

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of Economics**  
**Annual Plan-2078/2079**

Level: Bachelor	Teaching Hours: 150
<b>Class Year: BEd Second Year</b>	Course /Subject Code: Eco Ed- 422
Course Title/Subject: Nepalese Economics	Teaching Periods: 180
Academic Year: 2078/2079	Subject Teacher: Hira Lal Regmi
Per-week Loads: 6 (50 Minutes Per Period)	Effective From: 2078/12/17

Month & Date	Campus Opening Days	Class Running Days	Title of Unit	T. Hours	T. Periods	Contents/ Subject Matter	Remarks
2078 Chaitra	25	12	Unit 1: Introduction	7	8	<b>Major macro-economic indicators</b> <b>Characteristics of Nepalese economy</b> -Demographic characteristics - Economic characteristics -Technological characteristics -Socio-cultural and political characteristics -Constraints of economic development -Constraints of economic development	-
			Unit 2: Issues of Economic Development	12	4	<b>Poverty</b> -Concept, types, characteristics of poor and measure of poverty reduction -Current situation of poverty	
2079 Baisakh	22	22	Unit 2: Issues of Economic Development	0	10	<b>Inequality</b> -Concept and measurement of inequality -Current situation of inequality <b>Unemployment</b> -Concept and types of unemployment -Current situation of unemployment <b>Issues of inclusion in economic development</b> <b>Human resource development: concept and obstacles</b> <b>Women empowerment: concept, role and need</b>	

			Unit 3: Natural Resources	18	12	<p><b>Forest Resources</b></p> <p>-Current situation and role of forest resource and biodiversity in economic development.</p> <p>-Problems, prospects and policies of forest resource development.</p> <p><b>Water Resources</b></p> <p>-Current situation, problems, prospect and importance of water resource in terms of irrigation, drinking water, sanitation and hydropower development.</p> <p>-Government's current integrated policies of water resource development including the irrigation, drinking water/sanitation and hydro power sector.</p>	
2079 Jestha	25	16	Unit 3: Natural Resources	0	10	<p><b>Mineral Resources.</b></p> <p>Current situation, role and problems of mineral resources</p> <p>Government's current policy of mineral resource development</p> <p><b>Land Resources</b></p> <p>-Current situation, problems and prospects of land resources</p> <p>-Government's current policy of land use pattern and land resource development</p> <p><b>Environment and natural resource management</b></p>	
2079 Asaar	26	17	UNIT 4: Human Resources	12	14	<p><b>Human resource development</b></p> <p>-Importance, process, sources and problems</p> <p>Human development index of Nepal</p> <p>Size, composition, distribution and growth of Nepal's population</p> <p>Causes and impact of rapid population growth.</p> <p>- Current population program .</p> <p>Current population policy of Nepal.</p>	Unit Test
			UNIT 5: Agriculture	20	3	<p><b>Characteristics, role, problems and prospects</b></p> <p><b>Agricultural land</b></p>	

2079 Srawan	26	26	UNIT 5: Agriculture	0	21	-Pattern of landholding, land tenure system, land reform efforts and act <b>Agricultural production</b> -Major food-crops, cash-crops and spices -Imports and exports of agro-products. - Major reasons behind fluctuations in agricultural production and productivity. - Agricultural labour force: size and problems -Agricultural marketing: nature, problems and prospects -Agricultural price policy: importance, causes of price instability and measures of price stability -Agriculture finance: importance, sources and problems -Food security and nutritional requirement. -Causes of food insecurity and vulnerability -Need of co-operative in agriculture development Government policy of agriculture development.	
			UNIT 6: Industry	16	5	<b>Cottage and small scale industries</b> -Current status (number and employment), role, problems and prospects	
2079 Bhadra	25	25	UNIT 6: Industry	0	14	<b>Medium scale and large scale industries</b> -Current status (number and employment), role, problems and prospects. <b>Current status of Foreign investment (number and employment) .</b> <b>Special economic zone</b> Manufacturing Industry: problems and prospects. <b>Agro-based Industry: problems and prospects</b> <b>Current status of public enterprises</b> <b>Recent industrial policy</b>	Internal Exam 26- 31 (6)
			Unit: 7 Tourism	11	6	<b>Concept of internal and external tourism</b> <b>Role, problems and prospects of tourism industry</b> <b>Current situation of tourism industry</b> -Number of tourist arrival and country of origin, annual	
2079 Asoj	13	6	Unit: 7 Tourism	0	6	<b>growth rate and trend of tourist arrival and average length of stay of tourist and its trend</b> <b>Purpose of tourist arrival and destination zone.</b> <b>Review of tourism policy and program under globalization</b>	
2079 Kartik	20	15	Unit: 7 Tourism	0	1	<b>Current government tourism development policy</b>	

			Unit 8: Transportation and Communication	4	5	Current situation of means of transportation and communication Role, prospects, problems and remedies of transportation and communication	
			Unit 9: Money and Banking	12	9	Concept of money and its supply process Share market trend in Nepal Current status and role of money and capital market. Function and role of Nepal Rastra Bank in economic development. Current monetary policy of Nepal Rastra Bank.	
2079 Mangsir	24	24	Unit 9: Money and Banking	0	5	Function of commercial bank and role of commercial bank and non-banking financial institution in economic development.	
			Unit 10: Foreign Trade	11	13	Foreign trade situation with volume and growth. Composition and direction of foreign trade. Balance of trade and payment. Prospect of foreign trade expansion Reasons of growing foreign trade deficit Foreign trade situation with volume and growth. Composition and direction of foreign trade. <b>World Trade Organization (WTO):</b> opportunities and challenges for Nepal as a member of WTO Recent trade policy	
			Unit 11: Government Finance	15	6	<b>Importance of government finance</b> <b>Government expenditure</b> -Importance, classification and trend of government expenditure	
2079 Paush	23	11	Unit 11: Government Finance	15	11	<b>Government revenue</b> -Source and trend of government revenue Financing resource gap <b>Foreign aid</b> -Type, role and magnitude of foreign aid Public debt <b>Source and burden of public debt.</b>	

2079 Magh	<b>22</b>	16	Unit 11: Government Finance	<b>0</b>	<b>1</b>	Foreign employment and remittance	Revision Class-1 Second Term Exam 15- 20 (6)
			Unit 12: Development Planning	<b>12</b>	<b>9</b>	Review of development performance of agriculture, industry, social service sector during various plan periods. -Macro perspective overview of National income, investment and saving during plan periods -Review of immediate past plan	
2079 Falgun	<b>19</b>	19	Unit 12: Development Planning	<b>0</b>	<b>5</b>	-Current Plan: Objectives, priorities, strategies, policies, source and allocation of resources -Need of planning and plan formulation process in Nepal	
2079 Chaitra	<b>26</b>	26		<b>0</b>	<b>0</b>		
Total	244	244		<b>150</b>	<b>180</b>		

**Subject Teacher**

**Hira Lal Regmi**

**Head of the Department**

**Dr. Sudarsan Silwal**

**Asst. Campus Chief**

**Tilak Prasaad Kandel**

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of Economics**  
**Unit Plan-2078/2079**

**Class Year: BEd. Second Year**  
 Course /Subject Code: Eco Ed. 422  
 Course title/subject: Nepalese Economics  
**Level: Bachelor**  
 Academic Year: 2078/2079

**Unit 1: Introduction**  
 Teaching Hours: 7  
 Teaching Periods: 8  
 Time Duration: 2078/12/17 – 2078/12/25  
**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Major macro-economic indicators	To explain the major macro-economic indicators	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	1	
Characteristics of Nepalese economy -Demographic characteristics -Economic characteristics -Technological characteristics -Socio-cultural and political characteristics	To describe the various characteristics of Nepalese economy.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	5	
Constraints of economic development	To explain the various constraints of economic development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	2	

**Subject Teacher**

**Head of the Department**

**Campus Chief**

**Class Year: BEd. Second Year**  
 Course /Subject Code: Eco Ed. 422  
 Course title/subject: Nepalese Economics  
**Level: Bachelor**

**Unit 2: Issues of Economic Development**  
 Teaching Hours: 12  
 Teaching Periods: 14  
 Time Duration: 2078/12/27 – 2079/01/13

Academic Year: 2078/2079

Subject Teacher: Hira Lal Regmi

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Poverty -Concept, types, characteristics of poor and measure of poverty reduction -Current situation of poverty	-To find out the major issues of economic development of Nepal. -To explain the concept, types and characteristics of poor. -To describe the current situation of poverty.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	4	
Inequality -Concept and measurement of inequality -Current situation of inequality	To explain the concept, measurement and current situation of inequality.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	3	
Unemployment -Concept and types of unemployment -Current situation of unemployment	To explain the concept, types current situation of unemployment.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	3	
Issues of inclusion in economic development. Human resource development: concept and obstacles.	To examine the issues of inclusion and define obstacles of human resource development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	2	
Women empowerment: concept, role and need	To evaluate the role and need of women empowerment in economic development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	2	

Subject Teacher

Head of the Department

Campus Chief

**Class Year: BEd. Second Year**

Course /Subject Code: Eco Ed. 422

Course title/subject: Nepalese Economics

**Level: Bachelor**

Academic Year: 2078/2079

**Unit 3: Natural Resources**

Teaching Hours: 18

Teaching Periods: 22

Time Duration: 2079/01/14 – 2079/02/10

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
<b>Forest Resources</b> Current situation and role of forest resource and biodiversity in economic development.  Problems, prospects and policies of forest resource development.	-To explain the current situation and role of forest resource and biodiversity in economic development. -To explain the problems, prospects and policies of forest resource development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	4	
<b>Water Resources</b> Current situation, problems, prospect and importance of water resource in terms of irrigation, drinking water, sanitation and hydropower development. Government's current integrated policies of water resource development including the irrigation, drinking water/sanitation and hydro power sector.	-To describe the current situation, problems, prospect and importance of water resource in terms of irrigation, drinking water, sanitation and hydropower development. -To describe government's current integrated policies of water resource development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	6	
<b>Mineral Resources.</b> Current situation, role and problems of mineral resources. Government's current policy of mineral resource development.	-To describe the current situation, role, problems and prospects of mineral resource. -To describe the government's current policy of mineral resource development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	4	



<p><b>Land Resources.</b> Current situation, problems and prospects of land resources. Government's current policy of land use pattern and land resource development.</p>	<p>-To describe the current situation, role, problems and prospects of land resource. -To describe the government's current policy of land use pattern and land resource development.</p>	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	5	
Environment and natural resource management	To describe the condition of sustainable development through environment and natural resource management.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	3	

Subject Teacher

Head of the Department

Campus Chief

**Class Year: BEd. Second Year**

Course /Subject Code: Eco Ed. 422

Course title/subject: Nepalese Economics

**Level: Bachelor**

Academic Year: 2078/2079

**Unit 4: Human Resource**

Teaching Hours: 12

Teaching Periods: 14

Time Duration: 2079/02/11– 2079/03/23

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Human resource development Importance, process, sources and problems	To explain importance, process, sources and problems of human resource development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	4	
Human development index of Nepal	To evaluate the condition of human development index of Nepal.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	1	
Size, composition, distribution and growth of Nepal's population	To describe the size, composition, distribution and growth of Nepal's population.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	3	
Causes and impact of rapid population growth.	To evaluate causes and impact of rapid population growth on Nepalese economy.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	3	
Current population program Current population policy of Nepal.	Review the current population program and policy in Nepal	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	3	

Subject Teacher

Head of the Department

Campus Chief

**Class Year: BEd. Second Year**

Course /Subject Code: Eco Ed. 422

Course title/subject: Nepalese Economics

**Level: Bachelor**

Academic Year: 2078/2079

**Unit 5: Agriculture**

Teaching Hours: 20

Teaching Periods: 24

Time Duration: 2079/03/26– 2079/04/20

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Characteristics, role, problems and prospects of agriculture.	To explain the characteristics, role, problems and prospects of agriculture.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	2	
Agricultural land Pattern of landholding, land tenure system, land reform efforts and act.	To explain the problems of Nepalese agriculture focusing on agricultural land holding and land tenure system. To evaluate the government land reform efforts and land reform act	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	2	
<b>Agricultural production</b> Major food-crops, cash-crops and spices. Imports and exports of agro-products. Major reasons behind fluctuations in agricultural production and productivity.	To describe the present area under food-crops and cash-crops and their production. To measure the status of imports and exports of agro-products	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	4	
Agricultural labour force: size and problems.	To measure the size and problems of agricultural labour force agriculture production and productivity	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	2	
Agricultural marketing: nature, problems and prospects.	To describe the nature, problems and prospects of agricultural marketing	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	3	

Agricultural price policy: importance, causes of price instability and measures of price stability.	To describe the importance, causes of price instability and measures of price stability of agricultural products.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	3	
Agriculture finance: importance, sources and problems.	To explain the nature and problems of agricultural finance, marketing and pricing.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	2	
Food security and nutritional requirement. Causes of food insecurity and vulnerability.	To explain the causes of food insecurity and vulnerability.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	2	
Need of co-operative in agriculture development.	To explain the need of co-operative in agriculture development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	2	
Government policy of agriculture development.	To evaluate the government policy of agriculture development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	2	

Subject Teacher

Head of the Department

Campus Chief

Class Year: BEd. Second Year

Unit 6: Industry

Course /Subject Code: Eco Ed. 422

Teaching Hours: 16

Course title/subject: Nepalese Economics

Teaching Periods: 19

Level: Bachelor

Time Duration: 2079/04/22 – 2079/05/15

Academic Year: 2078/2079

Subject Teacher: Hira Lal Regmi

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
-Cottage and small scale industries -Current status (number and employment), role, problems and prospects	To explain the current status, role, problems and prospects of cottage and small scale industries.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	5	
Medium scale and large scale industries Current status (number and employment), role, problems and prospects	To explain the current status, role, problems and prospects of medium scale and large scale industries.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	4	
Current status of Foreign investment (number and employment)	To explain the current status of foreign investment (number and employment).	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	2	
Special economic zone	To understand the concept of special economic zone.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	2	
Manufacturing Industry: problems and prospects	To explain the problems and prospects of manufacturing industry.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	2	
Agro-based Industry: problems and prospects	To explain the problems and prospects of agro-based industry.	Everyday use Materials	Interaction method, Lecture method and	Written	Comprehensive	1	

			Discussion method		Presentation Manipulate Skills		
Current status of public enterprises	To describe current status of public enterprises of Nepal.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	2	
Recent industrial policy	To find out the recent industrial policy.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	1	

Subject Teacher

Head of the Department

Campus Chief

**Class Year: BEd. Second Year**

Course /Subject Code: Eco Ed. 422

Course title/subject: Nepalese Economics

**Level: Bachelor**

Academic Year: 2078/2079

**Unit 7: Tourism**

Teaching Hours: 11

Teaching Periods: 13

Time Duration: 2079/05/16 – 2079/06/07

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Concept of internal and external tourism.	To define the concept of internal and external tourism policy.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	1	
-Role, problems and prospects of tourism industry. -Current situation of tourism industry.	To explain the role, problems and prospects of tourism industry in Nepal.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	3	
Number of tourist arrival and country of origin, annual growth rate and trend of tourist arrival and average length of stay of tourist and its trend.	To identify the number of tourist arrival and country of origin.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	3	
Purpose of tourist arrival and destination zone.	To explain the growth and trend of tourist arrival. To identify the average length of stay of tourist and its trend. To define the purpose of tourist arrival and destination zone.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	2	
Review of tourism policy and program under globalization.	To review of tourism policy and program under globalization.	Everyday use Materials	Interaction method, Lecture method and	Written	Comprehensive Presentation Manipulate Skills	2	

			Discussion method				
Current government tourism development policy.	To examine current government tourism development policy.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	2	

Subject Teacher

Head of the Department

Campus Chief



**Class Year: BEd. Second Year**

Course /Subject Code: Eco Ed. 422

Course title/subject: Nepalese Economics

**Level: Bachelor**

Academic Year: 2078/2079

**Unit 8: Transport and Communication**

Teaching Hours: 4

Teaching Periods: 5

Time Duration: 2079/07/14 – 2079/07/18

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Current situation of means of transportation and communication	To describe the current situation of means of transportation and communication.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	2	
Role, prospects, problems and remedies of transportation and communication	To explain role, problems and prospects of transportation and communication.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	3	

**Subject Teacher****Head of the Department****Campus Chief**

**Class Year: BEd. Second Year**

Course /Subject Code: Eco Ed. 422

Course title/subject: Nepalese Economics

**Level: Bachelor**

Academic Year: 2078/2079

**Unit 9: Money and banking**

Teaching Hours: 12

Teaching Periods: 14

Time Duration: 2079/07/20 – 2079/08/05

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Concept of money and its supply process	To define the concept of money and its supply process.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	3	
Share market trend in Nepal	To understand the share market trend in Nepal.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	1	
Current status and role of money and capital market	To understand the current status and role of money and capital market.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	2	
Function and role of Nepal Rastra Bank in economic development.	To explain the function and role of Nepal Rastra Bank.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	2	
Current monetary policy of Nepal Rastra Bank	To evaluate current monetary policy of Nepal Rastra Bank.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	2	
Function of commercial bank and role of commercial bank and non-banking financial institution in economic development.	To explain function of commercial bank and role of commercial bank and non-banking financial institution in economic development.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	4	

**Subject Teacher****Head of the Department****Campus Chief****Class Year: BEd. Second Year**

Course /Subject Code: Eco Ed. 422

Course title/subject: Nepalese Economics

**Level: Bachelor****Unit 10: Foreign Trade**

Teaching Hours: 11

Teaching Periods: 13

Time Duration: 2079/08/06 – 2079/08/21

Academic Year: 2078/2079

Subject Teacher: Hira Lal Regmi

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Foreign trade situation with volume and growth	To state the foreign trade situation with volume and growth.	Everyday use Materials	Interaction method, Lecture method	Oral	Knowledge	2	
Composition and direction of foreign trade	To show the composition and direction of Nepal's foreign trade.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	2	
Balance of trade and payment	To describe the concept of BOT and BOPs.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	1	
Prospect of foreign trade expansion	To describe the prospects of foreign trade expansion.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	2	
Reasons of growing foreign trade deficit	To explain the reasons of growing foreign trade deficit.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	2	
World Trade Organization (WTO): opportunities and challenges for Nepal as a member of WTO	To identify the possible export zone of commodity with reference to WTO perspectives. -To examine opportunities and challenges for Nepal as a member of WTO.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	3	
Recent trade policy.	To evaluate current trade policy of Nepal.	Everyday use Materials	Interaction method, Lecture method	Written	Comprehensive	1	
		Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills		

Subject Teacher

Head of the Department

Campus Chief



**Class Year: BEd. Second Year**

Course /Subject Code: Eco Ed. 422

Course title/subject: Nepalese Economics

**Level: Bachelor**

Academic Year: 2078/2079

**Unit 11: Government Finance**

Teaching Hours: 16

Teaching Periods: 19

Time Duration: 2079/08/23 – 2079/10/11

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Importance of government finance	To explain importance of government finance.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	2	
Government expenditure Importance, classification and trend of government expenditure	To describe the importance, classification and trend of government expenditure.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	5	
Government revenue Source and trend of government revenue	To explain the source and trend of government revenue.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	2	
Financing resource gap	To analyze the financing resource gap.	Everyday use Materials	Interaction method, Lecture method and	Written	Comprehensive	1	
Foreign aid Type, role and magnitude of foreign aid	To explain the type, role and magnitude of foreign aid.	Everyday use Materials	Interaction method, Lecture method and	Written	Comprehensive	4	
Public debt Source and burden of public debt.	To describe the internal and external sources of public dept. To explain the burden of public debt to the people.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	3	
Foreign employment and remittance	To explain the current situation of foreign employment and remittance.	Everyday use Materials	Interaction method, Lecture method and	Written	Comprehensive Presentation Manipulate Skills	2	

**Subject Teacher****Head of the Department****Campus Chief****Class Year: BEd. Second Year**

Course /Subject Code: Eco Ed. 422

Course title/subject: Nepalese Economics

**Unit 12: Development and Planning**

Teaching Hours: 12

Teaching Periods: 14

**Level: Bachelor**

Academic Year: 2078/2079

Time Duration: 2079/10/13 – 2079/11/08

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Review of development performance of agriculture, industry, social service sector during various plan periods.	To review the development performance of agriculture, industry, social service sector during various plan periods.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	3	
Macro perspective overview of National income, investment and saving during plan periods	To overview through macro perspective to national income, investment and saving during plan periods.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	3	
Review of immediate past plan. Current Plan: Objectives, priorities, strategies, policies, source and allocation of resources	To explain the objectives, priorities, strategies, policies, source and allocation of resources of the current plan.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	5	
Need of planning and plan formulation process in Nepal	To evaluate the need of planning and plan formulation process in Nepal.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	3	

Subject Teacher

Head of the Department

Campus Chief

## अर्द्धवार्षिक योजना (Half Annual Plan)

क्याम्पस: धवलागिरि बहुमुखीक्याम्पस, बागलुङ

संकाय: शिक्षाशास्त्र

क्र.आ. ३

विषय: सामाजिक तथा मनो-भाषाविज्ञान

शिक्षण घण्टी: ४८

शैक्षिक वर्ष: २०७९/०८०

विषय कोड: ५२९

तह: स्नातकोत्तर  
१ घण्टा.)

तह वर्ष : नेपाली शिक्षा द्वितीय सेमेस्टर

प्रतिहप्ता पाठ्य भार: ३ पिरियड (प्रतिपिरियड

विषय शिक्षक: प्रा.डा. दिनबहादुर थापा

पढाइ सुरु भएको मिति: २०७९/०३/२२

पढाइ हुने बार (४,५,६)

महिना र वर्ष	क्या. क्रमांक	पढाइ हुने	एकाइ शीर्षक	पाठ्य भार	पिरियड	पाठ/पाठ्यवस्तु	मासिक पाठ्य भार	कैफियत
०१/०७९ बैशाख	२२	११						
०२/०७९	२५	१६						
०३/०७९ असार	२६	१७	एकाइ एक : सामाजिक भाषाविज्ञान	७	३	१.१ सामाजिक भाषाविज्ञानको परिचय र क्षेत्र १.२ भाषाविज्ञान र सामाजिक भाषाविज्ञान	३	

०४/०७९ साउन	२६	२६	एकाइ दुई : भाषिक भेद (६)	६	११	<p>१.३ वक्ता र भाषिक समुदाय</p> <p>१.४ भाषिक समुदाय निर्धारणका आधारहरू</p> <p>१.५ भाषा र समाज</p> <p>१.६ सफिर होर्फको अनुकल्पना</p> <p>१.७ भाषिक अवलम्बन, स्वीकरण र अपक्षम, समाजको प्रकृति र त्यसमा भाषाको प्रभाव भाषाको सम्प्रेषणात्मक सामर्थ्य र सम्प्रेषणात्मक असमर्थता, भाषा सर्वेक्षण पद्धति</p> <p>२.१ भाषिक भेद र वर्गीकरणका आधारहरू</p> <p>२.२ भाषा, भाषिका र व्यक्ति भाषा</p> <p>२.३ भाषिका निर्धारणका आधारहरू</p> <p>२.४ भाषाका क्षेत्रीय र सामाजिक भेद</p> <p>२.५ भाषाका अन्य भेद (काल, विषय, प्रसङ्ग, माध्यम )</p> <p>२.६ राष्ट्रभाषा, मातृभाषा, स्थानीय भाषा र विदेशी भाषा</p> <p>२.७ द्विभाषिकता/बहुभाषिकताका प्रकृति र प्रकार</p> <p>२.८ भाषाद्वैत, कोडमिश्रण र कोड परिवर्तन</p> <p>२.९ पिजिन र क्रेओल</p>	४+७	परियोजना कार्य, गोष्ठी,
०५/०७९ भदौ	२५	२५	एकाइ तिन : भाषानीति, योजना र नेपालको भाषिक स्थिति (९)	९	१३	<p>३.१ भाषानीति र योजना</p> <p>३.२ भाषायोजनाको आवश्यकता</p> <p>३.३ प्रयोजनका आधारमा भाषाहरू (प्रधान, सम्पूरक, सहायक, समतुल्य, परिपूरक)</p> <p>३.४ भाषायोजनाका प्रमुख समस्या</p> <p>३.५ भाषायोजनाका प्रमुख प्रकार (स्तरगत, स्वरूपगत)</p> <p>३.६ भाषायोजनाका प्रमुख पक्ष (छनोट, कोडीकरण, मानकीकरण, विस्तरण)</p> <p>३.७ नेपाली भाषाको मानकीकरण</p> <p>३.९ नेपाली भाषाको आधुनिकीकरण</p> <p>३.१० नेपाली भाषाको भौगोलिक र सामाजिक स्थिति</p> <p>३.११ नेपालको भाषानीति : विगत र वर्तमान</p> <p>३.१३ भाषिक नीति निर्माणमा भाषाआयोगको भूमिका</p>	९	४ प्रथम आन्तरिक परीक्षा
०६/०७९ असोज	१३	६	एकाइ चार : मनोभाषाविज्ञान (६)	६	३	<p>४.१ मनोभाषाविज्ञानको परिचय र क्षेत्र</p> <p>४.२ मनोभाषाविज्ञानको विकासक्रम</p> <p>४.३ भाषा र मस्तिष्कको अन्तर्सम्बन्ध</p>	३	



०७/०७९९कार्तिक	२०	१५			७	(श्रव्यदृश्यात्मक प्रक्रिया ,उच्चार्य लेख्यात्मक प्रक्रिया ) ४.३ कोडीकरण र विकोडीकरण	३	४ दोस्रो आन्तरिक परीक्षा
०८/०७९९ मंसिर	२४	२४	एकाइ पाँच : बालभाषा विकासका सिद्धान्त (१०)	१०	१२	५.१ बालभाषा विकासमा चम्स्कीको सिद्धान्त (भाषाप्राप्ति प्रक्रिया,भाषाप्राप्ति संयन्त्र) ५.१.३ सामर्थ्य र सृजनशीलता ५.२ बालभाषा विकासमा पियाजेको सिद्धान्त (आत्मकेन्द्री बोली, भाषाबारे पियाजेको दृष्टिकोण) ५.३ भाषाविकास र संज्ञानात्मक विकास ५.४ चम्स्की र पियाजेका भाषा विकाससम्बन्धी सिद्धान्तको तुलना ५.५ बालभाषाविकासका चरणहरू र तिनका विशेषता	१०	व्यक्तिगत वा समूहगत प्रतिवेदन लेखन र कक्षा प्रस्तुति
०९/०७९९ पुस	२३	११	एकाइ छ : भाषा आर्जनका प्राक्कल्पनाहरू ( ५)  एकाइ सात : भाषासिकाइका प्रमुख सिद्धान्त ( ५)	५	५	६.१ भाषाप्राप्ति र आर्जन ६.२ सर्गिक अनुक्रम प्राक्कल्पना ६.३ मनिटर प्राक्कल्पना ६.४ अनुप्रविष्टि प्राक्कल्पना ६.५ प्रभावी फिल्टर प्राक्कल्पना ६.६ ब्रयासनका अनुकल्पनाको अध्यापन र शास्त्रीय उ उपयोगिता ७.१ व्यवहारवादी सिद्धान्त ७.२ मनोवादी सिद्धान्त ७.५ भाषाशिक्षणमा मनोभाषाविज्ञानको उपयोगिता	५+५	१ दिन पूर्वाध्ययन, पुनरावलोकन
१०/०७९९ माघ	२२	१६				आन्तरिक परीक्षा		४ देखि ६ सम्म तेस्रो आन्तरिक परीक्षा

विषयशिक्षक  
क्या./स.क्या.प्र.

