 2hours 1.1. Introduction to the stages of teaching practice program 1.2. Requirements to be fulfilled
<ul style="list-style-type: none"><li>• Prepare operational calendar, annual work plan and unit plan</li><li>• Prepare micro/daily lesson plans with teaching aids</li><li>• Prepare tests</li></ul>	<b>Stage II</b> <b>On Campus Teaching</b> 110 hours <b>Step 1 : Construction of operational Calendar, Annual Work Plan, Unit Plan</b> 18 hours 2.1.1 Preparation of operational calendar

<ul style="list-style-type: none"> <li>• Analyse the curriculum and textbook</li> <li>• prepare school records</li> </ul>	<p>2.1.2 Preparation of annual work plan      2.1.3 Preparation of unit plan      2.1.4 Preparation of class schedule</p> <p><b>Step 2 : Micro teaching</b> 24 hours</p> <p>2.2.1. Preparation of at least 15 micro lesson plans using different teaching methods and instructional teaching materials (at least 10 lessons)</p> <p>2.2.2 Preparation of teaching aids</p> <p>2.2.3 Peer class observation (2 lessons)</p> <ul style="list-style-type: none"> <li>• Observation of teaching by peers in the presence of campus supervisor</li> </ul> <p><b>Step 3 : Peer Teaching</b> 40 hours</p> <p>2.3.1. Preparation of at least 15 daily lesson plans using different teaching methods and instructional teaching materials (at least 5 lessons)</p> <p>2.3.2. Peer Observation (2 lessons)</p> <ul style="list-style-type: none"> <li>• Observation of teaching by peers in the presence of campus supervisor</li> </ul> <p><b>Step 4 : Practice of Test Construction</b> 10 hours</p> <ul style="list-style-type: none"> <li>• Test construction of both subjective as well as objective test item based on the lessons taught</li> </ul> <p><b>Step 5 : Curriculum and Textbook Analysis</b> 12 hours</p> <ul style="list-style-type: none"> <li>• Analysis of Curriculum or Textbook of the related subject</li> </ul> <p><b>Step 6 : General introduction and preparation of records maintained in the school</b></p> <p>6 hours</p>
<ul style="list-style-type: none"> <li>• Prepare lesson plans with teaching aids</li> <li>• Prepare tests, administer and analyse them</li> <li>• Collect School records</li> <li>• Conduct co-curricular activities in the cooperating School</li> </ul>	<p><b>Stage III</b></p> <p><b>Teaching at Schools</b> 20 hours</p> <p>3.1. Teaching (at least 12 lessons)</p> <ul style="list-style-type: none"> <li>3.1.1 Teaching related subjects in cooperating school</li> <li>3.1.2 Observation of teaching of student teachers by campus supervisor and concerned teacher from the School</li> </ul> <p>3.2. Peer Observation (1 lesson)</p> <ul style="list-style-type: none"> <li>3.2.1 Observation of teaching by peers in presence of the campus supervisor</li> </ul>

	<p>3.3. Construction, administration and analysis of test and interpretation of test results</p> <p>3.3.1. Construction of both subjective as well as objective test items based on the lessons taught</p> <p>3.3.2. Administration of test</p> <p>3.3.4. Analysis and interpretation of test results</p> <p>3.4. Collection of school records (Academic, Physical, Administrative)</p> <p>3.5 Co-curricular activities</p>
<ul style="list-style-type: none"> <li>• Prepare an overall report of the teaching practice</li> </ul>	<p><b>Stage IV</b></p> <p><b>Overall Report Writing</b> 18 hours</p> <p>Preparation of overall report of teaching practice in a given format:</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Acknowledgments</li> <li>• Acronyms and Abbreviations</li> <li>• Abstract</li> <li>• Table of contents</li> </ul> <p><b>Chapter I</b></p> <ul style="list-style-type: none"> <li>• Background</li> <li>• Objectives</li> <li>• Methods</li> </ul> <p><b>Chapter II</b></p> <p style="text-align: center;"><b>Analysis of operational calendar and plans</b></p> <p><b>Chapter III</b></p> <p style="text-align: center;"><b>Micro teaching</b></p> <p><b>Chapter IV</b></p> <p style="text-align: center;"><b>Peer teaching</b></p> <p><b>Chapter V</b></p> <p style="text-align: center;"><b>Teaching at campus/schools</b></p> <p><b>Chapter VI</b></p> <p style="text-align: center;"><b>Analysis of curriculum and textbook</b></p> <p><b>Chapter VII</b></p> <p style="text-align: center;"><b>Construction, administration and analysis of test and interpretation of test results</b></p> <p><b>Chapter VIII</b></p> <p style="text-align: center;"><b>Analysis of school records</b></p>

#### 4. Evaluation of Teaching Practice

Distribution of marks (Full Marks: 100)

Headings	Internal examination				External examination (40%)	Total		
	On campus teaching		School teaching (20%)	Concerned teacher of cooperating school (5%)				
	Micro teaching (15%)	Peer teaching (20%)						
<b>1. Teaching Performance</b>								
1.1. Lesson plans	4	5	3		6	18		
1.2. teaching aids	2	2	2		4	10		
1.3. Knowledge of subject matter	3	4	3		5	15		
1.4. Teaching Strategies	3	5	4		6	18		
1.5. Classroom management	2	2	2		4	10		
1.6. Students Teacher's Impression				3		3		
1.7. Regularity				2		2		
<b>2. Peer observation</b>	1	2	1			4		
<b>3. Overall Report writing</b>								
3.1. Presentation			3		8	11		
3.2. Overall Organization of the report			2		7	9		
Total	15	20	20	5	40	100		

#### 5. Reference Materials

American Psychological Association. (2009). *Publication manual of American Psychological Association*. (6<sup>th</sup> ed.). Washington DC: APA.

Baharain Teachers College. (2008). Teaching practice: Student teacher handbook.

Baharain: Baharain University

<http://www.btc.uob.edu.bh/UltimateEditorInclude/UserFiles/StuTeach%20TP1.pdf> (Retrieved 8/23/2015)

Cohen, L., Menion, L., & Morrison, K. (2010). *Teaching practice*. India: Routledge.

School of Education. (2013). *Teaching practice handbook*. Cape Town: University of Cape Town

Faculty of Education. (2014). *Teaching practice handbook*. Hongkong: The University of Hongkong. <http://web.edu.hku.hk/community/school-university-partnerships/teaching-practice/teaching-practice-handbook> (Retrieved 8/23/2015)

## **Teaching Practice Syllabus of BEd Programme**

**2075**

Submitted to  
Faculty of Education, Dean's Office  
TU, Kirtipur, Kathmandu

Prepared by:  
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Course Title: <b>Classroom Instruction</b>	Nature of course: Theoretical <sup>1</sup>
Course No.: Ed. 442	Full Marks: 100
Level: B. Ed.	Pass Marks: 35
Year: 4 <sup>th</sup> year	Teaching Hours: 150 hours

### **1. Course Description**

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

### **2. General Objectives**

General objectives of this course are:

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

### **3. Specific Objectives and Contents**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Define term pedagogy</li> <li>• Elaborate importance of pedagogy</li> <li>• Explain theories of learning</li> <li>• Relate theories of learning with classroom practices</li> <li>• Brief on different approaches of teaching methods</li> <li>• Compare and contrast different approaches of teaching methods</li> </ul>	<p><b>Unit 1: Concept of Pedagogy (7 hrs.)</b></p> <p>1.1 Meaning and importance pedagogy          1.2 Theories of Learning: Behaviorist, Cognitivist, Constructivist          1.3 Teacher centered, Student centered, Inclusive methods          1.4 Classroom instructional implication</p>
<ul style="list-style-type: none"> <li>• Elaborate on and analyze roles of different aspects in teaching learning</li> <li>• Compare and contrast theoretical knowledge with existing practices in the Nepalese school classrooms</li> </ul>	<p><b>Unit 2: Teacher, Learners and Classroom (15 hrs.)</b></p> <p>2.1 Teacher           <ul style="list-style-type: none"> <li>2.1.1 Essential qualities of good teachers</li> <li>2.1.2 Teacher in active classroom</li> </ul> </p>

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

<ul style="list-style-type: none"> <li>Provide views/ideas how to maximize roles of teacher, learners and classroom in students' learning</li> <li>Translate views/ideas to maximize roles of teacher, learners and classroom in students' learning in the sample lesson plans and micro-teaching</li> <li>Elaborate classroom environment, seating arrangement and organization with respect to learning enhancement</li> </ul>	<ul style="list-style-type: none"> <li>2.2 Learners           <ul style="list-style-type: none"> <li>2.2.1 Diversity of learners</li> <li>2.2.2 Learning style and needs</li> </ul> </li> <li>2.3 Classroom           <ul style="list-style-type: none"> <li>2.3.1 Physical environment</li> <li>2.3.2 Seating arrangement</li> <li>2.3.3 Class organization (Subject, Grade, Multi Grade, Multi Grade Multi Level)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Justify need of teaching plan and structuring lesson in terms of students' learning</li> <li>Describe different types of plans</li> <li>Explain important parts of lesson</li> <li>Prepare sample of different types of plans</li> </ul>	<p><b>Unit 3: Lesson Structure (15 hrs.)</b></p> <ul style="list-style-type: none"> <li>3.1 Concept</li> <li>3.2 Types of instructional plans – Annual, unit and daily</li> <li>3.3 Essential parts of lesson structure – preparation for learning, delivery of lesson and consolidation (Pre-during-post, Anticipation, Building Knowledge, Consolidation - ABC)</li> <li>3.4 Individualized instructional plan/Personalized System of Instruction (PSI)</li> </ul>
<ul style="list-style-type: none"> <li>Explain when teacher centered methods are best to use</li> <li>Describe various methods of teacher centered approaches</li> <li>Prepare sample lesson plan using teacher centered methods</li> <li>Present sample lesson plan in the micro teaching</li> </ul>	<p><b>Unit 4: Teacher centered methods (18 hrs.)</b></p> <ul style="list-style-type: none"> <li>4.1 Direct instruction</li> <li>4.2 Concept teaching</li> <li>4.3 Presenting and explaining</li> <li>4.4 Preparation of sample lesson plan based on above methods</li> </ul>
<ul style="list-style-type: none"> <li>Explain when student centered methods are best to use</li> <li>Elaborate various categories of student centered methods and their intentions</li> <li>Describe various strategies of student centered approaches in different categories and their uses</li> <li>Prepare sample lesson plan using different strategies of student centered approaches</li> <li>Present sample lesson plan in the micro teaching</li> </ul>	<p><b>Unit 5: Student centered methods (35 hrs.)</b></p> <ul style="list-style-type: none"> <li>5.1 Learner engaged methods           <ul style="list-style-type: none"> <li>5.1.1 Concept</li> <li>5.1.2 Strategies: Brainstorming, Think Pair Share (TPS), Directed Reading Activity (DRA), Prediction from Terms, Direct Listening Thinking Activity (DLTA), Text Coding, Know Want to learn Learned – (KWL), What? So what? Now what?, Verbalized Learning, Learning Stations, Process-based Instruction</li> </ul> </li> <li>5.2 Cooperative learning (Group engaged learning)           <ul style="list-style-type: none"> <li>5.2.1 Concept</li> <li>5.2.2 Strategies: Paired Reading Paired Summarizing (PRPS), Reciprocal Teaching, Read Summarize Question (RSQ), Jigsaw, One Stay</li> </ul> </li> </ul>

