TRIBHUVAN UNIVERSITY

FACULTY OF EDUCATION

Revised Curriculum of M.Ed.

First Semester

2078 (2021)

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Core Courses

i. Foundation of Education (Ed. 511)

ii. Advance Education Psychology (Ed. 513)

Ed. 511: Foundations of Education

Course No.:	Ed. 511	Nature of Course: Theoretical	
Level:	M. Ed.	Credit Hours:	3
Semester:	First	Total teaching hours:	48

1. Course Introduction

This course is designed for the first semester Master of Education (M. Ed.) program of the Faculty of Education (FoE), Tribhuvan University (TU). The course includes the key Eastern and Western philosophical perspectives in order to develop students' competency for visualizing the educational processes from those perspectives. More specifically, it embraces Eastern ideas from Vedic, Buddhism, Kirat Mundhum, Islam, and other indigenous beliefs in relation to education. Further, it consists of the assumptions and beliefs of progressivism, modernism, post-modernism, and transformative learning theories. The course also contains the key sociological ideas to enable students to critically explain the educational practices in Nepal through those lenses. Finally, the course intends to impart the ideas of caste, ethnicity and nationalism, gender and feminism, and identity construction. These philosophical and theoretical ideas are expected to help students develop competencies required to become teaching professionals, educational administrators, educational supervisors, curriculum developers, and educational planners.

2. General Objectives

The course aims to make students able to;

- critically analyze the educational processes and practices in Nepal from Vedic, Buddhist, Islam, Kirat and other indigenous philosophies;
- assess educational processes and practices in Nepal from the key Western philosophies of education;
- acquaint themselves with the sociology of education and visualize the education systems, structures, and practices of Nepal from sociological perspectives;
- analyze the educational policies, programs, and practices from power perspectives; and
- examine the key issues of gender, caste, ethnicity, nationalism, and identity in education.

3. Course Details

Unit I: Eastern Philosophies and Education (14 hours)		
Specific objectives	**Contents**	**Content coverage**
• Conceptualize the meaning and scope of philosophy from Vedic perspective; • Assess the philosophical premises of the Bhagavad Gita; • Reflect on educational implication of the Bhagavad Gita; • Explain the philosophical premises and educational	1.1 Meaning of philosophy in the Vedic thought; 1.2 Bhagwat Gita and education; 1.3 Buddhist philosophy and education; 1.4 Quran and education; and 1.5 Kirat Mundhum and indigenous philosophies and education.	1.1.1 Meaning and scope of philosophy from Vedic perspective; 1.1.2 Introduction, philosophical and educational perspectives of the Bhagavad Gita; 1.1.3 Philosophical perspectives and educational implication of the Buddhism; 1.1.4 Introduction, philosophical beliefs and educational

implication of Buddhism; • Introduce philosophy of Quran and educational implication; and • Acquaint with the Kirat Mundhum and other indigenous knowledge.		implications of Quran/Islam; and 1.1.5 Introduction of indigenous knowledge: Kirat Mundhum, and other indigenous. philosophies and their educational implications.
Teaching learning strategies		
Teacher's Inputs (14 hrs.)	**Students' Efforts (28 hrs.)**	**Tasks for assignment**
• Orient the course and assignments; • Share and generate students' ideas in different themes of this course; • Provide learning materials; • Encourage them to engage in group works, sharing ideas and presentation in the class; • Provide topics for class presentation; • Orient students about book/chapter review task with a set of guidelines; and • Provide feedback and maintain record of students' work.	• Be oriented about the course and requirements; • Participate in class activities and make presentation in the class; • Study the resources provided by the teacher; • Explore the reading materials in the library or internet; • Be familiar with book/chapter review guidelines; • Identify a book/chapter for review from the content area; and • Review the book individually and submit the report.	• Review a book/book chapter related to the content area and write a review in about 1000 words (Teacher may assign a particular book for review).
Unit II: Western Philosophies and Education (8 hours)		
Specific objectives	**Contents**	**Content coverage**

• Conceptualize meaning and scope of western philosophy; • Elaborate philosophical perspectives and educational ideas of progressivism; • Critically analyze modern and postmodern philosophies and educational implication; • Explain Adult learning philosophies and educational implication; and • Relate these philosophies to understand Nepali educational processes and practices.	2.1 Meaning and scope of philosophy from western perspective; 2.2 Progressivism in education; 2.3 Modernism and postmodernism in education; 2.4 Adult learning philosophy; and 2.5 Reflection of these philosophies and theories in Nepali context.	2.1.1 Meaning and scope (ontology, epistemology and axiology) of western philosophy; 2.1.2 Philosophical premises and educational implication (objectives, content, learning methods, teachers' and students' role) of progressivism; 2.1.3 Philosophical ideas and educational implication (objectives, content, learning methods, teachers' and students' role) of modernism and post-modernism; 2.1.4 General introduction of transformative learning philosophy: contribution of Paulo Freire (philosophical and educational views), contribution of Jack Mezirow (educational view); and 2.1.5 Critical reflection of the fits and misfits of these theories in Nepali educational milieu.
Teaching learning strategies		
Teacher's Inputs (8 hrs.)	**Students' Efforts (16 hrs.)**	**Tasks for assignment**
• Share ideas of Western philosophies allowing students to reflect on their ideas, experiences, and practices; • Engage the students in group works and sharing ideas; • Provide article review task and guideline of article review; and • Provide feedback and maintain record of the review task, and class presentation.	• Share and discuss the ideas shared by the teachers; • Search and study additional resources; • Search articles for review; • Review article based on the guideline provided; and • Make class presentations.	• Students will explore a journal article and prepare a review note between 500 to 1000 words.
Unit III: Sociological Perspectives and Education (8 hours)		
Specific objectives	**Contents**	**Content coverage**

• Explain the basic ideas of structural- functionalism, conflict, symbolic interactionism, and critical theories; and • Use the sociological theories to explain the particular sociological issues and practices in education sphere of Nepal and elsewhere.	3.1. Sociology, sociological theories and education; 3.2. Structural-functionalism; 3.3. Conflict theories; 3.4. Symbolic interactionism; and 3.5. Critical theories.	3.1.1 Introduction of sociology, sociological theories and their relation with education; 3.1.2 Structural-functionalism (theoretical concept, fundamental assumptions, key criticism, educational views); 3.1.3 Conflict theories (dialectical materialism, key beliefs, criticisms, educational views); 3.1.4 Symbolic interactionism (concept, assumptions, criticism, educational views); 3.1.5 Critical theories (Concept, basic assumptions, criticism, educational views).
Teaching learning strategies		
Teacher's Inputs (8 hrs.)	**Students' Efforts (16 hrs.)**	**Tasks for assignment**
• Share ideas of key sociological theories; • Provide resources; • Encourage students to explore reading materials; • Engage students in group works, discussion, and sharing ideas; • Provide feedback on students' tasks; • Provide project work guideline • Form groups (5-7 students in a group) for collective project work; • Provide feedback, evaluate the task, and maintain record.	• Actively participate in classroom activities of group works, sharing ideas, and presentations; • Engage in class presentations; and • Be aware of the project work and prepare project work report.	• The students are required to choose an issue of project related to content areas and prepare a project report in about 2000 words in groups.
Unit IV: Politics in/of Education (10 hours)		

Specific objectives	Contents	Content coverage
• Clarify the concept of power, politics, and politics of/in education; • Explain different power perspectives in education; • Compare different power perspectives in education; • Analyze the educational practices from any of the power perspectives; and • Explain how educational systems are influenced by power in different periods of governance.	4.1. Power and politics in/of education; 4.2. Foucauldian power and education; 4.3.Linguistic power and education; and 4.4.Elite power and education in Nepal.	4.1.1 Concept of power, politics, and politics in/of education; 4.1.2 Foucault's discourse as power and its influence in educational, policies, programs, and classroom culture; 4.1.3 Robert Philipson's ideas of linguistic imperialism: intrinsic, extrinsic, and functional power of language and language use in the classroom practices; and 4.1.4 Education in different regimes in Nepal (Prior to Rana period, Rana period, Panchayat Era, and in Multi-party democracy in Nepal).
Teaching learning strategies		
Teacher's Input (10 hrs.)	**Students' Efforts (20 hrs.)**	**Tasks for assignment**
• Share different power perspectives; • Provide reading materials; • Encourage the students in group works and discussion sharing their ideas; • Provide a task of writing reflective note to the students; • Provide feedback on the works (class presentation and reflective note) of students; and • Evaluate and maintain the record of the students' tasks.	• Participation in the class activities; • Sharing ideas and experiences; • Making class presentation; and • Prepare reflective notes.	• The students will prepare a reflective note on an educational issue or practices in Nepal.
Unit V: Gender, Ethnicity, Nationalism, and Identity Perspectives in Education (8 hours)		
Specific objectives	**Contents**	**Content coverage**
• Clarify the concept of gender in educational processes;	5.1. Gender and education; 5.2. Inter-sectionality and	5.1.1 Concept of gender, gender roles in educational processes and practices;

• Clarify the concept of multiple exclusions from inter-sectionality; • Conceptualize caste, ethnicity, nation, state, and nationalism; • Explain role of education for developing nationalism; • Explain the concept of identity; and • Visualize how education supports to construct identity.	education; 5.3. Caste, Ethnicity and Nationalism; and 5.4 Identity and identity construction	5.1.2 Multiple exclusions and its impact in education; 5.1.3 Concept of caste, ethnicity, race, nation, nationalism, nation-sate, and state-nation; 5.1.4 Role of education on developing nationalism; 5.1.5 Concept of identity, construction of individual and social/ethnic identity; and 5.1.6 Role of education in the construction of identity.
Teaching Learning Strategies		
Teacher's Input (8 hrs.)	**Students' Efforts (16 hrs.)**	**Tasks for assignment**
• Provide reading materials to the students; • Facilitate them to engage in reading papers on different concepts such as gender, ethnicity, nation-state, state-nation, race, nationalism, and identity; • Allow them to share the ideas in group and make presentation of group work in the class; • Allow them to find the similarities and differences of these ideas; • Provide a task of preparing critique paper of a newspaper article with a guideline; and • Provide feedback on the class presentation and critique paper of students.	• Take part in reading activities in the class; • Take part in classroom discussion; • Make class presentation; and • Develop a critique paper on a newspaper article.	• The students will prepare a critique paper in the form of a newspaper article to be published in a magazine or daily newspaper.

4. Evaluation Criteria (Internal - 40% and External - 60%)

Students' learning will be evaluated based on 40% internal assessment and 60% external examination. Evaluation criteria will be as explained below.

Criteria	Marks	Description
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class presentation	5	Each student make a class presentation on a specific theme selected/provided.
Assignment I (Individual task)	10	Any one task from Unit 1 or 2 or 3 or 5.
Assignment II (Group task)	10	Task from Unit 3
Assignment III (Individual test)	10	Written examination: Objective and subjective items
Total internal assessment	**40**	
External evaluation: The external 60% written test covers the following nature of test items and marks.		
External Examination	**60**	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (10× 2) = 20 (including one or question)

5. Recommended books and references

Unit I

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Pthak, R. P. (2012). *Philosophical and Sociological Principle of Education.* Delhi: Pearson, pp. 65-76.

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Vidyarnava, R.B.S.C. (1918).*The Sacred Books of Hindus Volum XXI.* (Trans.). Allahabad: The Panini Office, Bhuvaneswari Asrama, pp.vxi-xix.

Williams, M. (2009). *Indian Wisdom examples of the Religious, Philosophical, and Ethical Doctrines of the Hindus.* United States of America: Cambridge University Press.PP.294 -308.

Yamphu. H. P. R. (2016). *Pellam: A Cultural Way of Making Yamphu Themselves Self-sovereign People. Nepali Anthropology: New Direction and Contributions.* Seminar Proceedings. (B. Pokharel, J. Rai, M. S. Lama, edits.). Kathmandu: Central Department of Anthropology Tribhuvan University, Kirtipur.

चाम्लिङ, भोगीराज (२०७५) मुन्दुम के हो ? कति प्राचीन हो ? (प्रथम संस्करण) । कार्यपत्र । काठमाडौँ: किरात राई संस्कृतिक कलाकार संघ, केन्द्रीय समिति ।

चाम्लिंङ, भोगीराज (२०७१, संकलन तथा सम्पादन) । मुन्दुम । सृष्टि भाग १ । काठमाडौँ : किरात राई चामलिंग खाम्बातिम केन्द्रिय कार्यसमित । कोटेशोवर ।

चेम्जोङ्ग, इमानसिंह (सम्बत २०५९) । *किरात मुन्धुम (किरातको वेद)* । ललितपुर: किरात याक्थुंग चुमुलुंग केन्द्रिय कार्याल, महालक्ष्मी थान ।

राई, ज्ञावनशेर र राई, शिवराम (सम्बत २०७३, संकलक) । चामलिंङ, भोगीराज (सम्पादक) । मुन्दुम होसुंग । काठमाडौँ : किरात राई चामलिंङ, खाम्बातिम केन्द्रिय कार्य समित । कोटेशोवर ।

Unit II

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Unit III

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Angelo, T. D., Seaton, G., & Smith, N. (n.d.). Critical theory in education. Retrieved from https://www.academia.edu/8754749/Critical_Theory_in_Education

Singh, J. P. (2019). Humanism. Humanism and Jai Prithvi Foundation. Kathmandu: Author. First print of the book was published in Bangalore in 1928.

Unit IV

VeneKlasen, L., & Miller, V. (2006). Dynamics of power, inclusion, and exclusion. *Nonprofit Online News Journal.* Nonprofit Online News and The Gilbert Center.

Nordensvard, J. (2014). The politics of education: education from political and citizenship discourse. Policy Futures in Education, 12 (3), 340-346.

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Dussel, I. (2010). Foucault and education. In M. W. Apple, S. J. Ball, & L. A. Gandin (Eds.), *The Routledge International Handbook of Sociology of Education* (pp. 26-36). London and New York: Routledge Taylor and Francis Group.

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Unit V

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Silva Santos, D. J., Palomares, N. B., Normando, D., & Quintao, C. C. A. (2010). Race versus ethnicity: Differing for better application. *Digital Press Jorthod, 15* (3), 121-124.

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Freire, S., & Associates (2009). Identity construction through schooling: listening to students' voices. *European Educational Research Journal, 8* (1), 80-88.

Ed. 513: Advanced Educational Psychology

Course No.: Ed. 513	Nature of course: Theoretical
Level: M. Ed.	Credit Hours: 3 cr. hrs.
Semester: First	Teaching Hours: 48 hours

1. Course Introduction

This is a core course for a Master's degree in Education. The course consists of four units that deal with the theoretical and practical aspects of educational psychology. The course aims to provide students with professional knowledge, skills and understanding about developmental psychology and learning theories along with their educational implications. In case of developmental aspect, the emphasis will be given to adolescence's growth, development, problems behavior and disorders that arise during this phase. The course explores different schools of learning theories centering on how children learn in their everyday life and the implications of those theories in formal education. Finally, the course also introduces knowledge practices related to guidance and counselling in a school setting, and focuses on teachers' role as a guidance worker and counsellor.

2. General Objectives

- To conceptualize the theoretical nature of human development;
- To explore the developmental aspects and problem behavior and disorders of adolescence;
- To critically reflect on different schools of learning theories and their classroom implications;
- To get acquainted with the concept of student guidance and counselling;
- To explain the teacher's role as a guidance worker and counsellor in school.

3. Course Details

Unit I: Understanding Human Development (10 hrs.)		
Specific Objectives	Contents	Content Coverage
• Describe the concept of and issues of human development; • Explain the behaviorist, psychoanalytic, cognitive, and ecological theories of human	1.1 Concept and issues in human development 1.2 Theories of human development and their educational implications	1.1 Concept and issues of human development: nature vs. nurture, continuity vs. discontinuity and universal vs. context specificity 1.2.1 Behaviorist theory : B. F Skinner 1.2.2 Psycho-analytical theory: Sigmund Freud 1.2.3 Cognitive development theory: Jean Piaget 1.2.4 Ecological theory:

development		Bruffenbrenner
Teaching Learning Strategies		
Teacher's' Efforts	Student's Efforts	Tasks
• Provides learning materials to the students and ask them to suggest ideas for classroom discussion. • Gives a short lecture and conceptual presentation on the issues and theories before the class discussion. • Forms groups for discussion. • Organize debate on the issues. • Summarizes the discussion.	• Prepare discussion questions. • Participate in the group discussion equally and draw ideas. • Get involved in debate for and against the human development issues and theories. • Raise questions about the contents and issues that were not well understood.	• Student need to prepare a four-page reflective report based on discussion in the group and their experience of the debate. • To prepare this report, students consult the books and articles available in the library as well as online materials.
Unit II: Adolescence and Educational Implication (12 hrs.)		
Specific objectives	Contents	Content coverages
• Describe the concept of Adolescence • Explore Physical, cognitive, emotional, social and moral development of adolescence and its educational implications; • Get acquainted with problems behavior	2.1 Introduction and developmental aspects of adolescence and their educational implication 2.2 Problems behavior and disorder during Adolescence 2.3 Issues of ICTs and mass media and their educational implication	2.1 Introduction to adolescence, Physical, cognitive, social, emotional, moral development and their educational implications. 2.2.1 Problems behavior: Drug abuse, sexual perversion, bullying, loss and bereavement, anger, aggression and violence in school 2.2.2 Disorder: Depression and Suicide 2.3. Short introduction to

and disorders during adolescence; • Assess the role of ICT and mass media and their impact during adolescence; • Develop ideas on adolescence from indigenous and gender perspectives.	2.4 Viewing Adolescence from indigenous and gender perspectives	adolescents' engagement in ICTs and mass media and their effects on physical and psychological health of adolescents. 2.4 Characteristics of adolescents from diverse socio-cultural backgrounds, their typical practices acknowledging children as adolescents.
Teaching Learning Strategies		
Teacher's Efforts	Student's Efforts	Tasks
• Assists the students by elaborating the contents and the nature of the topics. • Highlights the major growth and developmental characteristics and changes. • Prepares a list of possible problems and issues faced by adolescents in contemporary society through classroom discussion. • Encourages students to explore strategies and methods to promote adolescents' well-being	• Prepare the presentation of five to seven minutes in the group focusing on the physical, social, mental, emotional, characteristics and changes with implications. • Actively participate in the class discussion on problems and challenges that are to be faced during adolescence. • Work in group to explore the teaching learning strategies and methods for enhancing adolescents' wellbeing. • Share their work with each other.	Two major tasks the students will accomplish in the unit: a) Individually students must write a three-page reflective note as a summary of chapter compulsorily. b. Specifically as instructed by teachers, students will carry out certain number of presentation covering the course contents.

as a classroom implication.		
Unit III: Learning Theories and Educational Implication (16 hrs.)		
Specific objectives	Contents	Content Coverage
• Get acquainted with the basic concept of behaviorism and its implication in classroom teaching. • Develop ideas on cognitivism and its educational implications. • Get familiar with humanism theories and their educational implications. • Conceptualize constructivism and connectivism and their educational implication.	3.1 Behaviorism and its educational implication 3.2 Cognitivism and its educational implication 3.3 Humanism and its educational implication 3.4 Constructivism and its educational implications 3.5 Connectivism and its educational implication	Brief introduction to behaviorism, cognitivism, humanism, constructivism and connectivism, their major characteristics, contributors, essence and their key strategies, critiques and techniques in classroom teaching and learning.
Teaching Learning Strategies		
Teacher's Efforts	Student's Efforts	Tasks
• Assists to conceptualize the different schools of learning theories • Encourages students to design teaching learning activities based on the concepts provided. • Manages classroom for students' presentation. • Summarizes all	• List out the major characteristics, contributors and essence of different schools of learning theories. • Consult library to elaborate the concepts and ideas given in the classroom. • Each group prepares a 7 to	• Library work of the group will be a key contribution to updating their learning theories and breaking their mind set. • Major task is students' presentation of 7 to 10 presentation. • Prepare unit's summary on different school of learning theories and their strategies and

different schools of learning theories.	10 minute presentation. • Share their presentations with each other after drawing conclusions.	methods informing classroom teaching and learning.
Unit IV: Guidance and Counseling in School		**(12hrs.)**
Specific objectives	Content	Content Coverage
• Get acquainted with the concept of guidance in school setting • Discuss teachers' major concern in schools • State the teachers' role as students' adviser in school. • Get familiar with essential guidance program in school • Show the relationship between teachers and guidance worker in school. • Develop ideas on counseling in school setting • Mention the stages of counseling • Discuss the individual and group counseling and techniques • Show the relationship between counselor and teachers.	4.1 Introduction to guidance in school 4.1.1 Teacher and school guidance 4.1.2 Teacher concern 4.1.3 Teacher as students' advisor 4.1.4 Essential guidance program 4.1.5 Teacher-guidance relationship 4.2 Introduction to Counseling in School 4.2.1 Stage of counseling • Technique of counseling ▪ Individual counseling ○ Technique of individual counseling ▪ Group Counseling ○ Technique of individual counseling 4.2.2. Teacher–counselor relationship.	4.1 Short introduction to guidance and its major characteristics. 4.1.1 Role of teachers and school guidance program 4.1.2 Major teacher concern about students and school program. 4.1.3 Role of teachers as students' advisor (facilitator/ students' supporter, wise choice maker) 4.1.4 Ideas on essential guidance program in school 4.2 Short introduction to counseling in schools. 4.2.1 Conceptualization of individual and group counseling, procedure of carrying out individual and group counseling. 4.2.2 Discuss the relationship between teacher-counselor.