विभागीयप्रमुख

मिति: .....

**नोट:** विषयशिक्षकले तयार गरेको कार्ययोजनाअनुसार सम्बन्धित निकायबाट समयसमयमा अनुगमन, निरीक्षण वा जानकारी लिइने छ ।

## एकाइ योजना (१-७)

क्याम्पस: धवलागिरि बहुमुखीक्याम्पस, बागलुङ

संकाय: शिक्षाशास्त्र

क्र.आ. ३

विषय: सामाजिक तथा मनो-भाषाविज्ञान

शिक्षण घण्टी: ४८

शैक्षिक वर्ष: २०७९/०८०

विषय कोड: ५२९

तह: स्नातकोत्तर

तह वर्ष : नेपाली शिक्षा द्वितीय सेमेस्टर

प्रतिहप्ता पाठ्य भार: ३ पिरियड (प्रतिपिरियड १ घण्टा)

विषय शिक्षक: प्रा.डा. दिनबहादुर थापा

पढाइ सुरु भएको मिति: २०७९/०३/२२

पढाइ हुने बार (४,५,६)

समयावधि: २०७९/०३/२२ देखि २०७९/१०/६ सम्म

एकाइ	पाठ्यवस्तु	उद्देश्य	शिक्षण विधि	शिक्षण सामग्री	मूल्याङ्कनप्रश्नको			कैफियत
					किसिम	प्रकृति	प्रश्नसंख्या	
एकाइ एक :	सामाजिक भाषाविज्ञान (७) (२०७९/०३/०२ देखि २०७९/०४/०६ सम्म) सामाजिक भाषाविज्ञानको परिचय र क्षेत्र १.२ भाषाविज्ञान र सामाजिक भाषाविज्ञान १.३ वक्ता र भाषिक समुदाय १.४ भाषिक समुदाय निर्धारणका आधारहरू १.५ भाषा र समाज १.६ सफिर होर्फको अनुकल्पना १.७ भाषिक अवलम्बन, स्वीकरण र अपक्षम, समाजको प्रकृति र त्यसमा भाषाको प्रभाव भाषाको सम्प्रेषणात्मक सामर्थ्य र सम्प्रेषणात्मक असमर्थता, भाषा सर्वेक्षण पद्धति	<ul style="list-style-type: none"> <li>सामाजिक भाषाविज्ञानको परिचय दिई क्षेत्र निर्धारण गर्न,</li> <li>भाषाविज्ञान र सामाजिक भाषाविज्ञानको सम्बन्ध स्पष्ट पार्न,</li> <li>भाषिक समुदाय निर्धारणका आधारहरू छुट्याउन,</li> <li>भाषा र समाजको अवधारणा स्पष्ट पार्न,</li> <li>सफिर होर्फको अनुकल्पनासम्बन्धी धारणा प्रस्तुत गर्न,</li> <li>भाषिक अवलम्बन, स्वीकरण र अपक्षमलाई चिनाउन,</li> <li>भाषाको सम्प्रेषणात्मक सामर्थ्य र सम्प्रेषणात्मक सम्पादनको अवधारणा प्रस्तुत गर्न,</li> <li>भाषिक सर्वेक्षण पद्धतिको परिचय दिन ।</li> </ul>	छलफल, प्रश्नोत्तर, प्रदर्शन	व्याख्यान टिपोट  परियोजना नमुना	मौखिक र लिखित	ज्ञान , बोध,	५	परियोजना कार्य,
एकाइ दुई	भाषिक भेद (६) (२०७९/०४/११ देखि २०७९/०४/ ३१ सम्म)	<ul style="list-style-type: none"> <li>भाषिक भेदको परिचय दिई वर्गीकरण गर्ने आधारहरू ठम्याउन</li> </ul>	छलफल, प्रश्नोत्तर, प्रदर्शन	व्याख्यान टिपोट	मौखिक र लिखित	सिर्जना र सीप,	६	गोष्ठी,

	<p>२.१ भाषिक भेद र वर्गीकरणका आधारहरू</p> <p>२.२ भाषा, भाषिका र व्यक्ति भाषा</p> <p>२.३ भाषिका निर्धारणका आधारहरू</p> <p>२.४ भाषाका क्षेत्रीय र सामाजिक भेद</p> <p>२.५ भाषाका अन्य भेद (काल, विषय, प्रसङ्ग, माध्यम)</p> <p>२.६ राष्ट्रभाषा, मातृभाषा, स्थानीय भाषा र विदेशी भाषा</p> <p>२.७ द्विभाषिकता/बहुभाषिकताका प्रकृति र प्रकार</p> <p>२.८ भाषाद्वैत, कोडमिश्रण र कोड परिवर्तन</p> <p>२.९ पिजिन र क्रेओल</p>	<ul style="list-style-type: none"> <li>भाषा, भाषिका र व्यक्ति भाषाको भिन्नता पहिचान गर्न,</li> <li>भाषिक निर्धारणका आधारहरू छुट्याउन,</li> <li>भाषाका क्षेत्रीय र सामाजिक भेद पहिचानका आधारहरू केलाउन</li> <li>भाषाका काल, विषय, प्रसङ्ग, माध्यम जस्ता भेदहरूको चर्चा गर्न</li> <li>राष्ट्रभाषा, स्थानीय भाषा र विदेशी भाषा बिचको अन्तर केलाउन,</li> <li>द्विभाषिकता / बहुभाषिकताको परिचय दिई यसको प्रकृति र प्रकार छुट्याउन</li> <li>भाषाद्वैत, कोडमिश्रण र कोड परिवर्तनको अवधारणा स्पष्ट पार्न,</li> <li>पिजिन र क्रेओलको परिचय दिई तिनको अन्तर छुट्याउन ।</li> </ul>		गोष्ठीपत्रको नमुना				
एकाइ तीन	<p><b>भाषानीति, योजना र नेपालको भाषिक स्थिति (९)</b> (२०७९/०५/०१ देखि २०७८/०६/०७ सम्म)</p> <p>३.१ भाषानीति र योजना</p> <p>३.२ भाषायोजनाको आवश्यकता</p> <p>३.३ प्रयोजनका आधारमा भाषाहरू ( प्रधान, सम्पूरक, सहायक, समतुल्य, परिपूरक )</p> <p>३.४ भाषायोजनाका प्रमुख समस्या</p> <p>३.५ भाषायोजनाका प्रमुख प्रकार</p> <p>३.५.१ स्तरगत</p> <p>३.५.२ स्वरूपगत</p> <p>३.६ भाषायोजनाका प्रमुख पक्ष (छनोट, कोडीकरण, मानकीकरण, विस्तरण)</p> <p>३.७ नेपाली भाषाको मानकीकरण</p> <p>३.९ नेपाली भाषाको आधुनिकीकरण</p> <p>३.१० नेपाली भाषाको भौगोलिक र सामाजिक स्थिति</p> <p>३.११ नेपालको भाषानीति : विगत र वर्तमान</p>	<ul style="list-style-type: none"> <li>भाषानीति र योजनाको परिचय दिन</li> <li>भाषा योजनाका आवश्यकताको वर्णन गर्न</li> <li>प्रयोजनका आधारमा भाषाहरूको प्रकृति निर्धारण गर्न</li> <li>भाषायोजनाका प्रमुख समस्या स्पष्ट पार्न,</li> <li>भाषायोजनाका स्तरगत र स्वरूपगत प्रकारको चर्चा गर्न</li> <li>भाषायोजनाका प्रमुख पक्षको वर्णन गर्न</li> <li>नेपाली भाषाको मानकीकरण प्रक्रिया औल्याउन</li> <li>भाषाको आधुनिकीकरण प्रक्रियाको चर्चा गरी त्यसमा समस्या केलाउन</li> <li>नेपाली भाषाको आधुनिकीकरण प्रक्रिया उल्लेख गर्न</li> <li>नेपाली भाषाको भौगोलिक र सामाजिक स्थितिको वर्णन गर्न,</li> <li>नेपालको विगत र वर्तमानको भाषानीति सम्बन्धी दृष्टिकोण प्रस्तुत गर्न</li> <li>सम्पर्क, माध्यम, शिक्षा, सञ्चार-प्रविधि एवम् प्रशासनिक क्षेत्रमा नेपाली भाषाको भूमिका औल्याउन</li> <li>भाषा आयोगको भूमिका मूल्याङ्कन गर्न</li> </ul>	छलफल, प्रश्नोत्तर, प्रदर्शन	व्याख्यान टिपोट	मौखिक र लिखित	अनुसन्धान र प्रयोग	९	क्षेत्रकार्य,

	३.१३ भाषिक नीति निर्माणमा भाषाआयोगको भूमिका							
एकाइ चार	<b>मनोभाषाविज्ञान (६) (२०७९/०६/११ देखि २०७९/०७/३० सम्म)</b> ४.१ मनोभाषाविज्ञानको परिचय र क्षेत्र ४.२ मनोभाषाविज्ञानको विकासक्रम ४.३ भाषा र मस्तिष्कको अन्तर्सम्बन्ध ४.३.१ श्रव्यदृश्यात्मक प्रक्रिया ४.३.२ उच्चार्य लेख्यात्मक प्रक्रिया ४.३ कोडीकरण र विकोडीकरण	<ul style="list-style-type: none"> <li>मनोभाषाविज्ञानको परिचय दिई यसको क्षेत्र पहिल्याउन,</li> <li>मनोभाषाविज्ञानको विकासक्रमको चर्चा गर्न</li> <li>भाषा र मस्तिष्क विचको अवधारणाको अन्तर्सम्बन्ध केलाउन ।</li> <li>कोडीकरण र विकोडीकरण प्रक्रिया बताउन ।</li> </ul>	छलफल, प्रश्नोत्तर, प्रदर्शन	व्याख्यान टिपोट	मौखिक र लिखित	ज्ञान , बोध,	४	अवस्था/घटना अध्ययन,
एकाइ पाँच	<b>बालभाषा विकासका सिद्धान्त (१०) (२०७९/०८/०१ देखि २०७९/०८/२९ सम्म)</b> ५.१ बालभाषा विकासमा चम्स्कीको सिद्धान्त ५.१.१ भाषाप्राप्ति प्रक्रिया ५.१.२ भाषाप्राप्ति संयन्त्र ५.१.३ सामर्थ्य र सृजनशीलता ५.२ बालभाषा विकासमा पियाजेको सिद्धान्त ५.२.१ आत्मकेन्द्री बोली ५.२.२ भाषाबारे पियाजेको दृष्टिकोण ५.३ भाषाविकास र संज्ञानात्मक विकास ५.४ चम्स्की र पियाजेका भाषा विकाससम्बन्धी सिद्धान्तको तुलना ५.५ बालभाषाविकासका चरणहरू र तिनका विशेषता (प्रारम्भिक चरण , उत्तरवर्ती चरण, बालभाषा विकासका पक्षहरू, ध्वन्यात्मक, आदानात्मक र प्रदानात्मक, शब्दार्थ र शब्दभण्डार, व्याकरणात्मक र सङ्कथनात्मक	<ul style="list-style-type: none"> <li>बालभाषाविकासका सन्दर्भमा चम्स्कीका सिद्धान्तसम्बन्धी दृष्टिकोणसँग परिचित हुन,</li> <li>बालभाषा विकासमा पियाजेका सिद्धान्तको चर्चा गर्न,</li> <li>भाषाविकास र संज्ञानात्मक विकासको उल्लेख गर्न,</li> <li>चम्स्की र पियाजेका भाषाविकाससम्बन्धी सिद्धान्तको तुलना गर्न,</li> <li>बालभाषा विकासका चरणहरू र तिनका विशेषताहरूको वर्णन गर्न,</li> <li>बालभाषा विकासका विभिन्न पक्षको विकासका सम्बन्धमा परिचित हुन,</li> </ul>	छलफल, प्रश्नोत्तर, प्रदर्शन	व्याख्यान टिपोट	मौखिक र लिखित	उच्च दक्षता	६	परियोजना कार्य,
एकाइ छ :	<b>भाषा आर्जनका प्राक्कल्पनाहरू (५) (२०७८/४/२१ देखि २०७८/०५/११ सम्म)</b> बालभाषा ६.१ भाषाप्राप्ति र आर्जन	<ul style="list-style-type: none"> <li>भाषाप्राप्ति र आर्जनमा भिन्नता छुट्याउन</li> <li>भाषा आर्जनका विभिन्न प्राक्कल्पनाको उल्लेख गर्न</li> <li>क्रयासनका अनुकल्पनाको अध्यापन शास्त्रीय उपयोगिता दर्साउन,</li> </ul>	छलफल, प्रश्नोत्तर, प्रदर्शन	व्याख्यान टिपोट	मौखिक र लिखित	सिर्जना र सीप, अनुसन्धान र प्रयोग	८	व्यक्तिगत वा समूहगत प्रतिवेदन लेखन

	६.२ सर्गिक अनुक्रम प्राक्कल्पना ६.३ मनिटर प्राक्कल्पना ६.४ अनुप्रविष्टि प्राक्कल्पना ६.५ प्रभावी फिल्टर प्राक्कल्पना ६.६ क्रयासनका अनुकल्पनाको अध्यापन र शास्त्रीय उपयोगिता	<ul style="list-style-type: none"> <li>मनोभाषाविज्ञान र भाषाशिक्षणविचको उपयोगिता औल्याउन</li> </ul>						
एकाइ ७	<b>एकाइ सात : भाषासिकाइका प्रमुख सिद्धान्त (५)</b> ७.१ व्यवहारवादी सिद्धान्त ७.२ मनोवादी सिद्धान्त ७.५ भाषाशिक्षणमा मनोभाषाविज्ञानको उपयोगिता	<ul style="list-style-type: none"> <li>भाषासिकाइका व्यवहारवादी र मनोवादी सिद्धान्तको परिचय दिन,</li> <li>व्यवहारवादी र मनोवादी सिद्धान्तविच भिन्नता औल्याउन</li> </ul>						

विषयशिक्षक

विभागीयप्रमुख

मिति: २०७९/०४/१८

क्या./स.क्या.प्रमुख

Tribhuvan University

Dhawalagiri Multiple Campus, Baglung

Department of Economics

Annual Plan-2079/080

Campus: DMC, Baglung Course Code: Eco.Ed. 439 (Minor)  
 Course Title: **Methods of Teaching Economics** Nature of Course: Theoretical  
 Level: B.Ed. Teaching Hour: 150  
 Year: III Teaching Period: 180  
 Academic Year: ...2079/80 Per week weight: 6 periods (50 min.) per period  
 Full Marks: 100 Pass Marks: 35

Class Teacher: ...**DIPAK PRASAD SHARMA KANDEL.....****Effective Date 2079/04/29**

Month	COCam pus Open Days	Class Running Days	Unit	Teaching hours	Allocate hours	Contents /Teaching Items	Estimate d Periods	Remarks
Shrawan2079	26	26	-Introduction and material preparation					Class starts from Sharawan 2079/04/3 0

Bhadra, 2079	25	25	I: Economics as a Discipline	20	20	-Nature of Economics : Changing concept of economics, Scope of economics (Nature, Subject Matter, Limitation), Relationship of economics with other social science (Pol. Science, Geography, History, Sociology and Anthropology) -Economics Education (Aims and objectives, Importance, Fundamental Issues -Economics of Education and its importance -Relationship of economics with education, economics of education	24	Revision and Discussion (one day)
Ashoj, 079	13	6	II: Setting Instructional Objectives in Economics	15	15	-Taxonomy of Educational Objectives (Cognitive domain, Affective domain, Psychomotor domain)	6	Revision and discussion



Kartik, 079	20	15	<p>II: Setting Instructional Objectives in Economics</p> <p>III: Curriculum in Economics Education</p>	15	11+4 4	<p>-Revised Bloom's taxonomy -Concept of instructional, educational and behavioral objectives -Formulation of instructional objective in economics teaching</p> <p>- Concept of curriculum, Factors affecting economics curriculum,</p>	18	Revision and discussion along
-------------	----	----	--	----	-----------	---	----	-------------------------------

Mangsir, 2079	24	24	III: Curriculum in Economics Education  IV: Textbook in Economics	10	11+9	-Approaches to organizing content in economics curriculum (topical, unit, chronological, integrated, society oriented, child oriented, concentrated correlation approach)  -Analysis of current secondary school economics course (objective, content, scope and sequence)  -Role of textbook in teaching learning - Shortcomings of economics textbook -Criteria for evaluation of economics textbook (Physical and academic aspects)	24	Revision and discussion - on along
Paush, 2079	23	11	Internal Examination					Paush 7-14, 2079 and three days exam preparation
Magh, 2079	22	16	IV: Textbook in Economics		13 (1+12)	-Analytical study of current secondary school economics textbook	16	Revision and

			V: Teaching Methods and Techniques in Economics	25		<ul style="list-style-type: none"> <li>-Lecture method (Merits, demerits, use, suggestion for improvement)</li> <li>-Discussion method (Types, merits, demerits, use, role of teacher and suggestion for improvement)</li> <li>-Inquiry method (Purpose, steps, role of teacher)</li> <li>-Project method (Principles, steps, merits, demerits, essential of good project)</li> </ul>		discussion along
Falgun, 2079	19	19	V: Teaching Methods and Techniques in Economics		13	<ul style="list-style-type: none"> <li>-Inductive and deductive method (Merits and demerits)</li> <li>-Team teaching (Concept, merits, demerits)</li> <li>-Question answers techniques (Classification, characteristics of good questioning)</li> <li>-Observation techniques (Characteristics, uses)</li> <li>-Program instruction (Steps, uses)</li> <li>-Simulation (Merits, demerits)</li> <li>-Case study (Features, merits, demerits)</li> </ul>	16	Revision and discussion three days

Chaitra 2079	26	26	VI: Teaching Aids in Economics	15	22 (15+7)	<ul style="list-style-type: none"> <li>-Teaching aids in economics : Role, Types (Hardware and software), Construction and use, problem in the use of teaching aids in teaching economics</li> <li>-Reading materials : Use of reference book, journal, periodicals, newspaper magazine</li> <li>- Use of local teaching material</li> <li>-Use of general teaching material</li> <li>-Problem in the use of teaching materials in teaching economics</li> </ul>	26	Internal Exam (Chaitra 24-30, 2079)

Baishak 2080	22	22	VII: Supplements to Teaching Economics  VIII: Evaluation Techniques in Economics	10  20		<ul style="list-style-type: none"> <li>-Qualities of good economics teachers</li> <li>-Role of teacher in contemporary society</li> <li>-Community resources (Field trips, resource centre, resource persons)</li>   <li>-Economics class room equipment and uses</li> <li>-Co-extracurricular activities (Role of Co-extracurricular activities in teaching economics)</li>   <li>-Teacher made test item : Subjective test item (Very short, short and long answer-questions) and Objective test item (Multiple choices, completion, true-falls and matching test)</li> </ul>	12  10	Revision and discussion along
Jeshta, 2080	25	16	VIII: Evaluation Techniques in Economics		20 (10+10)	<ul style="list-style-type: none"> <li>- Difference between subjective and objective test-items</li> <li>- Essentialities of a good question in economics</li> <li>-Criteria and suggestions for evaluating answer book in economics</li> <li>-Construction and use of specification chart for preparing a test in economics</li> <li>-Construction of various test-items from secondary school economics course</li> <li>-Operational calendar</li> </ul>	-	Revision and discussion along

			IX: Instructional Planning in Teaching Economics  X: Micro Teaching in Economics	10  10	20 (10+10)	-Annual work plan and unit plan -lesson plan (All with practice in class room) -Micro teaching (Meaning, purpose and phases/steps) -Micro-teaching practice in economics classroom ( at least 7 micro teaching class)		
Total	271	223	10	150			180	

Dipak Kandel  
Class Teacher

.....  
Dr. Sudarshan Silwal  
Head of the Department

Assist. CampChief

**Unit Plan: 1**

Campus: DMC, Baglung

Course Code: Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 1. Economics as Discipline

Year: III

Total Periods: 20

Academic Year : ...2079/80

Time: 10 25 AM to ...11 15 AM

Subject Teacher...**DIPAK PRASAD SHARMA KANDEL** .....

Effective Date: ...2079/04./29...TO

2079/05/31.....

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Nature of Economics : Changing concept of economics, Scope of economics (Nature, Subject Matter, Limitation), Relationship of economics with other social science (Pol.Science, Geography, History, Sociology and Anthropology)	-State the changing concept of economics. Describe the nature, subject matter and limitation of economics. -Show the relationship of economics with political science, geography, history, sociology and anthropology.	Lecture, Group Discussion and Question Answer, Library consultation by the students	Definition Charts	Oral and Written Presentation	Knowledge and Understanding	6	15	
2.	Economics Education (Aims and objectives, Importance, Fundamental Issues	-Explain the aims and objective of economics education. Describe the importance of	Lecture, Group Discussion and Question Answer	Comparative study Charts	Oral and Presentation	-Knowledge Understanding - Discussion with higher ability	5	4	

		economics education. -Highlight the fundamental issues in economics education.							
3.	Economics of Education and its importance -Relationship of economics with education, economics of education	-Introduce the concept of economics of education. Describe the importance of economics education. - Show the relationship of economics with economics education and economics of education.	Discussion and Question Answer	Different Charts	Oral and Presentation	Knowledge Understanding - Discussion with higher ability	3	5	

Dipak Kandel  
Class Teacher

Dr. Sudarshan Silwal  
Head of the Department

Assist. Campus Chief



**Unit Plan: 2**

Campus: DMC, Baglung

Course Code: Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 2. Setting instructional objectives in Economics

Year: III

Total Periods: 15

Academic Year : 2079.....

Time: 10 25 AM to ...11 15 AM

Subject Teacher: ...**DIPAK PRASAD SHARMA****KANDEL** .....**Effective Date: ...2079/06 / 01...TO 2079/07/24.....**

S.N	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Taxonomy of Educational Objectives (Cognitive domain, Affective domain, Psychomotor domain)	-Explain the taxonomy of educational objectives	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	4	7	
2.	-Revised Bloom's taxonomy -Concept of instructional, educational and behavioral objectives	-Discuss the revised Bloom's taxonomy of educational objectives. -Clarify the concept of instructional, educational and behavioral objectives	Lecture, Group Discussion and Question Answer, Peer and group work	Charts	Oral and presentation	Knowledge Understanding - Discussion with higher ability	4	7	
3.	-Formulation of instructional objective in economics teaching	-Formulate the instructional objective of different level in economics teaching.	Lecture, Group Discussion and Question Answer, Peer and group work				1	4	

.....  
Dipak Kandel  
Class Teacher

.....  
Dr. Sudarshan Silwal  
Head of the Department

.....  
Assist. Camp Chief

**Unit Plan: 3**

Campus: DMC, Baglung

Course Code: Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 3 Curriculum in Economics Education

Year: III

Total Periods: 18

Academic Year : ...2079.....

Time: 10 25 AM to ...11 15 AM Subject Teacher: Dipak Prasad Sharma Kandel .....