	<p>Others Stray, Mix Freeze Pair, Snowballing, Pens in the Middle, Pyramid Learning, Paragraph Expert, Student Teams-Achievement Division – STAD)</p> <p>5.3 Problem solving</p> <p>5.3.1 Concept</p> <p>5.3.2 Strategies: Identify Define Explore Act Look (IDEAL), Defining Understanding Planning Evaluating (DUPE), I-Search, Socratic Questioning, Project Based Learning (PBL)</p> <p>5.4 Preparation of sample lesson plan based on above methods</p>
<ul style="list-style-type: none"> <li>Describe importance of review and revisions</li> <li>Explain various strategies of review and revisions</li> <li>Prepare sample lesson plan for review/revision lesson using different strategies of review and revisions</li> <li>Present sample lesson plan in the micro teaching</li> </ul>	<p><b>Unit 6: Review and revisions of lesson (30 hrs.)</b></p> <p>6.1 Concept</p> <p>6.2 Strategies: Question Answer pair, Classify Categorize Organize, Relay, Guess Who?, Two Truths and A Lie, Question ball, Run to the Board</p> <p>6.3 Preparation of sample lesson plan based on above methods</p>
<ul style="list-style-type: none"> <li>Describe concept and importance of instructional materials</li> <li>Describe types of instructional materials and their uses</li> <li>Discuss ways for classroom display</li> <li>Identify of different sources of instructional materials</li> <li>Incorporate appropriate instructional materials in the sample lesson plans</li> </ul>	<p><b>Unit 7: Instructional Materials (10 hrs.)</b></p>
<ul style="list-style-type: none"> <li>Familiarize with concept and working of basic digital</li> <li>Familiarize with communication tools.</li> </ul>	<p><b>Unit 8: Introduction to ICT (10 hrs.)</b></p> <p>8.1 Basic Digital Literacy for Teachers: Word processor, spread sheet and presentation</p> <p>8.2 Communication tools (Internet and email, Search engine, Social Media)</p>
<ul style="list-style-type: none"> <li>Differentiate between technology based versus traditional teaching strategies</li> <li>Identify and select appropriate web sites for instructional support</li> <li>Elaborate nature and importance of e-learning</li> <li>Develop and use multimedia presentation for the lesson delivery (samples)</li> <li>Acquaint with concept of intelligent</li> </ul>	<p><b>Unit 9: Technology Based Teaching Strategies (10 hrs.)</b></p> <p>9.1 Technology based versus traditional teaching strategies</p> <p>9.2 ICT integrated pedagogy – concept and process</p> <p>9.3 Web-based instruction and e-learning</p> <p>9.4 Multimedia</p> <p>9.5 Intelligent tutoring system</p>

tutoring system and virtual reality	9.6	Virtual reality
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*Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

#### **4. Instructional Techniques**

##### **4.1 General Techniques**

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

##### **4.2 Specific Instructional Techniques**

<b>Unit</b>	<b>Activity and Instructional Techniques</b>
Unit 1	<ul style="list-style-type: none"> <li>• Use appropriate strategies such as direct instruction, presenting and explaining, DRA, KWL, PRPS, Reciprocal Teaching so that along with understanding the concept in this unit, students will have also demonstration on using various strategies in the narrative texts covered in unit 5.</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>• Use direct instruction in most of the content part</li> <li>• Discuss with the class implications of each of the concepts in the classroom/school practices</li> <li>• Ask students to analyze existing classroom scenario and suggest for improvement – preparation, presentation and discussion (2.3)</li> <li>• What? So what? Now What?, Pens in the middle, One Stay Others Stray, RSQ, IDEAL, DUPE strategies can be used so that along with understanding the concept in this unit, students will have also demonstration on using various strategies covered in unit 5.</li> </ul>
Unit 3	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Analysis of existing practices</li> <li>• Model/sample plans and use them in micro teaching</li> <li>• Jigsaw, Mix Freeze Pair, Text Coding strategies can be used so that along with understanding the concept in this unit, students will have also demonstration on using various strategies covered in unit 5.</li> </ul>
Unit 4	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Model/sample plans and use them in micro teaching</li> <li>• KWL and RSQ family strategies can be used so that along with understanding the concept in this unit, students will have also demonstration on using various strategies covered in unit 5.</li> </ul>
Unit 5-6	<ul style="list-style-type: none"> <li>• Conceptual deliberation relating with use of the strategies in the earlier lessons</li> <li>• Model/sample lesson plans, micro teaching followed by discussion and feedback</li> </ul>
Unit 7	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Model/sample development and use during micro teaching</li> </ul>
Unit 8	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Model/sample development and use during micro teaching (multi media) as far as possible</li> </ul>
Unit 9	<ul style="list-style-type: none"> <li>• Conceptual deliberation and discussion</li> </ul>

## 5. Evaluation

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

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

## 6. Recommended Books and References

### Recommended Books

Arends, R. I. (2013). *Learning to Teach (8<sup>th</sup> edition)*. New Delhi: McGraw – Hill Education Indian Edition. (Units 1, 2, 4, 5)

Crawford, A; Saul, EW; Mathews, S; and Makinster, J. (2005). *Teaching and Learning Strategies for the Thinking Classroom*. New York: Open Society Institute. (Also available in Nepali translation). (Units 2, 5)

Elliott, S. N., Kratochwill, T. R., Cook, J. L. and Travers, J. F. (2000). *Educational Psychology: effective teaching, effective learning*. New York: McGraw – Hill. (Units 1, 2, 8)

Karmacharya, D. M. (2070 BS). *Teacher and Teaching. (In Nepali)*. Kathmandu: Makalu Publication House. (Units 3, 7)

Muller, T., Lichtinger, U and Girg, R. (2015). *The Multi Grade Multi Level Methodology and its Global Significance*. Germany: Prolog-Verlag. (Unit 2)

Singh, G. B. (2071 BS). *Active and Thinking Teaching Learning Methods (2<sup>nd</sup> edition)*. (In Nepali). Kathmandu: Jupitar Publications. (2, 3, 4, 5, 6)

UNESCO. (2013). *Practical Tips for Teaching Multigrade Classes*. Bangkok: UNESCO. (Unit 2).

### References

Ashman, A. F. and Conway, R. N. F. (1997). *An Introduction to Cognitive Education: Theory and Application*. New York: McGraw – Hill International Edition.

Cotton, J. (2004). *The Complete Guide to Learning and Assessment: Learning Vol. 2*. New Delhi: Crest Publishing House.

DOE. (2010). *Framework of Child Friendly School for Quality Education*. Sanothimi: Author.

DOE/SC. (2005). *Child-friendly Schooling Teachers' Training Manual, 2062*. Kathmandu: Author.

Joyce, B., Weil, M. and Calhoun, E. (2009). *Models of Teaching (8<sup>th</sup> edition)*. New Delhi: Prentice-Hall of India Pvt. Ltd.

Pollard, A. (2006). *Reflective Teaching (2<sup>nd</sup> Edition)*. London and New York: Viva-Continuum.

Udvari-Solner, A. and Kluth, P. (2008). *Joyful Learning – Active and Collaborative Learning in Inclusive Classrooms*. California: Corwin Press. (Units 5, 6)

UNESCO. (2004). *Changing Teaching Practices*. Paris: UNESCO.

UNESCO. (2015). *Transforming Teaching and learning in Asia and The Pacific: Case Studies from Seven Countries*. Paris: UNESCO. (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

UNICEF. (2003). *Happy Learning! A Guide to Best Practices for Achieving the Potential of Children*. Kathmandu: UNICEF.

Westwood, Peter. (2008). *What teachers need to know about Teaching Methods*. Victoria: Acer Press.

NCED teacher training packages

DEO MGML documents.

Course title: Project Work and Seminar on Population Education

**Course No. : Pop. Ed. 449**

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

**Nature of course: Theory and practical Pass marks: (Th 17.5 + Pr 20)**

**Level: B. Ed. Four Year**

**Periods per week: 9**

**Year: Forth**

**Total period: 225**

**Time per period: 55 minutes**

### **1. Course Description**

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

### **2. General Objectives**

**The general objectives of the course are as follows**

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

### **3. Specific Objectives and Contents**

Specific Objectives	Units and Contents
<ul style="list-style-type: none"><li>• Discuss on persistent of high fertility in lower middle class.</li><li>• Elaborate negative growth</li></ul>	Unit: I Population issues (25) 1.1 Fertility 1.1.1 Persistent of high fertility in middle

<ul style="list-style-type: none"> <li>in highly developed countries</li> <li>• Identity situation of maternal and child mortality and morbidity of Nepal.</li> <li>• Explain the consequences of migration and suggest measure to manage migration.</li> <li>• Illustrate problems of unskilled migrant to foreign countries</li> <li>• Analyse the situation of brain drain</li> <li>• Review remittance flow and its utilization in economic development</li> </ul>	<p>and lower developing countries</p> <p>1.1.2 Negative growth in developed countries</p> <p>1.2 Morbidity and Mortality</p> <p>1.2.1 Morbidity</p> <p>1.2.2 Maternal mortality</p> <p>1.2.3 Infant and Child mortality</p> <p>1.3 Migration</p> <p>1.3.1 Unemployment and migration</p> <p>1.3.2 Foreign migration in unskilled sector</p> <p>1.4 Brain drain</p> <p>1.5 Remittance flow and its proper utilization in economic development</p>
<ul style="list-style-type: none"> <li>• Analyse situation of population pressure of towns</li> <li>• Identify the problems of unplanned town and slum areas and slum dwellers.</li> <li>• Delineate environmental and sanitation problems of slum areas and suggest measures such problems.</li> <li>• Suggest regional balance and urbanization.</li> </ul>	<p><b>Unit: II Unplanned settlement and haphazard reclassification of urban areas (20)</b></p> <p>2.1 Population pressures in towns</p> <p>2.2 Unplanned towns</p> <p>2.3 Problem of slum area and slum dwellers</p> <p>2.4 Chronic shortage of water and fuel</p> <p>2.5 Solid and liquid waste management</p> <p>2.6 Regional balance and urbanization</p>
<ul style="list-style-type: none"> <li>• Analyse status of quality of life of Nepalese people.</li> <li>• Analyse situation of food security in Nepal.</li> <li>• Discuss the situation of social security in Nepal.</li> <li>• Highlight the aspects of sustainable development.</li> </ul>	<p><b>Unit: III Living sustainable life (15)</b></p> <p><b>3.1 Status of quality of life</b></p> <p><b>3.2 Food security</b></p> <p><b>3.3 Health insurance</b></p> <p><b>3.4 Social security</b></p> <p><b>3.5 Sustainable development</b></p>
<ul style="list-style-type: none"> <li>• Clarify the concept of environmental hazards.</li> <li>• Discuss the issues of environmental health hazards</li> <li>• Delineate climate change and its impact</li> <li>• Explain the exploitation of natural resources and its impacts</li> </ul>	<p><b>Unit: IV Environmental hazards of urban areas (25)</b></p> <p><b>4.1 Concept of environmental hazards</b></p> <p><b>4.2 Consequences of environmental hazards</b></p> <p><b>4.3 Climate change and its impact</b></p> <p><b>4.1 Environmental hazards and its management</b></p> <p>4.1.1 Concept of environmental hazards</p> <p>4.1.2 Exploitation of natural resource and its impacts</p> <p>4.1.3 Challenges of flush toilet</p> <p>4.1.4 Issues of open/free defecation</p>

<ul style="list-style-type: none"> <li>• Analyse challenges and issues of flush toilets</li> <li>• Spell out the issues of open/defecation</li> <li>• Clarify the concept and initiation of ECOSAN</li> <li>• Explain the procedure of constructing ECOSAN toilet</li> <li>• Explain the procedure of separating urine and human excreta and their agricultural and environmental values</li> <li>• Describe procedure of rain water harvesting and its advantages.</li> </ul>	<p><b>3.1.1 ECOSAN</b></p> <ul style="list-style-type: none"> <li>• <b>Concept of ECOSAN</b></li> <li>• <b>Initiation ECOSAN</b></li> <li>• <b>Construction of ECOSAN toilets</b></li> <li>• <b>Separation of urine and excreta</b></li> <li>• <b>Values of urine and human excreta in agriculture and environment</b></li> <li>• <b>Rain water harvesting</b></li> </ul>
<ul style="list-style-type: none"> <li>• Highlight adolescent's reproductive health problems.</li> <li>• Find out situation of unsafe abortion in Nepal and its consequences.</li> <li>• Explore the prenatal health care problems in Nepal.</li> <li>• Describe problems related with access to hospital delivery service and home delivery</li> <li>• Delineate issues of gender selection based on screening.</li> </ul>	<p>Unit: V Sexual and reproductive health issues (25)</p> <p><b>5.1 Adolescents reproductive health</b></p> <ul style="list-style-type: none"> <li>5.1.1 Premarital sexual intercourse</li> <li>5.1.2 Early marriage/child marriage</li> <li>5.1.3 Early age at 1<sup>st</sup> pregnancy/unwanted pregnancy</li> </ul> <p><b>5.2 Safe and unsafe abortion</b></p> <p><b>5.3 Prenatal health problems</b></p> <ul style="list-style-type: none"> <li>5.3.1 Health check up</li> <li>5.3.2 Additional food</li> <li>5.3.3 Perinatal health problems</li> </ul> <p><b>5.4 Access to delivery service in hospital</b></p> <ul style="list-style-type: none"> <li>5.4.1 Delayed decision for getting service</li> <li>5.4.2 Transportation problems</li> <li>5.4.3 Home delivery</li> </ul> <p><b>5.5 Sex selective and feticide</b></p>
<ul style="list-style-type: none"> <li>• Analyse the population situation of senior citizens.</li> <li>• State problems of elderly people.</li> <li>• Illustrate problems of senior citizen care centres.</li> <li>• Explain the situation of policies and right of senior citizens</li> <li>• Discuss insecurity of seniors and suggest to mange.</li> </ul>	<p>Unit: VI Issues of senior citizens (20)</p> <p><b>6.1 Population structure of senior citizens</b></p> <p><b>6.2 Biological, socio cultural and psychological problems</b></p> <p><b>6.3 Lack of care takers for senior citizens</b></p> <p><b>6.4 Policies of senior citizens</b></p> <p><b>6.5 Rights of senior citizens</b></p> <p><b>6.6 Nursing centres of senior citizens</b></p> <p><b>6.7 Insecurity of senior citizens</b></p>