Teaching Learning Strategies		
Teacher's Efforts	Student's Efforts	Task
• Assists in conceptualizing guidance and counseling. • Demonstrates how a teacher advises students as a guidance worker. • Introduces essential guidance program • Mentions the technique of carrying out individual and group counseling.	• Actively participate in the classroom discussion. • Work in group on how a guidance worker supports students' problems. • Perform roles as a guidance worker. • List out the essential skills and techniques for carrying out counseling in school setting.	• Visit the schools and collect information about the 'students' difficulties. Then prepare a short advice plan to support the students • Students themselves perform as a guidance worker in their own group and each develop a plan of advising action. • Individual students, based on classroom interactions, teachers' inputs, and their visit to schools for conducting interviews, prepare a report as a plan for actions to support adolescents for resolving their educational difficulties. Plan should be 2500-3000, Times New Roman, 1.5 spacing.

4. Evaluation Criteria (Internal 40%, External 60%)

Students' learning will be evaluated based on 40% internal assessment and 60% external examination. Evaluation criteria are given below:

Criteria	Marks	Remarks
Internal assessment: The internal assessment will be formative as well as summative in nature which includes following activities.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pair or individual).
Assignment I (Individual task)	10	Any one task from Units I or II.
Assignment II (Group task)	10	Any one task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items (from unit I, II, II and IV)

External evaluation: The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (10× 2) = 20 (including one or question)

5. Recommended books and references

Crain, W. (2014). *Theories of adolescent concept and application (6th ed.).* Pearson Education Limited USA. (Unit, II)

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

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

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

Hergenhahn, B. R. & Olson, M. N. (2001). *An introduction to theory of learning* (8th ed.). New Delhi: PHI Learning Private Limited. (Unit, III)

Hergenhahn, B.R. & Henley, T. B. (2014). *An introduction to the history of psychology (7th ed.).* USA: Wadsworth Cengage learning. (Unit, III)

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

King, D. B. Woody, W.D. & Viney, W. (2013). *History of psychology ideas & context (5th ed.).* New York: Pearson Education, Inc. (Unit, III)

Learner, R.M & Steinberg, L. (2014). *Handbook of adolescent psychology*. John Willey and Sons, Inc. (Unit, II)

Lines, D. (2006). *Brief counselling in schools working with young people from 11-18 (2ed).* New Delhi: Sage Publication.

Myrick, R. D. (2011). *Developmental guidance and counselling: A practical approach (5th ed.).* Minneapolis: Educational Media Corporation. (Unit, IV)

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

Ormrod, J.E. (2012). Human learning (6th ed.) New York: Pearson. (Unit, I & II)

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

Sigelman, C. K. & Rider, E. A. (2018). *Life-span human development.* USA: Cengage learning. (Unit, III)

Stenberg, L. (2017). *Adolescence (7th ed.).* New York: McGraw-Hill Education. (Unit, II)

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

Santrock J.W. (2007) *Adolescence, 11th ed.* New Delhi: Tata McGraw-Hill Publishing Company Limited. (Unit, II)

Santrock J.W. (2011). *Lifespan development (14th ed.).* New Delhi: Tata McGraw-Hill Publishing Company Limited. (Unit, I & II)

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

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

Woolfolk, A. (2008). *Educational psychology*. India: Pearson Education.

Specialization Courses

Education Planning and Management

i. Ed. PM. 515: Planning Education for Change

ii. Ed. PM. 516: Theories of Educational Management and Leadership

iii. Ed. PM. 517: Educational Administration and Supervision

iv. Ed. PM. 518: Organizational Behavior in Education

Ed. PM. 515: Planning Education for Change

Course No.: Ed. PM. 515 | Nature of course: Theoretical
Level: M. Ed. | Credit hours: 3
Semester: First | Teaching hours: 48

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1. Course Introduction

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

2. General Objectives

The general objectives of the course are to:

- explore the concept and evolution of educational planning.
- acquaint students with techniques of planning education for bringing about changes in different areas of development in the country.
- prepare students to explore and address diversities in education.
- analyze the policy, mode and parameters of educational planning for change.
- provide students with knowledge of different trends of planning for national development in education.
- equip students with the knowledge of different crises of educational planning and issues of quality education.

3. Specific Objectives and Contents

Specific Objectives	Contents
• To define the concept of plan and educational plan. • To enumerate the chronology and milestones of educational planning. • To state different themes, issues and challenges of educational planning. • To describe the development and trends of educational planning.	**Unit I: Concept and Evolution of Educational Plan (8)** 1.1 Concept of a plan and educational planning. 1.2 Chronology and milestones of educational planning. 1.3 Prospects of educational planning. 1.4 Themes, issues and challenges of educational planning. 1.5 Trends and development of educational planning.
• To define the concept and need of planning for people. • To plan for the universalization of basic education. • To plan education to address pluralities of the country. • To plan for the under-served groups of	**Unit II: Planning Education for Change (10)** 2.1 Concept of change in education. 2.2 Planning for people. 2.3 Planning for the universalization of basic education. 2.4 Planning for pluralities of the country. 2.5 Planning to reach the under-served groups of people. 2.6 Planning education for consumerism.

people. • To plan education for consumerism. • To assess the internal (national) and external funding processes in education. • To suggest future directions for educational planning.	2.7 Assessment of funding processes (internal and external) in education. 2.8 Future directions in educational planning.
• To make meaning from different perspectives of diversity planning. • To elucidate diversity planning for ensuring access, equity and quality of education. • To be knowledgeable of institutional culture in higher education. • To identify the link between diversity planning and strategic planning. • To relate the main thrusts, role and level of diversity planning with institutional planning. • To find out ways to apply system the approach to higher education. • To identify performance measures, benchmarks, indicators, targets and trends through the use of diversity planning.	**Unit III: Planning for Diversity (10)** 3.1 Meaning and concept of diversity planning 3.1.1 International perspective 3.1.2 Population dynamics as a driver of diversity planning 3.2 Diversity planning as an instrument to promote access, equity and quality of education 3.3 Institutional culture in higher education 3.4 Planning diversity from an institutional planning perspective 3.4.1 Linkage of diversity planning to strategic planning 3.4.2 Main thrusts of the strategic planning 3.4.3 Role of planning information in institutional diversity planning 3.5 Application of the system approach to higher education 3.6 Levels of planning information at macro-, meso-and micro- levels 3.7 Diversity planning for identifying performance measures 3.7.1 Benchmarks 3.7.2 Performance indicators 3.7.3 Targets 3.7.4 Trends
• To state the parameters of economic, educational and dynamic changes through policy planning. • To explain different policy modes in relation to planning education for change. • To state the criteria of policy options with reference to planning education for change.	**Unit IV: Educational Policy Planning (10)** 4.1 Parameters of policy planning 4.1.1 Economic parameter 4.1.2 Educational parameter 4.1.3 Parameter of dynamic change 4.2 Policy modes 4.2.1 Systemic mode 4.2.2 The ad hoc mode 4.2.3 The incremental mode 4.2.4 The importation mode 4.3 Criteria of policy options 4.3.1 Desirability 4.3.2 Affordability 4.3.3 Feasibility of policy options

• To define planning for development concerns from various perspectives.
 	
• To analyze dilemmas of planning for development discourse.
  • To identify development issues in educational planning.
  • To explore the globalization and evolutionary-devolutionary approaches to educational planning and management.
  • To find out ways to use research and development in planning and management.
• To explain the concept and use of QAA in educational planning and management.
	Unit V: Trend Setters of Educational Planning and Management
	(10)
	
	5.1 Planning for development concerns
	  5.1.1 Development theory
	  5.1.2 Concept of development as a social equalizer
	5.2 Dilemmas of planning for development discourse
	  5.2.1 Crisis of development
	  5.2.2 Evolution of planning for development
	  5.2.3 Development as redemption
	  5.2.4 Development planning options
	5.3 Development issues in educational planning
	  5.3.1 Notions of change
	  5.3.2 Modernization of educational planning
	  5.3.3 Critical globalism
	5.4 The Glocalization approach to planning
	5.5 The evolutionary-devolutionary approach to planning and management
	5.6 Research and development in planning and management
	5.7 Macro-leadership and micro- management to planning
	5.8 Use of Quality Assurance and Accreditation (QAA) system

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

4. Instructional Techniques

A combination of general and specific techniques of instruction will be used to deliver the course. A brief note of these techniques is as follows:

4.1 General techniques

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

4.2 Specific techniques

Unit	Activity and Instructional Techniques
Unit Three	**Planning for diversity**: Assign groups of students the task of reviewing the educational plans starting from the National Education System Plan (1971-75) to the School Sector Reform Plan (2009-15). Divide the class into manageable groups to work in these different periodic educational plans so as to assess these

	plans from the perspective of inclusion and diversity. Make sure that each group of students prepares the review of these plans along with the given format. Require each group of students to present the review reports before the class. Initiate discussion on the presentation followed by conclusion from the teacher.
Unit Five	**Trends in Planning for Educational Development:** 5.2 Dilemmas of planning for development discourse Divide the class into manageable groups of 5 students each to review the book Development Theory (Jan Nederveen Pieterse-2001). Ask the students to read and review the book to come up with answers on Crisis of Development, Evolution of Planning for Development, Development as Redemption and Development Planning Options. The students in groups prepare the review reports for discussion in the class followed by critical observation from the teacher. 5.3 Development issues in educational planning The students in this group read and review the book for a different purpose under the guidance of the teacher. They prepare a brief paper on Notions of Change, Modernization of Educational Planning and Critical Globalism to present before the class. The teacher asks the presenters for collecting feedback from the fellow students followed by his/her observation. These papers can be submitted to the teacher in the form of internal assessment.

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

5. Evaluation Schemes

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

5.1 Internal evaluation (40%)

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

Attendance	5 points
Participation in learning activities	5 points
First assignment/midterm exam	10 points
Second assignment/assessment	10 points

Third assignment/assessment	10 points
Total	**40 points**

5.2 External evaluation (60%)

External evaluation will be conducted by Examination Section, Office of the Dean, Faculty of Education through final written examinations at the end of the semester. The following types of questions will be employed:

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

6. Recommended Books and References

6.1 Recommended books

Arredondo, P. (1996). *Successful diversity management initiatives: A blueprint for planning and implementation*. London: Sage. *(For Unit 3)*

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

Haddad, W. D. & Demsky, T. (1995). *Education policy planning process: An applied framework.* UNESCO: IIEP. (For Unit 4)

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

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

Lewin, K. (2008). *Four decades of educational planning: Retrospect and prospect.* Paris: International Institute for Educational Planning, UNESCO. (For Unit 1)

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

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

Pieterse, J. N. (2001). *Development theory: Deconstruction/ reconstructions.* London: Sage Publications. (For Unit 5)

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

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

6.2 References

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

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

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

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

Nicholas, I. (1998). *Educational planning in east Africa: The role of imported planning technology*. Masters' thesis submitted to Department of Graduate Studies of Educational Research, Calgany, Alberta. (For Unit 4)

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

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

Ed. PM. 516 Theories of Educational Management and Leadership

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

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1. Course Introduction

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

2. General Objectives

The general objectives of this course are to:

- equip students with the knowledge about the basic concepts of educational management and leadership and allied terms.
- provide students with a deeper understanding of the contribution of management thoughts to educational management.
- prepare students to have the wider knowledge of the models of educational management and relationship between those models with associated leadership.
- enable students to find out the different leadership theories and the effectiveness of the leadership.
- enrich students' knowledge in styles of leadership and contemporary leadership roles.

3. Specific Objectives and Contents

Specific Objectives	**Contents**
• Differentiate among management, administration and governance • Elaborate the concept and functions of educational management • State the recent developments of educational management • Outline the difference between managing educational organization and other organizations • Explain gender in educational management	**Unit I: Introduction to Educational Management (6)** 1.1 Difference among management, administration, and governance 1.2 Concept of educational management 1.3 Functions of educational management 1.4 Chronology of educational management 1.5 Difference between management of educational organization and other organizations 1.6 Gender and educational management
• Analyze the contribution of management thought to educational management	**Unit II: Contribution of Management Thought to Educational Management (7)** 2.1 Scientific management 2.2 Theory of bureaucracy 2.3 Modern operational management theory 2.4 Human relations movement 2.5 Modern management thought
• Give introduction to models of	**Unit III: Models of Educational Management**

educational management • Identify the main elements in analyzing the models • Elucidate the models of educational management focusing on major features, associated leadership and limitations • Compare the management models and draw implications for management practices of schools in Nepal • Point out the ways of using theories to improve practice in managing educational organizations	**(10)** 3.1 Models of educational management 3.2 Main elements in analyzing the models 3.3 Models of educational management: Major features, associated leadership and limitations 3.3.1 Formal: Structural, bureaucratic and hierarchical 3.3.2 Collegial 3.3.3 Political 3.3.4 Subjective 3.3.5 Ambiguity 3.3.6 Cultural 3.4 Comparison of management models 3.5 Using theories to improve organizational practice
• State the concept of educational leadership and its needs • Clarify the difference between leadership and management • Identify the different types of leadership theories • State the effectiveness of leadership • Illustrate the key leadership and management skills • Explain different aspects of leading and managing change in educational organizations • Identify the importance of inner resources and its development to the inner leader	**Unit IV: Educational Leadership** **(12)** 4.1 Concept and need of educational leadership 4.2 Difference between leadership and management 4.3 Theories of leadership 4.3.1 Great man theory 4.3.2 Trait theory 4.3.3 Contingency theory 4.3.4 Situational theory 4.3.5 Behavioral theory 4.3.6 Participative theory 4.3.7 Transactional theory 4.3.8 Transformational theory 4.3.9 Skills theory 4.4 Effective leadership 4.5 Key Leadership and management skills 4.6 Leading and managing change 4.7 Developing school leaders 4.8 Personal leadership 4.8.1 Need for inner recourses 4.8.2 Development of the inner leader

• Elucidate the different styles of leadership • Explore the determinants of leadership skills • Identify the use of educational leadership and management processes • Find out the leadership styles • Explore the development and change efforts in Nepali school contexts	**Unit V: Styles of Leadership (13)** 5.1 Styles of leadership 5.1.1 Autocratic 5.1.2 Bureaucratic 5.1.3 Charismatic 5.1.4 Democratic 5.1.5 Laissez-faire 5.2 Determining factors of leadership skills: 5.2.1 Size of an organization 5.2.2 Degree of interaction 5.2.3 Personality of members 5.2.4 Goal congruencies 5.2.5 Levels of decision making 5.3 Educational leadership and management process: 5.4 Leadership, behavior and styles 5.4.1 Styles based on the use of authority 5.4.2 The managerial grid 5.4.3 Leadership as a continuum 5.5 Contemporary leadership roles 5.5.1 Mentoring 5.5.2 Self-leadership 5.5.3 The e-age and online leadership 5.6 Applications of leadership approaches and styles in educational institutions 5.7 Leadership development and change efforts in Nepali school contexts 5.7.1 Strategies 5.7.2 Teamwork 5.7.3 Development of institutional capabilities

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

4. **Instructional Techniques**

General as well as specific instructional techniques have been suggested to deliver the contents and to carry out experiential exercises. Here is a brief account of these techniques:

4.1 General instructional techniques

- Lecture
- Discussion
- Question-answer
- Project work

4.2 Specific instructional techniques

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

Units	Specific Instructional Techniques

Unit 1 **(Sub-units)** • Difference between the management of educational organizations and that of other organizations • Gender and educational management	**Brief Case Studies** • Divide the class into two groups to observe the daily activities of the chiefs of two organizations: one of their own institutions and the other of a nearby organization, not the schools and campuses/colleges. Let both the groups of students present their reports in the class. Let other students list out the differences between the management of these two types of organizations and discuss in the class. • Let the two groups of students observe the activities of male and female headteachers and get them to present their reports in the class. Ask the other students to list out the differences between the management of male and female headteachers for classroom discussion purpose.
Unit II **Models of educational management**	**Students' Activities** • Divide the students into several groups as required to let them work in groups. • Let the groups of students prepare lessons to analyze the management of the public/community schools, public/institutional schools and the constituent and affiliated campuses of universities from the perspectives of management models. For preparing the lessons, students need to visit the concerned institutions as required. • Presentation of lessons in the class followed by discussion. • A separate session will be allotted for discussing the comparison of management models.
Unit III	Divide the class into groups of four or five students. Let them do a simulation exercise to review the listed articles and let to present and discuss in the class. Bush, T. (1995). Theories of educational management. In Organizational Behavior (15th edition, unit I) London: Paul Chapman Publishing Ltd. Bush, T. (2008). *Theories of educational management (module)*. Retrieved from http://enx.org/content/m13867/latest. (For Units 1, 2, 3 and 4)
Unit IV **Leadership**	**Students' Activities** • Divide the students into several groups as required. • Let the groups of students study managerial roles and skills from the books (Weihrich and Koontz, 2005; Robbins, Judge and Sanghi, 2009) linking with the sub-units of this unit. • Let the groups of students prepare the lessons comparing both contents. • Get students to present the lessons in the classroom followed discussion.
Unit V: Style of leadership	**Brief Field Studies** • Engage groups of students in interviews with the teachers of

(Sub-units) • The Managerial Grid • Leadership as a Continuum • Applications of Leadership Approaches, Behavior, styles and roles in Managing Educational Institutions	selected schools. Some groups will analyze the leadership behavior and styles of headteachers from the perspective of managerial grid and other groups from the perspective of leadership as a continuum. • Let the students present the findings in the class for discussion.