**Effective Date: ...2079/07/25...TO 2079/08/12.....**

S.N	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	- Concept of curriculum, Factors affecting economics curriculum,	-Introduce the concept of curriculum. -Describe the factors affecting economics curriculum	Lecture, Peer Work and Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	2	2	
2.	Approaches to organizing content in economics curriculum (topical, unit, chronological, integrated, society oriented, child oriented, concentrated correlation approach)	-Explain the approaches to organizing content in economics curriculum.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	Knowledge Understanding - Discussion with higher ability	5	10	
3.	-Analysis of current secondary school economics course (objective, content, scope and sequence)	-Analyze the current secondary school economics course including objective, content, scope and sequence.	Lecture, Group Discussion and Question Answer				4	10	

.....  
Class Teacher.....  
Dr. Sudarshan Silwal  
Head of the Department.....  
Assist. Campus Chief  
**Unit Plan: 4**

Campus: DMC, Baglung

Course Code:Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Year: III

Academic Year : 2079.....

Subject Teacher: Dipak Prasad Sharma Kandel ...

Unit: 4 Textbook in Economics

Total Periods: 10 LHs

Time: 10 25 AM to 11.15 AM

**Effective Date: 2079/08/13...TO 2079/10/01.....**

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Role of textbook in teaching learning - Shortcomings of economics textbook -Criteria for evaluation of economics textbook (Physical and academic aspects)	-Describe the role of text book.  -Highlight the short coming of economics textbook. -Point out the physical and academic criteria for the evaluation of economic textbook.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	6	10	
2.	-Analytical study of current secondary school economics textbook	-Evaluate the current secondary school text book.	Lecture, Group Discussion and Question Answer				1	2	

.....  
Class Teacher.....  
Dr. Sudarshan Silwal  
Head of the Department.....  
Assist. Campus Chief

**Unit Plan: 5**

Campus: DMC, Baglung

Course Code: Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed. Unit: 5 Teaching Methods and Techniques in Economics

Year: III Total Periods: 25 LHs

Academic Year: 2079..... Time: 10 25 AM to ...11 15 AM

Subject Teacher: ... Dipak Prasad Sharma Kandel ...

**Effective Date: TO 2079/10/02...TO 2079/11/31.....**

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Lecture method (Merits, demerits, use, suggestion for improvement) -Discussion method (Types, merits, demerits, use, role of teacher and suggestion for improvement)	-Discuss merits, demerits, use and suggestion for improvement of lecture and discussion method.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	4	8	
2.	-Inquiry method (Purpose, steps, role of teacher)  -Project method (Principles, steps, merits, demerits, essential of good project) -Inductive and deductive method (Merits and demerits) -Team teaching (Concept, merits, demerits)	-Explain purpose and steps of inquire method and the role of teacher under the teaching method. - Explain the project method in relation to principles, steps, merits, demerits and essentials of good project.	Lecture, Group Discussion and Question Answer, Peer and group work	Charts	Oral and presentation	Knowledge Understanding - Discussion with higher ability	4	12	

		-Explain concept, merits and demerits of team teaching. -Discuss the inductive and deductive method with their merits and demerits.							
3.	-Question answers techniques (Classification, characteristics of good questioning) -Observation techniques (Characteristics, uses) -Program instruction (Steps, uses) -Simulation (Merits, demerits) -Case study (Features, merits, demerits)	-Classify the question answers techniques. -Describe the programme instruction with its steps and uses. -Describe the features, merits and demerits of a case study.	Lecture, Group Discussion and Question Answer, Peer and group work	Charts	Oral and presentation	Knowledge Understanding - Discussion with higher ability	5	10	

Dipak Kandel  
Class Teacher

Dr. Sudarshan Silwal  
Head of the Department

Assist. Campus Chief

**Unit Plan: 6**

Campus: DMC, Baglung

Course Code: Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 6 Teaching Aids in Economics

Year: III

Total Periods: 15 LHs

Academic Year: .....2079.....

Time: 10 25 AM to ...11 15 AM

Subject Teacher: ... Dipak Prasad Sharma Kandel ...

**Effective Date 2079/12/01...TO 2079/12/30.....**

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Teaching aids in economics : Role, Types (Hardware and software), Construction and use, problem in the use of teaching aids in teaching economics -Reading materials : Use of reference book, journal, periodicals, newspaper magazine s	-Explain the role of teaching aids in teaching economics. -Construct the different types of teaching aids and explain the use of it.	Lecture, Group Discussion and Project works	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	5	9	
2.	- Use of local teaching material -Use of general teaching material -Problem in the use of teaching materials in	-Explain the use of local teaching materials. -Highlight the problems in the use of teaching	Lecture, Group Discussion and Project works	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	5	9	

	teaching economic	materials in teaching economics.							
--	-------------------	----------------------------------	--	--	--	--	--	--	--

Dipak Kandel  
**Class Teacher**

Dr. Sudarshan Silwal  
**Head of the Department**

**Assist. Campus Chief**

**Unit Plan: 7**

Campus: DMC, Baglung

Course Code: Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 7 Supplements to Teaching Economics

Year: III

Total Periods: 10 LHs

Academic Year: ....2079.....

Time: 10 25 AM to 11,15 AM Subject Teacher: Dipak Prasad Sharma Kandel ...

**Effective Date: ...2080/01/01...TO 2080/01/14.....**

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Qualities of good economics teachers -Role of teacher in contemporary society	-Explain the qualities of good economic teachers and their roles in contemporary society.	Lecture, Group Discussion and project work	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	2	4	
2.	-Community resources (Field trips, resource centre, resource persons)	-Organize the field trips, explain the importance of resource center and resource persons in teaching economics.	Lecture, Group Discussion and Project work	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	2	4	
3.	- Economics class room equipment and uses -Co/extracurricular activities (Role)	-Identify the classroom equipments. -Identify the co/extracurricular activities and describe their role in teaching economics.	Lecture, Group Discussion and Project work	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	2	4	

Dipak Kandel  
Class TeacherDr. Sudarshan Silwal  
Head of the Department

Assist. Campus Chief



**Unit Plan: 8**

Campus: DMC, Baglung

Course Code: Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 8 Evaluation Techniques in Economics

Year: III

Total Periods: 20 LHs

Academic Year: ...2079.....

Time: 10 25 AM to ...11 15 AM

Subject Teacher: Dipak Prasad Sharma Kandel .....

**Effective Date: ...2080/01/15...TO****2080/02/14.....**

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	<p>-Teacher made test item : Subjective test item (Very short, short and long answer-questions) and Objective test item (Multiple choices, completion, true-falls and matching test)</p> <p>- Difference between subjective and objective test-items</p> <p>- Essentialities of a good question in economics</p> <p>-Criteria and suggestions for evaluating answer book in economics</p>	<p>-Explain the different type of teacher made test items.</p> <p>-Differentiate between subjective and objective type test items.</p>	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	5	12	

2.	-Construction and use of specification chart for preparing a test in economics -Construction of various test-items from secondary school economics course	-Construct the various test items. -Explain the criteria and suggestions for evaluating answer books in economics.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	5	12	
----	--	---	---	--------	-----------------------	--	---	----	--

Dipak Kandel  
Class Teacher

Dr. Sudarshan Silwal  
Head of the Department

Assist. Campus Chief

**Unit Plan: 9**

Campus: DMC, Baglung

Course Code: Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 9 Instructional Planning in Teaching Economics

Year: III

Total Periods: 10 LHs

Academic Year: .....

Time: 10 25 AM to ...11 15 AM

Subject Teacher: Dipak Prasad Sharma Kandel .....

**Effective Date: 2080/02./15...TO****2080/02/22.....**

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Operational calendar -Annual work plan and unit plan -lesson plan (All with practice in class room)	-State the concept of and prepare the annual work plan, operational calendar, unit plan and lesson plan. -Describe the importance and uses of annual plan, operational calendar, unit plan and lesson plan.	Lecture, Group Discussion	Charts	Oral, presentation and practical work	-Knowledge Understanding - Discussion with higher ability	5	12	

Dipak Kandel  
Class TeacherDr. Sudarshan Silwal  
Head of the Department

Assist. Campus Chief

**Unit Plan: 10**

Campus: DMC, Baglung

Course Code: Eco.Ed. 439 (Minor)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 10 Micro Teaching in Economics

Year: III

Total Periods: 10

Academic Year : ...2079.....

Time: 10 25 AM to 11,15 AM Subject Teacher: ...Dipak Prasad Sharma

Kandel.....

**Effective Date: ...2080/03./23...TO 2080/04/05.....**

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Micro teaching (Meaning, purpose and phases/steps)	-Discuss the meaning purpose, phases, merits and demerits of micro teaching in economics.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	3	5	
2.	-Micro-teaching practice in economics classroom ( at least 7 micro teaching class)	-Apply micro teaching practice in economics classroom.	Lecture, Group Discussion and Practical work	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	4	7	

Dipak Kandel  
Class TeacherDr. Sudarshan Silwal  
Head of the Department

Assist. CampChief



## Dhawalagiri Multiple Campus, Baglung

## Annual Plan

## Academic Year 2078/079

Course Title: Philosophical and Sociological Foundation of Education

Course No: Ed. 412

Level: B.Ed.

Year: Second Year

Per Week Weight: 6 period (50 minutes/ period)

Teacher: Deb Bahadur Chhetri

Nature of Course: Theory

Teaching Hour: 150 hours

Teaching Period: 180

Effective Date 2078/11/09

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit(period)	Teaching Items	Allocated period	Remarks
Falgun 2078	23	16	I: Concept and Meaning of Education	15(18)	1.1 Education as a discipline 1.2 Evolution concept of Education 1.3 Meaning and definitions of education 1.4 Aims and objectives of Education 1.5 Nature of Education 1.6 Types of Education 1.7 Functions of Education 1.8 Delivery of Equation 1.8.1 Lifelong Education	16	
Chitra 2078	24	24	Unit I continue		1.8.2 Alternative approaches to education 1.8.3 Correspondence courses	2	
			II: Teaching as a profession	(15)18	2.1 Concept of Teaching 2.2 Teaching as a profession - Requirements	18	

					-Development -Licensing 2.3 Teaching as a science and an art 2.4 Importance of teaching 2.5 Teacher effectiveness		
			Unit III: Innovations of Teaching	(20)24	3.1 Behavior modification technique 3.2 Models of teaching ( Concept, characteristics elements)	2	
Baishakh 2079	22	22	Unit III: Innovations of Teaching		3.3 Classification of model of Teaching ( Social interaction , information processing, personal and behavioral modification) 3.4 Micro teaching 3.5 Self instruction 3.6 Large group and small group teaching	22	
Jestha	16	16	Unit: IV School and Society	15(18)	4.1 Meaning and definition of society and community. 4.2 Concept of sociology and educational sociology 4.3 School as a sub system of society 4.4 Socialization(meaning, importance) 4.5 Agencies of socialization (Family, peer group, school, community, association media, political, religious and economical group) 4.6 Model of Socialization( Repressive, permissive) 4.7 Directness in socialization 4.8 Meaning and importance of social interaction	16	
Ashadh	17	17	Unit IV continue		4.9 Patterns of social interaction	2	

			Unit V: Education and Social policy	15(18)	5.1 Meaning of social policy in Education 5.2 Equal opportunity in education (concept, need, hindrance, measures) 5.3 Education and social justice (Human right, child right, inclusive education m Education for delinquencies and disadvantages group) 5.4 Education for national integrating	17	
Srawan	26	26			5.5 Education for global perspective (Millennium goal, EFA)	1	
			Unit VI: Education and Philosophy	35(42)	6.1 Meaning, definitions, purpose and scope of philosophy 6.2 General introduction to eastern and western philosophy 6.3 Relation between philosophy and Education 6.4 Schools of philosophy ( Introduction) Idealism	25	
Bhadra	25	19	Unit VI continue		Idealism Naturalism, Realism, Pragmatism Pragmatism	17	<b>2days revision</b>  First term exam (26-31)
Aswin	6	6	Unit VII Education in Nepal	5(6)	7.1 Pre-democratic period major features 7.2 Post democratic period 2007-2027 7.3 Developmental period( 2027- Downward	6	
Kartik	15	15	Unit VIII Major Recommendations of Commissions plans and their application in school system	5(6)	8.1 NNEP 2011 8.2 All Round national Education Committee (2018) 8.3 NESP 2028 8.4 Royal Higher Education commission 2040	6	



					8.5 National Education Commission 2049 8.6 Higher level National Education Commission		
			Unit IX	15 (18)	9.1 School improvement Plan	9	
					9.2 Village Education Plan		
Manshir	24	24	Unit X: Educational Project and Programmes	10 (12)	9.3 District Education Plan	9	
					9.4 Secondary Education Support programme.		
					10.1 Seti Educational for Rural Development 10.2 Primary Education project 10.3 Basic and primary education project 10.4 Basic and primary Education programme 10.5 Education for all (2004-2009) 10.6 School Sector reform(2009-2015) Revision	12	
Paush	11	11					Second Term Exam
Magh	16	10					
Falgun	19	19					
Chaitra	26	26					
Total	223			150(180)		180	

.....  
Class Teacher

.....  
Head of the Department

.....  
Assist. Campus Chief

## Dhawalagiri Multiple Campus, Baglung

## Aggregate Unit Plan

Academic Year 2078/079

Course Title: Philosophical and Sociological Foundation of Education

Course No: Ed. 412

Level: B.Ed.

Year: I st

Per Week Weight: 6 period (50 minutes/ period)

Teacher: Deb Bahadur Chhetri

Nature of Course: Theory

Teaching Hour: 150 hours

Teaching Period: 180

Effective Date 2078/11/09

Unit and Content	Specific objectives	Material	Teaching Method	Evaluation technique	Time Allocation
<b>Unit I: Concept and Meaning of Educations</b> <b>(15)</b> 1.1 Education as a discipline 1.2 Evolution concept of education 1.3 Meaning and definitions of education 1.4 Aims and objectives of education 1.5 Nature of education 1.6 Types of education 1.7 Functions of education 1.8 Delivery of education: 1.8.1 Lifelong education 1.8.2 Alternative approaches to education 1.8.3 Correspondence courses	<ul style="list-style-type: none"> <li>• Clarify the concept of education as a discipline.</li> <li>• Elaborate the evolution of education.</li> <li>• Explain meaning, definitions, aims and objectives of education.</li> <li>• State the nature and types of education.</li> <li>• Describe the functions of education.</li> <li>• Elaborate lifelong education, alternative approaches to education and corresponding courses.</li> </ul>	Reference book, Lecture note, PowerPoint	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• discussion</li> <li>• Question answer</li> </ul>	Short question answer Multiple choice question answer	16 days of Falgun 2 days of chitra

<p><b>Unit II: Teaching as a Profession (15)</b></p> <p>2.1 Concept of teaching and learning.</p> <p>2.2 Teaching as a profession: 2.2.1 Requirements 2.2.2 Development 2.2.3 Licensing</p> <p>2.3 Teaching as a science and an art</p> <p>2.4 Importance of teacher training</p> <p>2.5 Teacher effectiveness</p>	<ul style="list-style-type: none"> <li>• Explain the concept of teaching and learning.</li> <li>• Elaborate teaching as a profession.</li> <li>• Justify teaching as a science and an art.</li> <li>• Explain the importance of teacher training.</li> <li>• Describe teacher effectiveness.</li> </ul>	<p>Reference book, Lecture note, PowerPoint</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• discussion</li> <li>• Question answer</li> </ul>	<p>Short question answer Multiple choice question answer</p>	<p>18 days of chitra</p>
<p><b>Unit III: Innovations of Teaching (20)</b></p> <p>1.1 Behavior modification techniques</p> <p>1.2 Models of teaching 1.2.1 Concept 1.2.2 Characteristics 1.2.3 Elements</p> <p>1.3 Classification of models of teaching 1.3.1 Social interaction 1.3.2 Information processing 1.3.3 Personal and behavioral modification</p> <p>1.4 Micro-teaching.</p> <p>1.5 Self-Instruction (Programmed)</p> <p>1.6 Large group and small group teaching.</p>	<ul style="list-style-type: none"> <li>• Explain the behavior modification techniques.</li> <li>• Explain concept, characteristics and elements of models of teaching.</li> <li>• Describe different types of models of teaching.</li> <li>• Elaborate micro-teaching.</li> <li>• Elaborate programmed instruction.</li> <li>• Differentiate between large group and small group teaching.</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• discussion</li> <li>• Question answer</li> </ul>	<p>Short question answer Multiple choice question answer</p>	<p>2 days of Chitra 22 days of Baishak</p>
<p><b>Unit IV: School and Society (15)</b></p> <p>4.1 Meaning and definitions of society and community</p>	<ul style="list-style-type: none"> <li>• Elaborate the meaning of society and community.</li> <li>• State the concept of Sociology and Educational Sociology.</li> <li>• Explain school as a sub-system of society.</li> </ul>	<p>Reference book, Lecture note, PowerPoint</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• discussion</li> <li>• Question answer</li> </ul>	<p>Short question answer Multiple choice question answer</p>	<p>16 days of Jestha 2 days of Ashad</p>

<p>4.2 Concept of sociology and educational sociology</p> <p>4.3 School as a sub-system of society</p> <p>4.4 Socialization</p> <p>4.4.1 Meaning</p> <p>4.4.2 Importance</p> <p>4.5 Agencies of socialization</p> <p>4.5.1 Family</p> <p>4.5.2 Peer Group</p> <p>4.5.3 School</p> <p>4.5.4 Community</p> <p>4.5.5 Association media</p> <p>4.5.6 Political, religious and economical groups</p> <p>4.6 Modes of socialization</p> <p>4.6.1 Repressive</p> <p>4.6.2 Permissive</p> <p>4.7 Directness in socialization</p> <p>4.8 Meaning and importance of social interaction.</p> <p>4.9 Patterns of social interaction.</p>	<ul style="list-style-type: none"> <li>• Clarify meaning and importance of socialization.</li> <li>• Describe different agencies of socialization.</li> <li>• Differentiate between modes of socialization.</li> <li>• Elaborate the concept of directness in socialization.</li> <li>• Explain the meaning and importance of social interaction and patterns of socialization.</li> </ul>				
<p><b>Unit V: Education and Social Policy (15)</b></p> <p>5.1 Meaning of social policy in education</p> <p>5.2 Equal opportunity in education</p> <p>5.2.1 Concept</p> <p>5.2.2 Need</p> <p>5.2.3 Hindrance</p> <p>5.2.4 Measures</p> <p>5.3 Education and social justice</p> <p>5.3.1 Human right</p> <p>5.3.2 Child right</p> <p>5.3.3 Inclusive education (Salamanca 1995)</p> <p>5.3.4 Education for delinquencies and disadvantages group</p>	<ul style="list-style-type: none"> <li>• Explain the meaning of social policy in education.</li> <li>• Clarify social factors of selection as well as equal opportunity in education.</li> <li>• Elaborate education and social justice with reference to human right, child right, inclusive education, education for delinquencies and disadvantaged groups.</li> <li>• Explain the need of education for national integration.</li> <li>• Explain education from global perspectives.</li> </ul>	<p>Reference book, Lecture note, PowerPoint</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• discussion</li> <li>• Question answer</li> </ul>	<p>Short question answer Multiple choice question answer</p>	<p>17 Days of Ashad 1 day of Sawan</p>

<p>5.4 Education for national integration.</p> <p>5.5 Education from global perspectives</p> <p>5.5.1 Millennium Goal</p> <p>5.5.2 Education for All (EFA)</p> <ul style="list-style-type: none"> <li>• Jomtien conference</li> <li>• Dakar conference</li> <li>• Amman conference</li> </ul>					
<p><b>Unit VI Education and Philosophy (35)</b></p> <p>6.1 Meaning, definitions, purpose and scope of philosophy</p> <p>6.2 General introduction to the eastern and the western philosophy</p> <p>6.3 Relation between philosophy and education</p> <p>6.4 Schools of philosophy with special reference to philosophical premises, objectives, educational process, curriculum, role of teacher and students in context of school education</p> <p>6.4.1 Idealism</p> <p>6.4.2 Naturalism</p> <p>6.4.3 Realism, Pragmatism</p>	<ul style="list-style-type: none"> <li>• Clarify meaning and definitions of philosophy.</li> <li>• Describe purposes and scope of philosophy.</li> <li>• Compare the eastern and the western philosophy.</li> <li>• Show the relationship between philosophy and education.</li> <li>• Explain idealism, naturalism pragmatism and realism with reference to philosophical premises, objectives, process, curriculum and role of teacher and students.</li> </ul>	<p>Reference book, Lecture note, PowerPoint</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• discussion</li> <li>• Question answer</li> </ul>	<p>Short question answer Multiple choice question answer</p>	<p>25 Days of srawan 17 days of bhadra</p>
<p><b>Unit VII: Education in Nepal (5)</b></p> <p>7.1 Pre-democratic period: Major features</p> <p>7.1.1 Indigenous</p> <p>7.1.2 Negligence</p> <p>7.1.3 Opposition period</p> <p>7.2 Post democratic period. (2007 B.S. to 2027)</p>	<ul style="list-style-type: none"> <li>• Elaborate the development of education in Nepal before democratic period, in post democratic period and after 2028 B.S.</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• discussion</li> <li>• Question answer</li> </ul>	<p>Short question answer Multiple choice question answer</p>	<p>6 days of Aswin</p>

7.3 Development period (2027 onward)					
<b>Unit VIII: Major Recommendations of Commissions Plans and their Application in School System (5)</b> 8.1 Nepal National Education Planning Commission (NNEPC) 2011 B.S. 8.2 All Round National Education Committee (ARNEC 2018 B.S.) 8.3 National Education System Plan (NESP) 2028-2032 B.S. 8.4 Royal Higher Education Commission (RHEC) 2040 B.S. 8.5 National Education Commission (NEC) 2049 B.S. 8.6 High Level National Education Commission (HLNEC) 2055 B.S.	<ul style="list-style-type: none"> <li>State the major recommendations of education commissions and plans such as NNEPC 2011 B.S., ARNEC 2018 B.S., NESP 2028 B.S., RHEC 2040 B.S., NEC 2046 B.S. and HLNEC 2055 B.S.</li> <li>Find out the application of these recommendations in school system.</li> </ul>	Reference book, Lecture note, PowerPoint	<ul style="list-style-type: none"> <li>Lecture</li> <li>discussion</li> <li>Question answer</li> </ul>	Short question answer Multiple choice question answer	6 days of Kartik
<b>Unit IX: Local and District Level Plans (15)</b> 9.1 School Improvement Plan (SIP) 9.2 Village Education Plan (VEP) 9.3 District Education Plan (DEP) 9.4 Secondary Education Support Programme (SESP)	<ul style="list-style-type: none"> <li>Explain the major features of local and districts level of education such as different education plans VIP, SIP, DEP and SESP.</li> </ul>	Reference book, Lecture note, PowerPoint	<ul style="list-style-type: none"> <li>Lecture</li> <li>discussion</li> <li>Question answer</li> </ul> <p>Library study, preparation of report and its presentation in the class.</p>	Short question answer Multiple choice question answer	9 days of Kartik 9 days of manshir
<b>Unit X: Educational Projects and Programmes (10)</b> 10.1 Seti Education for Rural Development (SERD) 10.2 Primary Education Project (PEP)	<ul style="list-style-type: none"> <li>Explain the contribution of education for rural development in education.</li> <li>Elaborate PEP the contribution of BPEP I and II.</li> <li>State the achievement and challenges of education for all 2001-2009.</li> <li>Explain the major features of school sector reform plan 2009-2015</li> </ul>	Reference book, Lecture note, PowerPoint	<ul style="list-style-type: none"> <li>Lecture</li> <li>discussion</li> <li>Question answer</li> </ul> <p>Library study, preparation of report and its</p>		12 days of Manshir

10.3 Basic and Primary Education Project (BPEP I)			presentation in the class.		
10.4 Basic and Primary Education Programme (BPEP II)					
10.5 Education for All (EFA) 2004, 2009					
10.6 School Sector Reform (SSR) 2009-2015					

- First term Exam : Bhadra 26-31
- Second Term Exam: Paush

-----  
Class Teacher

-----  
Head of the Department



## Dhawalagiri Multiple Campus, Baglung

## Annual Plan

Academic Year 2078/079

Course Title: Basic Introduction to Sociology

Course code: 421

Level: B. A

Year: First Year

Per Week Weight: 6 Periods (50 minutes per period)

Nature of Course: Theory &amp; Practical

Teaching Hour: 150 hours

Teaching Period: 180

Effective Date 2078/11/09

Teacher: Saroj Raj Panta

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit	Allocated Periods	Teaching Items	Estimated Periods	Remarks
								Routine effective from 078-11-09
Falgun	24	24	Unit I: Introduction to Sociology	15 hrs	18 Periods	1. Understanding society and sociology a) The building blocks of society • Social interaction • Social structure (interactions, institutions, societies) Social interaction in everyday life b) Understanding society sociologically • Social structural approach (Norbert Elias) • Sociological imagination	25 Periods	

						(C. Wright Mills) • The sociology of knowledge (Berger and Luckman) • Comparative historical approach (Charles Tilly. Michael Mann) c) Contemporary transformations in Nepali society		
Chaitra	25	18		15 hrs	18 Periods	a) Contributions of classical sociologists -August Comte - Karl Marx - Emile Durkheim -Max Weber b) Sociology in Nepal: institutional, academic and research history Presentation	25 Periods	
Baishakh	22	22	Unit 2. Key contributions in Classical Sociology	15hrs.	18 Periods	a) Is sociology a science? b) Research philosophy: positivism and interpretism c) The method and process of social research d) Understanding cause and effect e) Doing fieldwork and collecting data	25 Periods	