<ul style="list-style-type: none"> <li>• Identify childhood disease and its controlling and preventive measures</li> <li>• Analyse water and sanitation problems</li> <li>• Explain problems of sexual and other major communicable diseases</li> <li>• Illustrate problems of epidemic/pandemic and zoonotic diseases</li> <li>• Discuss prevalence of non-communicable diseases.</li> <li>• Delineate the situation of substance use and disorder, disparity in health system and mental health problem.</li> </ul>	<p>Unit: VII Public health problems of Nepal (20)</p> <p><b>7.1 Childhood diseases</b>  <b>7.2 Water and sanitation</b>  <b>7.3 Maternal and perinatal health</b>  <b>7.4 Sexual transmitted diseases and other diseases</b>  <b>7.5 Epidemic/pandemic/ and zoonotic diseases</b>  <b>7.6 Non-communicable diseases</b>  <b>7.7 Natural disaster and preparedness</b>  <b>7.8 Substance use and disorder</b>  <b>7.9 Disparity in health system</b>  <b>7.10 Mental health problems</b></p>
<ul style="list-style-type: none"> <li>• Explain the meaning of empirical study.</li> <li>• Clarify objectives and importance of empirical study.</li> <li>• Identify factors to be considered while selecting a researchable title.</li> <li>• Deliver the method and use of review of related literature.</li> <li>• Clarify methods applied in empirical study.</li> <li>• Explain the procedure of data analyses.</li> <li>• Describe the process of deriving conclusion and recommendation.</li> </ul>	<p>Unit: VIII Empirical study on selected title (75)</p> <p><b>8.1 Concept and meaning of empirical study</b>  <b>8.2 Objectives of empirical study</b>  <b>8.3 Importance of empirical study</b>  <b>8.4 Steps in conducting empirical study</b> <ul style="list-style-type: none"> <li>8.4.1 Problem identification</li> <li>8.4.2 Objective formation</li> <li>8.4.3 Review of related literature</li> <li>8.4.4 Research methodology</li> <li>8.4.5 Data analysis and presentation</li> <li>8.4.6 Conclusion and recommendations</li> </ul> </p>

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

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

#### **4. Instructional Techniques**

#### 4.1 General Techniques

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

#### 4.2 Specific Instructional Techniques

Unit	Activities
I	<ul style="list-style-type: none"><li>• Students are asked to visit library or google to collect materials on problems of fertility, migration, mortality and morbidity.</li><li>• They will discuss in the class</li></ul>
II	<ul style="list-style-type: none"><li>• There will be interaction on urbanization problems in Nepal</li><li>• Suggestion for improving the situation of urbanization</li></ul>
III	<ul style="list-style-type: none"><li>• Students will be provided materials on <b>living sustainable life</b> and will be asked to present followed by discussion.</li></ul>
IV	<ul style="list-style-type: none"><li>• A Film will be shown about environmental problems and students will be assigned to write the situation / problems and suggestive measures</li><li>• Student will observe school or community toilet and prepare its report. They will present in class followed by discussion.</li><li>• An expert will be brought to present procedure and use of human excreta and urine in agriculture and harvesting of rain water.</li></ul>
VIII	The concern teacher will orient about performing empirical research followed by discussion.

Guidelines for running theoretical aspects

- **Unit-I Population issues, Unit-II Unplanned settlement and haphazard re-classification of urban areas, Unit-III Environmental hazards of urban areas and Unit-VIII Empirical study will be taught by teacher theoretically followed by lecture, interaction and discussion.**

Guidelines for running practical aspect

- **After completing Unit I to III and Unit VIII each student will be oriented on empirical study.**
- **The students will select a suitable title/problems/topic and prepare a mini proposal and detail tool/s for collecting primary or secondary or primary as well as secondary data.**
- **The students will collect essential primary or secondary data or both from informants/respondents, libraries, Google or difference sources.**
- **Based on collected data/information/documents students will prepare a report following a suitable format of empirical study.**
- **The concern teacher will orient to students about organizing a seminar and presentation. He will orient about the role of speaker, chair, commenter and participants of seminar.**

- Students will organize a seminar and present their report briefly including objectives, methods of study, findings, conclusion and recommendations in seminar.

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

## 5. Evaluation

### 5.1 Evaluation Scheme for Theoretical Aspects

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

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
<b>Group A: Multiple choice items</b>	<b>10 questions</b>	<b>10 x 1 mark</b>	<b>10</b>
<b>Group B: Short questions</b>	<b>4 with 2 alternative questions</b>	<b>4 x 7 marks</b>	<b>28</b>
<b>Group C: Long question</b>	<b>1 question</b>	<b>1 x 12 marks</b>	<b>12</b>
<b>Total</b>			<b>50</b>

### Evaluation Scheme for Practical Aspects

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

Activities	Total

<b>Attendance and participation</b>	<b>5</b>
<b>Collection of documents</b>	<b>10</b>
<b>Quality of report</b>	<b>15</b>
<b>Presentation in seminar</b>	<b>5</b>
<b>Viva-voce</b>	<b>15</b>
<b>Total</b>	<b>50</b>

## 6. Recommended Books/Reference Materials

### Recommended Books/materials

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

**Security in Nepal <http://www.huussi.net/wp-content/uploads/2015/09/Topic-4 - Adhikari-and-Poudel.pdf> (Unit III)**

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

**[content/uploads/2015/03/dynamics\\_of\\_urbanization\\_in\\_nepal.pdf](http://www.huussi.net/wp-content/uploads/2015/03/dynamics_of_urbanization_in_nepal.pdf), GSDRC (Unit II)**

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

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

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

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

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

Joshi, M. (2057). *Jans sannkhaya, watawaran ra gunstayia jivan*. Kathmandu: Gayankung Pustak (For Unit IV)

Kafle, R. & Bhawani, P. K. (2004). *Gunstar jivan*. Kirtipur: Jupiter Publication and Distributors. (For Unit III)

Karki, A. (2058). *Gunstarjiven*. Kathmandu: Pairahi Prakashan (For Unit III)

Maharjan, R.K, Sherchan, L. Maharjan S.K, Mudwari, N.B and Arya, B. (2013). Thesis writing in health, physical and population education. Kirtupur: Sunlight Publication (Unit VIII)

Maharjan, S.K. (2073). *Manawav youn tatha prajanan swasthya*. Kirtipur: Sunlight Publication (Unit V and VI)

McKenzie, J.F, .Pinger, R.P & Kotecki J. E. (2005). *An introduction to community health*. Boston, Toronto, London: Jones and Bartlett Publishers. (Unit VII)

MoE, DH, New Era (2017). *Nepal demographic and health survey 2016*. Kathmandu (For Unit I, II, III, V, VII, VIII)

Sherchan, L. and Upreti, Y.R (2068). *Samudayik swasthya sarweskhyan*. Kirtipur: Quest Publication (For Unit V, VII)

Wasti S.P, Simkhada, P and Teijlingen, E.V (2015). *The dynamics of health in Nepal*. Kathmandu: Himal Books (Unit I, V, VII)

Upreti, Y.R (2069). *Manav rogharu*. Kirtipur: Quest Publication. (Unit VII)

Dhital, N. P and Khanal, T.R (2068). *Population and development*. Kathmandu: Pinnacle Publication (Unit VII)

**DEMOGRAPHIC CHANGES OF NEPAL: Trends and Policy Implications**

[https://www.npc.gov.np/images/category/Demographic\\_Dividend\\_Report\\_May\\_2017\\_final\\_for\\_circulation1.pdf](https://www.npc.gov.np/images/category/Demographic_Dividend_Report_May_2017_final_for_circulation1.pdf) (Unit I)

Devkota, K. ( 2012). Dynamics of urbanization: roles and response of local government. (For Unit II)

UNDP (2017) Human development report, 2016. The author (For Unit III)

#### Reference Materials

Acharya, P. (2016). Reference Book on Population Education. Kathmandu Nepal

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

Adhikari, K. and Paudel, B. (2015). Ecological Toilet Emerging Solution to Food Security in Nepal [http://www.huussi.net/wp-content/uploads/2015/09/Topic-4\\_-Adhikari-and-Poudel.pdf](http://www.huussi.net/wp-content/uploads/2015/09/Topic-4_-Adhikari-and-Poudel.pdf) (Unit IV)

Adhikari R (2016). Effect of Women's autonomy on maternal health service utilization in Nepal: a cross sectional study. *BMC Women Health*. <http://bmcwomenshealth.biomedcentral.com/articles/10.1186/s12905-016-0305-7>. DOI: 10.1186/s12905-016-0305-7 (For Unit V)

**Adhikari R (2016).Knowledge on legislation of abortion and experience of abortion among female youth in Nepal: A cross sectional study. Reproductive Health** <http://reproductive-health-journal.biomedcentral.com/articles/10.1186/s12978-016-0166-4> DOI: 10.1186/s12978-016-0166-4 (Unit V)

**Adhikari R (2015). Prevalence and Correlates of Sexual Risk Behaviors among Nepalese Students. Social Science Asia. Vol. 1 (4): pp 38-50. DOI: 10.14456/ssa.2015.29 (For Unit V)**

**Adhikari R (2010). Are Nepali students at risk of HIV? A cross-sectional study of condom use at first sexual intercourse among college students in Kathmandu. Journal of the International AIDS Society 2010, 13:7** <http://www.jiasociety.org/index.php/jias/article/view/17524> (For Unit V).

**Adhikari R and Tamang J (2009). Premarital sexual behavior among male college students of Kathmandu, Nepal. BMC Public Health 2009, 9:241** <http://www.biomedcentral.com/1471-2458/9/241> (For Unit V)

**HEAN (2010). *Journal of helalth promotion*. Kathmandu: The authors (For Unit V)**

**HEAN (2012). *Journal of helalth promotion*. Kathmandu: The authors (For Unit V)**

**PRB (2017) *World population data sheet*. Washington: The authors (For Unit I)**

**NPC, IUCN (2050). *Watawan sikshya srot pustak* . Kathmandu: The authors (For Unit IV)**

<http://www.np.undp.org/content/dam/nepal/docs/reports/SDG%20final%20report-nepal.pdf> Sustainable Development Goals 2016-2030 National (Preliminary) Report (For unit III).

<http://www.un.org/millenniumgoals/> (For Unit III)

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

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

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

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

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

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

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

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

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

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

Course No. : Eng. Ed. 445

Nature of the course: Theoretical and Practical

Level: B. Ed.