5.Evaluation Schemes

5.1 Internal evaluation (40%)

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

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

5.2 External evaluation (60%)

Examination section, Office of the Dean, Faculty of Education will conduct final written examination at the end of the semester. The types of items, number of items and their weightage are as follows:

1. Objective questions (10 Multiple-choice questions x 1)	10 Marks
2. Short-answer questions (5 questions with 2 choices x 6)	30 Marks
3. Long-answer questions (2 questions with 1 choice x 10)	20 Marks
Total	**60 Marks**

6. Recommended Books and References

6.1 Recommended books

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

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

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

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

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

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

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

Brent, D. and Mark, B. (Eds.). (2010). *Developing successful leadership*. London: Springer Dordrecht Heidelberg.

6.2 References

Brent, D. and Mark, B. (Eds.). (2010). *Developing successful leadership*. London: Springer Dordrecht Heidelberg

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

Daft, R.R. (2004). Theory Z: Opening the corporate door for participative management. *Academy of Management Executive*. 18(4), 117-122.

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

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

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

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

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

Ouchi, W. G., & Price, R. L. (1978). Hierarchies, clans, and theory Z: A new perspective on organization development. *Organizational Dynamics*, 7(2), 25-44.

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

Amanchukwu, R. N., Stanley, G. J. & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management* 5(1), 6-14.

Telford, H. (1996). *Transforming schools through collaborative leadership*. London: The Farmer Press

Ed. PM. 517 Educational Administration and Supervision

Course No.: Ed. PM. 517	Nature of course: Theoretical
Level: M. Ed.	Credit hours: 3
Semester: First	Teaching hours: 48

1. Course Introduction

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

2. General Objectives

The general objectives of this course are to:

- familiarize students with the conceptual bases of educational administration and supervision.
- equip students with the knowledge about personnel administration and its influence in educational administration.
- promote students' understanding about the approaches of educational supervision.
- enhance students' knowledge about the concepts, principles, models and processes of clinical supervision.
- explore and understand the practices related to educational administration and supervision in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Acquire the knowledge of the basic theoretical and conceptual premises of educational administration • Analyze the conceptual and technical aspects of educational administration • Be acquainted with the changing concept of educational administration • Identify major issues of educational administration with a focus on their relevance to administrative practice	**Unit I: Educational Administration: Theoretical and Conceptual Basis (7)** 1.1 Concepts and theories of educational administration 1.2 Educational administration as a disciplinary practice 1.3 Changing concept of educational administration 1.4 Components and importance of educational administration 1.5 Major issues

• Analyze the personnel administration policies and methods • State organizational factors • Explore the collective bargaining processes in educational institutions Assess the status of personnel administration in Nepalese public education	**Unit II: Personnel Administration (10)** 2.1 Personnel administration policies and methods 2.2 Individual and professional development 2.3 Performance appraisal 2.3. Organizational factors 2.3.1 Environmental influences 2.3.2 Relevance 2.3.3 Structure 2.4 Collective bargaining 2.5 Personnel school administration of Nepal
• Define and explain the concept and purposes of educational supervision • Trace the evolution of educational supervision • Explain the changes in the organization and structure of supervisory services • Analyze the quality improvement and monitoring services in relation to supervision • Identify the supervision in federal system • Critically analyze various approaches and styles of supervision • List out and describe the models of school supervision • Explain and apply the class observation and interaction • Describe basic supervisory skills	**Unit III: Concept and Purpose of Educational Supervision (14)** 3.1 Concept and purpose 3.2 Evolution of educational supervision 3.2.1 Administrative inspection 3.2.2 Efficiency orientation 3.2.3 Cooperative group efforts 3.2.4 Research orientation 3.3 Changes in organization of supervisory service 3.4 Supervision and other quality improvement and monitoring services 3.5 Supervision in federal system 3.6 Approaches to educational supervision 3.6.1 Power with approach 3.6.2 Power over approach 3.6.3 School-based supervision and support approach 3.6.4 Competency-based approach 3.7 Styles of educational supervision 3.8 Models of school supervision 3.9 Class observation and interaction 3.10 Basic supervisory skills 3.10.1 Planning 3.10.2 Communication 3.10.3 Providing leadership 3.10.4 Releasing human potential 3.10.5 Building teachers' morale
• Explain the conceptual basis of clinical supervision • Explain the purpose and processes of clinical supervision • Explain teacher-supervisor	**Unit IV: Clinical Supervision (7)** 4.1 Conceptual basis of clinical supervision 4.2 Purpose of clinical supervision 4.3 Processes of clinical supervision

relationship for effective supervision • Explain the central principles of supervision • Enumerate the practical issues in clinical supervision	4.4 Teacher-supervisor relationship and implication 4.5 Central principles of clinical supervision 4.6 Practical issues in clinical supervision 4.6.1 Strength 4.6.2 Diversity 4.6.3 Interdisciplinary relation
• Explain the development of supervision system in Nepal • Explore the role of local governance in supervisory system • Assess school supervision as a tool of school evaluation • Explore the benefits of school-based supervision • Critically analyze the existing supervisory system	**Unit V: Educational Supervision Practices in Nepal (10)** 5.1 Development of supervision system in Nepal 5.1.1 Supervisory practices in different periods of time 5.1.2 Role of local governance in supervision 5.1.3 School-based supervision 5.2 School supervision as a tool of school evaluation 5.2.1 Whole school evaluation 5.2.2 Thematic evaluation 5.3 Critical analysis of existing supervisory system

4. **Instructional Techniques**

Two types of instructional techniques, general and specific, will be used to deliver the course. A brief note of these techniques is as follows:

4.1 General techniques

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

4.2 Specific instructional techniques

Unit	Activity and instructional techniques
Unit Five: Educational Supervision Practices in Nepal	The students are required to work in groups for different sub-units of this unit. Divide the class into manageable groups of students and assign them two sub-units each for preparing briefs on the given topics. Require them to present the briefs before the class followed by discussion and feedback from the teacher. The teacher can use this as one of the forms of internal assessment in order to grade students' performance. Provide the students with resource materials so that they can read them before preparing the briefs for presentation in the class.

Lecture, seminar, class work, guided and independent study, tutorial support on the difficult content, and project work can be used as specific instructional techniques by the teacher.

Types of learning activities that the teacher is expected to facilitate will range from ensuring attendance to lectures, performing specific assignments, writing papers, initiating independent private study, reading and reviewing books, journals and papers, learning how to give constructive criticism, and peer group study.

5. **Evaluation Schemes**

Students' performance is evaluated through a two-way system of internal and external evaluation. Internal evaluation will take the form of formative assessment of students' performance, grades on which will be added to the grades of external evaluation.

5.1 Internal evaluation (40%)

Internal evaluation will be based on the following criteria:

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

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

5.2 External evaluation (60%)

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

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

Recommended Books and References

Adams, H.P. & Dickey, F. G. (1975). *Basic principles of educational administration and supervision.* New York: American Book Company. (Unit 1)

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

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

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

Gill, D. S. (2010). *Educational administration and organization management.* New Delhi: Saurabh Publishing House Lotus Press. (Unit 1 and 2)

Gold Hammer, R., Robbert, H. A. & Robert A. K. (n.d). *Clinical supervision: Special methods for the supervision of teaching.*(Unit 4)

Goldring, B. B. & Sullivan, A. V. (1996). *International handbook of educational leadership and administration*. Boston: Vanderbilt University, Kluwer Academic Publishers. (Unit 1)

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

International Institute for Educational Planning (2007). *The organization of supervisors.* Paris: Author. (Unit 3)
International Institute for Educational Planning (2007). *Reforming school supervision for quality improvement* (all 8 modules). Paris: Author. (Unit 3)
Kenneth, L., Judith, C., David, C., Philip, H. & Ann, H. (1996). *International handbook of educational leadership and administration.* USA: Kluwer Academic Publishers. (Unit 1 and 2)
Kimball, W. (1975). *Supervision for better schools.* New Jersey: Prentice, Inc. Englewood Cliffs. (Unit 3 and 4)
Mohanty, J. (2008). *Educational management, supervision and school organization*. Nil Kamal Publication Pvt. (Unit 1, 3 and 6)

Ed. PM. 518 Organizational Behavior in Education

Course No.: Ed. PM. 518 Nature of Course: Theoretical
Level: M. Ed. Credit hours: 3
Semester: First Teaching hours: 48

1. Course Introduction

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

2. General Objectives

The general objectives of this course are to:

- equip students with the knowledge about the concept of fundamental organizational and individual behavior for ensuring an understanding of educational institutions.
- stimulate the students to develop a strong theoretical foundation of personality, perception, attitudes and job satisfaction for becoming capable educational managers.
- make the students conversant with a deeper understanding of overarching roles of groups and teams in organizations.
- familiarize the students with the deeper and wider understanding of conflict management.
- enhance the understanding of the organizational culture in general and educational institutions in particular.

3. Specific Objectives and Contents

Specific Objectives	Contents
• State the concept of organizational behavior. • State the emerging trends in organizational behavior and critical behavioral issues confronting the manager. • Understand the approaches to manage the organizational change. • Explain the intellectual ability, biographical characteristics and learning theories along with the shaping of behavior. • Derive the implications of abilities, biographical characteristics and learning for educational managers.	**Unit I: Organizational and individual Behavior (11)** 1.1 Organizational behavior (OB) 1.1.1 Concept of organizational behavior 1.1.2 Emerging trends in organizational behavior 1.1.3 Critical behavioral issues of the manager 1.1.4 Approaches to managing organizational change • Lewin's three step model • Action research 1.2 Individual Behavior 1.2.1 Intellectual ability and its relevance to OB 1.2.2 Biographical characteristics and its relevance to OB 1.2.3 Behavioral management – behavioral modification of organizations 1.2.4 Implications of ability, biographical characteristics and learning for educational managers
• Elaborate the concept of personality and personality traits. • State the concept perception. • Explain perception process and social perception. • Describe the concept attitude and major job attitudes. • State the method of measuring teachers' attitudes and measure teachers' attitudes using the suggested tools. • State the method of measuring job satisfaction and measure job satisfaction using the suggested tools. • Elaborate the job satisfaction and dissatisfaction in the workplace. • Indicate the effect of job satisfaction on the teacher's performance.	**Unit II: Personality, Perception and Employee Attitudes (10)** 2.1 Personality 2.1.1 Concept of personality 2.1.2 Personality trait 2.2 Individual and organizational perception 2.2.1 Concept 2.2.2 Perception process 2.2.3 Social perception 2.3 Employee attitudes 2.3.1 Concept of attitude 2.3.2 Major job attitudes 2.3.3 Method of measuring teacher's attitudes 2.4 Job satisfaction 2.4.1 Measuring job satisfaction 2.4.2 Job satisfaction and dissatisfaction in the workplace 2.5 Effect of job satisfaction on the teacher performance
• Differentiate among group, team and task force. • Elaborate the basic nature of groups: the dynamics of group dynamics and the dynamics of group formation.	**Unit III: Groups and Teams (10)** 3.1 Concept of group, team and task force 3.2 Nature of groups 3.2.1 Group dynamics

• Describe various types of groups. • Discuss the stage of group development. • Explain the important dynamics of informal groups. • State the nature of a team. • Explain various types of teams. • Discuss the ways of making a team more effective.	3.2.3 The dynamics of group formation 3.2.4 Types of groups 3.2.5 Stages of group development 3.3 The dynamics of informal group 3.4 Work teams 3.4.1 Nature of a team 3.4.2 Cross-sectional teams 3.4.3 Virtual teams 3.4.4 Self-managed teams 3.4.5 Making a team more effective
• State the concept of conflict management in education. • Explain the types and sources of conflict. • Differentiate between the traditional, human relations and interactionist views of conflict. • Discuss conflict management strategies. • Explain the implications of conflict management to an educational manager.	**Unit IV: Conflict Management in Education (9)** 4.1 Concept of conflict management 4.2 Types of conflict 4.2.1 Intra-individual conflict 4.2.2 Inter-individual conflict 4.2.3 Interactive conflict 4.3 Different views of conflict 4.3.1Traditional 4.3.2 Human relations 4.3.3 Interactionist 4.4 Sources of conflict 4.5 Conflict management strategies 4.6 Implication of conflict management for an educational manager
• Explain the concept of school culture. • State the modern organizational designs. • Explain the organizational reward system in school education.	**Unit V: Organizational Context (8)** 5.1 Concept of school culture 5.2 Modern organizational design 5.2.1 Contemporary design: Hollow and Modular 5.2.2 Horizontal organization 5.2.3 Network design 5.2.4 Virtual organization 5.3 Organizational reward system in school education 5.3.1 Pay: Dominant organizational reward 5.3.2 Recognition as an organizational reward 5.3.3 Benefits as organizational reward

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

4. Instructional Techniques

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

4.1 General instructional techniques

It is recommended that the teachers use lecture, discussion and question-answer as general instructional techniques, which are applicable to most of the units. Active participation of students should be ensured while using these techniques to make the teaching interactive. As this course is descriptive in nature with theoretical references, lecture preferably with the use

of multi-media projector will be an effective technique. In order to generate discussion and brain- storming exercises in the class, it is suggested that the teachers present relevant themes, problems, issues and challenges linking with the cases happening in the field of educational management in Nepal.

4.2 Specific instructional techniques

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

Units	Specific Instructional Techniques
Unit III **Personality, Perception and Employee Attitudes** **(Sub-units)** • Measuring teachers' attitudes • Measuring job satisfaction	**Experiential Exercises** • Divide the class into groups of four or five students. Let them do a simulation exercise to measure the attitude of the students of their own department or any other department as if they are employees of an organization using a sample attitude survey given in the book Organizational Behavior (10^{th} edition) written by Stephen P. Robbins. Refer to page 77 of the book. Let the groups of students present their reports in the class. Let the students discuss in the class. • Let these groups of students do experiential exercises related to most important factors of job satisfaction in their own department. Refer to page 99 of the book Organizational Behavior written by Stephen P. Robbins, Timothy A. Judge and Seema Sanghi. Let the students present their report. Let them discuss the presentation.
Unit V **Organizational Culture**	**Experiential Exercises** • Divide the students into several groups as required to let them work in groups. • Let the groups of students use a sample tool related to rating of classroom culture among their peers of their own department. Refer to page 630 of the book Organizational Behavior written by Stephen P. Robbins, Timothy A. Judge and Seema Sanghi. • Let them calculate the scores and then analyze and interpret the scores. • Let the class discuss the results after presentation of the brief report.

5. Evaluation Schemes

5.1 Internal evaluation (40%)

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

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

5.2 External evaluation (60%)

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

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

6. Recommended Books and References

6.1 Recommended books

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

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

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

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

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

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

6.2 References

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

Newstrom, J. W. (2012). *Organizational behavior: Human behavior at work*. New Delhi: Tata McGraw Education Private Limited

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

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

Robbins, S. P., Judge, T. A. & Vohra, N. (2011). *Organizational behavior*. Delhi: Pearon Education, Inc.

English Education

Eng. Ed. 515: Phonetics and Phonology

Eng. Ed. 516: English Usage and Use

Eng. Ed. 517: Interdisciplinary Readings

Eng. Ed. 518: Second Language Acquisition (SLA) Theories and Research

Eng. Ed. 515: Phonetics and Phonology

Course No.: Eng. Ed. 515 Nature of course**:** Theoretical
Level: M.Ed. Credit hours: 3
Semester: First Teaching hours: 48

1. Course Introduction

This course explores speech sounds as physical entities (phonetics) and linguistic units (phonology). In viewing sounds as physical elements, the focus of this course is on articulatory description, types of movements and configurations of the vocal tract to produce sounds in languages. The course aims to equip students with the knowledge and skills required to produce and analyze both segmental and supra-segmental features of language in general and English in particular. The course, then, focuses on dealing with different theories of phonology and their importance, phonological processes in English and formulation of different phonological rules. Finally, there is a discussion on the English phonology in detail and Nepali phonology in brief along with the techniques and activities of teaching English pronunciation.

2. General Objectives

The general objectives of this course are as follows:

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

3. Specific Objectives and Contents

Specific objectives	Contents
• Explain the branches of phonetics • Explain different processes of speech production • Produce IPA chart and cardinal vowels • Develop English and Nepali consonant chart from the IPA chart • Develop English and Nepali vowel chart from the cardinal vowels • Use supra-segmental features • Transcribe the text phonetically as well as phonemically	**Unit I: Phonetics (16)** 1.1 Introduction 1.1.1 Phonetics: Articulatory, acoustic and auditory phonetics 1.1.2 Articulators and speech production 1.2 Process of speech production: airstream process, phonation process, oro-nasal process, articulatory process 1.3 Production of consonants and vowels 1.3.1 IPA consonants with diacritics: Symbols, transcription and production 1.3.2 Cardinal vowels: Symbols, transcription and production 1.4 Other aspects of articulation 1.4.1 Complex articulations: Nasalization, labialization, palatalization, velarization and pharyngalization, affrication, double articulation, vowel retroflexion, diphthongization 1.4.2 Supra-segmental features: Stress, length, rhythm,

	intonation and tone 1.4.3 Syllables and syllabification 1.5 Phonetic transcription 1.5.1 Speech and writing/ transcribing: Phonetic transcription, phonemic transcription, transliteration Project work: Transcriptions (broad and narrow) and production/practice of speech sounds using PRAAT software or speech analyzer, etc.)
• Describe phonology and differentiate it with phonetics • Differentiate classical with generative phonology • Distinguish between linear and non-linear phonology • State different views of phoneme • Analyze the phonemes and allophones • Formulate different phonological rules	**Unit II: Phonology (12)** 2.1 Phonetics and phonology 2.2 Classical phonology and generative phonology 2.3 Linear phonology and non-linear phonology 2.4 Concept of phoneme (as a phonetic/ phonological/ psychological reality), phone, allophone 2.5 Phonological analysis 2.5.1 Complementary distribution 2.5.2 Co-incident distribution: minimal pair 2.5.3 Overlapping distribution 2.5.4 Pattern congruity 2.5.5 Free variation 2.6 Phonological processes: Assimilation, addition, deletion, neutralization, reordering 2.7 Phonological rules 2.7.1 Formulization of rules 2.7.2 Underlying representations and phonetic representations 2.7.3 Rule collapsing/combining rules 2.7.4 Rule ordering Project work: Phonemic analysis and formulation of rules
• Describe and classify English speech sounds from RP (Received Pronunciation) and GA (General American) • Describe the speech sounds with their distinctive features • Describe rules for English consonant and vowel allophones • Find out the similarities	**Unit III: English Phonology and Teaching Pronunciation (20)** 3.1 English phonology: RP and GA 3.1.1 Segmental phonology: Vowels and consonants 3.1.2 Supra-segmental phonology 3.1.3 Distinctive features of English sounds 3.1.3.1 Features inventories: Major class features, vocalic features, consonantal features, prosodic features/features of supra-segments 3.1.3.2 Redundant and contrastive features 3.1.3.3 Rules for English consonant allophones 3.1.3.4 Rules for English vowel allophones 3.2 Teaching pronunciation 3.2.1 Rationale for teaching pronunciation

(positive transfer) and differences (negative transfer) between English and Nepali phonology • List out the major difficult areas in learning English for Nepali speakers • Teach English pronunciation using appropriate activities • Prepare a lesson plan for remedial teaching in teaching pronunciation	3.2.2 English phonology and Nepali phonology (or other mother tongues) 3.2.3 Non-native speakers in English pronunciation 3.2.4 Techniques and activities of teaching pronunciation Project work: Production/practice of speech sounds using PRAAT software or speech analyzer, etc.) Make a brief survey of English/ Nepali sounds from their articulatory phonetic features. Carry out a mini-research on challenges and strategies of non-native speakers in teaching pronunciation

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

4. Instructional Techniques

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

4.1 General Instructional Techniques

- Lecture
- Discussion
- Explanation and illustration
- Phonetic practice of phonological data sets
- Self-study
- Small-scale research
- Group and pair works
- Inquiry and discovery

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	Mini-project (theoretical survey of fundamental concepts of phonetics, and phonetic symbols) Instructor-guided self-study, open class discussion Practice of speech sounds using software PRAAT, Speech analyzer
II	Mini-project (survey of phonological theories, and formulation of different

	phonological rules) Instructor-guided self-study, open class discussion
III	Mini-project (survey of comparative study of English phonology i.e. RP English and General American English/ Contrastive analysis: English phonology and Nepali/ native phonology) Instructor guided research work/ lesson plan preparation/peer teaching

5. Evaluation

5.1 Internal Evaluation 40%

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

- Attendance 5 marks
- Participation in learning activities 5 marks
- First assignment/mid-term exam 10 marks
- Second assignment/assessment 10 marks
- Third assignment/assessment 10 marks

The teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review, and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

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

1. Objective questions (multiple choice questions) (10 x 1) = 10 marks
2. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
3. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

6. Recommended Books and References

6.1 Recommended Books

Clark, J. & C. Yallop. (1990). *An introduction to phonetics and phonology*. Oxford: Basil Blackwell. (Unit I, II, III)

Giegerich, H. J. (2009). ***English phonology: An introduction.*** Cambridge: Cambridge University Press. (Unit III)

Gussman, E. (2002). *Phonology: Analysis and theory.* Cambridge: Cambridge University Press. (Unit II)

Hyman, L. (1975). *Phonology: Theory and analysis*. N.Y.: Holt Rinehart and Winston. (Unit II)

Jensen, J. T. (2004). *Principles of generative phonology: An introduction*. Amsterdam: John Banjamins Publishing Company. (Unit II)

McCarthy, J. (1982). *Nonlinear phonology: An overview*. University of Texas at Austin and University of Massachusetts, Amherst GLOW Newsletter 8, February 1982. Retrieved from http://meertens.knaw.nl/glow2002/mccarthy.pdf (Unit II)

Katamba, F. (1996). *An introduction to phonology.* London: Longman. (Unit II)

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

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

Ladefoged, P. & I. Maddieson. (1996). *The sounds of the world's language*. Oxford: Basil Blackwell.