Jestha	25	16	Unit 3. Science as a Sociology	10hrs.	13 Periods	a. Theories of class and stratification on Marxist, Weberian and E.O Wright's Theories b. Measuring class and class division c. Gender inequalities d. Class and social mobility	17 Periods	Jestha 22 <sup>nd</sup> to Asar 10 <sup>th</sup>  (Summer vacation)
Asar	26	16	Unit 3. Science as a Sociology  Unit 4. Social stratification and Inequality	15 hrs	17 Periods	e) Aspects of class and caste hierarchies in Nepali society	17 Periods	Jestha 22 <sup>nd</sup> to Asar 10 <sup>th</sup>  (Summer vacation)
Sharawan	26	26	Unit 4 Cont....  Unit 5. Micro Social Institutions	7 Periods 15 hrs	25 Periods	1. Structural and functions of basic social institutions • Marriage • Family 2. Variations in family: single parents, cohabitation, same-sex couples, staying single, Divorce and remarriage, intimate violence 3. Globalization and family life	26 Periods	

Bhadra	25	25	Unit 6. Macro social Institutions (15 hrs)	15 hrs	18 periods	<p>a) Economic institutions Work</p> <ul style="list-style-type: none"> <li>• Occupation</li> <li>• Division of labour</li> <li>• Transformation of work</li> </ul> <p>b) Political institutions</p> <ul style="list-style-type: none"> <li>• Power and politics (Functionalist and Marxist perspectives)</li> <li>• The elite theory</li> <li>• Pluralism</li> <li>• Voting behavior</li> </ul> <p>The democratic idea</p> <p>c) Educational institutions</p> <ul style="list-style-type: none"> <li>• Education (functionalist, liberal and Marxian perspectives)</li> <li>• Class and educational attainment</li> <li>• Education, opportunity and inequality</li> </ul>	26 periods	Bhadra 5 <sup>th</sup> to 10 <sup>th</sup> First Internal Exam
Ashoj	13	6	Unit VII Understanding Social Change	15 hrs.	16 periods	<ul style="list-style-type: none"> <li>• Change, Development and process</li> <li>• Theories of Social change</li> <li>• Factors in social change</li> </ul>	14 Periods	Ashoj 10 <sup>th</sup> to Kartik 12 <sup>th</sup> Dashain& Tihar Holiday
Kartik	20	15	Unit 7: Cont...		7 periods	<ul style="list-style-type: none"> <li>• Types of social change</li> <li>• Social change in developing countries</li> </ul>	7 periods	Ashoj 10 <sup>th</sup> to Kartik 12 <sup>th</sup> Dashain& Tihar Holiday

						Globalization and social change in Nepal		
Mansir	24	24	Unit 8: Project work and Report writing	50 hrs Practical	60 periods 25 Periods	Practical & P resentation	22 periods	
Poush	23	11	Unit 8: Cont...	14 Periods	14 periods	Report writing on various social issues and problems given in curriculum as well as current issues	14 periods	Poush 7 <sup>th</sup> to 14 <sup>th</sup> Second Internal Exam  Paush 17 <sup>th</sup> to Magh 6 <sup>th</sup> (winter vacation) )
Magh	22	16	Unit 8: Cont...	16 Periods	16 periods	viva voce Revision and exam	14 periods	Paush 17 <sup>th</sup> to Magh 6 <sup>th</sup> (winter vacation)
Falgun	19	19	Unit 8: Cont...	5 Periods	5 Periods	viva voce Revision and exam	5 Periods	

Total				150 hrs. 192 Periods		187 periods	
-------	--	--	--	----------------------	--	-------------	--

Class Teacher

**Saroj Raj Panta**

Head of the Department

**Bishow Bandhu Adhikari**

Assist. Campus Chief

**Dhawalagiri Multiple Campus, Baglung**

**Annual Plan**

**Academic Year 2078/079**

**Faculty: Humanities**

**Course Title: Dynamics in Nepali Society**

**Code No: So.422**

**Level: Bachelor**

**Year: First Year**

**Per Week Weight: 6 period (50 minutes/ period)**

**Teacher: Bishow Bandhu Adhikari**

**Nature of Course: Theory (70)+ Practical(30)**

**Teaching Hour: 150 hours**

**Teaching Period: 180**

**Effective Date 2078/11/09**

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit(period)	Teaching Items	Allocated period	Remarks
Falgun 2078	24	17	Unit I: Dynamic concept of contemporary Nepali Society	20(24)	<ol style="list-style-type: none"> <li>1. Identity and ethnicity: Concept and debate</li> <li>2. Inclusion and exclusion : concept and debate</li> <li>3. Nationalism: conceptual debate and practice</li> <li>4. Federalism: concept, models, application</li> </ol>	17	
Chitra	24	24			5. Secularism: Conceptual debate and practice	7	
			Unit II: Economy and Society	25(30)	<ol style="list-style-type: none"> <li>1. Socio-economic history of Nepal society</li> <li>2. The land tenure and taxation system in historical perspective</li> <li>3. The Growth of Development planning in Nepal</li> </ol>	17	

Baishakh	22	22			4 Modes of production and social structure. 5, Foreign labor migration, remittance and impact on national economy	13	
			Unit III: Education, Health and Society	15(18)	1. Historical development of education in Nepal 2. Education, nationalism and social change	9	
Jestha	25	16			1. Health and health systems in Nepal	9	
			Unit IV Politics and Society	20(24)	.Nepali culture and society: an • historical overview	7	
Ashadh	26	17	Unit IV: Politics and society continue		<ul style="list-style-type: none"> <li>• The process of nation-building</li> <li>• The evolution of Nepali nationhood</li> <li>• Ethnicity, nationality and culture</li> <li>• Diversity and national integration</li> <li>• Constitutions of Nepal</li> </ul>	17	
Srawan	26	26	Unit V: Social Demography of Nepal Continue	20(24)	<ul style="list-style-type: none"> <li>• Notion of social demography <ul style="list-style-type: none"> <li>○ Population Processes and dynamics (fertility, mortality, migration)</li> </ul> </li> <li>• Caste and ethnic groups</li> <li>• Urbanization</li> <li>• Orientation: subject matter, signification and implication</li> </ul>	24	



					<ul style="list-style-type: none"> <li>field/ project work and report writing (formant provided by department)</li> <li>Formation of students groups for practicum</li> <li>4. Project/field visit planning</li> </ul>		
			Unit VI: Practicum: Project work and Report writing	50 (60)	<ul style="list-style-type: none"> <li>Introduction to field work</li> </ul>	2	
Bhadra	26	21	Unit VI: Practicum: Project work and Report writing		<ul style="list-style-type: none"> <li>Working in field for data collection (methods and techniques) Field work</li> </ul>	21	5-10 Internal exam
Aswin	13	6	Unit VI : Practicum continue		2 Report writing, correction and finalizing	6	
Kartik	20	15	Unit VI continue		3 Report submission, presentation	15	
Manshir	25	25	Unit VI continue		Report correction and Viva-voce, evaluation and marks allocation.	16	
Paush	26	14					Second term exam
Total				150 (180)		180	

Teacher

Head of the Department

Assist. Campus Chief



## Annual Plan

Academic Year 2078/079

Course Title: Sociological Theories

Course code: 423

Level: B. A

Year: Second Year

Per Week Weight: 6 period (50 minutes/period)

Teacher: Bishow Bandhu Adhikari

Nature of Course: Theory

Teaching Hour: 150 hours

Teaching Period: 180

Effective Date: 2078/12/17

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit	Required period	Teaching Items	Estimated Periods	Remarks
Chaitra	24	10	Unit I: Introduction to sociological theories	21hrs. (15 <sup>th</sup> +6pr)	25	A. Meaning of sociological theory B. The structure of sociological theory C. Major function of sociological theory	10	
Baishakh	22	22	Unit 1 Continue			D. Categorizing sociological theory as a Micro and Macro E. Relationship between theory and research F. Practical	15(Among 15, 7 period practical)	
			Unit II: Structural Functionalism	21 hrs	25	A. Key assumption	7	

				(15 <sup>th</sup> +6pr)		B. Herbert Spencer and organic analogy	
Jestha	25	16	Unit II continue	16		C. Emile Durkheim and social solidarity D. Talkott Parson, AGIL and Equilibrium E. R.K Merton, manifest and latent function	16 (among 16 , 7 period practical)
Asar	26	17	Unit II continue	2		F. Strength and weaknesses of Structural functionalism G. Practical	2
			Unit III: Conflict Theory	21 (15 <sup>th</sup> +6pr)		A. Key Assumption B. Karl Marx and class struggle, historical dialectical materialism C. Ralf Dahrendorf, interest group and conflict D. C. Wright Mill and power elite	15
Srawan	26	26				E. Strength and weaknesses of the conflict theory F. Practical	10(Among 10 seven period practical)

			Unit IV: Symbolic Interactionism	21 hrs. (15th+6pr)	25	A. Key assumption B. George Herbert Mead and human self C. Herbert Blumer and interpretation D. Erving Goffman and dramaturgy	20 ( Among 20 7 period practical)	
Bhadra	25	20	Unit IV: Cont...			E. C.H Cooley and looking glass self F. Strength and weaknesses of symbolic interactionism G. Practical	5	26- 31 internal exam
			Unit V: Exchange and Rational Choice Theory	12 hrs. (8 th+4pr)	14	A. Key assumption B. George C. Homan's value proposition and exchange C. James Coleman, rational choice and collective behaviors D. Strength and weaknesses of the theory	14 (among 14 4 period practical)	
			Unit VI: Ethnomethodology and Phenomenology	12 (8th+4pr)	14 periods	A. Key assumption	1	
Ashoj	13	6	Unit VI continue			B. Harold Grafinkel, ethnomethodology and everyday life	6	

Kartik	20	15	Unit VI continue..			C. Alfred Scheutz, phenomenology and subjective interpretation D. Strength and weaknesses of the theory E. Practical	7
			Unit VII: Gender and Feminism	18 (12th+6pr)	21	A. Key assumption B.Liberal feminism and gendered division of labor	8
Mangsir	24	24	Unit VII continue			C. Marxist feminism and capitalist patriarchy D. Socialist feminism and the theory of domination E. Radical feminism and the notion of patriarchal oppression F. Black feminism and intersectionality G. Strength and weaknesses of feminist theories H. Practical	13
			Unit VIII: Linking Micro and Macro	18 periods (12th+6pr)	20 periods	A. Key assumption B. Anthony Giddens and structuration theory C. Pierre Bourdieu and Social Practice	11
Paush	23	11	Unit VIII: Linking Micro and Macro continue			D. Jurgen Habemass, system and life world E. Strength and weaknesses of the theory	9

						F. Practical		
			Unit IX: Practical			A. Report writing and viva voce	2	
Magh	22	16	Unit IX continue			Report writing and viva voce	5	Internal exam: 15-20 magh
Falgun	19	19						
Chaitra	26	26						
Total				150 hrs.			180 periods	

Class Teacher

Head of the Department

Assist. Campus Chief

Dhawalagiri Multiple Campus, Baglung

Annual Plan

Academic Year 2078/079

Course Title: Research Methods in Sociology

Course code: 424

Nature of Course: Theory &amp; Practical

Level: B. A

Teaching Hour: 150 hours

Year: 2nd Year

Teaching Period: 180

Per Week Weight: 6 periods (50 minutes/ period)

Teacher: Saroj Raj Panta

Effective Date: 2078/12/17

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit	Allocated Periods	Teaching Items	Estimated Periods	Remarks
								Routine effective from 078-12-17
Chaitra	24	12	Unit I: Understanding Research as a process	18hrs. (14+4)	12	A. Social research: characteristics and scope B. Types and objectives of pure research, applied research, action research and historical research C. Conceptualizing research problem <ul style="list-style-type: none"> <li>• Distinguishing research problem from social problems</li> <li>• Sources of research problem</li> <li>• Characteristics of good research problem</li> </ul> Steps in the formulating research problem		
Baishakh	22	22	Cont..... Unit I: Understanding	18hrs. (14+4)	22	D. Considering research variables during the formulation of research problem E. Process of social science research		



			Research as a process			<p>F. Making research sociological</p> <p>G. Practicum: The purpose of this unit is to train students about social research and engage them in developing a research problem for a mind research. Primarily it aims to expose them in understanding how research is conducted.</p> <p>Categorizing sociological theory as a Micro and Macro</p> <p>E. Relationship between theory and research</p> <p>F. Practical</p> <p>1. Literature Review</p> <p>a. Why do we do literature review in a research?</p> <p>b. Sources of literature</p> <p>c. Literature search procedure</p> <p>Procedure for reviewing literature</p>		
			Unit II: Literature Review	13 hrs (8+5pr)				
Jestha	25	16	Cont... Unit II: Literature Review		16 Periods	<p>d. Linking literature review with research problem formulation</p> <p>f. Literature review and finding research gaps</p> <p>g. Practicum: The purpose of this unit is to develop skills in doing literature review and understanding the purpose of conducting it. It helps student</p>	25 Periods	Jestha 22 <sup>nd</sup> to Asar 10 <sup>th</sup> (Summer vacation)

						to identify knowledge gap in the chosen field of inquiry.		
Asar	26	17	Unit III: Linking Research with Theory	12 hrs (8+4pr)	16 periods	<p>A. Theory and research interlinks</p> <p>B. Theoretical considerations: positivism and interpretivism</p> <p>C. Linking theory to research strategy: quantitative and qualitative</p> <p>D. Linking theory to research process</p> <ul style="list-style-type: none"> <li>• Inductive reasoning</li> <li>• Deductive reasoning, and</li> <li>• Empirical generalization</li> </ul> <p>E. Practicum: The purpose of this unit is to help students internalize theory as a process of research and to enable them to link theory with research in a practical way.</p>	25 Periods	Jestha 22 <sup>nd</sup> to Asar 10 <sup>th</sup> (Summer vacation)
Shrawan	26	26	Unit III: Linking Research with Theory	8+4 hrs	14 Periods 12 Periods	<p>D. C. Wright Mill and power elite</p> <p>E. Strength and weaknesses of the conflict theory</p> <p>F. Practical</p>	26 Periods	

Bhadra	25	25	Unit IV: Research Design	(10+4 hrs)	17 periods	<p>A. Research design as a research plan</p> <p>B. Components of research design</p> <p>C. Types of research design</p> <ul style="list-style-type: none"> <li>• Descriptive Research design: Meaning and process.</li> <li>• Exploratory research Design: Meaning and process.</li> <li>• Explanatory research design: Meaning and process.</li> </ul> <p>Brief introduction to cross sectional, longitudinal and historical research design.</p> <p>d. Practicum: Three of the most influential and common purposes of research are exploration, description and explanation. The purpose of this unit is to enable students to developing overall research strategy. It provides outline for the collection, measurement.</p>	25 periods	26- 31 Internal Exam

Ashoj	13	6	Unit IV: Cont...		14 periods	D. Erving Goffman and dramaturgy E. C.H Cooley and looking glass self F. Strength and weaknesses of symbolic interactionism G. Practical		Ashoj 10 <sup>th</sup> to Kartik 12 <sup>th</sup> Dashain& Tihar Holiday
			Unit V: Sampling	(12+4hrs)	19 periods	A. Census and survey research B. Why do we so sampling in a research C. Universe and sampling D. Sample size and its determination E. Sample as a process of research	14 Periods	
Kartik	20	15	Cont.....Unit V. Unit VI: Tools of Data Collection	15+5 hrs	24 periods	F. Sampling method <ul style="list-style-type: none"> <li>• Probability sampling: simple random, systematic, stratified, cluster, multistage</li> <li>• Non-probability sampling: purposive and judgmental, accidental, quota, snowball</li> </ul> G. Selection of informants and research participants in qualitative research  Practicum: Different sampling methods are widely used in social science research. The purpose of this unit is to equip students with idea and process of sample selection on the basis of qualitative or quantitative		Ashoj 10 <sup>th</sup> to Kartik 12 <sup>th</sup> Dashain& Tihar Holiday

						<p>nature of the research. A. Questionnaire: meaning types and process</p> <p>B. Interview: meaning, types and process</p> <p>C. Observation: meaning types and process</p> <p>D. Case study: meaning, types and process</p> <p>E. Participatory rural appraisal (PRA÷RRA) tools: Social wellbeing, social and resource mapping, preference ranking, seasonal calendar, timeline.</p> <p>F. Practicum: The purpose of this unit is to make students familiar about different types of data collection i.e. quantitative, Qualitative and ethnographic data collection. It helps students in making rational decisions to select relevant data collection tools.</p>		
Mangsir	24	24	Unit VI: Cont...		17 periods	E. Practical		
			Unit VII: Measurement and Relationship	(10+5 hrs)	18 periods	<p>A. Variables: independent and dependent; intervening</p> <p>B. Measurement scale: nominal, ordinal, interval and ratio</p> <p>C. Research hypothesis and research assumptions</p>	14 periods	

						<p>D. Relationship: causal and co relational; symmetrical, asymmetrical and reciprocal relationship: spurious interpretation</p> <p>E. Causality between variables</p> <p>F. Practicum: Social sciences require both accurate and reliable measures. The purpose of this unit is to identify four levels of measurement and ways to collect and analyze data to show relationships between research variables.</p>	
Paush	23	11	Unit VIII: Data Analysis and presentation	12+ 4 hrs	19 periods	<p>A. Qualitative data analysis and presentation</p> <ul style="list-style-type: none"> <li>• Editing, coding, classification, description and interpretation of qualitative data</li> </ul> <p>B. Quantitative data analysis and interpretation with its logic and application</p> <p>Frequency distribution: univariate, bivariate and multivariate</p> <p>Ratio, proportion and presentage</p> <p>Measures of centre tendencies (mean, median, mode)</p> <p>Measures of dispersion (range, quartile deviation, average deviation) and standard deviation.</p>	

						<p>Cross-tabulation: frequency distribution and Chi-square test</p> <p>Application of Correlation: Spearman's Rank Order Correlation, Karl Pearson's Correlation Coefficient</p> <p>c) Interpretation of data</p> <p>d) Practicum: Data analysis is a process of cleaning, transforming, and modeling data to discover useful information and to apply statistical and logical techniques to describe, illustrate and evaluate data.</p> <p>The main purpose of this unit is to help students identify meaning in data</p>	
Magh	22	16	Unit VIII: Cont...		5 periods	H. Practical	
			Unit IX: Academic Writing	(11+5)hrs	16 periods	<p>a) Major components of a research proposal</p> <p>b) Major components of a research report</p> <p>c) Presentation and dissemination of research report</p> <p>d) Citation, quotation and referencing (APA Style)</p> <p>e) Ethics of social science research</p> <p>f) Role of supervisor in report writing</p> <p>g) Practicum: The purpose of this unit is to improve students' abilities in writing skills, especially in the formal and academic tone. Especially, this</p>	22 periods

						unit aims to encourage and assist students in developing research proposal and a research report in a systematic way.	
Falgun	19	19	Unit X: Research, Report Writing and Viva Voce	10 hrs	12 periods	<p>At the stage of the final practicum, each student will carry out a mini research in or around their community, nearby market, bus station, corner shop, tea shop, school, etc. following qualitative or quantitative approach. Under the supervision of a teacher they will select a research theme of their choice for this independent research work, collect data and make a presentation. Students can choose any issue but the focus of the practicum is on the way they carry out this research (methodology).</p> <p>Teaching faculty will provide the format of the research report in the style of academic writing, give ideas on report writing skills, and help students make effective oral presentation in front of an audience. Students' practicum will carry a total of 30 full marks, which will be evaluated by Evaluation Committee in the respective department or campus, based on students' efforts and performance in report writing and viva voce.</p>	7 periods



Chaitra	26	26					
Total				150 hrs.		180 periods	

Class Teacher

**Saroj Raj Panta**

Head of the Department

**Bishow Bandhu Adhikari**

Assist. Campus Chief

## Dhawalagiri Multiple Campus, Baglung

## Annual Plan

Academic Year 2078/079

Course Title: Advance Calculus

Course No: Ed. 446

Level: B.Ed.

Year: Fourth Year

Per Week Weight: 6 period (50 minutes/ period)

Teacher Name: DEB BAHADUR CHHETRI

Teaching Hour: 150 hours

Teaching Period: 180

Effective date 2079/01/22

Months	Campus Open Days	Teaching Days	Units	Allocated teaching hour of unit( estimated period)	Teaching Items	Allocated period	Remarks
Baishakh	26	8	Unit I Improper integral continue	18 (22)	1.1 Improper integrals and their convergence 1.2 Comparison test 1.3 General test for convergence	8	
Jestha	25	16	Unit I continue		1.4 Absolute convergence 1.5 Abel's test 1.6 Dirichlet's test	14	
			Unit II Sequence and Series of a Function	18(22)	2.1 Pointwise and uniform convergence sequence of functions 2.2 Cauchy criterion for uniform convergence	2	

Ashadha	26	17	Unit II continue		2.3 Tests for uniform convergence of sequences and series of functions 2.4 Properties of uniformly convergent sequences and series 2.5 Dini's integration	17	
Shrawn	26	26	Unit II continue		2.6 Uniform convergence and integration, Uniform convergence and differentiation	3	
			Unit III Power series continue	16(19)	3.1 Basic concepts of power series 3.2 Basic theorems on power series 3.3 Cauchy Hadamard theorem 3.4 Differentiation theorem 3.5 Multiplication theorem and Taylor's series 3.6 Abel's theorem	19	
			Unit IV: Functions of Several Variables		4.1 Sets and functions in $n \mathbf{R}$ 4.2 Limiting values of functions of several variables 4.3 Continuous functions of several variables	4	
Bhadra	25	25	Unit IV: Functions of Several Variables	26(31)	4.4 Partial derivatives 4.5 Directional derivatives and differentials of a function of several variables 4.6 Partial derivatives of higher orders including Schwartz theorem and Young's theorem 4.7 The chain rule 4.8 Taylor's theorem 4.9 Extreme values of functions of two and three variables	25	2 Additional class ( It is required to complete chapter before examination

Aswin	6						first term exam(2-9)
			Unit V: Implicit Functions	10(12)	5.1 Concept of implicit functions 5.2 Existence theorem 5.3 Derivative of implicit functions 5.4 Jacobian and its properties 5.5 Stationary points and Lagrange's method of multipliers	12	
Kartik	15	15	Unit VI: Multiple Integrals		6.1 Line integrals over the plane curves	3	
				28(34)	6.2 Double integral over rectangle 6.3 Conditions of integrability 6.4 Properties of integrable functions 6.5 Fubini's theorem 6.6 Lebnitz theorem 6.7 Double integral over a region 6.8 Green's theorem and its deductions 6.9 Double integrals in polar form 6.10 Surface area 6.11 Triple integral over a parallelepiped 6.12 Triple integrals in cylindrical and spherical coordinates	24	
Manshir	24	24	Unit VI continue				
Paush	23	11	Unit VI continue		6.13 Evaluation of triple integrals in cylindrical and spherical coordinates.	7	

			Unit VII: Metric Spaces	18(21)	7.1 Metric space and examples 7.2 Open balls, closed balls	3	
Magha	22	16	Unit VII Metric Space continue		7.3 Open sets and closed sets 7.4 Closure of a set 7.5 Boundary of a set 7.6 Diameter of a set 7.7 Subspaces of a metric space 7.8 Continuous mapping on a metric space 7.9 Cauchy sequences 7.10 Complete metric space	16	Second Term Exam(15-20)
			Unit VII continue		7.11 Compact metric space	2	
Falgun	19	13	Unit VIII: Numerical Methods	16(19)	8.1 Rounding off errors 8.2 Truncation errors 8.3 Rounding off errors in basic computational process 8.4 Difference of a polynomial, locating, evaluating and correcting mistakes in difference table 8.5 Linear interpolation	11	
Chaitra	26	8	Unit VII Continue		8.6 Approximate roots of algebraic and transcendental equations by bisection method, false position method, Newton 1/3Raphson method 8.7 Integration by Simpson rule and trapezoidal rule	8	
			Total	150(180)		180	

.....  
Class Teacher

.....  
Head of the Department

.....  
Assist. Campus Chief

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
*Unit –Plan (aggragate)*

Level: Bachelor

Year: II

Subject: Real Analysis (Math Ed. 423)

Teacher Name: DEB BAHADUR CHHETRI

Period: II

Unit	Content	Specific objective	Teaching Material	Teaching activities	Evaluation	Allocated period
<b>Unit I</b> <b>Improper Integral</b> (18-hrs/ 22 class)	1.1 Improper integrals and their convergence 1.2 Comparison test 1.3 General test for convergence 1.4 Absolute convergence 1.5 Abel's test 1.6 Dirichlet's test	<ul style="list-style-type: none"> <li>Define improper integral</li> <li>Proof the theorem on improper integral.</li> <li>Proof comparison test I, II,</li> <li>Proof of absolute convergent test,</li> <li>State and Proof Abel's test and Dirichlet's test.</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>8 days</b> <b>Baishak</b> <b>14 Days</b> <b>Jestha</b>
<b>Unit II</b> <b>Sequence and series</b> (18 hours/22 Class teaching)	2.1 Point wise and uniform convergence sequence of functions 2.2 Cauchy criterion for uniform convergence 2.3 Tests for uniform convergence of sequences and series of functions 2.4 Properties of uniformly convergent sequences and series 2.5 Dini's integration 2.6 Uniform convergence and integration, Uniform convergence and differentiation	<ul style="list-style-type: none"> <li>Explain point wise and uniform convergence of as sequence of a function</li> <li>State and proof the Cauchy's criteria for uniform convergence</li> <li>Proof the uniform convergence of sequence and series of a function</li> <li>Explain and proof of</li> </ul> -Dini's integration -Uniform convergence and integration, Uniform convergence and differentiation	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2 Days of</b> <b>Jesha</b> <b>17 Days</b> <b>of ashad</b> <b>3 Days of</b> <b>Srawan</b>
<b>Unit III</b> <b>Power Series</b> (16 hrs/ 19 class teaching)	3.1 Basic concepts of power series 3.2 Basic theorems on power series 3.3 Cauchy Hadamard theorem 3.4 Differentiation theorem	<ul style="list-style-type: none"> <li>Give definition of power series</li> <li>Proof the basic theorem of power series.</li> <li>Proof of Cauchys Hadamard theome</li> <li>To proof of the following theorem</li> </ul> -Differentiation theorem -Multiplication theorem	Text book Lecture note White board	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>19 Days</b> <b>of Srawan</b>