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

Year: Fourth

Pass marks: T= 35, P=40

Periods per week: 6

Total periods: 150

**1. Course Description**

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

**2. General Objectives**

The general objectives of this course are as follows:

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

**3. Specific Objectives and Contents**

Specific Objectives	Contents
<ul style="list-style-type: none"><li>• Define research and discuss its characteristics, rationale and application.</li><li>• Discussion the paradigms of research.</li><li>• Provide an overview of the types of research.</li></ul>	<p><b>Unit I: Introduction (15)</b></p> <p>1.1 Defining the concept of research 1.2 Characteristics of research 1.3 Rationale/purposes of doing research 1.4 Application of research 1.5 Paradigms of research: Positivist/ quantitative and post-positivist/qualitative</p>

<ul style="list-style-type: none"> <li>State the research problems, questions and objectives in their areas of interest.</li> <li>Write a review of literatures related to their areas of interest.</li> <li>Specify and apply data collection methods and data analysis procedures.</li> </ul>	<p><b>1.6 Types of research: overview</b></p> <p><b>Unit 2: Basic components of research (20)</b></p> <p>2.1 Research problem      2.2 Research questions      2.3 Research objectives      2.4 Literature review      2.5 Sampling procedure      2.6 Data collection: Methods and tools      2.7 Data analysis and interpretation      2.8 Reporting      (Project work: Teachers should engage students in identifying research problems, research questions and objectives, and write a literature review. They should also work together to specify the methods and data analysis procedures for their study. Students should write a report of all these.)</p>
<ul style="list-style-type: none"> <li>Discuss the types and processes of developing different methods of data collection.</li> <li>Develop questionnaire, interview guidelines/schedule, observation guidelines, and test items to use for research.</li> </ul>	<p><b>Unit 3: Methods of data collections (30)</b></p> <p>3.1 Questionnaire</p> <ul style="list-style-type: none"> <li>Purpose</li> <li>Types</li> <li>Design</li> <li>Techniques/process</li> </ul> <p>3.2 Interview</p> <ul style="list-style-type: none"> <li>Purpose</li> <li>Types</li> <li>Design</li> <li>Techniques/process</li> </ul> <p>3.3 Observation</p> <ul style="list-style-type: none"> <li>Purpose</li> <li>Types</li> <li>Design</li> <li>Techniques/process</li> </ul>

	<p><b>3.4 Test items</b></p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Types</li> <li>• Design</li> <li>• Techniques/process</li> </ul> <p>(Project work: Students will develop the tools to collect data by using above research methods).</p>
<ul style="list-style-type: none"> <li>• Discuss major principles of research designs.</li> <li>• Develop research designs of different kinds.</li> </ul>	<p><b>Unit 4: Research designs (20)</b></p> <p><b>4.1 Qualitative vs quantitative</b></p> <p><b>4.2 Survey research</b></p> <p><b>4.3 Experimental research</b></p> <p><b>4.4 Action research</b></p> <p><b>4.5 Case study</b></p> <p><b>4.6 Interactional research</b></p> <p>(Project work: Students will be engaged in designing research and collect data by using appropriate methods and tools.)</p>
<ul style="list-style-type: none"> <li>• Identify appropriate tools for data analysis and interpretation.</li> <li>• Develops themes from the data.</li> <li>• Interpret the data</li> </ul>	<p><b>Unit 5: Data Analysis and Interpretation (30)</b></p> <p><b>5.1 Identifying the appropriate tools</b></p> <p><b>5.2 Transcribing data (for qualitative)</b></p> <p><b>5.3 Thematizing the data (for qualitative)</b></p> <p><b>5.4 Running statistical tools (for quantitative)</b></p> <p><b>5.5 Presenting data</b></p> <p><b>5.6 Interpreting data: triangulation process</b></p> <p>(Project work: Students are engaged in analyzing and interpreting data by using statistical tools and the process of theme building. The analysis and interpretation should be based the actual data students have collected.)</p>

<ul style="list-style-type: none"> <li>• Write a research report.</li> <li>• Use appropriate citation and referencing style (APA) and</li> </ul>	<p><b>Unit 6: Writing research (35)</b></p> <p>6.1 Following the step wise process</p> <p>6.2 Organizing the data</p> <p>6.3 Writing the report</p> <p>6.4 Citation and referencing styles</p> <p>(Project Work: Students will write a compete research report based on their study.)</p>
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#### **4. Instructional Techniques**

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

##### **4.1 General instructional techniques:**

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

##### **4.2 Specific instructional techniques**

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

#### **5. Evaluation and Time Allotment**

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

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

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

## **6. Assessment Technique**

### *6.1 Written examination: 50 marks*

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

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

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

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

Activities	Internal	External	Total
Attendance and participation	5	-	5
Collection of documents	5	5	10

Quality of report	5	10	15
Presentation in seminar	5	-	5
Viva-voce	5	10	15
Total	25	25	50

## 7. Recommended Books and References

### Recommended Books

Kumar, R. (2011). *Research methodology (3<sup>rd</sup> edition)*. New Delhi: Sage.(All Units)

McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*. London: Arnold. (Units II & III)

Nunan, D. (2008). *Research methods in language learning*. Cambridge: Cambridge University Press. (All units)

Wallace, M. (2000). *Action research for language teachers*. Cambridge: Cambridge University Press.(Unit IV)

### References

Burns, A. (2010). Doing Action Research in English Language Teaching. New York: Routledge.

Cohen, L. Manion, L. and Morrison, K. (2007). *Research Methods in Education*. London: Routledge.

Paltridge, B. and Starfield, S. (2007). *Thesis and dissertation writing in a second language*. Routledge: London.

Seliger, H. W. & Shohamy, E. (1999). *Second language research methods*. Oxford: Oxford University Press.

**Course Title: Literature for Language Development**

Full Marks: 100

**Course Code. : Eng. Ed. 446**

Pass Marks: 35

Nature of the Course: Theory

Periods per Week: 6

## **1. Course Description**

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

## **2. General Objectives**

The objectives of the course are as follows:

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

## **3. Contents in detail**

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

पाठ्यांश शीर्षक : अनुसन्धान विधि

पूर्णाङ्क : ८०+२०=१००

पाठ्यांश सङ्ख्या : नेपा.शि. ४४५

उत्तीर्णाङ्क : २५+१०=३५

पाठ्यांश प्रकृति : सैद्धान्तिक/प्रायोगिक

प्रतिहस्ता पाठ्यन्टी : ६

तह : बि. एड.

जम्मा पाठ्यन्टी : १५०

वर्ष : चौथो

## १. पाठ्यांश परिचय

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

## २. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्य निम्नानुसार रहेका छन् :

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

## ३. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
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<ul style="list-style-type: none"> <li>• भाषिक अनुसन्धानको परिचय दिन,</li> <li>• भाषिक अनुसन्धानका प्रयोजनको चयन गर्न,</li> <li>• भाषिक अनुसन्धानका प्रकारहरू बताउन,</li> <li>• भाषिक अनुसन्धानको क्षेत्र छुट्याउन ।</li> <li>• भाषिक अनुसन्धानका निर्धारित विधिहरूको परिचय दिन ।</li> </ul>	<b>एकाइ एक : अनुसन्धानको परिचय र विधिहरू (२२)</b> १.१ भाषिक अनुसन्धानको परिचय १.१.१ भाषिक अनुसन्धानको प्रयोजन १.१.२ भाषिक अनुसन्धानका प्रकारहरू १.१.३ भाषिक अनुसन्धानको क्षेत्र १.२ भाषिक अनुसन्धानका विधिहरू १.२.१ वर्णनात्मक विधि १.२.२ सर्वेक्षण विधि १.२.३ प्रयोगात्मक विधि १.२.४ तुलनात्मक विधि १.२.५ क्रियात्मक अनुसन्धान विधि
<ul style="list-style-type: none"> <li>• अनुसन्धानमा तथ्याङ्कको महत्त्व बताउन,</li> <li>• तथ्याङ्क सङ्कलनमा स्रोतहरूको पहिचान गर्न,</li> <li>• तथ्याङ्क सङ्कलनका पद्धतिहरूको चर्चा गर्न,</li> <li>• जनसङ्ख्या र नमुना छनोटको परिचय दिन,</li> <li>• नमुना छनोटको प्रकारहरू उल्लेख गर्न,</li> <li>• तथ्याङ्क सङ्कलनका विविध उपकरण निर्माण गर्न,</li> <li>• सङ्कलित उपकरणको मानकीकरणको प्रक्रिया बताउन ।</li> </ul>	<b>एकाइ दुई : तथ्याङ्क सङ्कलन र उपकरण निर्माण (२३)</b> २.१ अनुसन्धानमा तथ्य / तथ्याङ्क २.२ तथ्याङ्क सङ्कलनका स्रोतहरू २.२.१ प्राथमिक स्रोत २.२.२ द्वितीयक स्रोत २.३ तथ्याङ्क सङ्कलन पद्धति २.२.१ पुस्तकालयीय कार्य २.२.२ क्षेत्रीय कार्य २.४ जनसङ्ख्या तथा नमुना छनोट २.४.१ जनसङ्ख्या २.४.२ नमुना छनोट २.४.३ नमुना छनोटका प्रकार • सम्भावनात्मक नमुना छनोट र यसका प्रकारहरू

	<ul style="list-style-type: none"> <li>असम्भावनात्मक नमुना छनोट र यसका प्रकारहरू</li> </ul> <p>२.५ तथ्याङ्क सङ्कलनका उपकरण/साधन</p> <p>२.५.१ प्रश्नावली</p> <p>२.५.२ अन्तर्वार्ता</p> <p>२.५.३ रुजुसूची</p> <p>२.५.४ अवलोकन</p> <p>२.६ तथ्याङ्क सङ्कलनका उपकरणको मानकीकरण</p>
<ul style="list-style-type: none"> <li>भाषिक अनुसन्धानमा साझेखियकीको परिचय दिन,</li> <li>तथ्य/तथ्याङ्कको प्रस्तुतीकरणमा तालिकीकरणको परिचय दिई त्यसको उपयुक्त प्रयोग गर्न</li> <li>विभिन्न ढाँचाका तालिका निर्माण गर्न र प्रयोग गर्न,</li> <li>तथ्याङ्कको रेखाचित्रात्मक प्रस्तुतीकरणमा आरेख, आलेखको प्रयोग गर्न,</li> <li>चलको परिचय दिई त्यसका प्रकार बताउन,</li> <li>तथ्य/तथ्याङ्कको विश्लेषणका लागि प्रतिशत, औसत र मध्यमानको उपयोग गरी तथ्याङ्क विश्लेषण गर्न ।</li> </ul>	<p>एकाइ तिन : भाषिक अनुसन्धानमा साझेखियकीको प्रयोग (१३)</p> <p>३.१ साझेखियकीको परिचय</p> <p>३.२ तथ्य/तथ्याङ्कको प्रस्तुतीकरण</p> <p>३.२.१ तालिकीकरण</p> <p>३.२.२ तथ्याङ्कको रेखाचित्रात्मक प्रस्तुतीकरण</p> <ul style="list-style-type: none"> <li>आरेख र आलेख</li> </ul> <p>३.३ चल र यसका प्रकार</p> <p>३.४ प्रतिशत गणना</p> <p>३.५ औसत निर्धारण</p> <p>३.६ मध्यमान</p> <p>३.७ प्रमाप विचलन</p>
<ul style="list-style-type: none"> <li>अनुसन्धान प्रस्तावको परिचय दिन,</li> <li>अनुसन्धान प्रस्तावको आवश्यकता बताउन ,</li> <li>भाषिक अनुसन्धानको क्षेत्र र शीर्षक चयन गर्न,</li> <li>अनुसन्धान प्रस्तावका ढाँचा तथा त्यसका अड्गाहरूको परिचय दिन,</li> <li>नमुना अनुसन्धान प्रस्ताव तयार पार्न,</li> <li>कुनै समस्यामा अनुसन्धान प्रस्ताव तयार गरी प्रस्तुत</li> </ul>	<p>एकाइ चार : अनुसन्धान प्रस्ताव र यसका प्रमुख अड्गाहरू (२५)</p> <p>४.१ अनुसन्धान प्रस्तावको परिचय</p> <p>४.२ अनुसन्धान प्रस्तावको आवश्यकता</p> <p>४.३ भाषिक अनुसन्धानमा शीर्षक चयन</p> <p>४.४ अनुसन्धान प्रस्तावका अड्गाहरू</p> <p>पृष्ठभूमि/परिचय, समस्या, उद्देश्य पूर्वकार्यको समीक्षा, अध्ययनको औचित्य, अनुसन्धान विधि, अध्ययनको सीमा, अध्ययनको</p>