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

International Phonetic Association (1999). *Handbook of the international phonetic association: A guide to the use of the international phonetic alphabet*. Cambridge: Cambridge University Press. (Unit I)

Schane, S.A. (1973). *Generative phonology*. Englewood-cliffs. N.J. Prentice Hall. (Unit II)

6.2 References

Abercrombie, D. (1967). *Elements of general phonetics*. Edinburgh: Edinburgh University Press.

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

Ashby, P. (1995). *Speech sounds*. London: Routledge.

Bhaskararao, P., (1977). *Practical phonetics*, Pune: Deccan College. I, III)

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

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

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

Fisher-Jorgensen, G. (1975). *Trends in phonological analysis*. Copenhagen: Akadernish Forlog

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

Ladefoged, P. (2001). *Vowels and consonants: An introduction to the sounds of language of the world.* Oxford: Blackwell.

Ladefoged, P. (2003). *Phonetic data analysis: An introduction to fieldwork, and instrumental techniques.* Oxford: Blackwell.

Laver, J. (1994). *Principles of phonetics.* Cambridge: University Press.

O'Corner, J.D. (1973). *Phonetics*. London: Penguin.

Odden, D. (2005). *Introducing phonology.* Cambridge: Cambridge University Press.

Pike, K.L. (1947). *Phonemics.* Ann Arbor: The University of Michigan Press.

Roach. P. (2001). *Phonetics*. Oxford: Oxford University Press.

Rocca, I. & Wyn J. (1999). *A course in phonology*. Oxford: Blackwell Publishers.

Trubetzkoy, N. S. (1973). *Principles of phonology*. Baltaxe, CAM (Trans) 1969. Berkeley: University of California Press.

Eng. Ed. 516: English Usage and Use

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

1. Course Introduction

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

2. General Objectives

The objectives of this course are as follows:

- To develop the students' insights into various approaches to grammar in general and English grammar in particular.
- To enhance sound knowledge of English grammar.
- To enable the students to be aware of grammaticality in language skills.
- To help the students exploit various principles, techniques and resources of teaching English grammar for pedagogical purposes.

3. Specific Objectives and Contents

Specific Objectives	**Contents**
• Develop theoretical insights into various approaches/theories conceptualizing grammar • Develop an awareness of issues associated with teaching grammar	**Unit I: Overview (8)** 1.1. Theories of conceptualizing grammar 1.1.1. Introduction 1.1.2. Formal and functional grammar 1.1.3. Traditional Grammar 1.1.4. Structuralism 1.1.5. Generativism 1.1.6. Communicative grammar 1.2. Approaches to grammatical analysis 1.2.1 Descriptive approach 1.2.2 Prescriptive approach 1.3. To teach or not to teach grammar
• Explain the variations in English grammar based on various dimensions.	**Unit II: English Usage (15)** 2.1 Grammar usage in varieties of English 2.2 Coherence and cohesion in English (grammatical and lexical cohesion) 2.3 Information structuring

• Produce English sentences with accuracy and appropriateness. • Describe major word classes and their usages • Form units of grammar and their usages	2.4 Given-new contract 2.5 Fronting 2.6 Focused structures (cleft and pseudo-cleft sentences) 2.7 Nominalization 2.8 Sentences: Types and discourse functions (coordination and subordination) 2.9 Semantics of verb phrase (narrative, reporting, describing, concluding and evaluating) 2.10 Modal verbs 2.11 Modality 2.12 Passive constructions 2.13 Reporting 2.14 Conditionals 2.15 Discourse markers 2.16 Comparative structures
• Discuss the overview of teaching grammar • Apply various approaches to teaching grammar. • Carry out research on teaching grammar • Review the existing practices in teaching grammar home and abroad	**Unit III: Pedagogy of Grammar (15)** 3.1 Historical overview of teaching grammar 3.2 Impact of research in grammar teaching 3.3 Inductive and deductive approaches 3.4 Focus on form and function 3.5 Teaching grammar in context 3.6 Teaching grammar through processing instruction 3.7 Functional approach 3.8 Corpus based approach 3.9 Comprehension and production based grammar instruction 3.10 Teaching and learning of English grammar in the context of Nepal
• Find out necessary resources to teach grammar • Prepare materials to teach grammar	**Unit IV: Resources and Technology in Teaching Grammar** (10) 4.1 Resources, techniques, and activities for teaching grammar 4.2 Exploiting technology and online resources for teaching and learning grammar 4.3 Designing materials for teaching grammar

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

4. Instructional Techniques

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

4.1 General instructional techniques

- Lecture and demonstration
- Discussion
- Explanation and illustration
- Self-study and small-scale research
- Group and pair works
- Discovery and inquiry

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	Mini-project work (Theoretical survey of the approaches) each group is involved in research and preparation of report
II	Instructor-guided self-study, group discussion
III	Mini-projects on pedagogical approaches to grammar
IV	Designing materials for teaching grammar

5. Evaluation

5.1 Internal Evaluation 40%

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

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

Total **40 marks**

Note: The teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

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

Objective questions (multiple choice questions) (10 x 1) = 10 marks

2. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks

3. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

6. Recommended Books and References

6.1 Recommended Books

Blakemore, D. (2006). Discourse markers. In L. R. Horn & G. Ward (Eds.), *The Handbook of Pragmatics* (pp. 221–240). (Unit II)

Boye, K. (2012). Modality. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. (Unit II)

Campbell, R. N., & Wales, R. J. (1969). Comparative structures in English. *Journal of Linguistics*, 5(2), 215–251. (Unit II)

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

Celce-Murcia, M. (2015). An overview of teaching grammar in ELT. In M. Christison, D. Christian, P. A. Duff, & N. Spada (Eds.), *Teaching and learning English grammar: Research findings and future directions* (pp. 3–18). New York: Routledge. (Unit III)

Ellis, R. (2016). Focus on form: A critical review. *Language Teaching Research, 20(3),* 405–428. (Unit III)

Friginal, E. (2018). *Corpus linguistics for English teachers: Tools, online resources, and classroom activities.* Routledge. (Unit III)

Graus, J., & Coppen, P.A. (2016). Student teacher beliefs on grammar instruction. *Language Teaching Research, 20(5),* 571–599. (Unit I)

Gundel, J. (2012). Information structure. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics. (Unit II)*

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

Jean, G., & Simard, D. (2013). Deductive versus inductive grammar instruction: Investigating possible relationships between gains, preferences and learning styles. *System, 41(4),* 1023–1042. (Unit III)

Kehler, A. (2006). Discourse coherence. In L. R. Horn & G. Ward (Eds.), *The Handbook of Pragmatics* (pp. 241–265). (Unit II)

Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching, 48(2),* 263–280. (Unit III)

Levin, S. R. (1960). Comparing traditional and structural grammar. *College English, 21(5),* 260–265. (Unit I)

Liamkina, O., & Ryshina-Pankova, M. (2012). Grammar dilemma: Teaching grammar as a resource for making meaning. *The Modern Language Journal, 96(2),* 270–289. (Unit III)

Lin, M. H. (2016). Effects of corpus-aided language learning in the EFL grammar classroom: A case study of students' learning attitudes and teachers' perceptions in Taiwan. *TESOL Quarterly, 50(4),* 871–893. (Unit III)

Liu, D., & Jiang, P. (2009). Using a corpus-based lexicogrammatical approach to grammar instruction in EFL and ESL contexts. *The Modern Language Journal, 93(1),* 61–78. (Unit III)

Macaro, E., & Masterman, L. (2006). Does intensive explicit grammar instruction make all the difference? *Language Teaching Research*, 10(3), 297–327. (Unit III)

Mihatsch, W. (2012). Hedges. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. (Unit II)

Nichols, J. (1984). Functional theories of grammar. *Annual Review of Anthropology, 13(1),* 97–117. (Unit I)

Nunan, D. (1998). Teaching grammar in context. *ELT Journal, 52(2),* 101–109. (Unit III)

Ohlander, S. (2012). Prescriptive and descriptive grammar. In C. A. Chapelle (Ed.), The Encyclopedia of Applied Linguistics. (Unit I)

Pelosi, A. G. (1973). What is "grammar"? *The Modern Language Journal, 57(7),* 329–335. (Unit I)

Shintani, N., Li, S., & Ellis, R. (2013). Comprehension-based versus production-based grammar instruction: A meta-analysis of comparative studies. *Language Learning, 63(2),* 296–329. (Unit III)

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

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

Usón, R. M. (2012). Formal and functional approaches to grammar. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. (Unit I)

VanPatten, B. (2018). Processing Instruction. In The *TESOL Encyclopedia of English Language Teaching* (pp. 1–7). (Unit III)

VanPatten, B., Collopy, E., Price, J. E., Borst, S., & Qualin, A. (2013). Explicit information, grammatical sensitivity, and the first-noun principle: A cross-linguistic study in processing instruction: the modern language journal. The *Modern Language Journal, 97(2),* 506–527. (Unit III)

Wasow, T. (2017). Generative grammar. In M. Aronoff & Rees-Miller (Eds.), The Handbook of Linguistics (pp. 119–139). (Unit I)

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

6.2 References

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

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

Blake, N. F. (1988). *Traditional English grammar and beyond*. Basingstoke: Macmillan. (Unit I)

Chan, M. (2018). Processing instruction in helping map forms and meaning in second language acquisition of English simple past. *The Journal of Educational Research*, *111*(6), 720–732. (Unit III)

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

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

Helmantel, M., Arends, E., & Canrinus, E. T. (2014). The effectiveness of deductive, inductive, implicit and incidental grammatical instruction in second language classrooms. *System*, *45*, 198–210. (Unit III)

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

Lew, W. M. (2008). *Processing instruction and second language grammar acquisition*. *8*(2), 1–33. (Unit III)

Lieber, R. (2018). *English nouns: The ecology of nominalization* (First paperback edition). Cambridge: Cambridge University Press. (Unit II)

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

Salkie, R., Busuttil, P., & Auwera, J. van der (Eds.). (2009). *Modality in English: Theory and description*. Berlin ; New York: Mouton de Gruyter. (Unit II)

Shintani, N. (2015). The incidental grammar acquisition in focus on form and focus on forms instruction for young beginner learners. *TESOL Quarterly*, *49*(1), 115–140. (Unit III)

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

Tomkow, T. A. (1980). What is Grammar? *Canadian Journal of Philosophy*, *10*(sup1), 61–82. (Unit 1)

Valeo, A. (2018). Isolated versus integrated form-focused instruction. In *The TESOL encyclopedia of English language teaching* (pp. 1–6). (Unit III)

Weaver, C. (1996b). Teaching grammar in the context of writing. *The English Journal*, *85*(7), 15–24. (Unit III)

Eng. Ed. 517: Interdisciplinary Readings

Course No.: Eng. Ed. 517 Nature of the course: Theoretical

Level: M. Ed. Credit hours: 3

Semester: First Teaching hours: 48

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1. Course Introduction

Interdisciplinary Readings is a thematically organized course which exposes the students to content knowledge and linguistic resources employed in communication to the wider readership. Content knowledge draws on such diverse disciplines such as philosophy, humanity and creativity; education, vision and critical thinking; democracy and freedom; linguistics, politics and identity; sports, adventure and entertainment; science, technology and environment; post-modern realities; anthropology and culture; and population and economic development. This course seeks to explore the cross-disciplinary links and their relevance to the contemporary world. Each unit contains varied selection of reading texts anchored to a broader theme.

2. General Objectives

The general objectives of the course are as follows:

- To assist the students develop linguistic skills by reading interdisciplinary texts.
- To develop the students' critical and creative reading and writing abilities in English for academic purposes.
- To enhance the students' interdisciplinary reading and writing skills.

3. Specific Objectives and Contents

Specific objectives	Contents
• Critically review the texts that link philosophy with humanity	**Unit I: Philosophy, Humanity and Creativity (6)** 1.1 The Top Hat *by Jostein Garder* 1.2 New Millennium, New Human Being *by Osho* 1.3 Virtue of Knowledge *by T.Z. Lavine* 1.4 Levels of Commitment *by Dalai Lama* 1.5 You Can Create When your Heart Longs for Singing *by Govinda Raj Bhattarai* 1.6 I'm Glad you Liked It 1Q84 *by Haruki Murakami*
• Analyze and evaluate texts on education and find its relevance in Nepalese context • Analyze the texts on	**Unit II: Education, Vision and Critical Thinking (6)** 2.1.Education and the Significance of Life *by J.Krishnamurti* 2.2.Joys that Sprouted with Letters *by Jhamak Ghimire* 2.3.Three Days to See *by Hellen Keller* 2.4.Reading and Writing *by Nietzche* 2.5.Is Literature Language*?* Or is Language Literature? by

vision and critical thinking and present their views	*Burke & Brumfit* 2.6.Keeping Errors at Bay by *Bertrand Russell*
• Compare and contrast the notions of democracy and human rights home and abroad**.**	**Unit III: Democracy and Freedom (4)** 3.1. The Twentieth Century: The Triumph of Democracy *by Van Doren* 3.2.Atmabrittanta: Late life Recollections *by BP Koirala* 3.3.The politics of Fear *by Al Gore* 3.4.Equal Rights for Women *by Shirley Chisholm*
• Explore multiple facets of language in relation to educational and social politics. • Explore different forms and manifestations of identity and analyse them critically	**Unit IV: Linguistics, Politics and Identity (6)** 4.1. Beyond Language *by Fritsof Capra* 4.2. Is Nepal Small? *by Laxmi Prasad Devkota* 4.3. A Letter from Gautam Buddha to Ashoka *by Krishna Chandra Singh Pradhan* 4.4. Can the Subaltern Speak? by *Gayatri Spivak* 4.5. The Formation of the Intellectuals by *Antonio Gramsci*
• Interpret the texts on sports, adventure and entertainment and appreciate their aesthetic values in life.	**Unit V : Sports, Adventure and Entertainment (4)** 5.1. Everest: The West Ridge *by Jon Krakauer* 5.2. Kapil's Devil *by John Woodcock* 5.3. Face to Face with Bismillah Khan by *Shekhar Gupta*
• Appraise and critically evaluate the place of science and technology for the welfare of humanity	**Unit VI: Science, Technology and Environment (3)** 6.1. What It All Means *by Will Richardson* 6.2. Going for the Green *by T. L. Friedman*
• Discuss and argue on various issues of postmodernism and its implications	**Unit VII : Postmodern Realities (5)** 7.1. The Postmodern: Problem with Prefixation *by Uday Narayan Singh* 7.2.Answering the Question: What is Postmodernism ?*by Jean Francois Lyotard* *7.3.*What is Deconstruction? *by Nicholas Royle*
• Interpret the nexus between human and animal. • Discuss traditional knowledge in determining climate change.	**Unit VIII : Anthropology and Culture (6)** 8.1. Lives with Others: Climate Change and Human-Animal Relations by *Rebecca Cassiddy* 8.2. Contributions of Traditional Knowledge to Understanding Climate Change by *Dyanna Riedlinger and Fikret Berkes*

• Analyze different issues of culture and infer conclusion	8.3. Culture and Anarchy by *Mathew Arnold* 8.4. Mass Civilization and Minority Culture by *F. R. Leavis*
• Analyze the relationship between demographic change and economic development	**Unit IX: Population and Economic Development (3)** 9.1. Changing Demographics and Economic Growth by *David E. Bloom* 9.2. Population, Poverty and Economic Development by *Steven W. Sinding*
• Narrate the plot of Novels • Discuss the theme of novels • Assimilate the theme of novels to life experiences	**Unit X: Novels (5)** 10.1. Black Beauty by *Anna Sewell* 10.2. Jonathan Livingstone Seagull by *Richard Bach*

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

4. Instructional Techniques

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

4.1 General Instructional Techniques

- Lecture
- Discussion
- Explanation and illustration
- Self-study and small-scale research
- Group and pair work
- Discovery and inquiry
- Read, discuss, write and share (ReDWis)

4.2 Specific Instructional Techniques

Unit	**Activities and Instructional Techniques**
I	Reflective writing
II	Project work
III	Reflective creative writing
IV	Argumentation
V	Mini survey and document analysis
VI	Writing reminiscence

VII	Argumentation
VIII	Project work
IX	Interview and free writing
X	Document analysis

5. Evaluation

5.1 Internal Evaluation 40%

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

- Attendance 5 marks
- Participation in learning activities 5 mark
- First assignment/mid-term exam 10 marks
- Second assignment/assessment 10 marks
- Third assignment/assessment 10 marks

Note: The teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term-paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

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

1. Objective questions (multiple choice questions) (10 x 1) = 10 marks
2. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
3. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

6. Recommended Books and References

Bach, R. (2014). *Jonathan livingstone seagull*. New York & Toronto: Simon and Schuster (for unit 10).