	3.5 Multiplication theorem and Taylor's series 3.6 Abel's theorem	-Taylors series -Abele's theorem	and Marker			
<b>Unit IV Functions of Several Variables (26 hrs/ 31 classes</b>	4.1 Sets and functions in $n \mathbf{R}$ 4.2 Limiting values of functions of several variables 4.3 Continuous functions of several variables 4.4 Partial derivatives 4.5 Directional derivatives and differentials of a function of several variables 4.6 Partial derivatives of higher orders including Schwartz theorem and Young's theorem 4.7 The chain rule 4.8 Taylor's theorem 4.9 Extreme values of functions of two and three variables	-Describes the Sets and functions in $n \mathbf{R}$ -Define Limiting values of functions of several variables -Define and prove the properties of Continuous functions of several variables - Exaplin Partial derivatives -Apply Directional derivatives and differentials of a function of several variables to solve problem -Give proof of Partial derivatives of higher orders including Schwartz theorem and Young's theorem -Proof The chain rule - To prove Taylor's theorem -Explain Extreme values of functions of two and three variables	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>4 days of srawan 25 days Bhadra, with two additional classes</b>
<b>Unit V Implicit Functions (10 hrs=12 classes)</b>	5.1 Concept of implicit functions 5.2 Existence theorem 5.3 Derivative of implicit functions 5.4 Jacobian and its properties 5.5 Stationary points and Lagrange's method of multipliers	1. Give the Concept of implicit functions 2. To proof of Existence theorem 3. define and apply Derivative of implicit functions 4. Define and proof Jacobian and its properties 5. Compute and apply the Stationary points and Lagrange's method of multipliers for extreme values	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>12 Days of Kartik</b>
<b>Unit VI Multiple integral 28 hrs= 34 classes</b>	6.1 Line integrals over the plane curves 6.2 Double integral over rectangle 6.3 Conditions of integrability 6.4 Properties of integrable functions 6.5 Fubini's theorem 6.6 Lebnitz theorem 6.7 Double integral over a region	Define and give example of - Line integrals over the plane curves - Double integral over rectangle -Give the Conditions of integrability - To prove Properties of integrable functions - Fubini's theorem To proof Lebnitz theorem -Define Double integral over a region Proof and apply Green's theorem and its deductions Solve the problem on Double integrals in polar form, Surface area, triple integral over a	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>3 dyas Kartik 24 Manshir</b>



	6.8 Green's theorem and its deductions 6.9 Double integrals in polar form 6.10 Surface area 6.11 Triple integral over a parallelepiped 6.12 Triple integrals in cylindrical and spherical coordinates	parallelepiped, triple integrals in cylindrical and spherical coordinates				
<b>Unit VII Metric Space 18 hrs/ 21 classes</b>	7.1 Metric space and examples 7.2 Open balls, closed balls 7.3 Open sets and closed sets 7.4 Closure of a set 7.5 Boundary of a set 7.6 Diameter of a set 7.7 Subspaces of a metric space 7.8 Continuous mapping on a metric space 7.9 Cauchy sequences 7.10 Complete metric space 7.11 Compact metric space	<ul style="list-style-type: none"> <li>Define Metric space and give examples</li> <li>Define Open balls, closed balls with example</li> <li>Define Open sets and closed sets with example</li> <li>Proof basic properties of metric space, closed sets and open sets</li> <li>Define closure of set, boundary of sets, diameter of sets</li> </ul> <p>Define Subspaces of a metric space Define and prove the properties of Continuous mapping on a metric space Define and proof of Cauchy sequences and its properties, Complete metric space, Compact metric space</p>	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>3 days paush 16 days Magh 2 Days Falgun</b>
<b>Unit 8 Numerical Method 16 hrs/19 classes</b>	8.1 Rounding off errors 8.2 Truncation errors 8.3 Rounding off errors in basic computational process 8.4 Difference of a polynomial, locating, evaluating and correcting mistakes in difference table 8.5 Linear interpolation 8.6 Approximate roots of algebraic and transcendental equations by bisection method, false position method, Newton 1/3Raphson method 8.7 Integration by Simpson rule and trapezoidal rule	-Define and compute, rounding off errors truncation errors, rounding off errors in basic computational process Define and compute difference of a polynomial, locating, evaluating and correcting mistakes in difference table -Explain Linear interpolation -Calculate the Approximate roots of algebraic and transcendental equations by bisection method, false position method, Newton 1/3Raphson method -Perform integration by Simpson rule and trapezoidal rule	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>11 days of Falgun  8 days of chitra</b>

Note -\* Ashoj 15-20 first internal exam

- Magh 15-20 Second term examination

.....  
Class Teacher

.....  
Head of the Department

## Dhawalagiri Multiple Campus, Baglung

## Semester Plan

Academic Year 2077/78

Course Title: Survey Research and Computer Data Analysis

Course No: So. 592

Nature of Course: Practical

Level: MA

Credit hours: 3

Semester: Fourth

Teaching Hour: 48

Per Week Weight: 1 period (3 hrs)

Teacher: Deb Bahadur Chhetri

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit	Teaching Items	Allocated period	Remarks
Jesha	25	8					
Asadha	27	17	Unit I: Types of Variables and Measurement Scales	3	A. Types of variables B. Scales of measurement C. Measurement and Relationships D. Cross-sectional, cohort and panel data	1 p=3hrs	Effective date 2078 /03/13

					E. Summarizing data: measures of central tendency (mean, median and mode) and measures of dispersion (range, variance, standard deviation).		
Sra wa n	26	26	Unit II. Analysis of Nominal-scale Data	12	A. Univariate data analysis: one way frequency table B. Bivariate data analysis: two way frequency table, chi-square test C. Level of significance (measures of strength of relationship) D. Interpretation	4p=1 2hrs	
Bh ad ra	26	26	Unit III. Analysis of Ordinal-scale Data	12	A. Univariate data analysis: one way frequency table, B. Bivariate data analysis: two way frequency table, Spearman rho, chi-square test of independence C. Interpretation	4p=1 2hrs	First- Inte rnal Exam
As wi n	16	16	Unit IV. Analysis of Interval- and Ratio- scale Data	15	A. Univariate data analysis: one sample z, t, F B. Bivariate data analysis: two way frequency table, scatter diagram, correlation coefficient, simple linear regression, two sample Z, t test with interpretation	3p= 9hrs	1 additional class
Ka rti k	18	18	Unit IV. Analysis of Interval- and Ratio- scale Data		F tests, significance tests of correlation and regression coefficients with interpretation	2p=6 hrs	2 additional class
M an shi r	25	25	Unit V. Analysis of Variance	6	A. The logic of analysis of variance B. Calculation of one-way analysis of variance C. ANOVA and Post HOC test	2p=6 hrs	Day : 7-10 internal test
To tal				48		16 p=48h rs	

Class Teacher

Head of the Department

Assist. Campus Chief

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of Economics**  
**Annual Plan-2078/2079**

Level: Bachelor

**Course Title/Subject: Macro Economics for Business**

Course /Subject Code: MGT-209

Class Year: BBS Second Year

Effective Date: 2078-12-17

Teaching Hours: 150

Teaching Periods: 180

Academic Year: 2079

Per week Loads: 6 (50 Minutes Per Period)

Subject Teacher: Hira Lal Regmi

Month & Date	Campus Opening Days	Class Running Days	Title of Unit	T. Hours	T. Periods	Contents/ Subject Matter	Remarks
2078 Chaitra	25	12	Unit 1: Introduction to Macro Economics	6	7	Macroeconomics: concepts, scope, uses and limitations; and Macroeconomic concepts: stock and flow variables; equilibrium and disequilibrium; static and dynamic equilibrium analysis.	Introduction Class-1
			Unit 2: National Income Accounting	20	4	Circular flow of income and expenditure in two sector and three sector	
2079 Baisakh	22	22	Unit 2: National Income Accounting	0	20	Circular flow of income and expenditure in three sector economy. Different concepts of national income: GDP, NDP, GNP and NNP at market price and factor cost, personal income (PI), disposable personal income (DI), per capita income (PCI); Real GDP, nominal GDP and GDP deflator; Computation of national income: product method. Computation of NI by Income method and expenditure method; and Difficulties in the measurement of national income. Numerical Exercise	Unit Test/ Unit Revision
			Unit 3: Classical	6	2	Unemployment: concept and types;	

			Theory of employment				
2079 Jeshtha	25	16	Unit 3: Classical Theory of employment	0	6	Say's law of market: concept, assumptions and implications; and Classical theory of employment: assumptions, components and criticisms.	
			Unit 4: Keynesian Macro Economics	30	10	Principle of effective demand; Consumption function: concepts, psychological law of consumption. Technical attributes and determinants. Saving function: concepts, technical attributes and determinants; Paradox of thrift.	
2079 Asar	26	17	Unit 4: Keynesian Macro Economics	0	17	Investment function: concept and types of investment, Marginal efficiency of capital, investment demand curve and determinants of investment; Income and output determination in the two-sector economy. Investment multiplier: concept, income generation process and leakages; Income and output determination in three sector and four sector economy.	
2079 Shrawan	26	26	Unit 4: Keynesian Macro Economics	0	9	Derivation of government expenditure multiplier; tax multiplier and foreign trade multiplier. Numerical Exercise	
			Unit 5: IS-LM Model of Income Determination	7	8	Derivation of IS curve and product market equilibrium; Derivation of LM curve and money market equilibrium; General equilibrium in the product market and the money market; and Shifts in IS and LM curves (change in monetary and fiscal policies) and effects on equilibrium. Numerical Exercise	
			Unit 6: Inflation and Business Cycles	18	9	Inflation: concepts and types. Measurement of inflation through consumer's price index (CPI) and GDP deflator. Demand-pull inflation and cost-push inflation, Concept of core inflation; Effects of inflation;	
2079 Bhadra	25	25	Unit 6: Inflation and Business Cycles	0	13	Anti-inflationary measures; Inflation and unemployment: Phillips curve and stagflation Deflation: concept and causes; Nature, causes and effect of inflation in Nepal; Business cycles: concepts, characteristics and phases. Measures to control business cycles. Numerical Exercise. Measures to control business cycles. Numerical Exercise.	First term exam 26-31 (6)
			Unit 7: Monetary Theory	16	6	Money supply: concepts and determinants;	

2079 Asoj	<b>13</b>	6	Unit 7: Monetary Theory	<b>0</b>	<b>6</b>	Money market and capital market: concepts and functions; Structure of financial market in Nepal.	
2079 Kartik	<b>20</b>	15	Unit 7: Monetary Theory	<b>0</b>	<b>7</b>	Monetary Policy: concepts, types, objectives. Instruments of monetary policy. Features of current monetary policy of Nepal.	
			Unit 8: Government Finance	<b>15</b>	<b>8</b>	Government budget: Concepts and components; Deficit financing: concept, objectives and methods; Sources of government revenue in Nepal, Government expenditure of Nepal;	
2079 Mangsir	<b>24</b>	24	Unit 8: Government Finance	<b>0</b>	<b>10</b>	Features of current government budget of Nepal; Fiscal policy: concepts, types, instruments and objectives; Fiscal federalism: concepts, components and Nepalese practice.	
			Unit 9: Global Economy	<b>17</b>	<b>15</b>	Global economy: concept and current trends; Globalization: concepts, drivers, benefits and defects. Regional integration and trading blocs: concepts and role. Issues of Nepali foreign trade; Exchange rate: concept and types; Balance of payments: concept and BOP accounts.	
2079 Paush	<b>23</b>	11	Unit 9: Global Economy	<b>0</b>	<b>5</b>	Foreign direct investment: concepts, benefits, defects. Current status of Nepal; and Foreign employment: benefits, defects and current status of Nepal.	
			Unit: 10 Contemporary Macro Economic Issues in Nepalese Perspectives	<b>15</b>	<b>6</b>	Macroeconomic indicators of Nepal; Privatization and liberalization: concepts, benefits and defects. Economic growth and development: concepts	
2079 Magh	<b>22</b>	16	Unit: 10 Contemporary Macro Economic Issues in Nepalese Perspectives	<b>0</b>	<b>10</b>	Economic growth and development: components; Sources of economic growth; Poverty: concepts, types, causes and remedies; Economic inequality: concepts, causes and remedies; Public private partnership: concepts, importance and Nepalese practice.	Second Internal Exam- 6 (15-20)
2079 Falgun	<b>19</b>	19	Unit: 10 Contemporary Macro Economic Issues in Nepalese Perspectives	<b>0</b>	<b>2</b>	Financial inclusion: concepts, determinants and current Nepalese status.	



Total	270	207		150	180		
-------	-----	-----	--	-----	-----	--	--

**Subject Teacher**  
Hira Lal Regmi

**Head of the Department**  
Dr. Sudarsan Silwal

**Asst. Campus Chief**  
Hira Lal Regmi

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of Economics**  
**Unit Plan-2078/2079**

**Level: Bachelor**

Course title/subject: Macro Economics for Business

Course /Subject Code: MGT-209

**Class Year: BBS Second Year**

**Time Duration: 2078/12/17 – 2078/12/24 = 7 Classes**

**Unit 1: Introduction**

Teaching Hours: 6 Hrs

Teaching Periods: 7

Academic Year: 2078/2079

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Macroeconomics: concepts,	-To explain the concept of macroeconomics	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	1	
Scope, uses and limitations.	To explain nature, scope, uses and limitations of the macroeconomics	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge	2	
Macroeconomic concepts: stock and flow variables.	To explain the the concept of stock and flow variable	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive	1	
Macroeconomic concepts: Equilibrium and disequilibrium; static and dynamic equilibrium analysis.	To explain the concepts of equilibrium and disequilibrium	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation Manipulate Skills	3	

**Subject Teacher**

**Head of the Department**

**Campus Chief**

Course title/subject: Macro Economics for Business

**Level: Bachelor**

Course /Subject Code: MGT-209

**Class Year: BBS Second Year**

Time Duration: 2078/12/25 – 2078/01/25

**Unit -2: National Income Accounting**

Teaching Hours: 20 Hrs

Teaching Periods: 24

Academic Year: 2078/2079

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Circular flow of income and expenditure in two sector, three sector and four sector economy.	To explain the circular flow of income and expenditure in different types of economic model.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge Manipulate Skills	5	
Different concepts of national income: GDP, NDP, GNP and NNP at market price and factor cost, personal income (PI), disposable personal income (DI), per capita income (PCI).	To explain the various concepts about national income i.e. GDP, NDP, GNP, NNP, NI, PI and personal outlays.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Written	6	
Real GDP, nominal GDP and GDP deflator.	To explain the concept of Real GDP, nominal GDP and GDP deflator.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation	1	
Computation of rate of inflation from GDP deflator.	To computation of rate of inflation from GDP deflator.				Manipulate Skills	1	
Computation of national income: product method, income method and expenditure method.	To explain the methods of national income accounting.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge Comprehensive	5	
Difficulties in the measurement of national income.	To explain the difficulties in the measurement of national income.		Interaction method, Lecture method and Discussion method		Knowledge	2	
Numerical Exercise	To compute the numerical exercises about national income.				Presentation Manipulate Skills	4	

Subject Teacher

Head of the Department

Asst. Campus Chief

Course title/subject: Macro Economics for Business

**Level: Bachelor**

Course /Subject Code: MGT-209

**Class Year: BBS Second Year**

**Time Duration: 2079/01/26 – 2079/02/05**

**Unit 3: Classical Theory of employment**

Teaching Hours: 6 Hrs

Teaching Periods: 7

Academic Year: 2078/2079

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Unemployment: concept and types.	To explain the concept and types of unemployment.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge Manipulate Skills	1	
Say's law of market: concept, assumptions and implications.	To explain the Say's law of market.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation	3	
Classical theory of employment: assumptions, components and criticisms.	To explain the classical theory of employment and it's components.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation	3	

Class Teacher

Head of the Department

Asst. Campus Chief

Course title/subject: Macro Economics for Business

**Level: Bachelor**

Course /Subject Code: MGT-209

**Class Year: BBS Second Year****Time Duration: 2079/02/06– 2079/04/08****Unit 4: Keynesian macro Economics**

Teaching Hours: 30 Hrs

Teaching Periods: 36

Academic Year: 2078/2079

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Principle of effective demand.	To explain the concept of principle of effective demand.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge,	3	
Consumption function: concepts, psychological law of consumption, technical attributes and determinants.	To explain the concept of consumption function, psychological law of consumption, technical attributes and determinants of consumption.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral written	Comprehensive, Presentation	7	
Saving function: concepts, technical attributes and determinants; Paradox of thrift.	To explain the concept of Saving function, technical attributes and determinants of saving and Paradox of thrift.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral written	Comprehensive, Presentation	5	
Investment function: concept and types of investment, marginal efficiency of capital, investment demand curve and determinants of investment.	To explain the concept of Investment function, types of investment, marginal efficiency of capital, investment demand curve and determinants of investment.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, Manipulate Skills	7	
Income and output determination in the two-sector economy.	To explain the process of Income and output determination in the two-sector economy.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral written	Comprehensive, Presentation	1	

Investment multiplier: concept, income generation process and leakages.	To explain and compute Investment multiplier.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral written	Comprehensive, Presentation	3	
Income and output determination in three sector and four sector economy.	To explain the process of Income and output determination in the three sector and four sector economy.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral written	Comprehensive, Presentation	3	
Derivation of government expenditure multiplier; tax multiplier and foreign trade multiplier.	To explain and compute government expenditure multiplier; tax multiplier and foreign trade multiplier.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral written	Comprehensive, Presentation	5	
Numerical Exercise	To compute the numerical exercises related to the Keynesian macroeconomics.	Everyday use Materials	Interaction method, Lecture method and Discussion method	written	Manipulate Skills Presentation	2	

Subject Teacher

Head of the Department

Asst. Campus Chief

Course title/subject: Macro Economics for Business

**Level: Bachelor**

Course /Subject Code: MGT-209

**Class Year: BBS Second Year****Time Duration: 2079/04/09-2079/04/17****Unit 5: IS-LM Model of Income Determination**

Teaching Hours: 7 Hrs

Teaching Periods: 8

Academic Year: 2078/2079

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Derivation of IS curve and product market equilibrium.	To draw and Derivation of IS curve and product market equilibrium.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge,	2	
Derivation of LM curve and money market equilibrium.	To draw and Derivation of LM curve and money market equilibrium.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral/ Written	Knowledge, Manipulate Skills	2	
General equilibrium in the product market and the money market.	To explain the concept of general equilibrium.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive, Presentation	1	
Shifts in IS and LM curves (change in monetary and fiscal policies) and effects on equilibrium.	To explain the shifting process of IS and LM curves.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive, Presentation	1	
Numerical Exercise.	To solve the numerical exercises related to the IS- LM model.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Knowledge, comprehensive	2	

Subject Teacher

Head of the Department

Asst. Campus Chief

Course title/subject: Macro Economics for Business

Level: Bachelor

Course /Subject Code: MGT-209

Class Year: BBS Second Year

Time Duration: 2079/04/18 - 2079/05/15

### Unit 6: Inflation and Business Cycles

Teaching Hours: 18 Hrs

Teaching Periods: 22

Academic Year: 2078/2079

Subject Teacher: Hira Lal Regmi

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Inflation: concepts and types.	To explain the concept and types of inflation.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge,	2	
Measurement of inflation through consumer's price index (CPI) and GDP deflator.	To compute inflation through CPI and GDP deflator.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, Manipulate Skills	2	
Demand-pull inflation and cost-push inflation; Concept of core inflation.	To explain the concept of demand pull, cost push and core inflation.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation	3	
Effects of inflation; Anti-inflationary measures.	To explain effects of inflation and anti-inflationary measures.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Presentation	3	
Inflation and unemployment: Phillips curve and stagflation.	To explain the relation of inflation and unemployment and Philips curve.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Knowledge Comprehensive	2	
Deflation: concept and causes.	To explain the concept and types of deflation.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Comprehensive Knowledge	2	

Nature, causes and effect of inflation in Nepal.	To explain the nature, causes and effect of inflation in Nepal.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Comprehensive Knowledge Manipulating skills	2	
Business cycles: concepts, characteristics and phases; and Measures to control business cycles.	To explain the concepts, characteristics and phases of trade cycle and measures to control business cycles.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral and Written	Comprehensive Knowledge Manipulating skills	3	
Numerical Exercise.	To solve the numerical exercises related to the Inflation.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Written	Comprehensive Knowledge and Manipulating skills	3	

Subject Teacher

Head of the Department

Asst. Campus Chief



Course title/subject: Macro Economics for Business

**Level: Bachelor**

Course /Subject Code: MGT-209

**Class Year: BBS Second Year****Time Duration: 2079/05/16-2079/05/06/07****Unit 7: Monetary Theory**

Teaching Hours: 16 Hrs

Teaching Periods: 19

Academic Year: 2078/2079

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Money supply: concepts and determinants.	To explain the concept of money supply and it's determinants.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral	Knowledge	5	
Money market and capital market: concepts and functions; Structure of financial market in Nepal;	To explain the concept functions of money market and Structure of financial market in Nepal.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral Written	Knowledge Manipulate Skills	5	
Monetary Policy: concepts, types, objectives and instruments.	To explain the concepts, types, objectives and instruments of monetary policy.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral Written	Knowledge Manipulate Skills	6	
Features of current monetary policy of Nepal.	To explain the Features of current monetary policy of Nepal.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral Written	Knowledge Manipulate Skills	3	

Subject Teacher

Head of the Department

Asst. Campus Chief

Course title/subject: Macro Economics for Business

**Level: Bachelor**

Course /Subject Code: MGT-209

**Class Year: BBS Second Year****Time Duration: 2079/07/14- 2079/08/04****Unit 8: Government Finance**

Teaching Hours: 15 Hrs

Teaching Periods: 18

Academic Year: 2078/2079

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Government budget: Concepts and components.	To explain the Concepts and components of Govt. budget.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge, comprehensive	2	
Deficit financing: concept, objectives and methods.	To explain the concept, objectives and methods of deficit financing.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, Comprehensive	2	
Sources of government revenue in Nepal.	To explain the Sources of government revenue in Nepal.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, Comprehensive	2	
Government expenditure of Nepal; Features of current government budget of Nepal.	To explain the government expenditure of Nepal and features of current government budget of Nepal.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, Comprehensive	3	
Fiscal policy: concepts, types, instruments and objectives.	To explain the concepts, types, instruments and objectives of fiscal policy.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, Comprehensive	5	
Fiscal federalism: concepts, components and Nepalese practice.	To explain the concepts, components of fiscal federalism and Nepalese practice.	Everyday use Materials	Lecture method and Discussion method	Oral Written	Knowledge, Comprehensive	4	

Subject Teacher

Head of the Department

Asst. Campus Chief

Course title/subject: Macro Economics for Business

**Level: Bachelor**

Course /Subject Code: MGT-209

**Class Year: BBS Second Year**

Time Duration: 2079/08/05 -2079/08/29

### Unit 9: Global Economy

Teaching Hours: 17 Hrs

Teaching Periods: 21

Academic Year: 2078/2079

**Subject Teacher: Hira Lal Regmi**

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Global economy: concept and current trends.	To explain the concept and current trends of global economy.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral	Knowledge, comprehensive	2	
Globalization: concepts, drivers, benefits and defects; Regional integration and trading blocs.	To explain the concepts, drivers, benefits and defects of globalization and regional integration and trading blocs.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, comprehensive	4	
Concepts and role; Issues of Nepali foreign trade.	To explain the concepts, role and issues of Nepali foreign trade.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, comprehensive	3	
Exchange rate: concept and types; Determination of equilibrium exchange rate under fixed and flexible exchange rate system.	To explain the concept and types of exchange rate and process of exchange rate determination.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, comprehensive	4	
Balance of payments: concept and BOP accounts.	To explain the concept of BOP and BOP accounts.	Everyday use Materials	Interaction method, Lecture method and Discussion method	Oral Written	Knowledge, comprehensive	2	
Foreign direct investment: concepts, benefits, defects and current status of Nepal.	To explain the concepts, benefits, defects of foreign direct investment and current status of Nepal.	Everyday use Materials	Lecture method and Discussion method	Oral Written	Knowledge, comprehensive	3	
Foreign employment: benefits, defects and current status of Nepal.	To explain the benefits, defects and current status of foreign employment in Nepal.	Everyday use Materials	Lecture method and Discussion method	Oral Written	Knowledge, comprehensive	3	

Subject Teacher

Head of the Department

Asst. Campus Chi

Course title/subject: Macro Economics for Business

**Level: Bachelor**

### Unit 10: Contemporary Macroeconomic Issues

Teaching Hours: 15 Hrs

Course /Subject Code: MGT-209

Class Year: BBS Second Year

Time Duration: 2079/09/01- 2079/10/25 (Second Term Exam 6)

Teaching Periods: 18

Academic Year: 2078/2079

Subject Teacher: Hira Lal Regmi

Contents/ Subject Matter	Objectives	Teaching Materials	Teaching Methods	Evaluation		Estimated Periods	Remarks
				Types	Nature		
Macroeconomic indicators of Nepal.	To explain the Macroeconomic indicators of Nepal.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral	Knowledge,	1	
Privatization and liberalization: concepts, benefits and defects.	To explain the concepts, benefits and defects of privatization and liberalization in Nepal.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral	Knowledge,	2	
Economic growth and development: concepts and components; Sources of economic growth.	To explain the concepts and components; Sources of economic growth.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral Written	Knowledge, Manipulate Skills	4	
Poverty: concepts, types, causes and remedies.	To explain the concepts, types, causes of poverty and remedies to eliminate poverty.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral	Knowledge,	3	
Economic inequality: concepts, causes and remedies.	To explain the concepts, causes of economic inequality and remedies to minimize it.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral	Knowledge,	3	
Public private partnership: concepts, importance and Nepalese practices.	To explain the concepts and importance of public private partnership	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral Written	Knowledge, Manipulate Skills	2	

	and Nepalese practices.						
Financial inclusion: concepts, determinants and current Nepalese status.	To explain concepts, determinants and current status of financial inclusion in Nepal.	Everyday use Materials	Interaction method Lecture method and Discussion method	Oral Written	Knowledge, Manipulate Skills	3	

Subject Teacher

Head of the Department

Asst. Campus Chief

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of Economics**  
**Annual Plan-2078/2079**

<b>Level: Bachelor</b>	Teaching Hours: 150
Course Title/Subject: Macro Economics	Teaching Periods: 180
Course /Subject Code: Eco-423	Per-week Loads: 6 (50 Minutes Per-Period)
<b>Class Year: BA Second Year</b>	<b>Subject Teacher: Hira Lal Regmi</b>
Effective from: 2078/12/17	Academic Year: 2078/2079

Month & Date	Campus Opening Days	Class Running Days	Title of Unit	T. Hrs	T. Periods	Contents/ Subject Matter	Remarks
2078 Chaitra	25	12	Unit 1: Introduction	10	12	Concept and scope of macroeconomics; Basic macroeconomic terms: Static, comparative static, dynamic equilibrium. Concept of stock and flow; Application of macroeconomics in policy analysis.	
2079 Baisakh	22	22	Unit 2: National Income Accounting	20	22	Concept and importance of national income accounting. Economic aggregates: GDP, NDP, GNP, NNP, personal income, and disposable income; Measurement of national income: Value added, income and expenditure approaches; Measurement of GDP in Nepal.	
2079 Jestha	25	16	Unit 2: National Income Accounting	0	2	Difficulties in measurement of national income. Circular flow of income: Two and three sectors.	Unit Test-
			Unit 3: Classical Macro Economics	15	14	Classical macroeconomics: Assumptions, Say's law of market, labour market equilibrium. Quantity theory of money and price determination, interest rate determination.	