<p>गर्न ।</p>	<p>रूपरेखा, सन्दर्भ कृतिसूची</p> <p>४.५ अनुसन्धान प्रस्ताव लेखन र प्रस्तुति</p>
<ul style="list-style-type: none"> <li>अनुसन्धान प्रतिवेदनका अड्गहरूको परिचय दिई स्वरूप बताउन,</li> <li>अनुसन्धान प्रतिनेदनका आदि, मध्य र अन्त्यभागका आधारमा अनुसन्धान प्रतिवेदन तयार पार्न ।</li> </ul>	<p>एकाइ पाँच : अनुसन्धान प्रतिवेदनको स्वरूप (२२)</p> <p>५.१ अनुसन्धान प्रतिवेदनको परिचय</p> <p>५.२ अनुसन्धान प्रतिवेदनका अड्गहरू</p> <p>५.२.१ पूर्वभाग</p> <ul style="list-style-type: none"> <li>मुख्यपृष्ठ</li> <li>प्रतिबद्धता</li> <li>निर्देशकको सिफारिस</li> <li>स्वीकृतिपत्र / अनुमोदनपत्र</li> <li>कृतज्ञताज्ञापन</li> <li>विषयसूची</li> <li>तालिका, चित्र, नक्सासूची</li> <li>चिह्नसूची</li> <li>सद्गङ्कित सूची</li> <li>पारिभाषिक तथा प्राविधिक पदावली</li> </ul> <p>५.२.२ मूलभाग</p> <ul style="list-style-type: none"> <li>अध्याय योजना</li> <li>शीर्षक, उपशीर्षक योजना</li> <li>अनुच्छेदविन्यास</li> <li>उद्धरण</li> <li>सन्दर्भाङ्कन</li> <li>पादटिप्पणी</li> <li>सन्दर्भ कृतिसूची</li> </ul> <p>५.२.३ उत्तर भाग</p> <ul style="list-style-type: none"> <li>परिशिष्ट</li> <li>व्यक्तिवृत्त</li> </ul>
<ul style="list-style-type: none"> <li>अनुसन्धानमा प्रयुक्त भाषा प्रयोगसम्बन्धी ज्ञान र दक्षता प्राप्त गर्न,</li> <li>टड्कनका नियमहरूको पालना गर्दै प्रतिवेदन तयार पार्न,</li> <li>निर्धारित प्रावधानका आधारमा आवरण पृष्ठ र गाताबन्दी निर्माण गर्न ।</li> </ul>	<p>एकाइ छ्ठ : अनुसन्धानको भाषा र प्राविधिक पक्ष (१२)</p> <p>६.१ अनुसन्धानमा प्रयुक्त भाषा</p> <p>६.१.१ वाक्यविन्यास</p> <p>६.१.२ आदरार्थी प्रयोग</p> <p>६.१.३ वर्णविन्यास</p> <p>६.१.४ सम्पादन, परिमार्जन र संशोधन</p>

	<p>६.२ प्रतिवेदन टड्कनको प्राविधिक पक्ष</p> <p>६.२.१ शब्दविभाजन</p> <p>६.२.२ अन्तरालन</p> <p>६.२.३ पृष्ठाङ्कन</p> <p>६.२.४ टड्कित प्रतिवेदन संशोधन</p> <p>६.२.६ गाताबन्दी</p>
<ul style="list-style-type: none"> <li>• कार्यमूलक अनुसन्धानको परिचय दिन,</li> <li>• कार्यमूलक अनुसन्धानको आवश्यकता र प्रयोजन निर्धारण गर्ने,</li> <li>• कार्यमूलक अनुसन्धानका चक्रहरूको परिचय दिन,</li> <li>• शैक्षणिक व्यवस्थापनमा कार्यमूलक अनुसन्धानको उपयोगिता औल्याउन,</li> <li>• कक्षा कार्यकलापमा कार्यमूलक अनुसन्धानको स्वरूप ठम्याउन ।</li> </ul>	<p><b>एकाइ सात : कार्यमूलक अनुसन्धान (३३)</b></p> <p>७.१ कार्यमूलक अनुसन्धानको परिचय</p> <p>७.२ कार्यमूलक अनुसन्धानको आवश्यकता</p> <p>७.३ कार्यमूलक अनुसन्धानका चक्रहरू</p> <ul style="list-style-type: none"> <li>• योजना</li> <li>• कार्यान्वयन</li> <li>• अवलोकन</li> </ul> <p>७.५ शैक्षणिक व्यवस्थापनमा कार्यमूलक अनुसन्धान</p> <p>७.६ कक्षा कार्यकलापमा कार्यमूलक अनुसन्धान (प्रयोगात्मक कार्यको रूपमा विद्यार्थीलाई शोधप्रस्ताव तथा शोधप्रतिवेदन तयार पार्न लगाई मूल्याङ्कन गर्ने)</p>

## ४. शिक्षण प्रविधि

प्रत्येक एकाइमा आवश्यकता अनुसार साधारण र विशिष्ट विधिको उपयोगमा ल्याइनेछ ।

### ४.१ साधारण शिक्षण प्रविधि

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

### ४.२ विशिष्ट शिक्षणप्रविधि

एकाइ	कार्यकलाप
१	<ul style="list-style-type: none"> <li>विद्यार्थीहरूलाई कक्षाकार्यकलापका रूपमा भाषिक अनुसन्धानका प्रकारहरू टिपोट गरी कक्षामा प्रस्तुत गर्न लगाउने,</li> <li>समूह कार्यका रूपमा भाषिक अनुसन्धानका क्षेत्रहरूको सूची बनाई कक्षामा प्रस्तुत गर्न लगाउने र अन्त्यमा शिक्षकले थप सुभावसहित पृष्ठपोषण दिने ।</li> <li>ससाना समूह बनाई गृहकार्यका रूपमा विद्यार्थीहरूलाई भाषिक अनुसन्धानका विधिहरूबाट प्रश्ननिर्माण गर्न लगाई कक्षामा प्रस्तुत गर्न उत्प्रेरित गर्ने ।</li> </ul>
२	<ul style="list-style-type: none"> <li>तथ्याङ्क सङ्कलनको स्रोत र नमुना छनोट प्रक्रियाबारे विद्यार्थीहरूलाई कक्षाकार्यमा छलफल गराउने,</li> <li>ससाना समूहमा विभाजन गरी विद्यार्थीलाई तथ्याङ्क सङ्कलनका उपकरणहरूको निर्माण गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने र शिक्षकले आवश्यक सुभाव प्रदान गर्ने ।</li> </ul>
३	<ul style="list-style-type: none"> <li>कुनै तथ्याङ्क दिई उक्त तथ्याङ्कलाई विभिन्न प्रकारका तालिका, आरेख, आलेख, वृत्तचित्र आदिमा परिवर्तन गराई कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>
४	<ul style="list-style-type: none"> <li>व्यक्ति वा समूहमा शोधक्षेत्रका छोटोछोटा शीर्षकहरू दिई निर्धारित ढाँचामा नमुना शोधप्रस्ताव तयार गरी कक्षामा प्रस्तुत गराउने र आवश्यक टिप्पणी र सुभाव दिने ।</li> </ul>
५	<ul style="list-style-type: none"> <li>ससाना समूहमा विद्यार्थीलाई शोधप्रतिवेदन लेखनका स्वरूपका बारेमा कक्षामा छलफल र अभ्यास गराई अन्त्यमा पृष्ठपोषण दिने ।</li> </ul>
६	<ul style="list-style-type: none"> <li>कक्षा कार्यकलापपछि विद्यार्थीहरूलाई ससाना समूहमा विभाजन गर्ने र तत्पश्चात् प्रत्येक समूहलाई यस एकाइको १/१ वटा उपशीर्षक सम्बद्ध सामग्री टिपोट गरी कक्षामा प्रस्तुत गर्न लगाउने ।</li> <li>कक्षा कार्यकलापका रूपमा यस एकाइ भित्रका विभिन्न उपशीर्षकहरूमा आफ्ना विचारहरू लेखी कक्षामा प्रस्तुत गर्न लगाउने,</li> <li>ससाना समूह बनाई कार्यमूलक अनुसन्धानका प्रमुख अङ्गानुसार नमुना प्रस्ताव तयार गरी कक्षामा प्रस्तुत गर्न लगाउने,</li> <li>एउटा समूहले प्रस्तुत गरेको कुरालाई अर्को समूहद्वारा पालैपालो टिप्पणी गर्न लगाउने र अन्त्यमा शिक्षकले विद्यार्थीहरूका सम्पूर्ण जिज्ञासा र टिप्पणीलाई सुभावसहित पृष्ठपोषण प्रदान गर्ने,</li> <li>कार्यमूलक अनुसन्धानका लागि विद्यार्थी समूहलाई फरकफरक प्रकृतिका शीर्षक दिई परियोजना कार्यका रूपमा प्रतिवेदन तयार गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने ।</li> </ul>

#### ५. मूल्याङ्कन

यस पाठ्यांशको अन्तिम मूल्याङ्कन त्रि.वि. परीक्षा प्रणालीअनुसार वार्षिक परीक्षाद्वारा गरिनेछ । अध्यापनको अवधिभित्र कक्षा कार्यकलापका रूपमा पाठ्यवस्तुको प्रकृतिअनुसार समूहकार्य, मौखिक तथा लिखित प्रस्तुतिद्वारा विद्यार्थीहरूको मूल्याङ्कन गर्न सकिनेछ । वार्षिक परीक्षामा सोधिने प्रश्नको प्रकृति, प्रश्नढाँचा र त्यसको अङ्गभार निम्नानुसार हुनेछ-

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

### प्रयोगात्मक कार्यका आधारहरू

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

## अध्ययनपत्रको ढाँचा

### अध्याय एक : परिचय

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

अध्याय दुई : सैद्धान्तिक अवधारणा र तथ्याङ्कको विश्लेषण

अध्याय तिन : निष्कर्ष तथा सुभावहरू

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

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- न्यौपाने, नेत्रप्रसाद र तिमल्सिना, शिव प्रसाद (२०७५), अनुसन्धान विधि, काठमाडौँ : पिनाकल पब्लिकेसन, प्रा लि ।
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पाठ्यांश शीर्षक : व्यावहारिक लेखन तथा सम्पादन	पूर्णाङ्क : ८०+२०=१००
पाठ्यांश संख्या : नेपा.शि. ४४६	उत्तीर्णाङ्क : २५+१०=३५
पाठ्यांश प्रकृति : सैद्धान्तिक/प्रयोगात्मक	पाठ्यांश प्रकृति : ६
तह: चार बर्से बि.एड.	जम्मा पाठ्यांश प्रकृति : १५०
वर्ष: चौथो	

## १. पाठ्यांश परिचय

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

## २. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्यहरू यसप्रकार छन् :

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

## ३. विशिष्ट उद्देश्य तथा पाठ्यविषय

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>• अभिव्यक्तिको परिचय दिई यसका प्रकार चिनाउन,</li> <li>• लिखित अभिव्यक्ति र यसका प्रकारहरू बताउन ।</li> </ul>	एकाइ १: अभिव्यक्ति (१६) १.१ अभिव्यक्तिको परिचय १.२ अभिव्यक्तिका प्रकार

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
	<ul style="list-style-type: none"> <li>• मौखिक अभिव्यक्ति</li> <li>• लिखित अभिव्यक्ति</li> </ul> <p>१.३ लिखित अभिव्यक्तिका प्रकार</p> <ul style="list-style-type: none"> <li>• सामान्य लेखन</li> <li>• व्यावहारिक लेखन</li> <li>• व्यावसायिक लेखन</li> <li>• प्रयोजनपरक लेखन</li> <li>• प्राज्ञिक/बौद्धिक लेखन</li> <li>• सिर्जनात्मक लेखन</li> <li>• साहित्यिक र साहित्येतर लेखन</li> <li>• सम्पादनात्मक लेखन</li> </ul>
<ul style="list-style-type: none"> <li>• अनुच्छेद लेखनको परिचय दिई यसको संरचना बताउन,</li> <li>• विविध विषयमा आधारित विभिन्न प्रकारका अनुच्छेद लेखनका ढाँचा तयार गर्ने ।</li> </ul>	<p>एकाइ २: अनुच्छेद लेखन (२२)</p> <p>२.१ अनुच्छेदको परिचय</p> <p>२.२ अनुच्छेद लेखनको संरचना</p> <p>२.३ अनुच्छेद लेखनको ढाँचा</p> <p>२.४ अनुच्छेदका प्रकार</p> <ul style="list-style-type: none"> <li>• वस्तुपरक</li> <li>• आत्मपरक</li> <li>• आलड्कारिक</li> <li>• तार्किक</li> <li>• विश्लेषणात्मक</li> <li>• भावनात्मक</li> <li>• विवरणात्मक</li> <li>• आख्यानात्मक</li> </ul>
<ul style="list-style-type: none"> <li>• व्यावहारिक लेखनको परिचय दिन,</li> <li>• व्यावहारिक लेखनका विभिन्न ढाँचा तयार गर्ने ।</li> </ul>	<p>एकाइ ३ : व्यावहारिक लेखन (१४)</p> <p>३.१ व्यावहारिक लेखनको परिचय</p> <p>३.२ व्यावहारिक लेखनका ढाँचा</p> <ul style="list-style-type: none"> <li>• चिठी (कार्यालयीय)</li> <li>• निवेदन (नागरिकता, संस्था दर्ता)</li> <li>• सूचना</li> <li>• विज्ञापन</li> <li>• रसिद</li> <li>• भर्पाइ</li> <li>• मन्जुरीनामा</li> <li>• निर्णय पुस्तिका लेखन</li> </ul>