Sewell, A. (2012). *Black beauty (revised edition).* Oxford: Oxford University Press (for unit 10).

Bhattarai, G.R. & Bhandari, B.M. (2021*). Interdisciplinary readings*. Kathmandu: Sunlight Publication.

Eng. Ed. 518: Second Language Acquisition (SLA) Theories and Research

Course No.: Eng. Ed. 518 Nature of the course: Theoretical

Level: M. Ed. Credit hours: 3

Semester: First Teaching hours: 48

1. Course Introduction

This course aims at exposing the students to the theoretical foundations in Second Language Acquisition (SLA). The course also engages the students in the SLA research. The course consists of four units. The first unit presents the fundamental concepts of SLA and related disciplines. The second unit exposes the students to the various approaches of SLA including the universal grammar and non –language factors. The third unit presents the overview of different theories and models of SLA. The fourth unit introduces the students to the SLA research and language teaching.

2. General Objectives

The general objectives of this course are as follows:

- To familiarize the students with the fundamental concepts of SLA.
- To acquaint them with the various theories and models of SLA.
- To enable them to review and analyze the theories and models of SLA.
- To engage them in the SLA research.

3. Specific Objectives and Contents

Specific objectives	**Contents**
• Describe second language acquisition • Discuss SLA and related disciplines • Analyze the context of bilingual and multilingual education	**Unit I: Foundations of Second Language Acquisition** (10) 1.1. Introducing second Language Acquisition 1.1. First and second language acquisition 1.2. Historical overview of SLA 1.2. SLA and related disciplines 1.2.1 First language acquisition 1.2.2 Third language acquisition 1.2.3 Heritage language acquisition 1.2.4 Bilingualism 1.2.5 Multilingualism
• Discuss universal grammar • Illustrate the various approaches to SLA • Discuss and analyze interlanguage of the second language learner • Describe the non language factors in SLA	**Unit II: Linguistics of SLA** (12) 2.1 Approaches to SLA 2.2.1 Formal approaches to SLA and universal grammar 2.2.2. Typological and functional approaches 2.2.3. Social interactional approaches and inter-language

	development 2.2. Individual differences in SLA 2.2.1. Affects 2.2.2. Social distance 2.2.3. Age differences 2.2.4. Aptitude 2.2.5. Motivation 2.2.6. Personality and learning style 2.2.7. Learning strategies
• Explain the theories of SLA • Critique the SLA theories • Compare and contrast the theories and models of SLA • Describe the role of input, interaction and output in SLA	**Unit III: Theories and Models of SLA (12)** 3.1. SLA Theories 3.1 The accommodation theory 3.1.1Discourse theory 3.2. SLA Models 3.2.1 The acculturation model 3.2.1. Nativization model 3.3. Input, interaction and output in SLA 3.3.1. Input hypothesis in SLA (Krashen's Hypothesis) 3.3.2. Interaction in SLA (Long's Interactional Hypothesis) 3.3.3. Output in SLA (Swain's output hypothesis, Gass's ideas) 3.3.4. Interactional model of SLA (Schmidt's model): Attention and consciousness raising 3.3.5. Feedback, recasts and negative evidence (focus on examples) 3.3.6. The role of input and interaction in language learning
• Explain the nature of second language research • Carryout second language research quantitatively and qualitatively • Combine qualitative and quantitative research in SLA research	**Unit IV: SLA Research and Language Teaching** (14) 4.1 SLA research and language pedagogy 4.1.1 Models of SLA research use 4.1.2 Perspectives on SLA research (researcher, education, innovationist and applied linguistics) 4.2 Application of SLA theory in language pedagogy 4.2.1 Types of L2 knowledge

	4.2.2 Learning implicit and explicit knowledge 4.2.3 Designing acquisition-compatible grammar tasks (interpretation tasks and consciousness raising tasks) 4.3 Teacher as a researcher (getting started, micro-evaluation, and examples)

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

4. Instructional Techniques

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

4.1 General Instructional Techniques

- Lecture
- Discussion
- Explanation and illustration
- Phonetic practice of phonological data sets
- Self-study and small-scale research
- Group and pair works
- Discovery and inquiry

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Critical reading, reading-reviewing, narrative of L2 learning
II	Assigned reading, mini-research (e.g., to explore individual differences in SLA
III	Mini-research and presentation
IV	Proposal writing for SLA research

5. Evaluation

5.2 Internal Evaluation 40%

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

- Attendance 5 marks
- Participation in learning activities 5 marks
- First assignment/mid-term exam 10 marks
- Second assignment/assessment 10 marks
- Third assignment/assessment 10 marks

The teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

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

a. Objective questions (multiple choice questions) (10 x 1) = 10 marks
b. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
c. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

6. Recommended Books and References

6.1. Recommended Books

Baker, C. (1996). *Foundations of bilingual education and bilingualism*. New York. Multilingual Matters Ltd. (Unit I, II, III, IV)

Brown, J. D. and Rogers T. (2014). *Doing second language research*. Oxford. Oxford University Press. (Unit IV)

Ellis, R. (1995). *The study of second language acquisition.* Oxford: OUP. (Units I to IV)

Ellis, R. (1997). *SLA Research and Language Teaching*. Madison Avenue, New York, NY: Oxford University Press. (Unit IV)

Gass, S. M. with J. Behney and L. Plonsky, L. (2013*). Second language acquisition. An introductory course.* New York. Routledge. (Unit I, II, III, IV)

Mitchell, R. and Myles, F. (2004). *Second language learning theories*. Britani Hodder Arnold. (Unit I, II, III, IV)

Saville- Troike, M. (2010) *Introducing second language acquisition*. Cambridge: Cambridge University Press. (Unit I, II, III, IV)

6.2. References

Bhatta, T. D. (2003). *Simultaneous and successive second language learning of linguistic minority children of Nepal*. An unpublished thesis of M. Phil in second language studies, Danish University of Education, Denmark.

Brown, J, D. (1994*). Principles of language learning and teaching*. New Jersey: Prentice Hall Regents

Chaudron, C. (1998). *Second language classroom research*. Cambridge: CUP.

Cook, V. (2008). *Second language learning and language teaching*. London: Arnold.

Doughty, C. J. & Long, M. H. (2003). *The handbook of second language acquisition*. Oxford. Blackwell Publishing.

Ellis, R. (1986). *Understanding second language acquisition*. Oxford: OUP.

Ellis, R. (1992). *Instructed second language acquisition*. Cornwall: Blackwell

Ellis, R. (2000). *Second language acquisition*. Oxford: OUP

Nepali Education

क. नेपा.शि. ५१५ : भाषाविज्ञान

ख. नेपा.शि. ५१६ : नेपाली आख्यान र नाटक

ग. नेपा. शि. ५१७ : पूर्वीय र पाश्चात्य समालोचना

घ. नेपा. शि. ५१८ : प्रायोगिक भाषाविज्ञानका प्रमुख क्षेत्र

नेपा.शि. ५१५: भाषाविज्ञान **पाठ्यांश प्रकृति : सैद्धान्तिक**

पाठ्यांश सङ्ख्या : नेपा.शि. ५१५ **क्रेडिट आवर : ३**

तह : एम.एड. **पाठ्यघन्टा : ४८**

सेमेस्टर : पहिलो

१. पाठयांश परिचय

यो पाठ्यांश त्रिभुवन विश्वविद्यालय (त्रिवि), शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित स्नातकोत्तर तह (एम. एड.) को पहिलो सेमेस्टरमा नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशबाट भाषा र भाषाविज्ञान, ध्वनिविज्ञान, वर्णविज्ञान, रूपविज्ञान, वाक्यविज्ञान, अर्थविज्ञान एवम् तत्सम्बन्धी ज्ञान तथा सक्षमता विकासको अपेक्षा गरिएको छ ।

२. साधारण उद्देश्य

यस पाठ्यांशको अध्ययनपश्चात् विद्यार्थीहरू निम्नलिखित उद्देश्यहरू हासिल गर्न सक्षम हुने छन् :

- भाषा र भाषाविज्ञानसँग परिचित हुन,
- ध्वनिविज्ञान र यसका शाखाहरूको वर्णन गर्न,
- ध्वनि उत्पादन प्रक्रिया र ध्वनिहरूको वर्गीकरण गर्न,
- वर्णसिद्धान्त र वर्णविश्लेषण प्रक्रिया वर्णन गर्न,
- नेपाली भाषाका वर्णहरूको व्याख्या गर्न,
- रूपविश्लेषण तथा रूपायन प्रक्रियासँग परिचित हुन,
- सन्धिविज्ञानसम्बन्धी ज्ञान र क्षमताको अभिवृद्धि गर्न,
- भाषाका वाक्यतार्Œवक विशेषताहरू पहिचान गर्न,
- अर्थविश्लेषणका सिद्धान्तसँग परिचित भई भाषिक अर्थविश्लेषण गर्न ।

३. विशिष्ट उद्देश्य र पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
एकाइ एक : भाषा र भाषाविज्ञान (६)	
• भाषाको परिचय दिन, • भाषाका विशेषताहरूको वर्णन गर्न, • मानव र मानवेतर प्राणी (पशुपन्छी) को सम्प्रेषण व्यवस्थामा पाइने अन्तर बताउन, • भाषाविज्ञानको परिचय दिई यसका विशेषता बताउन, • भाषाविज्ञानका क्षेत्रहरूको परिचय दिन, • भाषाविज्ञानको उपयोगिता बताउन, • भाषाविज्ञान र भाषाशिक्षणको सम्बन्ध देखाउन ।	१.१ भाषाको परिचय १.२ भाषाका विशेषताहरू १.३ मानव र मानवेतर प्राणीको सम्प्रेषण व्यवस्थामा पाइने अन्तर १.४ भाषाविज्ञानको परिचय र विशेषता १.५ भाषाविज्ञानका क्षेत्र १.६ भाषाविज्ञानको उपयोगिता १.७ भाषाविज्ञान र भाषाशिक्षणको सम्बन्ध
एकाइ दुई : ध्वनिविज्ञान र वर्णविज्ञान (१०)	
• ध्वनिविज्ञानको परिचय दिन, • ध्वनिविज्ञानका शाखाहरूको वर्णन गर्न, • ध्वनि अवयवहरूको सचित्र वर्णन गर्न, • ध्वनि उत्पादन प्रक्रियाको वर्णन गर्न, • भषिक ध्वनिहरूको पहिचान, वर्गीकरण र वर्णन गर्न, • खण्डीय ध्वनि र तदन्तर्गतका स्वर र व्यञ्जन ध्वनिको परिचय दिन, • खण्डेतर ध्वनि र तदन्तर्गतका मात्रा, अनुनासिकता, बलाघात र सुरको बयान गर्न,	२.१ ध्वनिविज्ञानको परिचय २.२ ध्वनिविज्ञानका शाखाहरू २.२.१ औच्चारिक ध्वनिविज्ञान २.२.२ साञ्चारिक ध्वनिविज्ञान २.२.३ श्रावणिक ध्वनिविज्ञान २.३ ध्वनि अवयवहरूको सचित्र वर्णन र ध्वनि उत्पादन प्रक्रिया २.४ ध्वनि उत्पादन प्रक्रिया २.५ ध्वनिहरूको पहिचान, वर्गीकरण र वर्णन २.५.१ खण्डीय ध्वनि २.५.२ खण्डेतर ध्वनि २.६ अन्तर्राष्ट्रिय ध्वनितात्त्विक वर्णमाला र तिनका

• अन्तर्राष्ट्रिय ध्वनिताŒवक वर्णमालाको परिचय दिई विशेषता बताउन, • मानस्वरको परिचय दिन, • प्रधान र गौण मानस्वरका बिचको व्यतिरेक निर्धारण गर्न, • वर्णविज्ञानको परिचय दिन, • वर्ण, संवर्ण र लघुतम युग्मको अवधारणा स्पष्ट पार्न, • वर्णविश्लेषण सिद्धान्तहरूको सोदाहरण चर्चा गर्न, • वर्णविश्लेषण प्रक्रियाको व्याख्या गर्न, • नेपाली भाषाका वर्णहरूको पहिचान, वर्गीकरण र वर्णन गर्न, • विभेदक अभिलक्षणका आधारमा नेपाली वर्णहरूको पहिचान गर्न ।	विशेषता २.७ मानस्वरको परिचय २.८ मानस्वरका प्रकार २.८.१ प्रधान मानस्वर २.८.२ गौण मानस्वर २.९ वर्णविज्ञानको परिचय २.१० वर्ण, संवर्ण र लघुतम युग्म २.११ वर्णविश्लेषण सिद्धान्त (व्यतिरेकी वितरण, परिपूरक वितरण, मुक्त परिवर्तन, तटस्थीकरण, ध्वन्यात्मक अनुरूपता, ढाँचागत समानता र मितव्ययिताको सिद्धान्त) २.१२ वर्णविश्लेषण प्रक्रिया २.१२ नेपाली भाषाका वर्णहरूको पहिचान, वर्गीकरण र वर्णन २.१३ विभेदक अभिलक्षणका आधारमा नेपाली वर्णहरूको पहिचान
एकाइ तीन : रूपविज्ञान (९)	
• रूपविज्ञानको परिचय दिन, • रूपका विभिन्न प्रकारहरूलाई सोदाहरण चिनाउन, • रूपविश्लेषणका पद्धतिहरूको सोदाहरण परिचय दिन, • रूपविश्लेषणका सिद्धान्तहरूको चर्चा गर्न, • रूपविश्लेषणसम्बन्धी अभ्यास गर्न, • विभिन्न शब्दहरूको रूपायन प्रक्रिया बताउन, • व्युत्पादनको परिचय दिन, • व्युत्पादनमा सर्ग, समास र द्वित्व प्रक्रियाको सोदाहरण परिचय दिन,	३.१ रूपविज्ञानको परिचय ३.२ रूपका प्रकार ३.३ रूपविश्लेषणका प्रक्रिया र पद्धतिहरू ३.४ रूपनिर्धारणका सैद्धान्तिक आधार ३.५ रूपविश्लेषणको अभ्यास ३.६ रूपायनका प्रक्रिया : (रूपायन कोटि र रूपसरणि) ३.७ व्युत्पादन प्रक्रिया (सर्ग, समास र द्वित्व प्रक्रिया)

• उदाहरणसहित वर्ग परिवर्तक र वर्ग अपरिवर्तक व्युत्पादनको चिनारी प्रस्तुत गर्न, • रूपायन र व्युत्पादन प्रक्रियामा पाइने भिन्नता बताउन, • आन्तरिक र बाह्य सन्धिको वर्णन गर्न, • रूपध्वन्यात्मक परिवर्तनका नियमहरू बताउन ।	३.८ वर्ग परिवर्तक, उपवर्ग परिवर्तक र वर्ग अपरिवर्तक व्युत्पादन ३.९ रूपायन प्रक्रिया र व्युत्पादन प्रक्रियामा भिन्नता ३.१० सन्धिविज्ञान : आन्तरिक र बाह्य सन्धि ३.११ रूपध्वन्यात्मक परिवर्तनका नियमहरू
एकाइ चार : वाक्यविज्ञान (१५)	
• वाक्यविज्ञानको परिचय दिन, • पद, पदावली, उपवाक्य, वाक्य र सङ्कथनको परिचय दिन, • पदावलीका शीर्ष र विशेषक छुट्याउन, • उदाहरणसहित अन्त:केन्द्रिक र बहि:केन्द्रिक संरचनाको वर्णन गर्न, • व्याकरणात्मक प्रकार्यको परिचय दिन, • समतलीय संरचना र तहगत संरचनाको स्वरूप र उदाहरण प्रस्तुत गर्न, • वाक्यका निकट घटकहरूको विश्लेषण गर्न र त्यसका सीमा उल्लेख गर्न, • रूपान्तरण व्याकरणको परिचय दिन, • चम्स्कीको रूपान्तरण व्याकरणका आधारभूत मान्यता प्रस्तुत गर्न, • अनिवार्य र ऐच्छिक रूपान्तरण नियमको सोदाहरण व्याख्या गर्न, • रूपान्तरण प्रक्रियालाई सोदाहरण चिनाउन, • अवशेष र सञ्चलनको सोदाहरण परिचय दिन, • पदावलीका मूल प्रतिबन्धनको व्याख्या गर्न, • आश्रयकको अवधारणा प्रस्तुत गर्न,	४.१ वाक्यविज्ञानको परिचय ४.२ पद, पदावली, उपवाक्य, वाक्य र सङ्कथनको परिचय ४.३ पदावलीको शीर्ष र विशेषक ४.४ अन्त:केन्द्रिक र बहि:केन्द्रिक संरचना ४.५ व्याकरणात्मक प्रकार्य ४.५.१ उद्देश्य ४.५.२ विधेय ४.५.३ कर्म ४.५.४ पूरक ४.६ तहगत तथा समतलीय संरचना ४.७ निकटघटक विश्लेषण र यसका सीमा ४.८ रूपान्तरण व्याकरणको परिचय ४.९ रूपान्तरण व्याकरणका आधारभूत मान्यता ४.१० रूपान्तरण नियम (अनिवार्य तथा ऐच्छिक)

• नेपाली भाषाका आधारभूत, सरल, संयुक्त र सन्निविष्ट वाक्यको परिचय दिन ।	४.११ रूपान्तरण प्रक्रिया (अकरण, विध्यर्थक, सम्भावनार्थक तथा कर्मवाच्यान्तरण प्रक्रिया) ४.११ अवशेष र सञ्चलन ४.१२ पदावलीका मूल प्रतिबन्धन ४.१३ आश्रयकको परिचय ४.१४ आधारभूत, सरल, संयुक्त र सन्निविष्ट वाक्यहरू
एकाइ पा“च : अर्थविज्ञान (८)	
• अर्थविज्ञानको परिचय दिन, • अर्थका व्याकरणात्मक, कोशीय, साहचर्यात्मक सन्दर्भपरक, धारणात्मक र सङ्घटनात्मक प्रकारको परिचय दिन, • सङ्केत सिद्धान्तको अवधारणा प्रस्तुत गर्न, • संरचनात्मक अर्थविज्ञानको परिचय दिई पर्यायवाची, अनेकार्थी, विपरीतार्थी, समावेशी, असमावेशी, समध्वन्यात्मक र समरूपात्मक शब्दमा पाइने अर्थ सम्बन्धको चर्चा गर्न, • सन्निधान सिद्धान्तको अवधारणा प्रस्तुत गर्न, • सोदाहरण सङ्घटकात्मक विश्लेषणको चिनारी दिन, • उत्पादक अर्थविज्ञानको सैद्धान्तिक चर्चा गर्न ।	५.१ अर्थविज्ञानको परिचय ५.२ अर्थका प्रकार ५.२.१ व्याकरणात्मक अर्थ ५.२.२ कोशीय अर्थ ५.२.३ साहचर्यात्मक अर्थ ५.२.४ सन्दर्भपरक अर्थ ५.२.५ धारणात्मक अर्थ ५.२.६ सङ्घटकात्मक अर्थ ५.३ सङ्केत सिद्धान्त (सङ्केत त्रिकोण) ५.४ संरचनात्मक अर्थविज्ञान र अर्थसम्बन्धहरू ५.४.१ पर्यायवाची ५.४.२ अनेकार्थी ५.४.३ विपरीतार्थी