2079 Asar 26	<b>26</b>	17	Unit 3: Classical Macro Economics	0	4	Classical model Determination of income and employment without saving and investment, and its critical assessment	
			Unit 4: Basic Keynesian Model	15	13	Evolution of Keynesian macroeconomics; Principle of effective demand. Equilibrium level of income in two and three sectors economy;	
2079 Shrawan	<b>26</b>	26	Unit 4: Basic Keynesian Model	0	5	Multiplier analysis in two and three sectors economy. Derivation, uses, and leakage of multiplier. Critical assessment of Keynesian models.	
			Unit 5: Consumption	15	18	Meaning of consumption and consumption function; Propensity to consume: APC and MPC in short run and long run. Determinants of consumption; Importance of consumption in demand management; Keynesian psychological law of consumption.	
			Unit 6: Saving and Investment	25	3	Saving: Meaning of saving and saving function; Propensity to save; Relationship between APS and MPS in short run and long run	
2079 Bhadra	<b>25</b>	25	Unit 6: Saving and Investment	0	19	Determinants of saving, paradox of thrift. Investment: Meaning of investment and investment function, Classification, determinants of private investment, investment demand; Marginal efficiency of capital (MEC) and its determinants; Marginal efficiency of investment (MEI); Measures to increase investment;	Class Revision-1 First term exam 26- 31 (6)
2079 Asoj	<b>13</b>	6	Unit 6: Saving and Investment	0	6	Principle of acceleration. Role of saving and investment in economic growth;	
2079 Kartik	<b>20</b>	15	Unit 6: Saving and Investment	0	2	Status of saving and investment after 1990 in Nepal.	
			Unit 7: Extended Keynesian Model	20	13	Concept of money demand. Concept of money supply; Liquidity preference theory. IS-LM Model: Concept, product market equilibrium, derivation of IS curve.	
2079 Mangsir	<b>24</b>	24	Unit 7: Extended	0	11	Money market equilibrium, derivation of LM curve; General equilibrium of the economy using IS and LM curves.	

			Keynesian Model				
			Unit 8: Business Cycle	15	14	Concept and phases of business cycle. Theories of business cycle: Schumpeter, Hawtrey, and Hayek. Measures to control business cycle;	
2079 Paush	<b>23</b>	11	Unit 8: Business Cycle	0	4	Global recession of 2007/08.	Class Revision - 1
			Unit 9: Economic Growth	15	6	Concept and importance of economic growth; Computation of growth rates	
2079 Magh	<b>22</b>	16	Unit 9: Economic Growth	0	10	Harrod-Domar Models and its application in planning; Factors leading to economic growth;	Second Internal Exam-6 (15-20)
2079 Falgun	<b>19</b>	19	Unit 9: Economic Growth	0	2	Growth scenario of Nepal (after 1990)	
Total				150	180		

Subject Teacher

Head of the Department

Asst. Campus Chief



## वार्षिक योजना

धवलागिरि बहुमुखी क्याम्पस बागलुङ

सङ्काय : मानविकी

विषय: शोधपत्र

सङ्केत: ४२५क

प्रतिहप्ता पाठ्यभार: ३ पिरियड (प्रतिपिरियड ५०मि.)

विषय शिक्षक: आनन्दराज सिलवाल

तह: स्नातक तह तेस्रो वर्ष

शैक्षिक वर्ष: २०७८/०७९ विषय

वार्षिक पढाइ हुने दिन: ९०

लागू मिति : २०७९/०४/२९

महिना	क्याम्पस खुल्ने दिन	पढाइ हुने दिन	एकाइ	पाठ/पाठ्यवस्तु	पिरियड (दिन)	पाठ्यभार (दिन)	कैफियत
२०७९ साउनदेखि चैत्र मसान्तसम्म	२६	२६		अभिमूखीकरण कार्यक्रम	१	१	शोधकार्य गर्ने विद्यार्थीहरुको विचमा छलफल
	२५	२५		शीर्षक छनोट र छलफल	१०	१०	११ दिन
	१३	६		शोधप्रस्ताव लेखन	२०	२०	२१ दिन
	२०	१५		शोधप्रस्तावको प्रस्तुतीकरण	१	१	१ दिन
	२४	२४		शोध प्रस्ताव स्वीकृति	१	१	प्रस्तुतीकरण पश्चात
	२३	११		शोध शीर्षकसँग मिल्ने गरी १००० शब्दसम्मको एक लेख तयार	१०	१०	१० दिन
	२२	१६		शोधसँग सम्बन्धित सैद्धान्तिक अध्ययन	१५	१५	१५ दिन
	२४	२४		सामग्री/तथ्याङ्क सङ्कलन	१०	१०	१० दिन
	२५	२५		सङ्कलित सामग्री/तथ्याङ्क र यसको विश्लेषण तथा सामान्यीकरणका आधारमा शोधपत्रको मस्यौदा तयार	२०	२०	२० दिन
०८०वैशाख	२२	२२		शोध निर्देशकको परामर्श अनुसार शोध पत्रको अन्तिम मसौदा तयार	५	५	५ दिन
				शोधपत्रको रुजु र टङ्कन	३	३	३ दिन
०८०जेठ	२५	१६		तीनप्रति शोधपत्र विभागमा दर्ता	१	१	१ दिन
०८०असार	२६	१७		मौखिक परीक्षा सहितको वाह्य मूल्याङ्कन	१	१	१ दिन

कुल पाठ्यभार/घण्टी/दिन	१० दिन	१० दिन	१० दिन
------------------------	--------	--------	--------

विषय शिक्षक

विभागीय प्रमुख

क्याम्पस प्रमुख

आनन्दराज सिलवाल

प्रा.डा. दिनबहादुर थापा

प्रा.डा.रामप्रसाद उपाध्याय

मिति : २०७९/०४/२९

## वार्षिक योजना

धवलागिरि बहुमुखी क्याम्पस बागलुङ

सङ्काय : शिक्षाशास्त्र

विषय : नेपाली कविताकाव्य

शैक्षिक वर्ष : २०७८/०७९

तह : स्नातक दोस्रो वर्ष

विषय शिक्षक : आनन्दराज सिलवाल

पाठ्यभार : १५०

शिक्षण घण्टी : १८०

विषय कोड : ४२९

प्रतिहप्ता पाठ्यभार : ६ घण्टी (प्र.घ.५० मिनेट)

पढाइ सुरु भएको मिति : २०७८/१२/१७

वर्ष र महिना	क्याम्पस खोल्ने दिन	पढाइ हुने दिन	एकाइ शीर्षक	पाठ्यभार	घण्टी	पाठ र पाठ्यविषय	मासिक पाठ्यभार	कैफियत
२०७८ चैत्र	२५	१७	एकाइ एक : कविता सिद्धान्त र नेपाली कविताको विकासक्रम (१५)	१५	१८	<ul style="list-style-type: none"> <li>➤ कविता सिद्धान्त</li> <li>➤ साहित्यका अन्य विधाका तुलनामा कविताको स्वरूप</li> <li>➤ कविताको परिभाषा र तत्वहरू</li> <li>➤ कविताका विभिन्न उपविधाको तुलनात्मक वर्गीकरण : फुटकर कविता, खण्डकाव्य, महाकाव्य, गीतरगजल</li> <li>➤ नेपाली कविताको ऐतिहासिक विकासक्रम: प्रमुख मोड, धारा, उपधारा र तिनका मुख्य प्रवृत्ति</li> </ul>	१७	
२०७९ वैशाख	२२	२२	एकाइ दुई: निर्धारित कविहरू र तिनका कविता (१२)	१२	१५	<ul style="list-style-type: none"> <li>➤ पुनरावृत्ति कक्षा</li> <li>➤ लेखनाथ पौड्याल : गौथलीको चिरीविरी</li> <li>➤ बालकृष्ण सम: स्वर्ग र देवता</li> <li>➤ लक्ष्मीप्रसाद देवकोटा: यात्री</li> <li>➤ सिद्धिचरण श्रेष्ठ: ओखलढुङ्गा</li> <li>➤ माधव घिमिरे: मानिस जस्तो अमर मैले देखिन ब्यै पनि</li> <li>➤ गोपालप्रसाद रिमाल: सान्त्वना</li> <li>➤ उपर्युक्त कविताको विशिष्ट पङ्क्तिको व्याख्या</li> <li>➤ पुनरावृत्ति कक्षा</li> </ul>	१६	

२०७९ जेठ	२५	१६	एकाइ तीन : निर्धारित कविहरु र तिनका कविता ( २५)	२५	३०	<ul style="list-style-type: none"> <li>➤ विजय मल्ल : छोरीलाई मानचित्र पढाउँदा</li> <li>➤ मोहन कोइराला : फर्सिको जरा</li> <li>➤ भूपि शेरचन : असार</li> <li>➤ बैरागी काइँला : मातेको मान्छेको भाषण मध्यरातको सडकसित</li> <li>➤ हरिभक्त कटुवाल: रहर</li> <li>➤ कालिप्रसाद रिजाल : स्वदेश गौरव</li> <li>➤ क्षेत्रप्रताप अधिकारी : नानीहरुको सपना लेख</li> <li>➤ वनिरा गिरी : काठमाडौँ एउटा ग्यालीप्रुफ</li> <li>➤ दिनेश अधिकारी : मान्छे आस्थाको अभिव्यक्ति</li> <li>➤ विष्णुविभु घिमिरे: हरायो</li> <li>➤ राम विनय: केही हाइकुहरु</li> <li>➤ कृष्णभूषण बल: पर्खनुपर्छ</li> <li>➤ आहुति: गहुँगोरो अफ्रिका</li> </ul>	२६	
२०७९ असार	२६	१७	एकाइ चार : नेपाली गजलको अध्ययन (१०)	१०	१२	<ul style="list-style-type: none"> <li>➤ सुलोचना मानन्धर : बूढो माभी</li> <li>➤ श्रवण मुकारुड : बिसे नगर्चीको बयान</li> <li>➤ नेपाली गजलको अध्ययन</li> <li>➤ गीत गजलको सैद्धान्तिक स्वरुप</li> <li>➤ नेपाली गीत गजल परम्पराको विकासक्रम</li> <li>➤ निर्धारित गजलकार र तिनका गजलको अध्ययन <ul style="list-style-type: none"> <li>● मोतीराम भट्ट : किन चाहियो</li> <li>● ज्ञानुवाकर पौडेल : छाडी जाँदैछु म सहर</li> <li>● धिरेन्द्र प्रेमर्षि : गजल सन्ताइस</li> <li>● विजय सुब्बा: सपनाको अधीनमा</li> </ul> </li> </ul>	२६	
२०७९ साउन	२६	२६	एकाइ पाँच : नेपाली बालकविताको अध्ययन (१०)	१०	१२	<ul style="list-style-type: none"> <li>➤ नेपाली बाल कविताको अध्ययन</li> <li>➤ बालकविताको सैद्धान्तिक परिचय</li> <li>➤ नेपाली बालकविताको विकासक्रम</li> <li>➤ निर्धारित बालकवि र तिनका बालकविताको अध्ययन <ul style="list-style-type: none"> <li>● माधवप्रसाद घिमिरे : गाउँछु गीत नेपाली</li> <li>● कृष्णप्रसाद पराजुली : जूनतारा</li> </ul> </li> </ul>	१०	

२०७९ भदौ	२५	२५	एकाइ छ : खण्डकाव्य सिद्धान्त र नेपाली खण्डकाव्य परम्परा (१५)	१५	१८	<ul style="list-style-type: none"> <li>● दुर्गालाल श्रेष्ठ :सन्तको छाता</li> <li>● श्याम तमोट: गाउगाउबाट उठ</li> <li>● खण्डकाव्य सिद्धान्त र नेपाली खण्डकाव्यको परम्परा</li> <li>● खण्डकाव्य र लामो कविताको सैद्धान्तिक स्वरुप</li> <li>● खण्डकाव्य र लामो कविताको आधारभूत तत्वहरु</li> </ul>	२१४	भदौ२६- ३१ सम्म पहिलो आन्तक परीक्षा
२०७९ असोज	१३	६	एकाइ सात : लेखनाथ पौड्याल र उनको ऋतुविचार खण्डकाव्य (६)	६	७	<ul style="list-style-type: none"> <li>➤ नेपाली खण्डकाव्य लामो कविताको विकासक्रम</li> <li>➤ लेखनाथ पौड्याल र उनका ऋतुविचार खण्डकाव्य</li> <li>➤ लेखनाथ पौड्याल र उनका खण्डकाव्यात्मक प्रवृत्ति</li> </ul>	४३	
२०७९ कार्तिक	२०	१५	एकाइ आठ : लक्ष्मीप्रसाद देवकोटा र कुञ्जिनी खण्डकाव्य (६)	६	७	<ul style="list-style-type: none"> <li>➤ प्रथम आन्तरिक परीक्षा (१ गतेदेखि ७ गतेसम्म )</li> <li>➤ खण्डकाव्य तत्वका आधारमा ऋतुविचार खण्डकाव्यको अध्ययन</li> <li>➤ ऋतुविचार खण्डकाव्यको शरद् विचारभित्रका विशिष्ट पङ्क्तिको व्याख्या</li> <li>➤ लक्ष्मीप्रसाद देवकोटा र कुञ्जिनी खण्डकाव्य</li> <li>➤ लक्ष्मीप्रसाद देवकोटा र उनका खण्डकाव्यात्मक प्रवृत्ति</li> <li>➤ खण्डकाव्य तत्वका आधारमा कुञ्जिनी खण्डकाव्यको अध्ययन</li> <li>➤ कुञ्जिनी खण्डकाव्यका विशिष्ट पङ्क्तिको व्याख्या</li> <li>➤ माधवप्रसाद घिमिरे र राजेश्वरी खण्डकाव्य</li> <li>➤ माघव घिमिरे र उनका खण्डकाव्यात्मक प्रवृत्ति</li> <li>➤ खण्डकाव्य तत्वका आधारमा राजेश्वरी खण्डकाव्यको अध्ययन</li> <li>➤ राजेश्वरी खण्डकाव्यका विशिष्ट पङ्क्तिको व्याख्या</li> </ul>	४७७ १८	
२०७९ मङ्सिर	२४	२४	एकाइ दस : मोहन कोइराला र उनको लामो कविता सिमसारको राजदूत (५)	५	६	<ul style="list-style-type: none"> <li>➤ मोहन कोइराला र उनको लामो कविता सिमसारका राजदूत</li> <li>➤ मोहन कोइराला र उनका काव्यात्मक प्रवृत्ति</li> <li>➤ लामो कविताका तत्वका आधारमा सिमसारका राजदूतको विवेचना</li> <li>➤ सिमसारका राजदूत लामो कविताका विशिष्ट पङ्क्तिको व्याख्या</li> <li>➤ महाकाव्यको सैद्धान्तिक स्वरुप र नेपाली महाकाव्य परम्परा</li> <li>➤ महाकाव्यको सैद्धान्तिक परिचय <ul style="list-style-type: none"> <li>● पूर्वीय मान्यता</li> </ul> </li> </ul>	६८	
			एकाइ एघार :	१५	१८			

			महाकाव्यको सैद्धान्तिक स्वरूप र नेपाली महाकाव्य परम्परा ( १५)			● पाश्चात्य मान्यता		
२०७९ पुस	२३	११	एकाइ बाह्र : लक्ष्मीप्रसाद देवकोटा र सुलोचना महाकाव्य (१५)	१५	१८	<ul style="list-style-type: none"> <li>➤ महाकाव्यका आधारभूत तत्वहरु</li> <li>➤ नेपाली महाकाव्यको विकास प्रक्रिया</li> <li>➤ लक्ष्मीप्रसाद देवकोटा र उनका महाकाव्यात्मक प्रवृत्ति</li> </ul>	१०६	
२०७९ माघ	२२	१६	एकाइ तेह्र : मोदनाथ प्रश्रित र मानव महाकाव्य (१०)	१०	१२	<ul style="list-style-type: none"> <li>➤ दोस्रो आन्तरिक परीक्षा ६ दिन</li> <li>➤ महाकाव्यका आधारभूत तत्वका आधारमा सुलोचना महाकाव्यको विवेचना</li> <li>➤ सुलोचना महाकाव्यका विशिष्ट पङ्क्तिको व्याख्या मोदनाथ प्रश्रित र मानव महाकाव्य</li> <li>➤ मोदनाथ प्रश्रित र उनका महाकाव्यात्मक प्रवृत्तिहरु</li> <li>➤ महाकाव्यका आधारभूत तत्वका आधारमा मानव महाकाव्यको विवेचना</li> </ul>	१२६	माघ १५-२० सम्म दोस्रो आन्तरिक परीक्षा
२०७९ फागुन	१९	१९					६	
			जम्मा : पाठ्यभार/घण्टी	१५०	१८०		१८०	

विषय शिक्षक

आनन्दराज सिलवाल

मिति : २०७८/१२/१७

विभागीय प्रमुख

प्रा.डा. दिनबहादुर थापा

क्याम्पस प्रमुख

प्रा.डा.रामप्रसाद उपाध्याय

Tribhuvan University

**Dhawalagiri Multiple Campus, Baglung**

Department of English

*Annual Plan-2079*

Course Title: **Teaching Practice**

Course No: Ed. 440

Level: B.Ed.

Year: Fourth

Nature of course: Practical

Duration: 150 hours

---

### **1. General Objectives**

The general objectives of this course are as follows:

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





2079	Shrawan	26	26	<b>Step3 :Peer Teaching</b>		48(26)	2.3.1. Preparation of at least 15 daily lesson plans using different teaching methods and instructional teaching materials (at least 5 lessons)	26	*Gaijatra 27
2078	Bhadra	25	25	<b>Step3 :Peer Teaching</b>		48(20)	2.3.2. Peer Observation (2 lessons) <ul style="list-style-type: none"> <li>• Observation of teaching by peers in the presence of campus supervisor</li> </ul>	25	*Krishna Janmastami: 3 First *Internal Exam(Bhadra 26-31) *Haritalika Teej: 14
2078	Asoj	13	6	----		-----	.....		First Internal Exam from 2-9  *Constitution Day: 3 *Dashai Vacation (10-31)
2079	Kartik	20	15	<b>Step 4</b>	10	12(12)	<b>Practice of Test Construction</b> Test construction of both subjective as well as objective test item based on the lessons taught	15	*Dashai & Tihar Vacation (1 – 12) * Chhath Parba: 13
				<b>Step 5</b>	12	14(3)	<b>: Curriculum and Textbook Analysis</b>  Analysis of Curriculum or Textbook of the related subject		
2079	Mansir	24	24	Step :5		14(11)	Analysis of Curriculum or Textbook of the related subject	24	* Udhali Parba *Course completion *Revision * Students
				<b>Step 6</b>	6	8(8)	<b>General introduction and preparation of records maintained in the school</b>		
				<b>Stage III</b>	20	24(5)	<b>Teaching at Schools</b>  3.1. Teaching (at least 12 lessons)		

2079	Paush	23	11	<b>Stage III</b>		24(11)	3.1. Teaching (at least 12 lessons) 3.1.1 Teaching related subjects in cooperating school  3.1.2 Observation of teaching of student teachers by campus supervisor and concerned teacher from the School	11	Winter Vacation (17 - 30)
2079	Magh	22	16	Stage III  Stage Iv	18	24(8)  22(2)	3.3.Construction, to collection of school records ,co curricular activities  <b>Overall Report Writing</b>	16	Second Internal Exam: 15 - 20
2079	falgun	19	19	Stage IV		22(19)	<b>Overall Report Writing</b>	14	
		Total:245	180		150	180		Total:180	

Balaram Sharma

Subject Teacher

Bijaya Raj Panta

Head of Department

Assistant Campus Chief

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of Economics**  
**Annual Plan-2079**

**Course Title/Subject: Micro Economics for Business**

Teaching Hours: 150

Course /Subject Code:MGT-207

Teaching Periods: 180

Academic Year:2078/079Per week Loads: 6 (50 Minutes Per Period)

**Level: Bachelor      Class Year: BBS First YearSubject Teacher: Bhakti Ram Neupane.**

Month & Date	Campus Opening Days	Class Running Days	Title of Unit	T. Hours	T. Periods	Contents/ Subject Matter	Estimated Periods	Remarks
2078 Falgun	24	16	Unit -1: Introduction	15 Lhs	16	Microeconomics: meaning, scope, uses and limitations of microeconomics, Business economics: nature and scope; Basic concepts: production possibility curve, marginal analysis, incremental analysis, static and dynamic equilibrium analysis in microeconomics; and Ten principles of economics; Concept of business (managerial) economics, Relation of business economics with traditional economics;		
2078 Chaitra	25	25	Unit -1: Introduction	0	2	Meaning, scope, use, and limitations of microeconomics		
			Unit 2 Market Equilibrium and Efficiency	20LHS	23	Demand function: types, determinants of demand, movement and shift in demand curve; Supply function: types, determinants of supply, movement and shift in supply curve; Market equilibrium; Effect of changes in demand and supply on market equilibrium; Concept of market efficiency; and		
2079 Baisakh	22	22	Unit 2 Market Equilibrium and Efficiency	0	1	Measuring market efficiency by consumer's surplus and producer's surplus;		
			Unit 3 Elasticity of	20 Lhs	21	Price elasticity of demand: degree and calculation (percentage/proportionate and average method); Point		

			Demand and Supply			price elasticity of demand; Price elasticity and total expenditure; Income elasticity of demand: concept, degree, and calculation (percentage/proportionate and average method); Cross elasticity of demand: concept, degree, and calculation (percentage/ proportionate and average method); Concept of advertisement elasticity of demand; and Uses of price, income, cross and advertisement elasticity of demand; and the Price elasticity of supply		
2078 Jestha	25	16	Unit 3 Elasticity of Demand and Supply	0	3	concept, degree, and calculation (percentage/proportionate and average method).		
			Unit -4: Analysis of Consumer's Behavior	20 LHs	13	Cardinal approach: assumptions, consumer's equilibrium, criticisms and derivation of demand curve; Ordinal approach: assumptions and properties of Indifference curve; Marginal rate of substitution		
2079 Ashad	26	17	Unit -4: Analysis of Consumer's Behavior	0	11	; Price line; Consumer's equilibrium; Price effect and derivation of price consumption curve (normal goods and Giffen goods). Income effect and derivation of income consumption curve (normal and inferior goods); Substitution effect; Decomposition of price effect into income and substitution effect; and Derivation of the demand curve for normal goods.		
2079 Srawan	26	26	Unit -5: Theory of Production	15 Lhs	6	Production function: Short-run and Long-run production functions; the concept of Cobb-Douglas production function		
			Unit -5: Theory of Production	0	12	; Law of variable proportions; Isoquant: assumptions, the marginal rate of technical substitution and properties; Iso-cost curve; Optimal employment of inputs; and Law of returns to scale.		
			Unit -6: Cost and Revenue Curves	20 Lhs	8	; Cost function; Concept of costs: Implicit cost and explicit cost, accounting cost and economic cost, historical cost and replacement cost, separable cost and common cost, opportunity cost; Short-run cost cost-output relationship; derivation of short-run total cost curves and their relationship; derivation of short-run average and marginal cost curves and their relationship;		

2079 Bhadra	25	25	Unit -6: Cost and Revenue Curves	0	16	Reason for U-shaped of short-run average cost curve; Relationship between AC and MC curves; Long-run costs: derivation of long-run average and marginal cost curves; Economies of scale; and Concept of economies of scope. Revenue: revenue function; Revenue curves under perfect and imperfect competition market; Relation between average and marginal revenue curves; and Relationship between price elasticity of demand and revenue.		Internal Exam – 9 Days
2079 Aaswin	13	6	Unit -7: Product Pricing Theories and Practices	25 Lhs	6	Market structure: concept and characteristics; Profit maximization goal of a firm; Price and output determination under perfect competition	16	
2079 Kartik	20	15	Unit -7: Product Pricing Theories and Practices	0	15	: short-run and long-run equilibrium; Derivation of the short-run supply curve of a firm and industry; Price and output determination under monopoly: short-run and long-run equilibrium; economic effects of monopoly, Price and output determination under monopolistic competition: short-run and long-run equilibrium, monopolistic firm's equilibrium under product variation and selling expenses.		
2079 Mangshir	24	24	Unit -7: Product Pricing Theories and Practices	0	11	Concept and types of the cartel; Pricing under joint profit maximization cartel; Pricing practices: price discrimination, cost-plus pricing, incremental cost pricing. Pricing Practices: administered pricing, export pricing, predatory pricing, skimming pricing, and penetration pricing		
			Unit -8: Theory of Factor Pricing	15 Lhs	13	Rent: modern theory of rent; Wages: marginal productivity theory of wages; Concept of collective bargaining; Minimum wages fixation; Wage differentials; Interest: Nominal and real interest rates; Interest rate differentials; a dynamic theory of profit and innovation theory of profit.		
2079 Paush	23	11	Unit -8: Theory of Factor Pricing	0	5	Theories of Interest: Loanable funds theory of interest and Liquidity preference theory of interest; Profit: economic profit and business profit; and Theories of profit:		6 Days for Second Internal Examination.
2079 Magh	22	16				Class Revision		
2079 Falgun	19	19				Class revision		

2079 Chaitra	26	26				Final exam		
Total				150	180		180	

Subject Teacher

Head of the Department

Campus Chief

IOST  
Dhawalagiri Multiple Campus, Baglung  
Annual Plan

Course Title: Plant Diversity and Ecology

Full Marks: 100

Course No. : BOT 101/102

Pass Marks:

35

Nature of Course: Theory

Instruction Hours:

150

Ecology: Basic Concept, Biogeochemical Cycles, Community Ecology, Ecosystem, Plant adaptation.