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>प्रशासनिक क्षेत्रका विभिन्न लिखतहरूको जानकारी दिन,</li> <li>प्रशासनिक क्षेत्रका लागि आवश्यक विभिन्न प्रकारका लिखतहरूको नमुना तयार गर्न ।</li> </ul>	<ul style="list-style-type: none"> <li>व्यक्तिगत विवरण</li> </ul> <p><b>एकाइ ४ : प्रशासनिक लेखन(१६)</b></p> <p>४.१ प्रशासनिक लेखनको परिचय      ४.२ नियुक्तिपत्र      ४.३ परिपत्र      ४.४ विवाह दर्ता      ४.५ जन्मदर्ता      ४.६ मृत्युदर्ता      ४.७ कार्यालय टिप्पणी      ४.८ बसाइँसराइ      ४.९ नाता प्रमाणित</p>
<ul style="list-style-type: none"> <li>कानुनी लेखनको परिचय दिन,</li> <li>कानुनी लेखनको ढाँचा र प्रकारहरू बताउन ।</li> </ul>	<p><b>एकाइ ५: कानुनी लेखन (२५)</b></p> <p>५.१ कानुनी लेखनको परिचय      ५.२ कानुनी लेखनको ढाँचा      ५.३ कानुनी लेखनका प्रकार</p> <ul style="list-style-type: none"> <li>तमसुक</li> <li>राजिनामा</li> <li>दृष्टिबन्धक</li> <li>अंशवन्डा</li> <li>बक्सपत्र</li> <li>घरबहाल</li> <li>बैनापट्टा</li> <li>करारनामा</li> <li>जाहेरी पत्र</li> <li>मिलापत्र</li> <li>छोडपत्र</li> <li>बकपत्र</li> </ul>
<ul style="list-style-type: none"> <li>बैडक तथा वित्तीय कारोबारको परिचय दिन ।</li> <li>बैडक तथा वित्तीय संस्थासँग सम्बद्ध विभिन्न प्रकारका कागजात/भौचर तयार गर्न,</li> </ul>	<p><b>एकाइ ६: बैडक तथा वित्तीय कारोबारसम्बन्धी लेखन (१३)</b></p> <p>६.१ बैडक तथा वित्तीय कारोबारको परिचय      ६.२ बैडक तथा वित्तीय कारोबार लेखनको ढाँचा</p> <ul style="list-style-type: none"> <li>बैडक भौचर</li> <li>सेयर खरिद फाराम</li> <li>धितोबन्धक तमसुक</li> <li>धितो फुक्काको नमुना</li> </ul>
<ul style="list-style-type: none"> <li>भाषा सम्पादनको परिचय दिन,</li> <li>भाषा सम्पादनको आवश्यकता बताउन,</li> <li>भाषा सम्पादनका प्रकार</li> </ul>	<p><b>एकाइ ७: भाषा सम्पादन (२२)</b></p> <p>७.१ भाषा सम्पादनको परिचय      ७.२ भाषा सम्पादनको आवश्यकता      ७.३ भाषा सम्पादनका प्रकार</p> <ul style="list-style-type: none"> <li>भाषासम्पादन</li> </ul>

एकाइगत विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>बताउन,</li> <li>भाषासम्पादनका आधारभूत पक्ष ठम्याउन ।</li> </ul>	<ul style="list-style-type: none"> <li>विषयवस्तु सम्पादन</li> </ul> <p>७.४ भाषासम्पादनका आधारभूत पक्ष</p>
<ul style="list-style-type: none"> <li>पाण्डुलिपि सम्पादनको परिचय दिन,</li> <li>छपाइ शुद्धि र चित्तन प्रयोग गरी सम्पादन गर्न</li> <li>छपाइ शुद्धि र चित्तन प्रयोगद्वारा पाण्डुलिपि सम्पादन गर्न,</li> <li>पाण्डुलिपिको अन्तिम रूप ( प्रेस रेडी कपी) तयार गर्न ।</li> </ul>	<p>एकाइ द: पाण्डुलिपिको सम्पादन (२२)</p> <p>द.१ पाण्डुलिपि सम्पादनको परिचय</p> <p>द.२ छपाइ शुद्धि र चित्तन प्रयोग</p> <p>द.३ छपाइ शुद्धि र चित्तन प्रयोगको ढाँचा</p> <p>द.४ पाण्डुलिपिको अन्तिम तयारी</p>

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

#### ४. शिक्षण प्रविधि

प्रत्येक एकाइमा आवश्यकता अनुसार साधारण र विशिष्ट विधिको उपयोगमा ल्याइनेछ ।

##### ४.१ साधारण शिक्षण प्रविधि

एकाइको प्रकृतिअनुसार पाठ्यपुस्तक, सन्दर्भ पुस्तक, पाठ्यपत्र, तीलका र आरेखहरूको उपयोग गरी व्याख्यान, छलफल, प्रश्नोत्तर विधि र प्रस्तुतीकहरणको उपयोग गरिनेछ ।

##### ४.२ विशिष्ट शिक्षण प्रविधि

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

#### ५. मूल्यांकन

यस पाठ्यांशको अन्तिम मूल्यांकन त्रिविधि परीक्षा प्रणालीअनुसार वार्षिक परीक्षाद्वारा गरिनेछ । अध्यापनको अवधिभित्र कक्षा कार्यकलापका रूपमा पाठ्यवस्तुको प्रकृतिअनुसार समूहकार्य, मौखिक तथा लिखित प्रस्तुतिद्वारा विद्यार्थीहरूको मूल्यांकन गर्न सकिनेछ । वार्षिक परीक्षामा सोधिने प्रश्नको प्रकृति, प्रश्नदाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ-

क्र.सं.	परीक्षाको किसिम	प्रश्नको किसिम	अङ्क
१	सैद्धान्तिक	वस्तुगत प्रश्न (१६x१) विषयगत प्रश्न संक्षिप्त प्रश्न (८x५) लामो प्रश्न (२x१२)	१६  ४०  २४
२	प्रयोगात्मक	अन्तरिक १० बाह्य १०	२०
		जम्मा	१००

#### प्रयोगात्मक कार्यका आधारहरू

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

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

## अध्ययनपत्रको ढाँचा

### अध्याय एक : अध्ययनपत्रको परिचय

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

### अध्याय दुई : विषयवस्तुको विश्लेषण

- विषयवस्तुको परिचय
- विषयवस्तुको नमुना

### अध्याय तिन : निष्कर्ष/सारांश र सुझाव

#### ६. सिफारिस गरिएका पाठ्यपुस्तक तथा सन्दर्भसूची

अधिकारी, चन्द्रकान्त (२०४७), लेखन तथा विवेचन, गोरखा : हिम सोल्मा साहित्य सङ्ग्रह ।

खड्का, पवित्रवहादुर (२०७१), कानुनी लिखतको सैद्धान्तिक र व्यावहारिक जानकारी, काठमाडौँ : विद्यार्थी पुस्तक भण्डार ।

खनाल, श्रीराम (२०७१), विज्ञापन, जनसम्पर्क र मिडियाका मुद्दाहरू, काठमाडौँ : विद्यार्थी पुस्तक भण्डार ।

खनिया, बुद्धराज र अन्य (२०७२), स्नातक अनिवार्य नेपाली, काठमाडौँ : जुपिटर प्रकाशक तथा वितरक ।

खनिया, बुद्धराज र अधिकारी राम कुमार (२०७५), व्यावहारिक लेखन तथा सम्पादन कला, काठमाडौँ : जुपिटर प्रकाशक तथा वितरक ।

गौतम, देवीप्रसाद र आचार्य, ब्रतराज (२०६१), विशेष नेपाली, काठमाडौँ : विद्यार्थी पुस्तक भण्डार ।

गौतम, देवीप्रसाद, भण्डारी, पारसमणि र ओझा, रामनाथ (२०७२), स्नातक नेपाली, काठमाडौँ : विद्यार्थी पुस्तक भण्डार ।

न्यौपाने, नेत्रप्रसाद र तिमिल्सना, शिव प्रसाद, (२०७५), व्यावहारिक लेखन तथा सम्पादन, काठमाडौँ : पिनाकल पब्लिकेशन, प्रा लि ।

भण्डारी, पारसमणि (२०७४), प्राज्ञिक लेखन तथा सम्पादन, काठमाडौँ : विद्यार्थी पुस्तक भण्डार ।

भण्डारी, पारसमणि (२०७५), व्यावहारिक लेखन तथा सम्पादन, काठमाडौँ : विद्यार्थी पुस्तक भण्डार ।

श्रेष्ठ, ज्ञाइन्द्रबहादुर (२०७३), कानुनी लिखतका मस्यौदा एवम् व्यावसायिक आचार नीति र  
कानुनी सिप, काठमाडौँ : पैरवी प्रकाशन ।

सुवेदी, लालानाथ (२०६९), नेपाली बोध र रचनाशिल्प, काठमाडौँ : विद्यार्थी पुस्तक भण्डार ।

**Course Title: School Health Programme and Community Health Survey**

Course No. : HP.Ed 445 (Major) Nature of course: Theoretical and practical

Level: B.Ed.

Full Marks: 100 (50 Th. & 50 Pr.)

Year: Fourth

Pass Marks: 17.5 Th & 20 Pr

Total period: 225

Periods: 9 per week

Time per period: 55 Minutes

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**1. Course Description**

This course is designed to develop theoretical and practical understanding of school health programme and community health survey among the students. The course consists of seven major units. First unit is related to introductory part of school health programme, its models and approaches. The other units deal with health instruction, healthful school environment, school health service, school community co-operation, school nutrition programme and school safety and first aid treatment. Students will also practice some aspects of school health programme during field work in the schools as the part of internal assessment. This course also aims to enhance the understanding of community health and community organisation along with major community health problems of Nepal. This course equally tends to equip students with practical knowledge and skills in doing survey, analysing data, writing survey report and prepare action plan for school/community education programme.

**2. General Objectives**

The general objectives of this course are as follows:

- To provide the students with the basic knowledge about school health programme and its models and approaches.
- To enable students to identify different components of school health programme
- To make the students familiar with health instruction, healthful school environment, school health service, school community co-operation, school nutrition programme and their elements.
- To provide students with basic knowledge and skills in school safety and first aid treatment
- To orient students with community health problems of Nepal.
- To make students familiar with basic concepts of community, society, community development and community organization.
- To provide basic concepts of process of health need assessment and community health survey.
- To provide students with field experiences of data collection and analysis procedure.
- To make students capable to carry out health survey in school/community and prepare survey report.