	५.४.४ समावेशी ५.४.५ असमावेशी ५.४.६ समध्वन्यात्मक ५.४.७ समरूपात्मक ५.५ सन्निधान सिद्धान्त ५.६ सङ्घटकात्मक विश्लेषण ५.७ उत्पादक अर्थविज्ञान

४. शिक्षण प्रविधि

यस पाठ्यांशको अध्ययन अध्यापनका क्रममा प्रत्येक एकाइमा आवश्यकताअनुसार व्याख्यान, प्रश्नोत्तर, छलफल तथा प्रस्तुतीकरण विधि र प्रक्रिया उपयोग गरिने छ । शिक्षणका क्रममा एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको समेत उपयोग गरिने छ ।

एकाइ एकमा निर्दिष्ट पाठ्यविषयको शिक्षणका क्रममा व्याख्यान, छलफल प्रश्नोत्तर, प्रदर्शन र खोज विधिको प्रयोग गर्ने । यस एकाइको अध्यापनका सिलसिलामा विद्यार्थीहरूलाई व्यक्तिगत कार्यका रूपमा निम्न कार्य गराउने :

- भाषाका विशेषताहरूको वर्णन
- मानव र मानवेतर प्राणीको सम्प्रेषण व्यवस्थामा पाइने अन्तरको व्याख्या

एकाइ दुईमा निर्दिष्ट पाठ्यविषयको शिक्षणका क्रममा व्याख्यान, छलफल प्रश्नोत्तर, प्रदर्शन र खोज विधिको प्रयोग गर्ने । यस एकाइको अध्यापनका सिलसिलामा विद्यार्थीहरूलाई व्यक्तिगत कार्यका रूपमा निम्नलिखित कार्य गराउने :

- ध्वनि उत्पादक अवयवहरूको सचित्र वर्णन
- वर्णविश्लेषणका सिद्धान्तहरूको सोदाहरण चर्चा
- विभेदक अभिलक्षणका आधारमा नेपाली वर्णहरूको वर्गीकरण र वर्णन

विद्यार्थीलाई एकाइ एक र दुईका उल्लिखित कार्यमध्ये कुनै एकमा व्यक्तिगत कार्य (अध्ययन पत्र लेखन) गर्न लगाउने । यो पहिलो प्रयोगात्मक कार्य हुने छ ।

एकाइ तीनमा निर्दिष्ट विषयवस्तुको शिक्षणका क्रममा व्याख्यान, छलफल, प्रश्नोत्तर र प्रदर्शन विधिको प्रयोग गर्ने । यस एकाइको अध्यापनका सिलसिलामा विद्यार्थीहरूलाई तोकिएका क्षेत्रमा सामूहिक कार्य (सामूहिक अध्ययन पत्र लेखन) गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने । यस कार्यका लागि निम्नलिखित शीर्षकहरू दिन सकिने :

- रूपविश्लेषणका पद्धति र सिद्धान्त
- निश्चित शब्द दिई रूपविश्लेषणका विभिन्न तरिकाद्वारा रूपको विश्लेषण
- आन्तरिक र बाह्य सन्धि
- रूपध्वन्यात्मक परिवर्तनका नियमहरू

एकाइ चारमा निर्दिष्ट विषयवस्तुको शिक्षणका क्रममा व्याख्यान, छलफल, प्रश्नोत्तर, प्रदर्शन र खोज विधिको प्रयोग गर्ने । यस एकाइको अध्यापनका सिलसिलामा विद्यार्थीहरूलाई तोकिएका क्षेत्रमा कार्य गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने । यस प्रयोजनका लागि निम्नानुसारका शीर्षकमा कार्य सम्पादन र प्रस्तुति गर्न गराउने :

- विभिन्न पद्धतिको उपयोगद्वारा प्रदत्त (दिइएका) वाक्यहरूको निकटघटक विश्लेषण
- रूपान्तरण व्याकरणका आधारभूत मान्यताहरूको वर्णन
- रूपान्तरणका अनिवार्य र ऐच्छिक नियमहरूको सोदाहरण चर्चा
- नेपाली भाषाका आधारभूत, सरल, संयुक्त र सन्निविष्ट वाक्यहरूको वर्णन

विद्यार्थीलाई एकाइ तीन र चारका उल्लिखित कार्यमध्ये कुनै एकमा सामूहिक कार्य (सामूहिक अध्ययन पत्र लेखन) गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउनुपर्ने छ । उक्त प्रस्तुतिमा सहपाठी विद्यार्थी र शिक्षकद्वारा प्रश्न तथा टिप्पणी गरी उपयुक्त सुझाव प्रदान गर्न सकिने छ । यो दोस्रो प्रयोगात्मक कार्य हुने छ ।

एकाइ पाँचमा निर्दिष्ट विषयवस्तुको शिक्षणका क्रममा व्याख्यान, छलफल, प्रश्नोत्तर र प्रदर्शन विधिको प्रयोग गर्ने ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुने छ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

५.१ आन्तरिक मूल्याङ्कन

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

(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

आन्तरिक मूल्याङ्कनको विधि र प्रक्रिया निम्नानुसारको हुने छ :

(क) विषय शिक्षकले उपस्थितिको ५ अङ्क तोकिएको न्यूनतम मापदण्डदेखि शतप्रतिशत हाजिरीका आधारमा (३/४/५ अङ्क) प्रदान गर्ने छन् ।

(ख) कक्षा सहभागिताको ५ अङ्कमध्ये सम्बन्धित विषय शिक्षकले विद्यार्थीको कक्षा कार्यकलापको मूल्याङ्कन गरी अङ्क प्रदान गर्ने छन् ।

(ग) माथि उल्लेख गरिएको पहिलो प्रयोगात्मक कार्यलाई पहिलो आन्तरिक परीक्षाका रूपमा र दोस्रो प्रयोगात्मक कार्यलाई दोस्रो आन्तरिक परीक्षाका रूपमा मूल्याङ्कन गरिने छ ।

(घ) तेस्रो आन्तरिक परीक्षामा पाठ्यांशले तोकेको बाह्य मूल्याङ्कनको ढाँचाअनुसार ३० देखि ६० पूर्णाङ्कको लिखित सुधार परीक्षा लिई त्यसलाई १० मा रूपान्तर गरी अङ्क प्रदान गर्नुपर्ने छ ।

नोट : उल्लिखित सबै परीक्षामा विद्यार्थीहरू अनिवार्य रूपमा समावेश हुनुपर्ने छ । विषय शिक्षक/विभागले ती परीक्षाको अभिलेख राख्नुपर्ने छ ।

५.२ बाह्य मूल्याङ्कन

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

प्रश्नको प्रकृति	**सोधिने प्रश्न सङ्ख्या**	**उत्तर दिनुपर्ने प्रश्न सङ्ख्या**	**प्रति प्रश्न छुट्याइएको अङ्क**	**पूर्णाङ्क**
समूह 'क' : बहुवैकल्पिक प्रश्न	१०	१०	१	१०
समूह 'ख' : छोटो उत्तर आउने प्रश्न	८ (दुई ओटा वैकल्पिक प्रश्नसहित)	६	५	३०
समूह 'ग' : लामो उत्तर आउने प्रश्न	३ (एक वैकल्पिक प्रश्नसहित)	२	१०	२०

६. सान्दर्भ सामग्री

गौतम, देवीप्रसाद (२०५८), *नेपाली रूपान्तरण व्याकरण,* काठमाडौं : चिरञ्जीवी घिमिरे ।

गौतम, देवीप्रसाद, रामनाथ ओझा र शखिशरण सुवेदी (२०६७), *सामान्य भाषाविज्ञान,* काठमाडौं : पिनाकल पब्लिकेसन ।

चम्स्की, नोम (ई. १९८४) *वाक्यविज्ञानका सैद्धान्तिक पक्ष* (अनु. रामनाथ सहाय), राजस्थान हिन्दी ग्रन्थ अकादमी : जयपुर ।

तिवारी, भोलानाथ (सन् २०१६), *आधुनिक भाषाविज्ञान,* दिल्ली : लिपि प्रकाशन ।

न्यौपाने, टङ्कप्रसाद (२०५१), *भाषाविज्ञानको रूपरेखा,* काठमाडौं : नेपाल बुक डिपो ।

न्यौपाने, टङ्कप्रसाद, भण्डारी, पारसमणि, न्यौपाने, दीपक र घिमिरे, तुल्सीराम (२०६९), *सामान्य भाषाविज्ञान,* काठमाडौं : सनलाइट पब्लिकेसन ।

पोखरेल, माधवप्रसाद (२०६४), *नेपाली ध्वनिविज्ञान र नेपालका भाषाको ध्वनि परिचय,* काठमाडौं : भुँडीपुराण प्रकाशन ।

बन्धु, चूडामणि (२०४८), *भाषाविज्ञान,* काठमाडौं : साझा प्रकाशन ।

भट्टराई र अन्य, (२०७२), सामान्य तथा प्रायोगिक भाषाविज्ञान, काठमाडौं : आठराई प्रकशन ।

भुसाल, केशव (२०७१), सामान्य *भाषाविज्ञान,* काठमाडौं : पाठशाला प्रकाशन ।

यादव, योगेन्द्रप्रसाद र रेग्मी, भीमनारायण, (२०५८), *भाषाविज्ञान,* कीर्तिपुर : न्यू हीरा बुक्स इन्टरप्राइजेज ।

नेपा.शि. ५१६: नेपाली आख्यान र नाटक **पाठ्यांश प्रकृति : सैद्धान्तिक**

पाठ्यांश संख्या : नेपा.शि. ५१६ **क्रेडिट आवर : ३**

तह : एम.एड. **पाठ्यघन्टा : ४८**

सेमेस्टर : पहिलो

१. पाठयांश परिचय

यो पाठ्यांश त्रिभुवन विश्वविद्यालय (त्रिवि), शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित स्नातकोत्तर तह (एम. एड.) को पहिलो सेमेस्टरमा नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशमा आधुनिक नेपाली साहित्यका कथा, उपन्यास, नाटक र एकाङ्की विधा एवम् बालसाहित्यको सिद्धान्त, विकासक्रम, प्रमुख मोड तथा प्रवृत्ति एवम् प्रतिनिधि साहित्यकारहरूका निर्धारित कृतिहरूको विवेचनात्मक क्षमता विकासको अपेक्षा गरिएको छ ।

२. साधारण उद्देश्य

यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्नलिखित उद्देश्यहरू हासिल गर्न सक्षम हुने छन् :

- नेपाली कथा, उपन्यास, नाटक र एकाङ्कीको सैद्धान्तिक परिचय दिन,
- नेपाली कथा, उपन्यास, नाटक र एकाङ्कीको विकासक्रम, प्रमुख मोडहरू, धारा तथा मूल प्रवृत्ति एवम् विशेषता बताउन,
- निर्धारित कथाकार, उपन्यासकार र नाटककारहरूको परिचय एवम् प्रवृत्तिहरू उल्लेख गर्न,
- निर्धारित कथा, उपन्यास, नाटक र एकाङ्कीको आस्वादन, बोध तथा विश्लेषण गर्न,
- निर्धारित कथा, उपन्यास, नाटक र एकाङ्कीको कृतिगत विवेचना गर्न,
- बाल साहित्यको सामान्य परिचय, स्वरूप तथा प्रवृत्तिको परिचय दिन,
- नेपाली बालसाहित्यको विकास प्रक्रियाको रेखाङ्कन गर्न,
- निर्धारित बालसाहित्यकार र तिनका कृतिहरूको विवेचना गर्न ।

३. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
एकाइ एक : कथासिद्धान्त तथा आधुनिक नेपाली प्रतिनिधि कथाकार र तिनका कथाहरू (१३)	
• कथाको परिचय दिन, • कथाको स्वरूप र तŒवहरू बताउन, • कथाका आधारभूत तŒवहरू उल्लेख गर्न, • कथाको साहित्यका अन्य विधासँगको सम्बन्ध स्पष्ट पार्न, • नेपाली कथाको विकासक्रम र प्रमुख कालगत प्रवृत्तिहरूको चर्चा गर्न, (प्राथमिक र माध्यमिक कालको सामान्य परिचय मात्र) • आधुनिक नेपाली कथाका प्रमुख धारागत प्रवृत्तिहरू बताउन, • प्रमुख कथाकार (गुरुप्रसाद मैनाली, विश्वेश्वरप्रसाद कोइराला, इन्द्रबहादुर राई, पारिजात र मनु ब्राजाकी) को परिचय एवम् कथागत मुख्य विशेषताहरूको निरूपण गर्न, • प्रमुख कथाकारका कथाको रचनाविधानअनुसार विश्लेषण गर्न,	१.१ कथाको सैद्धान्तिक परिचय १.१.१ कथाको परिचय १.१.२ कथाको स्वरूप १.१.३ कथाका तŒवहरू १.१.४ कथाको साहित्यका अन्य विधा (निबन्ध, एकाङ्की, जीवनी र उपन्यास) सँगको सम्बन्ध १.२ नेपाली कथाको विकासक्रम र कालगत प्रवृत्ति १.२.१ प्राथमिक काल १.२.२ माध्यमिक काल १.२.३ आधुनिक काल १.२.४ आधुनिक नेपाली कथाका प्रमुख धारागत प्रवृत्तिहरू १.३ निर्धारित कथाकारहरूको परिचय एवम् प्रवृत्तिगत मुख्य विशेषताको विवेचना र मूल्याङ्कन १.४ कथातŒव र प्रवृत्तिका आधारमा निर्धारित कथाहरूको विश्लेषण १.५ निर्धारित कथाका विशिष्ट पङ्क्तिहरूको व्याख्या १.६ प्रमुख कथाकार र तिनका कथा : १.६.१ गुरुप्रसाद मैनाली : कर्तव्य

निर्धारित कथाका विशिष्ट पङ्क्तिहरूको व्याख्या गर्न । • निर्धारित कथाहरूको शैक्षणिक उपादेयता बताउन,	१.६.२ विश्वेश्वरप्रसाद कोइराला : श्वेतभैरवी १.६.३ इन्द्रबहादुर राई : खीर १.६.४ पारिजात : साल्गीको बलात्कृत आँसु १.६.५ मनु ब्राजाकी : गुरु, चेला र माकुराको जालो १.६.७ उपर्युक्त कथाहरूको शैक्षणिक उपादेयता
एकाइ दुई : उपन्यास सिद्धान्त र प्रमुख आधुनिक नेपाली प्रतिनिधि उपन्यासकार तथा तिनका उपन्यासहरू (१६)	
• उपन्यासको परिचय दिन, • उपन्यासको परिभाषा बताउन, • उपन्यासका आधारभूत तत्त्वहरू उल्लेख गर्न, • उपन्यासको अन्य विधासँगको सम्बन्ध देखाउन, • नेपाली उपन्यासको विकासक्रम र प्रमुख कालगत प्रवृत्तिहरूको चर्चा गर्न, (प्राथमिक र माध्यमिक कालको सामान्य परिचय मात्र) • आधुनिक नेपाली उपन्यासका प्रमुख धारागत प्रवृत्तिहरू बताउन, • प्रमुख उपन्यासकारहरू (लैनसिंह वाङ्देल, विश्वेश्वरप्रसाद कोइराला, ध्रुवचन्द्र गौतम, नारायण ढकाल र राजव) को परिचय एवम् प्रवृत्तिगत मुख्य विशेषताहरूको विवेचना गर्न, • प्रमुख उपन्यासकारका उपन्यासको औपन्यासिक तत्त्वका आधारमा	२.१ उपन्यासको सैद्धान्तिक परिचय २.१.१ उपन्यासको परिचय २.१.२ उपन्यासको परिभाषा २.१.३ उपन्यासका तŒवहरू २.१.४ उपन्यासको साहित्यका अन्य विधा (कथा, नाटक र महाकाव्य) सँगको सम्बन्ध २.२ नेपाली उपन्यासको विकासक्रम र कालगत प्रवृत्ति २.२.१ प्राथमिक काल २.२.२ माध्यमिक काल २.२.३ आधुनिक काल २.२.४ आधुनिक नेपाली उपन्यासका प्रमुख धारागत प्रवृत्तिहरू २.३ निर्धारित उपन्यासकारहरूको परिचय एवम् प्रवृत्तिगत मुख्य विशेषताको विवेचना र मूल्याङ्कन २.४ उपन्यास तŒवका आधारमा निर्धारित उपन्यासहरूको विश्लेषण २.५ निर्धारित उपन्यासका विशिष्ट पङ्क्तिहरूको व्याख्या २.६ केही प्रमुख उपन्यासकार र तिनका उपन्यास :

विश्लेषण गर्न, • निर्धारित उपन्यासका विशिष्ट पङ्क्तिहरूको व्याख्या गर्न, • निर्धारित उपन्यासहरूको शैक्षणिक उपादेयता देखाउन,	२.६.१ लैनसिंह बाङ्देल : लङ्गडाको साथी २.६.२ विश्वेश्वरप्रसाद कोइराला : हिटलर र यहुदी २.६.३ ध्रुवचन्द्र गौतम : भीमसेन -४ को खोजी २.६.४ नारायण ढकाल : प्रेतकल्प २.६.५ राजव : एटलान्टिक स्ट्रिट २.६.६ उपर्युक्त उपन्यासहरूको शैक्षणिक उपादेयता
एकाइ तिन : नाटक सिद्धान्त, प्रमुख आधुनिक नेपाली नाटककार र तिनका नाटक (१३)	
• नाटकको परिचय दिन, • नाटकको परिभाषा बताउन, • नाटकका आधारभूत तत्त्वहरू उल्लेख गर्न, • नाटकको अन्य विधासँगको सम्बन्ध देखाउन, • नेपाली नाटकको विकासक्रम र प्रमुख कालगत प्रवृत्तिहरूको चर्चा गर्न, • आधुनिक नेपाली नाटकका प्रमुख धारागत प्रवृत्तिहरू बताउन, • एकाङ्कीको सैद्धान्तिक परिचय दिन, • नेपाली एकाङ्कीको विकासक्रम बताउन, • प्रमुख नाटककार (बालकृष्ण सम, गोपालप्रसाद रिमाल, गोविन्द गोठाले सरुभक्त र गोपाल पराजुली) को परिचय एवम् प्रवृत्तिगत मुख्य विशेषताहरू बताउन, • प्रमुख नाटक र एकाङ्कीका कथावस्तु, भाव, विचार, चरित्र, परिवेश, द्वन्द्व, भाषाशैली, रङ्गमञ्च विधान, संरचना तथा शिल्प पक्षको	३.१ नाटकको सैद्धान्तिक परिचय ३.१.१ नाटकको परिचय ३.१.२ नाटकका तŒवहरू ३.१.३ नाटकको साहित्यका अन्य विधा (उपन्यास र महाकाव्य) सँगको सम्बन्ध ३.२ नेपाली नाटकको विकासक्रम र कालगत प्रवृत्ति ३.२.१ प्राथमिक काल ३.२.२ माध्यमिक काल ३.२.३ आधुनिक काल ३.३ आधुनिक नेपाली नाटकका प्रमुख धारागत प्रवृत्तिहरू ३.४ एकाङ्कीको सैद्धान्तिक परिचय ३.५ नेपाली एकाङ्कीको विकासक्रम ३.६ निर्धारित नाटककारहरूको परिचय एवम् प्रवृत्तिगत मुख्य विशेषताको विवेचना र मूल्याङ्कन ३.७ नाट्यतत्त्व र प्रवृत्तिका आधारमा निर्धारित नाटकहरूको विश्लेषण ३.८ निर्धारित नाटकका विशिष्ट पङ्क्तिको व्याख्या ३.९ केही प्रमुख नाटक तथा एकाङ्कीको विश्लेषण ३.९.१ बालकृष्ण सम : मुटुको व्यथा ३.९.२ गोपालप्रसाद रिमाल : यो प्रेम ! ३.९.३ गोविन्द गोठाले : आत्मदर्शन ३.९.४ सरुभक्त : असमय अमौसम