Month	Campus Open Days	Campus Teaching Days	Unit	Teaching Items/Contant	Teaching Hours	Practical Classes	Remarks
Baishak 2079	22	2T	4E Ecology (35)	Basic Concept: Branches and scopes of ecology;	1hr 1hr		First class start
Jestha	15	2T 2P		Biotic and abiotic factors; Species interactions.	1hr 1hr 3hr	Algae 2periods	
Ashad	26	5T 4P		Biogeochemical Cycles: Carbon, Nitrogen, Phosphorus, and Sulphur Community Ecology:	1hr 1hr 1hr 1hr 1hr 12hr	Lichen 2periods Bryophyta 2 periods	
Srawan	26	4T		Nature (organismic vs. continuum-individualistic views) attributes; Succession:	1hr	Bryophyta 4 periods Ecology	

		5P		Types	1hr 1hr 1hr 15hr	1 periods	
Bhadra	25	4T  3P		Mechanisms and examples aquatic ecosystems terrestrial ecosystems Vegetation types	1hr 1hr 1hr 1hr  9hr	Ecology 3 periods	
Ashoj	13	1T 2P		. and distribution in Nepal	1hr	Ecology 2 periods	
Kartik	20	3T  2P		Ecosystem Structure and function of major ecosystems (forest, grassland and fresh water).	1hr  1hr  1hr 6hr	Ecology 2 periods	
Mansir	24	4T  4P		Plant adaptation Plant adaptation in xerophytes hydrophyte, epiphyte,	1hr  1hr  1hr 12hr	Pteridophyta 2 periods Gymnosperms 2 periods	
Paush	23	1T 1P		alpine plants.	1hr 3hr	Gymnosperms 1 period	
Magh	22	4T 4P			12hr	Pteridophyta 2 periods Gymnosperms 2 periods	
Falgun	19	3T				Practical revision 6 periods	
Chaitra	26	5T					
Total	271	26				81periods	

Class Teacher  
Chief

Science Program

IOST  
Dhawalagiri Multiple Campus, Baglung  
Annual and Unit Plan

Course Title: Diversity, structure, function and development of  
Angiosperms (Angiosperms, Physiology, cytology and Anatomy)  
100

Course No. : BOT 201/202

35

Nature of Course: Theory

150

Full Marks:

Pass Marks:

Instruction Hours:





		4P		(chromosomal aberrations, euploidy, aneuploidy	1hr 1hr 12hrs		
Ashoj	13	2T		And polyploidy). Concept of plant breeding (hybridization).	1hr 1hr	Cytology and genetics 1period	
		1P			3hrs		
Kartik	20	4T	V Plant Anat omy	Tissues and tissue system structure and functions of meristematic and permanent tissues (simple, complex and special tissues);	1hr  1hr 1hr 1hr	Embryology 3periods	
		3P			9hrs		
Mansir	24	8T		shoot apical meristem (histological organizations in monocot and dicot stem); root apical meristem (histological organization in monocot and dicot root); theories of apical meristem differentiation	1hr  1hr 1hr 12hrs	Embryology 4periods	
		4P					
Paush	23	5T		Primary structures and functions: epidermis: uniseriate and multiseriate, epidermal appendages and their morphological types; primary structure of typical dicot stem, root and leaf; primary structure of typical monocot stem, root and leaf; cambium: origin, structure and functions.	1hr 1hr 1hr 1hr  1hr 6hrs	Embryology 2periods	
		2P					
Magh	22	6T		Secondary structures and functions Secondary structures and functions: Origin and structure of secondary xylem and phloem; secondary growth in dicot stem and root; anomalous secondary growth (dicot- Boerhaavia, Nyctanthes and Achyranthes; monocot- Dracaena); annual and growth rings; dendrochronology	1hr 1hr 1hr 1hr  1hr  1hr 9hrs	Anatomy 3periods	
		3P					

Falgun	19	7T  3P		(concept and application); heart wood and sapwood; periderm; wound healing; leaf abscission; nodal anatomy; floral anatomy.	1hr  1hr 9hrs	Anatomy 6periods	
Chaitra	26						
Total	271					81 periods	

Class Teacher  
Chief

Bharat Raj Ojha

Science Program

Prakash P. Sapkota

## IOST

Dhawalagiri Multiple Campus, Baglung

## Annual and Unit Plan

Course Title: Plant Biochemistry and Biotechnology  
100

Full Marks:

Course No. : Bot 301 /302  
35

Pass Marks:

Nature of Course: Theory  
Hours: 150

Instruction

Month	Campus Open Days	Campus Teaching Days	Unit	Teaching Items	Teaching Hours	Practical Classes	Remarks
Srawan	26	2T	Unit B: Plant Biotechnology	1. Overview of Biotechnology: <b>Introduction</b> : A) Origin and History of biotechnology, B) Scope and importance of biotechnology:	1hr 1hr		
Bhadra	25	7T 3P	2C	a) Biotechnology in Medicine, b) Biotechnology in food industry c)Biotechnology in agriculture, d) Biotechnology in Fermentation technology e)Biotechnology in environmental engineering C)Achievements of biotechnology: a) Gene Cloning b.Recombinant DNA technology, c) <i>In vitro</i> culture technology d) Genetically engineered drugs, e) Diagnosis of diseases f) Biosensors g) Biofertilizers	1hr 1hr 1hr 1hr 1hr 1hr	Plant Biochemistry 3periods	
Ashoj	13	1T 1P	2D	h) MutationBreeding,	1hr	Plant Biochemistry 1 period	
Kartik	20	5T		i) Enzyme technology	1hr	Plant Biochemistry	

		2P		j) DNA finger printing, h) Monoclonal antibody 2. Plant tissue culture technique and application A. Introduction to plant tissue culture. B. Basic principles and techniques of <i>In vitro</i> culture	1hr 1hr 1hr 1hr	2periods	
Mansir	24	8T 4P		Totipotency, Basic requirements for growing plants in vitro Laboratory organization composition and selection of nutrient media sterilization, culture room C. Types of plant tissue culture and their applications a. Seed culture, b. b. organ culture (Meristem culture root culture,	1hr 1hr 1hr 1hr 1hr 1hr 1hr 1hr	Biotechnology 4 periods	
Paush	23	2T 1P		, shoot culture) c. Embryo culture,	1hr 1hr	Biotechnology 1 period	
Magh	22	6T 3P		d. Anther Culture e. Ovule culture, f. Endosperm culture g. Callus culture h. Protoplast culture i. cell suspension culture D. Cryopreservation : a. Principles	1hr 1hr 1hr 1hr 1hr 1hr	Biotechnology 3 periods	
Falgun	19	7T 4P		Method of cryopreservation i) Preparation of material for deep freezing, ii) Cryoprotectors iii) Freezing programmes iv) Storage strategies v) Assessment of successful cryopreservation b. Uses of cryopreservation	1hr 1hr 1hr 1hr 1hr 1hr	Biotechnology 4 periods	
Chaitra	25	6T 3P		i) Cryopreservation of Semen ii) Cryopreservation of ova and embryo iii) Maintenance of plant germplasm for long duration iv) Organ explants v) Zygotic and immature embryos vi) Shoot tips	1hr 1hr 1hr 1hr 1hr 1hr	Plant Biochemistry 3 periods	

Baishak 2080	8T 4P		vii) Callus viii) Cell suspensions x) Protoplasts c. Significance of cryopreservation	1hr 1hr 1hr 1hr	Plant Biochemistry 4periods	
Jestha	12					
Ashad	14	B1				
					70 periods	

Class Teacher  
Chief

Bharat Raj Ojha

Science Program

Prakash P. Sapkota

IOST

Dhawalagiri Multiple Campus, Baglung

Annual and Unit Plan

Course Title: Plant Pathology and Protection  
100

Full Marks:

Course No. : BOT 403  
35

Pass Marks:

Nature of Course: Theory  
Hours: 150

Instruction

Month	Campus Open Days	Campus Teaching Days	Unit	Teaching Items	Teaching Hours	Remarks
Ashad	26	12	Plant Pathology	(v) Seed Pathology: Introduction and importance of seed pathology, detection of seed born fungi, control of seed born pathogen, seed certification, seed regulation of Nepal	2hr 2hr 2hr 2hr 2hr	
Srawan	26	11		(vi) Forest Pathology: Introduction and significance; Pathogenic and non pathogenic disease. Host, causal agents, symptoms, and control of major forest diseases: Nursery Disease: Steam Diseases:	1hr 2hr 2hr 2hr 2hr 1hr 1hr	

Bhadra	25	13	<b>Plant Protection</b>	Die back and Root Diseases: (iv) Major diseases at forests of Nepal. (vii) Concept and significance of plant disease control; Principle of plant disease control, Defense mechanism in Plants, <b>Disease control methods:</b>	2hr 2hr 2hr 2hr 2hr 1hr	
Ashoj	13	0				
Kartik	20	7		<b>Disease control methods:</b> Culture method; Chemicalmethod; Biological method;	1hr 2hr 2hr 2hr	
Mansir	24	12		Physical and Mechanical methods; Sanitation; Resistance varieties; Fungal antagonists; Plant disease management, Post harvest management; Concept and significance of IPM and	2hr 2hr 2hr 2hr 2hr	
Paush	23	7		its policies and practices in Nepal. (viii) Concept and significance of plant quarantine, Regulation of plant quarantine in Nepal.	2hr  2 hrs 3 hrs	
Magh	22	5		(ix) Crop certification, Plant disease clinic, Pesticides use and	2 hrs 2 hrs 1 hr	
Falgun	19	11		its impacts on health and environment, Status of plant protection activities in Nepal, Regulation of pesticide in Nepal.	1 hrs  2 hrs 2 hrs	
Chaitra	26	14				
Baishak 2080	22					
Jestha	25					



Class Teacher  
Chief

Bharat Raj Ojha

Science Program

Prakash P. Sapkota

IOST

Dhawalagiri Multiple Campus, Baglung

Annual and Unit Plan

Course Title: Applied Botany  
100

Full Marks:

Course No. : BOT405  
35

Pass Marks:

Nature of Course: Theory  
Hours: 150

Instruction

Mushroom Cultivation

Month	Campus Open Days	Campus Teaching Days	Unit	Teaching Items	Teaching Hours	Remarks
Ashad	26	12T	Mushroom Cultivation	<b>1. Introduction</b> General Introduction of Mushroom Mushroom taxonomy Collection of Mushroom Preservation of Mushroom Identification of mushroom Biology of mushrooms Bioconversion of Agro-waste using mushroom cultivation technology Identification of poisonous Mushrooms Identification of nonpoisonous Mushrooms natural habitat of mushrooms	1hr 1hr 2hr 1hr 1hr 1hr 2hr 1hr 1hr 1hr	
Srawan	26	11T		Economic value of mushrooms. Edible value of mushrooms. Medicinal value of mushrooms. <b>2. Influence of Climatic factors:</b> Temperature, Relative Humidity, Rainfall,	2hr 2hr 2hr 1hr	

				light, Wind, Carbon Dioxide. <b>3. Production technology:</b> Equipment required for mushroom cultivation,	1hr 1hr 1hr 1hr	
Bhadra	25	14T		The principles of mushroom cultivation technology, Major phase in mushroom cultivation (selection of an acceptable mushroom, Requirement and selection of a fruiting culture, development of spawn, Preparation of compost, mycelia running and mushroom development) preparation of mushroom culture media, isolation of mushroom strains, and preparation of mushroom spawn,	1hr 2hr 1hr 2hr 1hr 2hr 1hr 1hr 1hr 1hr 1hr	
Ashoj	13	0T				
Kartik	20	7T		mushroom substrates (compost), mushroom substrates (non-compost), preservation and Maintenance of mushroom cultures. <b>4. Cultivation Techniques:</b> Cultivation and harvesting of some valuable mushrooms	1hr 1hr 1hr 2hr 2hrs	
Mansir	24	12T		Oyster mushroom ( <i>Pleurotus</i> spp.), white button mushroom ( <i>Agaricus</i> spp.), Shittakemushroom ( <i>Lentinula edodes</i> ), paddy straw mushroom ( <i>Volvariella volvacea</i> ), <i>Grifola frondosa</i> (Maitake), <i>Flammulina velutipes</i> (golden pin mushroom),	2hrs 2hrs 2hrs 2hrs 2hrs	
Paush	23	7T		<i>Ganoderma lucidum</i> , fungal disease, bacterial disease, viral disease ,	1hr 2hrs 2hrs 2hrs	

Magh	22	5T		(Management of pest and weed fungal attack) and their control measures. <b>5. Post-harvest management of mushrooms:</b> Short-term preservation:	2hrs 2hrs  1hr	
Falgun	19	11T		Washing, packaging, Conventional packaging, Storage of Fresh mushrooms, Transport of fresh mushrooms, Steeping preservation, Long term Preservation: Canning, Drying, Pickle Preparation, and marketing.	2hrs 1hr 1hr 1hr 1hr 1hr	
Chaitra	26	14T				
Baishak 2080	22					
Jestha	25					

Class Teacher  
Chief

Science Program

Bharat Raj Ojha

Prakash P. Sapkota

IOST  
Dhawalagiri Multiple Campus, Baglung  
Annual and Unit Plan

Course Title: Plants and Society

50

Course No. : BOT 407

17.5

Nature of Course: Theory

Hours: 75

Full Marks:

Pass Marks:

Instruction

Month	Campus Open Days	Campus Teaching Days	Unit	Teaching Items	Teaching Hours	Remarks
Ashad	26	4T		<b><i>1. Plant diversity and its importance</i></b> Introduction of plant diversity (global and national context)	3hrs	
Srawan	26	3T		Plants in traditional uses (baskets) Plants in traditional uses (cushion) Plants in traditional uses (mat)	1hr 1hr 1hr	
Bhadra	25	5T		Plants in traditional uses (bags,) Plants in traditional uses (agricultural tools) Plants for medicine, food, fodder,	1hr 1hr 3hrs	
Ashoj	13	0T				
Kartik	20	2T		ornaments (Orchid, Rose, Carnation, Ferns),	2hrs	

Mansir	24	4T		timber, fiber ( <i>Girardinia diversifolia</i> , <i>Cannabis sativa</i> , <i>Daphne bholua</i> , <i>Agave americana</i> ) and religious use	3hrs 1hr	
Paush	23	2T		Plants and biofuel (biodiesel: <i>Aesandrabutyracea</i> , <i>Jatropha curcas</i> , <i>Ricinus communis</i> ),	2 hrs	
Magh	22	1T		bioethanol,	1hr	
Falgun	19	4T		biofertilizers and biopesticides Concepts of sustainable use of biodiversity	2hrs 2hrs	
Chaitra	26	5T		Revision practical for final examination Final Practical Examination		
Baishak 2080	22					
Jestha	25					

Class Teacher

Bharat Raj Ojha

Science Program Chief

Prakash P. Sapkota

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of Management**  
**Annual Plan-2079**

Level: Bachelor

**Course Title/Subject: Organizational Behavior and Human Resource Management**

Course /Subject Code: MGT-223

Class Year: BBS Second Year

Effective Date: 2078/12/17

Teaching Hours: 150

Teaching Periods: 180

Academic Year: 2078/079

Per week Loads: 6 (50 Minutes Per Period)

Subject Teacher: Bhawana Parajuli Lamsal

Month & Date	Campus Opening Days	Class Running Days	Title of Unit	T. Hours	T. Periods	Contents/ Subject Matter	Estimated Periods	Remarks
2078 Chaitra	25	12	Unit 1: Introduction	15	11	Concept of organizational behavior; Levels of OB analysis; Organizational behavior system; Basic assumptions of organizational behavior; Contributing disciplines to the field of organizational behavior;	12	Introduction Class
2079 Baishakh	22	22	Unit 1: Introduction		7	Individual behavior as an input-output system; Mental process: beliefs, attitudes, values, needs, motives and behavior; Emotions and Cognitive dissonance; New challenges for manager in OB.	22	Revision
			Unit 2: Perception and Learning	15	14	Concept of perception; Perceptual process; Factors affecting perception; Attribution theory; Attribution errors; Perception and individual decision making; Concept and principles of learning; Learning theories: classical theory, operant theory,		
2079 Jestha	25	16	Unit 2: Perception and Learning		4	cognitive learning and social learning; Behavior modification	16	Class Test
			Unit 3: Personality	12	11	Concept and types of personality; Personality traits and characteristics; Determinants of personality;		
2079 Ashadh	26	17	Unit 3 Personality		4	Emotions and personality; Major personality attributes influencing organizational behavior;	17	Revision

			Unit 4: Job Satisfaction	10	12	Concept and importance of job satisfaction; Measuring job satisfaction; Effects of job satisfaction on employees' performance		
2079 Shrawan	26	26	Unit 5: Groups and Teams in Organizations	10	12	Concept of group and group dynamics; Stages of Group formation; Types of groups; Nature and significance of informal groups; Teams: concept, nature and types, differences between group and team; Team performance factors; Issues in managing work teams.	24	Revision and Class Test
			Unit 6: Organizational Conflict and Stress	10	12	Conflict: concept, nature, and types; Sources of conflict; Approaches to conflict management; Resolving conflict through negotiation; Functional and dysfunctional conflicts; Organizational stress: concept, causes and managing stress.		
2079 Bhadra	25	25	Unit 7: Organizational Change and Development	12	15	Concept and forces of change; Resistance to change; Approaches to managing organizational change: Lewin's three steps model; Organizational development (OD): concept and features of OD and OD interventions.	18	Revision and First Term Exam
Total				74	87			

Subject Teacher

Head of the Department

Asst. Campus Chief

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of Management**  
**Annual Plan-2079**

Level: Bachelor

Teaching Hours: 150

Course Title/Subject: **Organizational Behavior and Human Resource Management**

Teaching Periods: 180



Course /Subject Code: MGT-223  
 Class Year: BBS Second Year  
 Effective Date: 2078/12/17

Academic Year: 2078/079  
 Per week Loads: 6 (50 Minutes Per Period)  
 Subject Teacher: Bhawana Parajuli Lamsal

Month & Date	Campus Opening Days	Class Running Days	Title of Unit	T. Hours	T. Periods	Contents/ Subject Matter	Estimated Periods	Remarks
2078 Chaitra	25	12	Unit 1: Introduction	15	11	Concept of organizational behavior; Levels of OB analysis; Organizational behavior system; Basic assumptions of organizational behavior; Contributing disciplines to the field of organizational behavior;	12	Introduction Class
2079 Baishakh	22	22	Unit 1: Introduction		7	Individual behavior as an input-output system; Mental process: beliefs, attitudes, values, needs, motives and behavior; Emotions and Cognitive dissonance; New challenges for manager in OB.	22	Revision
			Unit 2: Perception and Learning	15	14	Concept of perception; Perceptual process; Factors affecting perception; Attribution theory; Attribution errors; Perception and individual decision making; Concept and principles of learning; Learning theories: classical theory, operant theory,		
2079 Jestha	25	16	Unit 2: Perception and Learning		4	cognitive learning and social learning; Behavior modification	16	Class Test
			Unit 3: Personality	12	11	Concept and types of personality; Personality traits and characteristics; Determinants of personality;		
2079 Ashadh	26	17	Unit 3 Personality		4	Emotions and personality; Major personality attributes influencing organizational behavior;	17	Revision
			Unit 4: Job Satisfaction	10	12	Concept and importance of job satisfaction; Measuring job satisfaction; Effects of job satisfaction on employees' performance		
2079 Shrawan	26	26	Unit 5: Groups and Teams in Organizations	10	12	Concept of group and group dynamics; Stages of Group formation; Types of groups; Nature and significance of informal groups; Teams: concept, nature and types, differences between group and team; Team performance factors; Issues in managing work teams.	24	Revision and Class Test

			Unit 6: Organizational Conflict and Stress	10	12	Conflict: concept, nature, and types; Sources of conflict; Approaches to conflict management; Resolving conflict through negotiation; Functional and dysfunctional conflicts; Organizational stress: concept, causes and managing stress.		
2079 Bhadra	25	25	Unit 7: Organizational Change and Development	12	15	Concept and forces of change; Resistance to change; Approaches to managing organizational change: Lewin's three steps model; Organizational development (OD): concept and features of OD and OD interventions.	18	Revision and First Term Exam
Total				74	87			

Subject Teacher

Head of the Department

Asst. Campus Chief

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of Management**  
**Annual Plan-2079**

Level: Bachelor

**Course Title/Subject: Organizational Behavior and Human Resource Management**

Course /Subject Code: MGT-223

Class Year: BBS Second Year

Effective Date: 2078/12/17

Teaching Hours: 150

Teaching Periods: 180

Academic Year: 2078/079

Per week Loads: 6 (50 Minutes Per Period)

Subject Teacher: Biplav Sharma +Yam Prasad Sharma

Month & Date	Campus Opening Days	Class Running Days	Title of Unit	T. Hours	T. Periods	Contents/ Subject Matter	Estimated Periods	Remarks
--------------	---------------------	--------------------	---------------	----------	------------	--------------------------	-------------------	---------

2078 Chaitra	25	12	Unit 1: Introduction	15	11	Concept of organizational behavior; Levels of OB analysis; Organizational behavior system; Basic assumptions of organizational behavior; Contributing disciplines to the field of organizational behavior;	12	Introduction Class
2079 Baishakh	22	22	Unit 1: Introduction		7	Individual behavior as an input-output system; Mental process: beliefs, attitudes, values, needs, motives and behavior; Emotions and Cognitive dissonance; New challenges for manager in OB.	22	Revision
			Unit 2: Perception and Learning	15	14	Concept of perception; Perceptual process; Factors affecting perception; Attribution theory; Attribution errors; Perception and individual decision making; Concept and principles of learning; Learning theories: classical theory, operant theory, cognitive learning and social learning; Behavior modification		
2079 Jestha	25	16	Unit 2: Perception and Learning		4		16	Class Test
			Unit 3: Personality	12	11	Concept and types of personality; Personality traits and characteristics; Determinants of personality;		
2079 Ashadh	26	17	Unit 3 Personality		4	Emotions and personality; Major personality attributes influencing organizational behavior;	17	Revision
			Unit 4: Job Satisfaction	10	12	Concept and importance of job satisfaction; Measuring job satisfaction; Effects of job satisfaction on employees' performance		
2079 Shrawan	26	26	Unit 5: Groups and Teams in Organizations	10	12	Concept of group and group dynamics; Stages of Group formation; Types of groups; Nature and significance of informal groups; Teams: concept, nature and types, differences between group and team; Team performance factors; Issues in managing work teams.	24	Revision and Class Test
			Unit 6: Organizational Conflict and Stress	10	12	Conflict: concept, nature, and types; Sources of conflict; Approaches to conflict management; Resolving conflict through negotiation; Functional and dysfunctional conflicts; Organizational stress: concept, causes and managing stress.		