**3. Specific Objectives and Contents**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Describe concept of SHP</li> <li>• Illustrate aims and objectives of SHP</li> <li>• Explain need and importance of SHP</li> <li>• Illustrate different models and approaches of SHP</li> </ul>	<p><b>Unit I: Introduction to School Health Programme (15)</b></p> <p>1.1 Introduction to School Health Programme (SHP)</p> <ul style="list-style-type: none"> <li>1.1.1 Concept of SHP</li> <li>1.1.2 Aims and objectives of SHP</li> <li>1.1.3 Need and importance of SHP</li> </ul> <p>1.2 Models/approaches of SHP</p> <ul style="list-style-type: none"> <li>1.2.1 Traditional SHP with four components</li> <li>1.2.2 Health promoting school (HPS)</li> <li>1.2.3 Child friendly school (CFS)</li> <li>1.2.4 Comprehensive SHP with eight components</li> <li>1.2.5 Focusing Resource of Effective School Health (FRESH)</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce health services as a major components of SHP</li> <li>• Explain objective of school health services</li> <li>• Describe appraisal, preventive and remedial aspects of school health services</li> <li>• Highlight the role of health education teacher and nurse to provide SHS</li> <li>• Describe the meaning and importance of safety education, emergency care and first aid treatment at schools</li> <li>• Describe first aid techniques and procedure of common injuries that occur at school</li> <li>• Explain current school health service available in Nepal</li> <li>• Describe meaning and objectives of health instruction</li> <li>• Explain types of health instruction</li> <li>• Make health instruction plan for teaching health education in school</li> <li>• Describe methods of life skill based health instruction</li> </ul>	<p><b>Unit II School Health Service and Health Instruction (40)</b></p> <p>2.1 School Health Service (SHS)</p> <ul style="list-style-type: none"> <li>2.1.1 Meaning and objectives of SHS</li> <li>2.1.2 Appraisal aspects of SHS <ul style="list-style-type: none"> <li>• Health observation</li> <li>• Screening test</li> <li>• Health examination</li> <li>• Health record</li> <li>• School clinic</li> </ul> </li> <li>2.1.3 Preventive aspects of SHS <ul style="list-style-type: none"> <li>• Preventive measures of infectious diseases</li> <li>• Safety education, emergency care and first aid treatment at school</li> <li>• First aid treatment procedure of common injuries that occur surrounding the school premises : Cuts and bleeding, Fracture, Drowning, Heat stroke, Electrocution , Snakebite, Frostbite, Dog bite, Shock, Altitude sickness, Poisoning)</li> <li>• Immunisation and vaccination</li> <li>• Isolation and school closing policy</li> </ul> </li> <li>2.1.4 Remedial aspects of SHS <ul style="list-style-type: none"> <li>• Guidance and counselling services</li> <li>• Referral and follow up service</li> <li>• Health care for children with special needs</li> </ul> </li> <li>2.1.5 The role of health education teacher and nurse to provide SHS</li> <li>2.1.6 Current school health services in Nepal</li> </ul> <p>2.2 School Health Instruction</p> <ul style="list-style-type: none"> <li>2.2.1 Meaning and objectives of health</li> </ul>

<ul style="list-style-type: none"> <li>Explain current health instruction plan in Nepal</li> </ul>	<p>instruction</p> <p>2.2.2 Types of health instruction</p> <ul style="list-style-type: none"> <li>Planned health instruction</li> <li>Integrated health instruction</li> <li>Correlated health instruction</li> <li>Incidental health instruction</li> </ul> <p>2.2.3 Life skill based health instruction</p> <p>2.2.4 Current practice of health instruction in Nepal</p>
<ul style="list-style-type: none"> <li>Describe meaning and objectives of healthful school environment</li> <li>Elaborate importance of physical and psycho-social environment of school to promote the wellbeing of school children</li> <li>Explain elements of physical and psycho-social environment of healthful school environment</li> <li>Describe concept and purpose of counselling programme on mental health</li> <li>Explain appraisal methods of mental health problems</li> <li>Elaborate the ways of developing coping power and stress management for mental health promotion</li> <li>Describe cause, effects and management of mass convulsion disorder at school</li> <li>Describe meaning and objectives of school nutrition programme</li> <li>Describe the appraisal techniques of nutritional status of school children</li> <li>Explain the methods of promoting healthy food habits, managing mid-day meal and supervising school canteen.</li> </ul>	<p><b>Unit III Healthful School Environment and School Nutrition Programme (25)</b></p> <p>3.1 Healthful School Environment (HSE)</p> <p>3.1.1 Meaning and objectives of HSE</p> <p>3.1.2 Physical environment of HSE</p> <ul style="list-style-type: none"> <li>Concept</li> <li>Importance</li> <li>Elements</li> </ul> <p>3.1.3 Psycho-social environment of HSE</p> <ul style="list-style-type: none"> <li>Concept</li> <li>Importance</li> <li>Elements</li> </ul> <p>3.1.4 Counselling on mental health of pupils</p> <ul style="list-style-type: none"> <li>Concept and purpose</li> <li>Appraisal methods of mental health problems of pupils</li> <li>Developing coping power and stress management techniques for mental health promotion</li> <li>Management of mass convulsion disorder</li> </ul> <p>3.2 School Nutrition Programme (SNP)</p> <p>3.2.1 Concept and objectives of SNP</p> <p>3.2.2 Appraisal measures of nutritional status of school children</p> <p>3.2.3 Promoting healthy food habits among school children</p> <p>3.2.4 Management of Mid-day meal (tiffin) to school children</p> <p>3.2.5 Supervision of school canteen/school mid-day meal</p>
<ul style="list-style-type: none"> <li>Introduce concept of school community co-operation</li> <li>State objectives of school community co-operation</li> <li>Identify the ways of involving</li> </ul>	<p><b>Unit IV School Community Co-operation (20)</b></p> <p>4.1 Concept and importance on school community co-operation</p> <p>4.2 Objective of school community co-operation</p> <p>4.3 Co-operation and involvement of parents and</p>

<p>parents and community in health programmes</p> <ul style="list-style-type: none"> <li>• Make a brief community resource mobilisation plan for SHP</li> <li>• Describe role of school health council and parents teacher's association for effective school community co-operation</li> </ul>	<p>community members in school's programme</p> <ul style="list-style-type: none"> <li>4.4 Involvement of school in community's health programmes</li> <li>4.5 Joint venture programmes of school and community</li> <li>4.6 Planning for community resources mobilisation</li> <li>4.7 Role of school health council and Parents Teacher's Association (PTA) for effective school community co-operation</li> </ul>
<ul style="list-style-type: none"> <li>• Describe meaning and elements of community</li> <li>• Explain types of community</li> <li>• Differentiate between community and society</li> <li>• Clarify concept, importance and scopes of community health</li> <li>• Describe major community health problems of Nepal</li> <li>• Clarify the concept, aims and principles of community organisation and development</li> <li>• Describe methods/ approaches of community organisation</li> <li>• Justify the importance of community organisation for community health</li> <li>• Explore the interrelationship among social capital, social network, coalition and partnership for community health.</li> </ul>	<p><b>Unit V Community Health and Community Organisation (10)</b></p> <p>5.1 Concept and elements of community</p> <p>5.2 Types of community</p> <p>5.3 Difference between community and society</p> <p>5.4 Concept, importance and scopes of community health</p> <p>5.5 Major community health problems of Nepal</p> <p>5.6 Meaning of community organisation and community development</p> <p>5.7 Aims, objective and principles of community organisation and community development</p> <p>5.8 Methods/ approaches of community organisation</p> <p>5.9 Need and importance of community organisation for community health</p> <p>5.10 Social capital, social network, coalition and partnership for community health</p>
<ul style="list-style-type: none"> <li>• Clarify concept of community survey and field survey</li> <li>• Clarify the meaning of health needs and health need assessment</li> <li>• Describe types of health needs</li> <li>• Describe process of health needs assessment</li> <li>• Discuss participatory methods of health needs assessment</li> <li>• Describe basic steps of community survey</li> </ul>	<p><b>Unit VI Community Health Survey and Health Needs Assessment (25)</b></p> <p>6.1 Meaning and nature of community survey and field survey</p> <p>6.2 Types of survey</p> <p>6.3 Meaning of health needs and health needs assessment</p> <p>6.4 Types of health needs <ul style="list-style-type: none"> <li>• Felt needs</li> <li>• Expressed needs</li> <li>• Normative needs</li> <li>• Comparative needs</li> </ul> </p> <p>6.5 Methods of health needs assessment</p> <p>6.5.1 Participatory Rural Appraisal (PRA) <ul style="list-style-type: none"> <li>• Meaning and importance of PRA</li> <li>• Methods of PRA</li> </ul> </p>

	<p>6.5.2 Community health survey</p> <ul style="list-style-type: none"> <li>• Meaning and importance of community health survey</li> <li>• Methods of community survey</li> </ul> <p>6.6 Basic steps of community survey</p> <ul style="list-style-type: none"> <li>6.6.1 Ocular survey</li> <li>6.6.2 Problem identification</li> <li>6.6.3 Selection of study sites</li> <li>6.6.4 Formulation of objectives</li> <li>6.6.5 Population of the study</li> <li>6.6.6 Determination of sample size and sampling techniques</li> <li>6.6.7 Construction of tool and its finalisation</li> <li>6.6.8 Data collection procedure</li> <li>6.6.9 Data analysis, interpretation and dissemination</li> <li>6.6.10 Report writing</li> </ul>
<ul style="list-style-type: none"> <li>• Develop proposal to conduct school/ community health survey.</li> <li>• Select the appropriate study site.</li> <li>• Prepare tools of data collection.</li> <li>• Collecting data/ information from field.</li> <li>• Analyze &amp; interpret the data with appropriate processes.</li> <li>• Prepare field study report.</li> <li>• Prepare and conduct action plan.</li> </ul>	<p><b>Unit VII: Practicum in School or Community Survey (90)</b></p> <p>7.1 Conduction of ocular survey</p> <p>7.2 Selection of problem</p> <p>7.3 Selection of study sites</p> <p>7.4 Preparation of tools and its pre-test</p> <p>7.5 Conducting field survey for data collection</p> <p>7.6 Data processing, editing, entry, tabulation and analysis</p> <p>7.7 Developing draft of field study report</p> <p>7.8 Preparing action plan for proposed health education programme</p> <p>7.9 Final report submission to the department of campus</p> <p>7.10 Final evaluation and viva-voce</p>

(Note: Figures in the parentheses indicate the approximate teaching hours for the respective unit)

#### 4. Methods/Instructional Techniques:

The instructional techniques for this course comprise both general and specific methods.

##### 4.1 General Instructional Techniques

- Lectures with the use of multi-media projector
- Group discussions and presentation
- Guest speeches
- Review of survey reports
- Library visits
- Home assignments
- Question-answer

##### 4.2 Specific Instructional Techniques

**Unit I:** Explanation of contents and group discussion, Google search

**Unit II:** Review of book, explanation, group discussion, simulation, home assignments

**Unit III:** Explanation, discussion, assignment, question answer, observation, project work

**Unit IV:** Explanation, review of books, class presentation, group discussion,

**Unit V:** Explanation, review of books, home assignment, class presentation, desk review

**Unit VI:** Mini-lecture, review of books, class presentation, desk review, web surfing

**Unit VII:** Ocular survey, group work, classroom exercise, home assignments, desk review, cooperative learning, field work for data collection, data presentation and action programme.

## 5. Evaluation

### 5.1 Evaluation Scheme for Theory

The final theoretical examination carrying 50 marks will be conducted at the end of the academic year by the Controller of Examinations, Tribhuvan University. Questions will be asked in the final examination as given below:

Types of questions	Total questions to be asked	Number of questions to be answered	Weightage
Group A: Multiple choice questions	10 questions	$10 \times 1$	10 marks
Group B: Short Questions	4 with 2 or questions	$4 \times 7$	28 marks
Group C: Long questions	1 with 1 or question	$1 \times 12$	12 marks
<b>Total</b>			<b>50 Marks</b>

### 5.2 Evaluation Scheme for Practical

- Participation of students in classroom activities and field work with maximum 8 students in one group.
- School/ community survey, report writing, viva- voce will be jointly evaluated by the internal and external supervisor for 50 percent of marks.

Internal				External		Total
Attendance	Participation in fieldwork	Involvement in data analysis and report writing	Viva	Quality of survey report	Viva	
5	5	10	5	10	15	<b>50</b>

## 6. Teaching Learning Materials

### Recommended Books

Anderson, C. L., & Creswell, W. H. (1993). *School health practice* (10<sup>th</sup> Ed.). New York: McGraw-Hill, (Unit I-IV)

Budhathoki, C.B. & Wagle, B.P. (2068BS). *School health programme management (Nepali)*. Kathmandu: Pinnacle Publication. (For Unit I-IV)

Budhathoki, C.B. & Wagle, B.P. (2070 BS). *Community health survey (Nepali)*. Kathmandu: Pinnacle Publication. (For Unit V-VI)

Chhetri, H.S. & Bhandari, T.R. (2061). *School health programme management and supervision*. Kathmandu: Kshitij Publication. (For Unit I-IV)

Dhakal, S.N. (2068). *Community health survey*. Kathmandu: Ratna Pustak Bhadar. (For Unit V-VI)

Gautam, K. (2070). *Community health survey*. Kathmandu: Jupiter Publication.