पहिचान गर्न, • प्रमुख नाटक र एकाङ्कीका विशिष्ट पङ्क्तिहरूको व्याख्या गर्न । (प्राथमिक र माध्यमिक कालको सामान्य परिचय मात्र) • निर्धारित उपन्यासहरूको शैक्षणिक उपादेयता देखाउन,	३.९.५ गोपाल पराजुली : गोलार्द्धका दुई छेउ ३.९.६ उपर्युक्त नाटक, एकाङ्कीको शैक्षणिक उपादेयता
एकाइ चार : बालसाहित्य सिद्धान्त र बालसाहित्यिक कृतिहरू (६)	
• बालसाहित्यको परिचय दिन, • नेपाली बालसाहित्यको स्वरूप र प्रवृत्तिको संक्षिप्त चिनारी दिन, • नेपाली बालसाहित्यको विकास प्रक्रिया बताउन, • बालसाहित्यका कोणबाट बालकृतिहरू (पानीको थोपा, मलाई पुस्तक मनपर्छ र स्माइल प्लिज) को अध्ययन, विश्लेषण र मूल्याङ्कन गर्न, • बाल साहित्यकारहरूको परिचय र प्रवृत्ति ठम्याउन, • प्रमुख बालसाहित्यिक कृतिहरूको कृति समीक्षा गर्न, । (प्राथमिक र माध्यमिक कालको सामान्य परिचय मात्र) • भाषाशिक्षण र बालसाहित्यको सम्बन्ध देखाउन,	४.१ बालसाहित्यको परिचय ४.२ नेपाली बालसाहित्यको स्वरूप र प्रवृत्ति ४.३ नेपाली बालसाहित्यको विकास प्रक्रिया ४.४ बाल साहित्यका कोणबाट निर्धारित कृतिहरूको अध्ययन ४.४.१ कविताराम : पानीको थोपा ४.४.२ रमेश विकल : मलाई पुस्तक मनपर्छ ४.४.३ विनय कसजु : स्माइल प्लिज ४.४.४ उपर्युक्त बालसाहित्यिक कृतिहरूको शैक्षणिक उपादेयता ४.५ भाषाशिक्षण र बालसाहित्यको सम्बन्ध

४. शिक्षण प्रविधि

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

एकाइ एकमा

१) आधुनिक नेपाली कथाका प्रमुख धारागत प्रवृत्तिगत टिप्पणी गर्न लगाउने ।

२) गुरु, चेला र माकुराको जालो र बेकर स्ट्रिटका दुई आँखा कथाबाट विशिष्ट पङ्क्तिहरू छानेर कक्षामा प्रस्तुत गर्न लगाउने ।

३) विद्यार्थीहरूलाई लघु कथा लेख्न लगाई व्यक्तिगत वा समूहगत रूपमा छलफल गर्न लगाउने ।

एकाइ दुईमा

१) आधुनिक नेपाली उपन्यासका प्रमुख धारागत प्रवृत्ति टिप्पणी गर्न लगाउने

२) भीमसेन -४ को खोजी, पूर्वतिर, एटलान्टिक स्ट्रिटबाट विशिष्ट पङ्क्तिहरू छानेर कक्षामा प्रस्तुत गर्न लगाउने ।

(एकाइ एक र दुईलाई पहिलो प्रयोगात्मक कार्यका रूपमा लिइने छ ।)

एकाइ तीनमा

१) असमय अमौसम, आत्मदर्शन (एकाङ्की), र गोलार्द्धका दुई छेउ नाटकबाट विद्यार्थीहरूलाई ससाना समूह बनाई कृति समीक्षा गर्न लगाउने ।

२) मञ्चित नाकट प्रत्यक्ष अवलोकन गराएर वा विद्यार्थी स्वयम्लाई मञ्चन गर्न लगाएर त्यसको बारेमा व्यक्तिगत वा समूहगत रूपमा छलफल गराउने ।

एकाइ चारमा

पानीको थोपा, मलाई पुस्तक मन पर्छ र स्माइल प्लिज बालसाहित्यबाट समूहगत रूपमा कृति समीक्षा गर्न लगाउने ।

(एकाइ तीन र चारलाई दोस्रो प्रयोगात्मक कार्यका रूपमा लिइने छ ।)

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुने छ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

५.१ आन्तरिक मूल्याङ्कन

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

(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

आन्तरिक मूल्याङ्कनको विधि र प्रक्रिया निम्न अनुसारको हुने छ :

(क) विषय शिक्षकले उपस्थितिको ५ अङ्क तोकिएको न्यूनतम मापदण्डदेखि शतप्रतिशत हाजिरीका आधारमा (३/४/५ अङ्क) प्रदान गर्ने छन् ।

(ख) कक्षा सहभागिताको ५ अङ्कमध्ये सम्बन्धित विषय शिक्षकले विद्यार्थीको कक्षा कार्यकलापको मूल्याङ्कन गरी अङ्क प्रदान गर्ने छन् ।

(ग) माथि उल्लेख गरिएको पहिलो प्रयोगात्मक परीक्षालाई पहिलो आन्तरिक परीक्षाका रूपमा र दोस्रो प्रयोगात्मक परीक्षालाई दोस्रो आन्तरिक परीक्षाका रूपमा मूल्याङ्कन गरिने छ ।

(घ) तेस्रो आन्तरिक परीक्षामा पाठ्यांशले तोकेको बाह्य मूल्याङ्कनको ढाँचाअनुसार ३० देखि ६० पूर्णाङ्कको लिखित सुधार परीक्षा लिई त्यसलाई १० मा रूपान्तर गरी अङ्क प्रदान गर्नुपर्ने छ ।

नोट : उल्लिखित सबै परीक्षामा विद्यार्थीहरू अनिवार्य रूपमा समावेश हुनुपर्ने छ । विषय शिक्षक/विभागले ती परीक्षाको अभिलेख राख्नुपर्ने छ ।

५.२ बाह्य मूल्याङ्कन

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

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह 'क' : बहुवैकल्पिक प्रश्न	१०	१०	१	१०
समूह 'ख' : छोटो उत्तर आउने प्रश्न	८ (दुई ओटा वैकल्पिक प्रश्नसहित)	६	५	३०
समूह 'ग' : लामो उत्तर आउने प्रश्न	३ (एक वैकल्पिक प्रश्नसहित)	२	१०	२०

६ पाठ्यपुस्तक तथा सन्दर्भ सामग्री

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तह : एम. एड. पाठ्यघन्टा : ४८

सेमेस्टर : पहिलो

१. पाठ्यांश परिचय

यो पाठ्यांश त्रिभुवन विश्वविद्यालय (त्रिवि), शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित स्नातकोत्तर तह (एम. एड.) को पहिलो सेमेस्टरमा नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशबाट पूर्वीय समालोचनाअन्तर्गत काव्यको परिभाषा, काव्यहेतु र प्रयोजन, शब्दशक्ति, रससिद्धान्त र ध्वनिसिद्धान्त, अलङ्कार, रीति र वक्रोक्तिसिद्धान्त; पाश्चात्य समालोचनाअन्तर्गत परिष्कारवाद, स्वच्छन्दतावाद, यथार्थवाद, अतियथार्थवाद, विसङ्गतिवाद, उत्तर आधुनिकतावाद; पाश्चात्य समालोचना प्रणालीअन्तर्गत नीतिपरक समालोचना प्रणाली, समाजपरक समालोचना प्रणाली, लैङ्गिक र पर्यावरणीय समालोचना प्रणाली एवम् तत्सम्बन्धी प्रायोगिक कार्यको क्षमता विकासको अपेक्षा गरिएको छ ।

२. साधारण उद्देश्य

यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्नलिखित उद्देश्यहरू हासिल गर्न सक्षम हुने छन् :

- पूर्वीय साहित्य सिद्धान्तहरूको परिचय दिन,
- पूर्वीय साहित्यका सिद्धान्तको समीक्षा गर्न,
- पाश्चात्य साहित्यका प्रमुख वादहरूको विश्लेषण गर्न,
- पाश्चात्य साहित्य सिद्धान्तका प्रमुख समालोचना प्रणालीको विवेचना गर्न,
- पूर्वीय र पाश्चात्य समालोचना सिद्धान्तका आधारमा प्रायोगिक कार्य गर्न ।

३. विशिष्ट उद्देश्य र पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
एकाइ एक : पूर्वीय साहित्यमा काव्य र शब्दशक्ति (४)	
• काव्यको परिचय दिन, • काव्यहेतुको जानकारी दिन, • काव्यको प्रयोजन उल्लेख गर्न, • शब्दशक्तिको परिचय र प्रकारबारे बताउन ।	१.१ काव्यको परिचय १.२ काव्यहेतु १.३ काव्य प्रयोजन १.४ शब्दशक्ति (अभिधा, लक्षणा र व्यञ्जना)
एकाइ दुई : रससिद्धान्त र ध्वनिसिद्धान्त (८)	
• रसको अर्थ र परिभाषा बताउन, • रस सामग्रीको चर्चा गर्न, • रससूत्रको व्याख्यासम्बन्धी मतमतान्तर उल्लेख गर्न, • रसको साधारणीकरणबारे बताउन, • रसका प्रकारहरू उल्लेख गर्न, • रससिद्धान्तको समीक्षाबारे बताउन, • ध्वनिसिद्धान्तको परिचय दिन, • ध्वनिसिद्धान्तका प्रमुख स्थापना उल्लेख गर्न, • ध्वनिको वर्गीकरण गर्न, • ध्वनिसिद्धान्तको समीक्षा गर्न ।	२.१ रससिद्धान्त २.१.१ रसको अर्थ र परिभाषा २.१.२ रस सामग्री २.१.३ रससूत्रको व्याख्या २.१.४ रसको साधारणीकरण २.१.५ रसका प्रकार २.१.६ रससिद्धान्तको समीक्षा २.२ ध्वनिसिद्धान्त २.२.१ ध्वनिको अर्थ र परिभाषा २.२.२ ध्वनिसिद्धान्तका प्रमुख स्थापना २.२.३ ध्वनिको वर्गीकरण • रसध्वनि • अलङ्कार ध्वनि • वस्तुध्वनि २.२.५ ध्वनिसिद्धान्तको समीक्षा
एकाइ तीन : अलङ्कार सिद्धान्त, रीतिसिद्धान्त र वक्रोक्तिसिद्धान्त (१२)	
• अलङ्कारको अर्थ र परिभाषा बताउन, • अलङ्कार सिद्धान्तका प्रमुख मान्यता उल्लेख गर्न,	३.१.१ अलङ्कारको अर्थ र परिभाषा ३.१.२ अलङ्कार सिद्धान्तका प्रमुख मान्यता ३.१.३ अलङ्कारका भेद

• शब्दालङ्कार र अर्थालङ्कारका भेदहरू बताउन, • साहित्यमा अलङ्कारको महत्त्व बताउन, • रीतिको अर्थ र परिभाषा बताउन, • रीतिसिद्धान्तका प्रमुख मान्यताहरूको वर्णन गर्न, • रीतिका भेदहरू उल्लेख गर्न, • रीतिसिद्धान्तको समीक्षा गर्न, • वक्रोक्तिको अर्थ र परिभाषा बताउन, • वक्रोक्तिवादका प्रमुख मान्यताहरूको चर्चा गर्न, • लोकशैलीको परिचय दिन, • वक्रशैली र लोकशैलीको फरक बताउन, • वक्रोक्तिका प्रकारहरू उल्लेख गर्न, • वक्रोक्ति सिद्धान्तको समीक्षा गर्न ।	● शब्दालङ्कार : अनुप्रास, यमक र श्लेष ● अर्थालङ्कार : उपमा, रूपक, उत्प्रेक्षा, दृष्टान्त, अतिशयोक्ति, समासोक्ति, अर्थान्तरन्यास, स्वभावोक्ति ३.१.४ साहित्यमा अलङ्कारको महत्त्व ३.२ रीतिसिद्धान्त ३.२.१ रीतिको अर्थ र परिभाषा ३.२.२ रीतिसिद्धान्तका प्रमुख मान्यता ३.२.३ रीतिको भेदहरू : वैदर्भी, गौडी र पाञ्चाली ३.२.४ रीतिसिद्धान्तको समीक्षा ३.३ वक्रोक्ति सिद्धान्त ३.३.१ वक्रोक्तिको अर्थ र परिभाषा ३.३.२ वक्रोक्तिसिद्धान्तका प्रमुख मान्यता ३.३.३ लोकशैलीको परिचय ३.३.४ वक्रशैली र लोकशैली ३.३.४ वक्रोक्तिका प्रकार : वर्णविन्यास वक्रता, पदपूर्वार्द्ध वक्रता, पदपरार्ध वक्रता, वाक्यवक्रता, प्रकरण वक्रता, प्रबन्ध वक्रता ३.३.५ वक्रोक्ति सिद्धान्तको समीक्षा
एकाइ चार : प्रमुख साहित्यिक वादहरू (१०)	
• परिष्कारवादका आधारभूत मान्यता बताउन, • परिष्कारवादका शक्ति र सीमा उल्लेख गर्न, • नेपाली साहित्यमा परिष्कारवादको प्रयोगको स्थिति पहिल्याउन, • स्वच्छन्दतावादका आधारभूत मान्यताहरू	४.१ परिष्कारवाद ४.१.१ परिष्कारवादको प्रारम्भ र विकास ४.१.१ परिष्कारवादका आधारभूत मान्यता ४.१.२ परिष्कारवादको समीक्षा ४.१.३ नेपाली साहित्यमा परिष्कारवादी

उल्लेख गर्न, • स्वच्छन्दतावादका शक्ति र सीमा उल्लेख गर्न, • नेपाली साहित्यमा स्वच्छन्दतावादको प्रयोगको स्थिति पहिल्याउन, • यथार्थवादका आधारभूत मान्यताहरू बताउन, • यथार्थवादको शक्ति र सीमा बताउन, • नेपाली साहित्यमा यथार्थवादको प्रयोगको स्थिति पहिल्याउन, • प्रगतिवादका आधारभूत मान्यताहरू बताउन, • प्रगतिवादको शक्ति र सीमा बताउन, • नेपाली साहित्यमा प्रगतिवादको प्रयोगको स्थिति पहिल्याउन, • अतियथार्थवादको आधारभूत मान्यताबारे विवेचना गर्न, • अतियथार्थवादका शक्ति र सीमा बताउन, • नेपाली साहित्यमा अतियथार्थवादको प्रयोगको स्थिति ठम्याउन ।	मान्यताको प्रयोग ४.२. स्वच्छन्दतावाद ४.२.१ स्वच्छन्दतावादको पृष्ठभूमि र विकास ४.२.२ स्वच्छन्दतावादका आधारभूत मान्यता, ४.२.२ स्वच्छन्दतावादको समीक्षा ४.२.३ नेपाली साहित्यमा स्वच्छन्दतावादी मान्यताको प्रयोग ४.३ यथार्थवाद ४.३.१ यथार्थवादको प्रारम्भ र विकास ४.३.२ यथार्थवादका आधारभूत मान्यता ४.३.३ यथार्थवादको समीक्षा ४.३.४ नेपाली साहित्यमा अतियथार्थवादी मान्यताको प्रयोग ४.४ प्रगतिवाद ४.४.१ प्रगतिवादको प्रारम्भ र परिचय ४.४.२ प्रगतिवादका आधारभूत मान्यता ४.४.२ प्रातिवादको समीक्षा ४.४.३ नेपाली साहित्यमा प्रगतिवादी मान्यताको प्रयोग ४.५ अतियथार्थवाद ४.५.१ अतियथार्थवादको प्रारम्भ र परिचय ४.५.२ अतियथार्थवादका आधारभूत मान्यता ४.५.३ अतियथार्थवादको समीक्षा ४.५.४ नेपाली साहित्यमा अतियथार्थवादी मान्यताको प्रयोग
एकाइ पाँच : विसङ्गतिवाद र उत्तर आधुनिकतावाद (४)	
• विसङ्गतिवादका आधारभूत मान्यताहरूको समीक्षा गर्न,	**५.१ विसङ्गतिवाद** ५.१.१ विसङ्गतिवादको परिचय

• विसङ्गतिवादका शक्ति र सीमाहरू बताउन, • नेपाली साहित्यमा विसङ्गतिवादको प्रयोगको स्थिति पहिल्याउन, • उत्तर आधुनिकतावादको पृष्ठभूमि र विकासको चर्चा गर्न, • उत्तर आधुनिकतावादका मूलभूत मान्यताहरू बताउन, • आधुनिकता, आधुनिकतावाद र उत्तर आधुनिकतावादको बारेमा बताउन, • उत्तर आधुनिकतावादका शक्ति र सीमा बताउन, • नेपाली साहित्यमा उत्तर आधुनिकतावादको प्रयोग र प्रभावको समीक्षा गर्न ।	५.१.१ विसङ्गतिवादका आधारभूत मान्यता ५.१.२ विसङ्गतिवादको समीक्षा ५.१.३ नेपाली साहित्यमा विसङ्गतिवादी मान्यताको प्रयोगको **५.३ उत्तर आधुनिकतावाद** ५.३.१ उत्तर आधुनिकतावादको पृष्ठभूमि र विकास ५.३.२ उत्तर आधुनिकतावादका मूलभूत मान्यता ५.३.३ आधुनिकता र उत्तर आधुनिकतावाद ५.३.४ उत्तर आधुनिकतावादको समीक्षा ५.३.५ नेपाली साहित्यमा उत्तर आधुनिकतावादी मान्यताको प्रयोग
एकाइ छ : नीतिपरक, समाजपरक, लैङ्गिक र पर्यावरणीय समालोचना प्रणाली (१०)	
• नीतिपरक समालोचना प्रणालीको विकासका क्रममा देखा परेका मान्यताहरूको उल्लेख गर्न, • नीतिपरक समालोचनाका आधारभूत मान्यताहरू उल्लेख गर्न, • नीतिपरक समालोचनाका शक्ति र सीमा बताउन, • समाजपरक समालोचनाको पृष्ठभूमि र विकास प्रक्रिया उल्लेख गर्न, • समाजपरक समालोचना प्रणालीका आधारभूत मान्यताहरूको चर्चा गर्न, • लैङ्गिक समालोचनाको पृष्ठभूमि र विकास बताउन, • लैङ्गिक समालोचनाका प्रमुख मान्यता र	६.१ नीतिपरक समालोचना प्रणाली ६.१.१ नीतिपरक समालोचना प्रणालीको परिचय र विकास ● प्लेटोको नीतिवादी मान्यता ● कलावाद विरुद्धको नीतिवादी स्थापना ● मानवता तथा नवमानवतावादको नीतिपरक अवधारणा ६.१.२ नीतिपरक समालोचना प्रणालीका आधारभूत मान्यता ६.१.३ नीतिपरक समालोचनाको समीक्षा ६.२ समाजपरक समालोचना प्रणाली ६.२.१ समाजपरक समालोचनाको परिचय र विकास