Giri, S. (2066). *Community health and community organisation*. Kathmandu: Bidhyarthi Publication. (For Unit V-VI)

Gupta, L.C. & Gupta, A. (2007). *Manual first aid*. Delhi: Jaypee Brothers.

Haag, J.H. (1972). *School health programme* (3<sup>rd</sup> edition). Philadelphia: Lea and Fabiger. (Unit I-IV)

Maharjan, S.S. & Khanal, S. (2068BS). *School health programme management (Nepali)*. Kathmandu: Sunlight Publication. (For Unit I-IV)

Minkler, M. (2004). *Community organizing and community building for health*. San Francisco: Jossey-Bass. (Unit V-VI)

MoHP. (2006). *National School Health and Nutrition Strategy, Nepal 2006*. Kathmandu, Nepal: Authors. (For Unit III)

Ross, M. G. (1976). *Community organization: Theory, Principles & Practice*. New York: Harper & Raw Publications. (Unit V-VI)

Sherchan, L. & Upreti, Y.R. (2072). *Community health survey (Nepali)*. Kathmandu: Quest Publication. (For Unit V-VI)

Sherchan, L. & Upreti, Y.R. (2073). *Teaching HPE and school health programme (Nepali)*. Kathmandu: Quest Publication. (For Unit I-IV)

### **Reference Books**

Babbie, E. R. (2004). *Survey research methods*. Belmont, CA: Wadsworth.

Clark, J. & Henderson, J. (Eds.) (1983). *Community health*. London: Churchill Livingstone.

Devkota, B. (2056). *Community health diagnosis*. Kathmandu: Ratna Pustak Bhandar.

Devkota, B. (2068 BS). *Health research methodology*. Kathmandu: Educational Resource and development Center Nepal.

Hale, Cynthia, (1996). *Community diagnosis manual*. Kathmandu: Health Learning Materials Centre, Tribhuvan University.

Kerry, J. Redican, Larry K. Olsen and Charles R. Baffi (1998). *Organization of school health programmes*, New York: McMillan Publishing Company.

McKenzie, J., Pinger, R. and Jerome, K. E. (2005). *An introduction to community health* (Fifth Ed). Boston: Allyn and Bacon.

MoHP & MoE. (n.d). *Joint Action Plan 2071/72-2075/76 School Health and Nutrition*. Kathmandu: Authors.

Payne, J. (1999). *Researching health needs: Community Based Approach*. London: Sage Publication.

Petersen, D.J. (2001). *Need assessment in public health: A practical guide for student and health professional*. New York: Academic Publisher.

Pradhananga, Y. (2055). *Samudaya swastha ko ruprekha*. Kathmandu: Educational Enterprises.

Turner, C.E. (1970). School health and health education. Saint Louis: The CV Mosby Company.

UNICEF. (2006). *Assessing Child-Friendly Schools: A Guide for Programme Managers in East Asia and the Pacific*. Bangkok: Keen Publishing (Thailand) Co., Ltd.

WHO. (2003). *A Guide for Establishing Health Promoting Schools*, Regional Office for South-East Asia, New Delhi, India: WHO.

WHO. (2008). *School policy framework: implementation of the WHO global strategy on diet, physical activity and health*. Geneva: Switzerland.

**Course title: Sports Training in Physical Education**

Course No. : HPEd. 446

Full marks: 100

Nature of course: Theory (Major)

Pass marks: 35

Level: 4 Year B.Ed.

Periods per week: 6

Year: Four

Total periods: 150

Time per period: 55 minutes

**1. Course Description**

This course is designed to equip the prospective student teachers with the basic knowledge of training, coaching and officiating in games and sports. It also attempts to provide student teachers with experiences on test and measurement of different skills used in games and sports.

**2. General Objectives**

- To provide the students with basic knowledge and concept of sports training, coaching and officiating games.
- To acquaint the students with the skills of training, coaching and officiating games and sports.
- To orient the use of different test and measurement in related games and sports.

**3. Specific Objectives and Contents**

Specific Objectives	Contents
<ul style="list-style-type: none"><li>• Explain the meaning and concept of sports training</li><li>• Describe the aims, objectives and characteristics of sports training</li><li>• Discuss the principles and process of sports training</li><li>• State sports performance, periodisation training means and loads</li><li>• Apply different training and conditioning methods in sports</li><li>• Introduce the meaning, importance, types and methods of warming up and cooling down exercises</li></ul>	<p><b>Unit I Sports Training (50)</b></p> <p>1.1 Meaning and concept of sports training 1.2 Aims and objectives of sports training 1.3 Characteristics of sports training 1.4 Principles and process of sports training 1.5 Sports performance 1.6 Concept of Periodisation and planning 1.7 Training means and loads 1.8 Methods of training and conditioning 1.8.1 Interval training 1.8.2 Circuit training 1.8.3 Fartlek training 1.8.4 Altitude training 1.8.5 Isometric and isotonic training 1.9 Introduction of Plyometrics training 1.10 Training of strength, speed, endurance and flexibility 1.11 Warming up and Cooling down</p>

	<ul style="list-style-type: none"> <li>1.11.1 Introduction</li> <li>1.11.2 Importance</li> <li>1.11.3 Types <ul style="list-style-type: none"> <li>• General</li> <li>• Specific</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>1.11.4 Methods <ul style="list-style-type: none"> <li>• Active</li> <li>• Passive</li> </ul> </li> <li>1.11.5 Benefits of warming up and cooling down</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the meaning, concept, objectives, importance and principles of coaching.</li> <li>• Describe concept, need, importance, characteristics, qualities and qualification of a coach</li> <li>• Discuss the training, education, duties and responsibilities of a coach</li> </ul>	<p><b>Unit II Coaching (25)</b></p> <ul style="list-style-type: none"> <li>2.1 Meaning and concept of coaching</li> <li>2.2 Objectives of coaching</li> <li>2.3 Importance of coaching</li> <li>2.4 Basic principles of coaching</li> <li>2.5 Definition, concept, need and importance of a coach</li> <li>2.6 Characteristic of a coach</li> <li>2.7 Qualities of a coach</li> <li>2.8 Qualification of a coach</li> <li>2.9 Training and education of the coach</li> <li>2.10 Duties and responsibilities of a coach</li> </ul>
<ul style="list-style-type: none"> <li>• Describe the meaning, concept, objectives and importance of officiating in games and sports.</li> <li>• State the principles of officiating in games and sports.</li> <li>• Explain the roles of referee/umpire/judge in games and sports.</li> <li>• Delineate the qualities, and duties and responsibilities of a referee/umpire/judge.</li> </ul>	<p><b>Unit III Officiating (35)</b></p> <ul style="list-style-type: none"> <li>3.1 Meaning and concept of officiating</li> <li>3.2 Objectives of officiating</li> <li>3.3 Importance of officiating</li> <li>3.4 Basic principles of officiating</li> <li>3.5 Definition, concept, need and importance of a referee, umpire and judge</li> <li>3.6 Qualities of a referee, umpire and judge</li> <li>3.7 Duties of a referee, umpire and judge in different games and sports <ul style="list-style-type: none"> <li>3.7.1 Athletics</li> <li>3.7.2 Volleyball</li> <li>3.7.3 Football</li> <li>3.7.4 Basketball</li> <li>3.7.5 Badminton</li> <li>3.7.6 Table tennis</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Explain the meaning, objectives, needs and importance of test and measurement in physical education.</li> <li>• List different tests used in physical education.</li> <li>• Apply different tests in measuring</li> </ul>	<p><b>Unit IV Test and Measurement in Physical Education (40)</b></p> <ul style="list-style-type: none"> <li>4.1 Meaning and objectives of test and measurement in physical education</li> <li>4.2 Need and importance of test and measurement in physical education</li> </ul>

different knowledge and skills of physical education and sports.	<p>4.3 Tests in physical education</p> <p>4.3.1 AAHPER Youth Fitness Test (Physical fitness)</p> <p>4.3.2 JCR Test (Motor fitness)</p> <p>4.3.3 Cozen Athletic Ability Test (Motor ability)</p> <p>4.3.4 Push ups and Modified push ups (Strength endurance)</p> <p>4.3.5 Trunk extension forward and backward (Flexibility)</p> <p>4.3.6 Standing broad jump (Power)</p> <p>4.3.7 Shuttle run (Agility)</p> <p>4.3.8 Storkstand (Balance)</p> <p>4.3.9 12 min. run/walk (Cooper test for endurance)</p> <p>4.3.10 Russell Lange volleyball test</p> <p>4.3.11 Johnson Basketball ability test</p> <p>4.3.12 Mc Donald Soccer's Test</p> <p>4.3.13 Mott-Lockhart Table Tennis test</p> <p>4.3.14 Lockhart and McPherson Badminton test</p>

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

## 5 Instructional Techniques

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

### 4.1 General Instructional Techniques

- Lecture
- Explanation
- Self study
- Library study
- Presentation
- Guest Lecture
- Question-answer
- Discussion

### 4.2 Specific Instructional Techniques

Unit	Activities

I	<ul style="list-style-type: none"> <li>The students will be given reading materials to prepare papers on concept, aims and objectives, characteristics, principles, process, sports performance, periodisation and planning in physical education to present in the group.</li> <li>The students will be asked to explain means and methods of training and conditioning, concept of plyometrics training and let them discuss in the group.</li> <li>The students will be given assignment to prepare the notes on warming up and cooling down. The teacher will provide feedback for further improvement of the task.</li> </ul>
II	<ul style="list-style-type: none"> <li>Class interaction and discussion on the meaning, concept, objectives, importance and principles of coaching.</li> <li>The students will be divided into four groups and each group will be asked to prepare concept, need, importance, characteristics, qualities and qualification, training, education, duties and responsibilities of a coach. They will also be instructed to present their assignment in the large group. The teacher will facilitate in their activities.</li> </ul>
III	<ul style="list-style-type: none"> <li>The teacher will demonstrate signals and gestures related to officiating games and sports. The students will follow the teacher's demonstration.</li> </ul>
IV	<ul style="list-style-type: none"> <li>The students will organise a seminar on different test and measurement in physical education. The teacher will facilitate to provide necessary reading materials.</li> </ul>

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

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short answer questions	8 with 3 'or' questions	8 x 7 marks	56
Group C: Long answer questions	2 with 1 'or' question	2 x 12 marks	24
		Total Marks	100

## 6 Recommended Books and References

### Recommended Books

Barrow, H. M. & McGee, R. (1979). *A practical approach to measurement in physical education*. Lea & Febiger, Philadelphia. (Unit IV)

Jha, A. K. (2009). *Test, measurement and evaluation in physical education*. Kathmandu: Ekta Books. (Unit IV)

Lewellyn, J. H. & Blocker, J. A. (1982). *Psychology of coaching; Theory and applications*. New Delhi: Surjeet Publications. (For Unit II)

Mathews, D. K. (1978). *Measurement in physical education*. Philadelphia: W.B. Saunders Company. (Unit IV)

Phillips, D. A. & Hornak, J. E. (1969). *Measurement and evaluation in physical education*. W.B. Saunders Co. Philadelphia. (Unit IV)

Prakash Brothers Educational Publishers (1991). *Officiating and coaching*. Ludhiana: Author. (For Unit II and III)

Sharma, P.D. (1991). *Officiating and coaching*. Jalandhar: A.P. Publishers (Unit II and III).

Singh, H. (1995). *Science of sports training*. New Delhi: D.V.S. Publications. (For Unit I )

### **Textbooks and References**

AAHPER (1976) *Youth fitness test manual*. Washington: American Alliance for Health, Physical Education and Recreation.

Arnheim, D. D. & William, E.P. (1993). *Principles of athletic training*. St. Louis: Mostly year book.

Barrow, H. M. & Mc Gee, R. M. (1979). *A practical approach to measurement in physical education*, Philadelphia: lea and Fabiger..

Baruwal, H.B. & et al. (2070). *Sports training and evaluation in physical education*. Kathmandu: Pinacal Publication.

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