उपलब्धि बताउन, • पर्यावरणीय समालोचनाको परिचय, विकास र मान्यता बताउन,	• टेनको क्षण, जाति र पर्यावरणसम्बन्धी स्थापना • मार्क्स, कडबेल र जर्ज लुकाजका समाजपरक स्थापना ६.२.२ समाजपरक समालोचना प्रणालीका आधारभूत मान्यता ६.३ लैङ्गिक समालोचना ६.३.१ लैङ्गिक समालोचनाको परिचय ६.३.२ लैङ्गिक समालोचनाका प्रमुख मान्यता ६.३.३ लैङ्गिक समालोचनाको उपलब्धि ६.४. पर्यावरणीय समालोचना ६.४.१ पर्यावरणीय समालोचनाको परिचय र विकास ६.४.२ पर्यावरणीय समालोचनाका प्रमुख मान्यता

४. शिक्षण प्रविधि

यस पाठ्यांशको अध्ययन अध्यापनका क्रममा प्रत्येक एकाइमा आवश्यकताअनुसार व्याख्यान, प्रश्नोत्तर, छलफल तथा प्रस्तुतीकरण विधिको उपयोग गरिने छ । एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भपुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरिने छ ।

एकाइ एकमा विद्यार्थीलाई शब्दशक्ति : अभिधा, लक्षणा र व्यञ्जनाका बारेमा समूहगत छलफल गराउने ।

एकाइ दुईमा विद्यार्थीलाई रसका प्रकार र ध्वनि सिद्धान्तसम्बन्धी समीक्षा गर्न लगाई कक्षा प्रस्तुति र टिप्पणी गर्न लगाउने ।

एकाइ तीनमा अलङ्कार र रीतिका भेद तथा वक्रोक्तिका प्रकारसम्बन्धी तथा गोष्ठीपत्र लेखन गराई कक्षामा प्रस्तुत गर्न लगाउने ।

आन्तरिक परीक्षाको प्रयोजनका लागि पहिलो प्रयोगात्मक कार्यमा शिक्षकले व्यक्तिगत वा समूहगत रूपमा एकाइ एक, दुई र तीनबाट पूर्वीय साहित्य सिद्धान्तका आधारमा नेपाली साहित्यका विभिन्न विधाका कृतिहरूको समीक्षा गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने ।

एकाइ चारमा नेपाली साहित्यमा परिष्कारवादी, स्वच्छन्दतावादी, यथार्थवाद, प्रगतिवाद र अतियथार्थवादको प्रयोग खोजी कक्षामा प्रस्तुत गर्न लगाउने ।

एकाइ पाँचमा नेपाली साहित्यमा विसङ्गतिवादी मान्यताको प्रयोग एवम् उत्तर आधुनिकतावादको प्रभाव र स्वरूप : द्वितीय स्रोतमा आधारित अध्ययनपत्र लेखन गराउने ।

एकाइ छमा विद्यार्थीलाई व्यक्तिगत वा सामूहिक रूपमा आधुनिक नेपाली साहित्यमा क्षण, जाति र पर्यावरण, लैङ्गिक प्रयोगको खोजी तथा विश्लेषण गर्न लगाउने ।

आन्तरिक परीक्षाको प्रयोजनका लागि दोस्रो प्रयोगात्मक कार्यमा शिक्षकले व्यक्तिगत वा समूहगत रूपमा एकाइ चार, पाँच र छबाट पाश्चात्य साहित्य सिद्धान्तका आधारमा नेपाली साहित्यका विभिन्न विधाका कृतिहरूको समीक्षा गर्न लगाई कक्षामा प्रस्तुत गर्न लगाउने ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुने छ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

५.१ आन्तरिक मूल्याङ्कन

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

(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

आन्तरिक मूल्याङ्कनको विधि र प्रक्रिया निम्नअनुसारको हुने छ :

(क) विषय शिक्षकले उपस्थितिको ५ अङ्क तोकिएको न्यूनतम मापदण्डदेखि शतप्रतिशत हाजिरीका आधारमा (३/४/५ अङ्क) प्रदान गर्ने छन् ।

(ख) कक्षा सहभागिताको ५ अङ्कमध्ये सम्बन्धित विषय शिक्षकले विद्यार्थीको कक्षा कार्यकलापको मूल्याङ्कन गरी अङ्क प्रदान गर्ने छन् ।

(ग) माथि उल्लेख गरिएको पहिलो प्रयोगात्मक परीक्षालाई पहिलो आन्तरिक परीक्षाका रूपमा र दोस्रो प्रयोगात्मक परीक्षालाई दोस्रो आन्तरिक परीक्षाका रूपमा मूल्याङ्कन गरिने छ ।

(घ) तेस्रो आन्तरिक परीक्षामा पाठ्यांशले तोकेको बाह्य मूल्याङ्कनको ढाँचाअनुसार ३० देखि ६० पूर्णाङ्कको लिखित सुधार परीक्षा लिई त्यसलाई १० मा रूपान्तर गरी अङ्क प्रदान गर्नुपर्ने छ ।

नोट : उल्लिखित सबै परीक्षामा विद्यार्थीहरू अनिवार्य रूपमा समावेश हुनुपर्ने छ । विषय शिक्षक/विभागले ती परीक्षाको अभिलेख राख्नुपर्ने छ ।

५.२ बाह्य मूल्याङ्कन

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

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह 'क' : बहुवैकल्पिक प्रश्न	१०	१०	१	१०
समूह 'ख' : छोटो उत्तर आउने प्रश्न	८ (दुई ओटा वैकल्पिक प्रश्नसहित)	६	५	३०
समूह 'ग' : लामो उत्तर आउने प्रश्न	३ (एक वैकल्पिक प्रश्नसहित)	२	१०	२०

६. सन्दर्भ सामग्री

अधिकारी, इन्द्रविलास (२०६१), *पश्चिमी साहित्य सिद्धान्त,* काठमाडौं : साझा प्रकाशन ।

उपाध्याय, केशवप्रसाद (२०५९), *साहित्य प्रकाश,* (दोस्रो संस्क.) काठमाडौं : साझा प्रकाशन ।

ओझा, रामनाथ (२०७६), *पूर्वीय र पाश्चात्य समालोचना,* काठमाडौं : करुधरा पब्लिकेसन ।

खनाल, राजेन्द्र (२०७५), *लैङ्गिक समालोचना : सिद्धान्त र प्रयोग,* काठमाडौं : सनलाइट पब्लिकेसन ।

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सेमेस्टर : पहिलो

१. पाठ्यांश परिचय

यो पाठ्यांश त्रिभुवन विश्वविद्यालय (त्रिवि), शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित स्नातकोत्तर तह (एम. एड.) को पहिलो सेमेस्टरमा नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशबाट विद्यार्थीहरूमा प्रायोगिक भाषाविज्ञानका प्रमुख क्षेत्रअन्तर्गत पर्ने सङ्कथन विश्लेषण, शैलीविज्ञान, कोशविज्ञान, अनुवादविज्ञान र प्रकरणार्थ विज्ञानसँग सम्बद्ध सैद्धान्तिक तथा प्रयोगिक क्षमता विकासको अपेक्षा गरिएको छ ।

२. साधारण उद्देश्य

यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुने छन् :

- प्रायोगिक भाषाविज्ञानका आधारभूत अवधारणाको परिचय दिन,
- सङ्कथन विश्लेषणको सैद्धान्तिक अवधारणासहित सम्बद्धक र सम्बद्धनको स्वरूप बताउन,
- शैलीविज्ञानको सैद्धान्तिक अवधारणासहित शैलीविश्लेषण प्रक्रियाहरू उजागर गर्न,
- कोशविज्ञानको सैद्धान्तिक अवधारणा, कोशका प्रकार तथा कोश निर्माणप्रक्रियाको सिंहावलोकन गर्न,
- अनुवाद अध्ययनको परिचय दिई यसका प्रयोजन, प्रकार, समस्या र शैक्षणिक उपयोगिताको औचित्य पुष्टि गर्न,
- प्रकरणार्थविज्ञानको परिचय दिई वाक्क्रियाका प्रकार उल्लेख गर्न ।

३. विशिष्ट उद्देश्य र पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
एकाइ एक : प्रायोगिक भाषाविज्ञानको परिचय (५)	

• प्रायोगिक भाषाविज्ञानको परिचय दिन, • प्रायोगिक भाषाविज्ञानको पृष्ठभूमि र विकासक्रम प्रस्तुत गर्न, • प्रायोगिक भाषाविज्ञानका सीमित र व्यापक क्षेत्र औंल्याउन, • प्रायोगिक भाषाविज्ञानको उपयोगिता बताउन ।	१.१ प्रायोगिक भाषाविज्ञानको पृष्ठभूमि र विकासक्रम १.२ प्रायोगिक भाषाविज्ञानका क्षेत्र १.२.१ सीमित क्षेत्र १.२.२ व्यापक क्षेत्र १.३ प्रायोगिक भाषाविज्ञानको उपयोगिता
एकाइ दुई : सङ्कथन विश्लेषण (८)	
• सङ्कथनको परिचय दिन, • कथ्य सङ्कथन र लेख्य सङ्कथनको भिन्नता देखाउन, • सङ्कथनका तत्त्वहरूको बयान गर्न, • सम्बद्धक (कोहेजन) र सम्बद्धन (कोहेरेन्स) को भूमिकाको चर्चा गर्न, • सङ्कथन विश्लेषणको शैक्षणिक उपयोगिता बताउन, • कुनै लिखित वा मौखिक सामग्रीको सङ्कथन विश्लेषण गर्न ।	२.१ सङ्कथनको परिचय २.२ कथ्य सङ्कथन र लेख्य सङ्कथन २.३ सङ्कथनका तत्त्वहरू २.४ सम्बद्धक (कोहेजन) र सम्बद्धन (कोहेरेन्स) को भूमिका २.५ सङ्कथन विश्लेषण र भाषाशिक्षण २.६ लिखित वा मौखिक सामग्रीको सङ्कथन विश्लेषणको अभ्यास
एकाइ तीन : शैलीविज्ञान (८)	
• सामान्य शैलीविज्ञान र साहित्यिक शैलीविज्ञानको तुलना गर्न, • शैलीविज्ञानको विकास प्रक्रिया बताउन, • शैलीका उपकरण पहिल्याई विश्लेषण गर्न, • शैली विश्लेषण प्रक्रियाको वर्णन गर्न, • कुनै नमुना सामग्री लिई शैली विश्लेषणको अभ्यास गर्न, • शैलीविज्ञानको भाषाशिक्षणमा प्रयोग बताउन ।	३.१ सामान्य शैलीविज्ञान र साहित्यिक शैलीविज्ञान ३.२ शैलीविज्ञानको परम्परा र विकास ३.३ शैली विश्लेषण प्रक्रिया ३.३.१ विकल्पन र चयन ३.३.२ अग्रभूमि निर्माण ३.३.२.१ विचलन ३.३.२.२ समानान्तरता ३.४ शैली विश्लेषणको अभ्यास ३.५ शैलीविज्ञान र भाषाशिक्षण
एकाइ चार : कोशविज्ञान (१०)	

• कोशविज्ञानको परिचय दिन, • कोशका प्रकार र तिनका विशेषता बयान गर्न, • कोशनिर्माण योजना र सामग्री सङ्कलन प्रक्रिया बताउन, • कोशको पूर्वभाग, मूलभाग र उत्तरभागको परिचय दिई कोशको स्वरूप बताउन, • कोश सम्पादन प्रक्रियाको परिचय दिन, • शीर्ष शब्दहरूको प्रविष्टि गर्न, • उच्चारण निर्देश, स्रोत निर्देश, व्युत्पत्ति तथा व्युत्पादन निर्देश र व्याकरण निर्देश गर्न, • अर्थ निर्देशका प्रमुख विधिहरू पत्ता लगाउन, • नेपाली कोशको परम्परा र विकासक्रम प्रस्तुत गर्न, • नेपाली कोश निर्माणका समस्याहरू औंल्याउन, • कोशको शैक्षणिक महŒव बताउन, • कोश र भाषाशिक्षणको अन्तरसम्बन्ध देखाउन, • नमुना शब्दकोश निर्माण गर्न ।	४.१ कोशविज्ञानको परिचय ४.२ कोशका प्रकार र तिनका विशेषता ४.३ कोशनिर्माण योजना र सामग्री सङ्कलन प्रक्रिया ४.४ कोशको स्वरूप र कोश सम्पादन प्रक्रिया ४.४.१ पूर्वभाग, मूलभाग र उत्तरभाग ४.४.२ शीर्ष शब्दहरूको प्रस्तुति ४.४.३ उचारण निर्देश, स्रोत निर्देश, व्युत्पत्ति तथा व्युत्पादन निर्देश, व्याकरण निर्देश, ४.४.४ अर्थ निर्देशका प्रमुख विधिहरू ४.५ नेपाली कोशको परम्परा र विकास ४.६ नेपाली कोश निर्माणका समस्या ४.७ भाषाशिक्षणमा कोशको उपयोग ४.८ शब्दकोश निर्माणको अभ्यास
एकाइ पाँच : अनुवाद अध्ययन (१०)	
• अनुवादको परिचय दिई यसको प्रयोजन बताउन, • अनुवादका गुणहरू बताउन, • क्याटफोर्ड, नाइडा र न्युमार्कका अनुवादसम्बन्धी मान्यता प्रस्तुत गर्न, • अनुवादका प्रकारहरूको परिचय दिन, • अनुवादका प्रक्रियाहरूको वर्णन गर्न, • अनुवादका समस्याहरू औंल्याउन, • अनुवादको शैक्षणिक उपयोगिता बताउन, • कुनै भाषिक सामग्री लिई नेपाली भाषामा अनुवाद गर्ने अभ्यास गर्न ।	५.१ अनुवादको परिचय र प्रयोजन ५.२ अनुवादका गुणहरू र यसको आदर्श स्थिति ५.३ क्याटफोर्ड, नाइडा र न्युमार्कका अनुवादसम्बन्धी मान्यता ५.४ अनुवादका प्रकार ५.६ अनुवादका प्रक्रियाहरू ५.७ अनुवादका समस्या ५.८ अनुवाद र भाषाशिक्षण

	५.९ अनुवादको अभ्यास
एकाइ ६ : प्रकरणार्थ विज्ञान (७)	
• प्रकरणार्थ विज्ञानको परिचय दिन, • प्रकरणार्थ विज्ञानका आधारभूत अवधारणा प्रस्तुत गर्न, • वाक्क्रियाको सैद्धान्तिक स्वरूप औंल्याउन, • सहयोगात्मक सिद्धान्तका बारेमा वर्णन गर्न, • भाषाशिक्षण र प्रकरणार्थ विज्ञानको सम्बन्ध स्थापित गर्न ।	६.१ प्रकरणार्थ विज्ञानको परिचय ६.२ प्रकरणार्थ विज्ञानका आधारभूत अवधारणा ५.२.१ निर्देशन र सन्दर्भन ५.२.२ प्रतिज्ञप्ति र पूर्वधारणा ५.२.३ निहितार्थ र अभिव्यञ्जना ६.३ वाक्क्रिया सिद्धान्त ६.४ सहयोगात्मक सिद्धान्त ६.५ भाषाशिक्षणमा प्रकरणार्थ विज्ञानको प्रयोग

४. शिक्षण प्रविधि

यस पाठ्यांशको अध्ययन अध्यापनका क्रममा प्रत्येक एकाइमा आवश्यकताअनुसार व्याख्यान, प्रश्नोत्तर, छलफल तथा प्रस्तुतीकरण विधि र प्रकिया उपयोग गरिने छ । एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरिने छ ।

एकाइ एकमा **प्रायोगिक भाषाविज्ञानको क्षेत्र र उपयोगितामा व्यक्तिगत कक्षा प्रस्तुति गर्न लगाउने ।**

एकाइ दुईमा लिखित वा मौखिक सामग्रीको सङ्कथन विश्लेषणको सामूहिक परियोजना कार्य गर्न लगाउने ।

एकाइ तीनमा सामान्य शैलीविज्ञान, साहित्यिक शैलीविज्ञान एवम् शैली विश्लेषण प्रक्रियाको व्यक्तिगत कक्षा प्रस्तुति गर्न लगाउने ।

एकाइ चारमा सामूहिक रूपमा नमुना शब्दकोश निर्माणको अभ्यास गराउने । आन्तरिक परीक्षाको प्रयोजनका लागि यो पहिलो प्रयोगात्मक कार्य हुने छ ।

एकाइ पाँचमा व्यक्तिगत वा सामूहिक रूपमा नेपाली भाषामा र अन्य भाषा वा भाषिकाबाट अनुवादको अभ्यास गराउने । आन्तरिक परीक्षाको प्रयेजनका लागि यो दोस्रो प्रयोगात्मक कार्य हुने छ ।

एकाइ छमा प्रकरणार्थ विज्ञानमा व्यक्तिगत कार्य गर्न लगाई कक्षा प्रस्तुति गर्न लगाउने ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुने छ :

(क) आन्तरिक मूल्याङ्कन

(ख) बाह्य मूल्याङ्कन

५.१ आन्तरिक मूल्याङ्कन

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

(क)	उपस्थिति	- ५ अङ्क
(ख)	शिक्षण सिकाइमा सहभागिता	- ५ अङ्क
(ग)	पहिलो आन्तरिक परीक्षा	- १० अङ्क
(घ)	दोस्रो आन्तरिक परीक्षा	- १० अङ्क
(ङ)	तेस्रो आन्तरिक परीक्षा	- १० अङ्क

आन्तरिक मूल्याङ्कनको विधि र प्रक्रिया निम्नानुसारको हुने छ :

(क) विषय शिक्षकले उपस्थितिको ५ अङ्क तोकिएको न्यूनतम मापदण्डदेखि शतप्रतिशत हाजिरीका आधारमा (३/४/५ अङ्क) प्रदान गर्ने छन् ।

(ख) कक्षा सहभागिताको ५ अङ्कमध्ये सम्बन्धित विषय शिक्षकले विद्यार्थीको कक्षा कार्यकलापको मूल्याङ्कन गरी अङ्क प्रदान गर्ने छन् ।

(ग) माथि उल्लेख गरिएको पहिलो प्रयोगात्मक परीक्षालाई पहिलो आन्तरिक परीक्षाका रूपमा र दोस्रो प्रयोगात्मक परीक्षालाई दोस्रो आन्तरिक परीक्षाका रूपमा मूल्याङ्कन गरिने छ ।

(घ) तेस्रो आन्तरिक परीक्षामा पाठ्यांशले तोकेको बाह्य मूल्याङ्कनको ढाँचाअनुसार ३० देखि ६० पूर्णाङ्ककको लिखित सुधार परीक्षा लिई त्यसलाई १० मा रूपान्तर गरी अङ्क प्रदान गर्नुपर्ने छ ।

नोट : उल्लिखित सबै परीक्षामा विद्यार्थीहरू अनिवार्य रूपमा समावेश हुनुपर्ने छ । विषय शिक्षक/विभागले ती परीक्षाको अभिलेख राख्नुपर्ने छ ।

५.२ बाह्य मूल्याङ्कन

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

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह 'क' : बहुवैकल्पिक प्रश्न	१०	१०	१	१०
समूह 'ख' : छोटो उत्तर आउने प्रश्न	८ (दुई ओटा वैकल्पिक प्रश्नसहित)	६	५	३०
समूह 'ग' : लामो उत्तर आउने प्रश्न	३ (एक वैकल्पिक प्रश्नसहित)	२	१०	२०

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