2079 Bhadra	25	25	Unit 7: Organizational Change and Development	12	15	Concept and forces of change; Resistance to change; Approaches to managing organizational change: Lewin's three steps model; Organizational development (OD): concept and features of OD and OD interventions.	18	Revision and First Term Exam
asbin	13	6	Unit 8: Introduction	15	21	Human Resource Management: concept, characteristics, objectives and functions; Human resource management system; Human resource outcomes: quality of work life, productivity and readiness to change; Challenges of human resource management. Human Resource Planning: concept, characteristics, process and importance.	21	
kartik	20	15						
mangshi	24	24	Unit 9: Job Design and Analysis	15	17	Meanings of job, task, position and occupation; Concept, benefits and methods of job design; Concept and purposes of job analysis; Sources of job analysis information; Job description, job specification and job evaluation: concept and contents	17	unit test
			Unit 10: Talent Acquisition and Development	18	7	Talent, Talent management and Talent development: concept and importance; Meaning, sources and methods of recruitment; Concept of selection; Difference between selection and recruitment; Selection process, selection tests, interviews and their types; Concept and process of socialization; Concept and process of learning	7	
poush	23	11	Unit 10: Talent Acquisition and Development	8	11	Human resource development: concept and importance; Concept, objectives and benefits of training; Determining training needs; Training methods: on - the - job and off - the - job training ; Concept and techniques of management development; Evaluating training effectiveness	11	
margh	22	16	Unit 11: Performance Appraisal and Reward Management	8	10	Concept and uses of performance appraisal; Methods of performance appraisal: graphic rating scale, alternative ranking, paired comparison, forced distribution, critical incident, essay and checklist methods; Concept of reward management; Types and qualities of effective rewards; Performance appraisal practices in Nepalese organizations.	10	revision
			Unit 12: Employee Maintenance	10	6	Employee health and safety, employee welfare, social security; Grievance handling and redressal; General guidelines in administrating employee's discipline; Emerging issues and challenges of HRM: employee empowerment,	6	

			and Emerging Issues in HRM					
falgun	19	19	Unit 12: Employee Maintenance and Emerging Issues in HRM	<b>10</b>	<b>7</b>	Downsizing, work- life balance, use of technology in HRM functions, e-HRM, green-HRM, outsourcing HRM, ethics in HRM (surveillance vs. privacy); HRM in Naples organization.	7	revision

Subject Teacher

Head of the Department

Asst. Campus Chief

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
*Unit -Plan*

**Level: Bachelor (B. B. S)**

**Year: III**

**Class = B. B. S. 1<sup>st</sup> Section 'C'**

**Subject: Business Statistics (MG T 202)**

**Teacher Name: Bishnu Prasad Chapagai**  
**week.**

**Period: 6 lecture per**

Unit	Content	Specific objective	Teaching Material	Teaching activities	Evaluation	Allocated period
<b>Unit VII</b> <b>Analysis of</b> <b>Time series</b> <b>(15-hours /</b> <b>18 classes)</b>	7.1 Meaning, need and components of time series. 7.2 Measurement of trend: Semi-average 7.3 moving average method 7.4 method of least squares 7.5 Measurement of seasonal variation 7.6 Method of simple average 7.7 Ratio to moving average 7.8 Problem solving	<ul style="list-style-type: none"> <li>• Describe the Meaning, need and components of time series.</li> <li>• Explain Measurement of trend: Semi-average</li> <li>• Describe moving average method</li> <li>• Explain the method of least squares.</li> <li>• Describe the technique Measurement of seasonal variation</li> <li>• Describe the : Method of simple average</li> <li>• Explain the method of Ratio to moving average</li> </ul>	Text book Lecture note White board and Marker Slide presentation	Discussion Problem solving Expository Lecture Group work	Short question answer Oral question Home assignment Unit test Summative and formative evaluation both	<b>18 days of Falgun</b>

		<ul style="list-style-type: none"> <li>• Discuss about the related problem of above given methods.</li> </ul>				
<b>Unit I</b> Introduction to Statistics <b>(5 hours / 6 Class teaching)</b>	1.1 Meaning, scope and limitation of statistics 1.2 Importance of statistics in Business and Management 1.3 Types and sources of data 1.4 Methods of collection of primary and secondary data 1.5 Precautions in using; secondary data, 1.6 Problems of data collection	<ul style="list-style-type: none"> <li>• Explain Meaning, scope and limitation of statistics</li> <li>• Describe Importance of statistics in Business and Management</li> <li>• Explain Types and sources of data.</li> <li>• Explain Methods of collection of primary and secondary data</li> <li>• Explain Precautions in using; secondary data</li> <li>• Describe the Problems of data collection.</li> </ul>	Text book Lecture note White board and Marker Slide presentaion	Discussion Problem solving Proving theorem Expository Lecture	Short question answer Oral question Home assignment Unit test	<b>6 days of Chaitra</b>
<b>Unit II</b> Classification and Presentation of Data <b>(5 hrs/ 6 class teaching)</b>	2.1 Data classification (need, meaning, objectives and types of classification)	<ul style="list-style-type: none"> <li>• Explain Data classification (need, meaning, objectives and types of classification)</li> <li>• Describe the process of Construction of frequency distribution and its principles</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	Short question answer Summative (internal and external exam) Formative ( home assignment, oral question	<b>6 days of Chaitra</b>

	<p>2.2 Construction of frequency distribution and its principles</p> <p>2.3 Presentation of data: Tabular presentation</p> <p>2.4 Diagrammatic presentation: Bar diagram, Pie diagram</p> <p>2.5 Graphic presentation: Histogram, frequency polygon</p> <p>2.6 Frequency Curve and Ogive</p> <p>2.7 Illustrations related to Business and Management</p>	<ul style="list-style-type: none"> <li>• Describe the Presentation of data: Tabular presentation</li> <li>• Explain the Diagrammatic presentation: Bar diagram, Pie diagram</li> <li>• Describe the process of Graphic presentation: Histogram, frequency polygon</li> <li>• Describe the process of Frequency Curve and Ogive</li> <li>• Illustration of suitable application.</li> </ul>			answer , group work)	
<p><b>Unit III</b> Measures of Central Tendency <b>(15 hrs / 18 classes)</b></p>	<p>3.1 Mean: Simple and Weighted (Arithmetic Mean, Geometric Mean and harmonic Mean)</p> <p>3.2 median</p> <p>3.3 partition values &amp; mode</p> <p>3.4 Properties of averages</p>	<ul style="list-style-type: none"> <li>• Explain, discuss and problem solving about the Mean: Simple and Weighted (Arithmetic Mean, Geometric Mean and harmonic Mean)</li> </ul>	Text book Lecture note White board and Marker Slide presentaion	Discussion Problem solving Expository Lecture	Summative (internal and external exam) Formative ( home assignment, oral question answer , group work)	<b>11 days of Chaitra 7 days of Baisakh</b>



	3.5 choice and general limitation of an average	<ul style="list-style-type: none"> <li>• Explain the concept of median and discuss about how to find the median.</li> <li>• Explain the concept of Prtition value and mode and discuss about how to find the partition value and mode</li> <li>• Explain the Properties of averages</li> <li>• Describe the process of “choice and general limitation of an average”</li> </ul>				
<b>Unit IV</b> Measures of Dispersion <b>(15 hrs. / 18 classes)</b>	4.1 Absolute and relative measures 4.2 Range 4.3 Quartile deviation 4.4 Standard deviation and coefficient of variation 4.5 Lorenz’s curve	<ul style="list-style-type: none"> <li>• Describe Absolute and relative measures</li> <li>• Discuss about Range.</li> <li>• Explain the process of finding Quartile deviation</li> <li>• Explain the process of finding Standard deviation and coefficient of variation</li> <li>• Explain the process of drawing Lorenz’s ccurve.</li> </ul>	Text book Lecture note White board and Marker Slide presentation	Discussion Problem solving Expository Lecture	Summative (internal and external exam) Formative ( home assignment, oral question answer , group work)	<b>15 days</b> <b>Baisakh</b> <b>3 Days</b> <b>Jestha</b>

<p><b>Unit V</b> Skewness, Kurtosis and Moments <b>(15 hrs/ 18 classes)</b></p>	<p>5.1 Meaning, objective and measurement of Skewness</p> <p>5.2 Karl Pearson's and Bowley's Method</p> <p>5.3 Five Number Summary, Box-Whisker Plot</p> <p>5.4 Kurtosis and its measurement by Percentile method</p> <p>5.5 Meaning of moments, Central and Raw moments and their relationship;</p> <p>5.6 Measurement of Skewness and Kurtosis by moment method</p>	<ul style="list-style-type: none"> <li>• Explain the Meaning, objective and measurement of Skewness.</li> <li>• Describe the process of finding the Karl Pearson's and Bowley's Method coefficient of skewness.</li> <li>• Describe the process of finding the Five Number Summary, Box-Whisker Plot.</li> <li>• Explain about how can find the Kurtosis and its measurement by Percentile method</li> <li>• Describe Meaning of moments, Central and Raw moments and their relationship and find the skewness and kurtosis based on moment.</li> </ul>	<p>Textbook Lecture notes Whiteboard and Marker Slide presentation</p>	<p>Discussion Problem-solving Expository Lecture Group discussion</p>	<p>Summative (internal and external exam) Formative (home assignment, oral question answer, group work)</p>	<p><b>13 days of Jestha &amp; 5 days of Ashad</b></p>
<p><b>Unit VI</b> Simple Correlation and Regression Analysis</p>	<p>6.1 Pearson's correlation coefficient including bi-variate frequency distribution</p>	<ul style="list-style-type: none"> <li>• Explain method of finding the Pearson's correlation coefficient including bi-variate frequency distribution</li> </ul>	<p>Text book Lecture note White board and Marker</p>	<p>Discussion Problem solving Expository Lecture</p>	<p>Summative (internal and external exam) Formative (home assignment,</p>	<p><b>12 days of Ashad and 6 days of sharvan</b></p>

<b>(15 hrs/ 18 classes)</b>	<p>6.2 coefficient of determination, Probable Error</p> <p>6.3 Spearman's Rank Correlation coefficient</p> <p>6.4 Concept of Linear and Non-linear regression; Simple linear regression equations including bi-variate frequency distribution</p> <p>6.5 Properties of regression coefficients</p>	<ul style="list-style-type: none"> <li>• Explain coefficient of determination, Probable Error.</li> <li>• Describe the Spearman's Rank Correlation coefficient</li> <li>• Explain the Concept of Linear and Non-linear regression; Simple linear regression equations including bi-variate frequency distribution.</li> <li>• Describe the Properties of regression coefficients.</li> </ul>			oral question answer , group work)	
<b>Unit VIII</b> Index Numbers <b>(15 hrs /18 classes )</b>	<p>8.1. Meaning and types of Index number</p> <p>8.2 General rule and problems in construction of Index Number</p> <p>Methods of constructing index numbers: Simple and weighted (Aggregative and Price Relative Method)</p>	<ul style="list-style-type: none"> <li>• Describe Meaning and types of Index number</li> <li>• Describe the general rule and problems in construction of Index Number Methods of constructing index numbers: Simple and weighted (Aggregative and Price Relative Method)</li> </ul>	Text book Lecture note White board and Marker Slide presentaion	Discussion Problem solving Expository Lecture	Summative (internal and external exam) Formative ( home assignment, oral question answer , group work)	<b>18 days</b> <b>Sharvan</b>

	<p>8.3 Laspeyre's and Paasche's Index Number</p> <p>8.4 Fisher's Ideal Index Number; Time and Factor Reversal Tests</p> <p>8.5 Cost of living index number (Consumer's price index number): Aggregative Expenditure Method and Family Budget Method.</p> <p>8.6 Base shifting and Deflating</p>	<ul style="list-style-type: none"> <li>• State and apply the Laspeyre's and Paasche's Index Number.</li> <li>• Explain the Fisher's Ideal Index Number; Time and Factor Reversal Tests.</li> <li>• Explain the Cost of living index number (Consumer's price index number): Aggregative Expenditure Method and Family Budget Method.</li> <li>• Explain the Base shifting and Deflating.</li> </ul>				
<p><b>Unit IX</b> Probability (10 hours / 12 classes)</p>	<p>9.1. Definition of probability</p> <p>9.2. Addition and Multiplication theorem</p> <p>9.3 Application of Combination in Probability</p> <p>9.4 Conditional probability</p>	<ul style="list-style-type: none"> <li>• Describe the Definition of probability.</li> <li>• Explain Addition and Multiplication theorem.</li> <li>• Discuss about the application of Combination in Probability.</li> <li>• Explain the Conditional probability.</li> </ul>	<p>Text book Lecture note White board and Marker</p>	<p>Discussion Problem solving Expository Lecture</p>	<p>Summative (internal and external exam) Formative (home assignment, oral question answer, group work)</p>	<p><b>12 days of Bhadra</b></p>

<b>Unit X</b> Sampling and Estimation <b>(5 hours / 6 classes)</b>	10.1. Meaning of sample and population, census versus sampling, Sampling Techniques 10.2. Concept of Sampling distribution, standard error. 10.3 Estimation, estimator; Concept of types of estimates: Point and Interval.	<ul style="list-style-type: none"> <li>Describe the Meaning of sample and population, census versus sampling, Sampling Techniques.</li> <li>Explain Concept of Sampling distribution, standard error.</li> <li>Discuss Estimation, estimator; Concept of types of estimates: Point and Interval</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Expository Lecture	Summative (internal and external exam) Formative (home assignment, oral question answer, group work)	<b>6 days of Bhadra</b>
<b>Unit XI</b> Quantitative Analysis <b>(15 hours / 18 classes)</b>	11.1 Introduction to quantitative analysis; Application of management science: Scientific approach to decision making. 11.2. Decision making under the condition of uncertainty and risk,	<ul style="list-style-type: none"> <li>Describe the Introduction to quantitative analysis; Application of management science: Scientific approach to decision making.</li> <li>Explain Concept of decision making under the condition of uncertainty</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Expository Lecture	Summative (internal and external exam) Formative (home assignment, oral question answer, group work)	<b>6 days of Ashoj + 12 days of Kartika</b>

	<p>Expected Profit, Expected Profit with perfect information and Expected value of perfect information.</p> <p>11.3 Linear Programming Problem: Problem formulation with two decision variables.</p> <p>11.4 Graphical solution of Maximization and Minimization problems.</p>	<p>and risk, Expected Profit, Expected Profit with perfect information and Expected value of perfect information.</p> <ul style="list-style-type: none"> <li>• Discuss Linear Programming Problem: Problem formulation with two decision variables.</li> <li>• Describe the graphical solution of Maximization and Minimization problems.</li> </ul>				
<p><b>Unit XII</b> Determinant (10 hours / 12 classes)</p>	<p>12.1 Definition of determinant, Methods of finding the numerical values of determinant up to three order.</p> <p>12.2. Properties of determinant and its use to find the numerical values of determinants.</p>	<ul style="list-style-type: none"> <li>• Describe the definition of determinant, Methods of finding the numerical values of determinant up to three order</li> <li>• Explain the Properties of determinant and its use to find the numerical values of determinants.</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Expository Lecture	Summative (internal and external exam) Formative (home assignment, oral question answer, group work)	<b>3 days of Kartika</b> + <b>9 days of Manshir</b>

	12.3 Cramer's Rule to solve simultaneous equations up to three variables.	<ul style="list-style-type: none"> <li>Discuss Cramer's Rule to solve simultaneous equations up to three variables.</li> </ul>				
<b>Unit XIII</b> Matrix (10 hours / 12 classes)	<p>13.1 Definition and types of matrix, Addition, subtraction and multiplication of matrices</p> <p>13.2. Cofactors, Transpose, adjoint and Inverse of a matrix.</p> <p>13.3 Inverse and Row Operations method to solve simultaneous equations upto three unknowns. (Illustrations and applications in all chapters should be based on Business and Management situation as far as possible.)</p>	<ul style="list-style-type: none"> <li>Describe the Definition and types of matrix, Addition, subtraction and multiplication of matrices.</li> <li>Explain the Cofactors, Transpose, Adjoint and Inverse of a matrix.</li> <li>Discuss Inverse and Row Operations method to solve simultaneous equations upto three unknowns. (Illustrations and applications in all chapters should be based on Business and Management situation as far as possible.)</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Expository Lecture	Summative (internal and external exam) Formative (home assignment, oral question answer, group work)	<b>12 days of Manshir</b>

- Bhadra 5 – 10 first term examination
- Poush 6 – 14 second term examination



Bishnu Prasad Chapagai

=====

Class Teacher

=====

Head of the Department



**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
*Unit -Plan*

Level: Bachelor (B. Sc.)

Year: III

Subject: Real Analysis (MAT 302)

Teacher Name: Bishnu Prasad Chapagai

Period: 9 lecture hours per week

Unit	Content	Specific objective	Teaching Material	Teaching activities	Evaluation	Allocated period
<b>1 Unit 1.</b> <b>Basic Concepts</b> <b>(22-hours /</b> <b>26 classes)</b>	1.1 Connectives 1.2 Quantifiers 1.3 Basic laws of logic 1.4 Techniques of proof. 1.5 Sets and set operations 1.6 Relations and functions 1.7 One-to-one and onto functions 1.8 One-to-one correspondence 1.9 Images and inverse images 1.10 Composition, Inverse functions.	<ul style="list-style-type: none"> <li>• Describe the Statement</li> <li>• Describe connectives</li> <li>• Describe quantifiers</li> <li>• Explain the basic laws of logic</li> <li>• Describe the technique of proof</li> <li>• Describe sets and sets operations</li> <li>• Explain the one to one and onto functions</li> <li>• Describe one to one correspondence</li> <li>• Explain image and inverse images</li> <li>• Describe composition and inverse functions</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>3 days of Sharvan</b>  <b>23 Days of Bhadra</b>
<b>Unit II</b> <b>Real Number System</b>	2.1 Peano's axioms 2.2 Field axioms 2.3 Order axioms	<ul style="list-style-type: none"> <li>• Explain Peano's axiom, field axiom's and order axioms</li> </ul>	Text book Lecture note	Discussion Problem solving	-Multiple choice test -Short question answer	<b>(2 days of Bhadra + 6 days of Ashwin +</b>

<b>(25 hours /30 Class teaching)</b>	<p>2.4 Bounded and unbounded sets</p> <p>2.5 Supremum and infimum</p> <p>2.6 Completeness axioms</p> <p>2.7 Archimedean property</p> <p>2.8 Well ordering principle</p> <p>2.9 Rational density</p> <p>2.10 Countable and uncountable sets</p> <p>2.11 Cardinality</p>	<ul style="list-style-type: none"> <li>• Describe bounded and unbounded sets</li> <li>• Explain supremum and infimum.</li> <li>• Explain completeness axioms</li> <li>• Explain Archimedean property</li> <li>• Describe the well ordering principle</li> <li>• Explain the rational density theorem</li> <li>• Explain countable and uncountable sets</li> <li>• Describe the cardinality</li> </ul>	White board and Marker	Proving theorem Expository Lecture		<b>15 days of Kartika + 7 days Manshir )</b>
<b>Unit III Point-Set Topology of the Real Line (15 hrs/ 18 class teaching)</b>	<p>3.1 Neighbourhood</p> <p>3.2 Interior points and limit points of a set</p> <p>3.3 Open and closed sets and their properties</p> <p>3.4 Bolzano- Weierstrass theorem</p> <p>3.5 Closure of a set</p> <p>3.6 Derived sets</p> <p>3.7 Perfect sets.</p>	<ul style="list-style-type: none"> <li>• Explain Neighbourhood</li> <li>• Describe the Interior points and limit points of a set.</li> <li>• Describe the open and closed sets and their properties</li> <li>• Explain the Bolzano Weierstrass theorem</li> <li>• Describe a closure of a set</li> <li>• Describe derived sets</li> <li>• Describe perfect sets.</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>17 Days of Manshir + 1 Day of Poush</b>

<b>Unit IV</b> Sequences of Real Numbers <b>(16 hrs / 19 classes)</b>	4.1 Sequences and subsequences 4.2 Convergent sequences 4.3 Bolzano-Weierstrass theorem for sequences 4.4 Cauchy sequences 4.5 Convergence criteria 4.6 Operations on convergent sequences 4.7 Monotonic sequence and convergence 4.8 Nested intervals theorem	<ul style="list-style-type: none"> <li>• Explain Sequences and subsequences</li> <li>• Explain the convergent sequences</li> <li>• Describe and prove the Bolzano Weierstrass theorem for sequences</li> <li>• Explain Cauchy sequence</li> <li>• Explain the convergence criteria</li> <li>• Describe the operations on convergent sequences</li> <li>• Explain the monotonic sequence and convergence</li> <li>• Describe and prove Nested intervals theorem.</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>16 days of Magh</b> <b>3 days of Flgun</b>
<b>Unit V</b> <b>Series of Real Numbers</b> <b>(17 hrs. / 20 classes)</b>	5.1 Series and sequences 5.2 Convergence and divergence 5.3 Cauchy's criteria for convergence 5.4 Different tests for convergence 5.5 Alternating series	<ul style="list-style-type: none"> <li>• Describe the sequence and series</li> <li>• Discuss the convergence and divergence</li> <li>• Explain the cauchy's criteria for convergence</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>16 days Falgun</b> <b>4 Days Chaitra</b>

	5.6 Absolute and conditional convergence.	<ul style="list-style-type: none"> <li>• Explain different tests for convergence</li> <li>• Describe alternating series</li> <li>• Explain absolute and conditional convergence.</li> </ul>				
<b>Unit VI Limits and Continuity (13 hrs/ 16 classes)</b>	6.1 Limits, Sequential criterion for limits 6.2 One-sided limits, Properties of limits 6.3 Continuity of functions, Sequential criterion for continuity 6.4 Discontinuities, Continuity and inverse images, Functions continuous on closed intervals 6.5 Sign preserving property, Intermediate value theorem, Bolzano"s theorem 6.6 Uniform continuity, Lipschitz condition	<ul style="list-style-type: none"> <li>• Explain the concept of Limits, Sequential criterion for limits, One-sided limits, Properties of limits</li> <li>• Describe the Continuity of functions, Sequential criterion for continuity.</li> <li>• Classify discontinuous, Continuity and inverse images, Functions continuous on closed intervals,</li> <li>• Prove Sign preserving property, Intermediate value theorem, Bolzano"s theorem.</li> <li>• Describe Uniform continuity, Lipschitz condition.</li> </ul>	Textbook Lecture notes Whiteboard and Marker	Discussion Problem-solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>16 days of chaitra</b>
<b>Unit VII Differentiation (16 hrs/ 19 classes)</b>	7.1 Derivative of a real-valued function of a single variable	<ul style="list-style-type: none"> <li>• Explain the concept of derivative</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository	-Multiple choice test -Short question answer	<b>19 days of Baisakh</b>

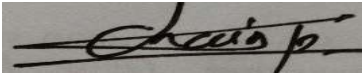
	<p>7.2 Differentiability at a point and in an interval</p> <p>7.3 Sequential criterion for derivatives, Differentiability and continuity</p> <p>7.4 Monotonic functions, Rules of differentiation</p> <p>7.5 Rolle's theorem, Lagrange's mean value theorem,</p> <p>7.6 Cauchy's mean value theorem and their geometric interpretations,</p> <p>7.7 Higher order derivatives, Taylor's theorem, Maclaurin's theorem and their infinite series form.</p> <p>7.8 Applications of Taylor's theorem in extreme values problems.</p> <p>7.9 Indeterminate forms, L'Hospital rule.</p>	<ul style="list-style-type: none"> <li>• Establish the relation between continuity and derivability &amp; Sequential criterion for derivatives</li> <li>• Describe the Monotonic functions, Rules of differentiation.</li> <li>• Prove the Roll's and Lagrange's Theorem.</li> <li>• Establish and illustrate Cauchy's mean value theorem and their geometric interpretations.</li> <li>• Discuss higher order derivatives, Taylor's theorem, Maclaurin's theorem and their infinite series form</li> <li>• Describe and establish the Applications of Taylor's theorem in extreme values problems.</li> <li>• Explain the Indeterminate forms, L'Hospital rule.</li> </ul>		Lecture		
<p><b>Unit 8</b> <b>Riemann</b> <b>Integral</b> <b>(14 hrs /17</b> <b>classes )</b></p>	<p>8.1. Partitions and refinement of partitions</p>	<ul style="list-style-type: none"> <li>• Describe partitions and refinement of partitions.</li> </ul>	Text book Lecture note	Discussion Problem solving Proving theorem	-Multiple choice test -Short question answer	<p><b>6 days</b> <b>Baisakh</b> <b>11 days of</b> <b>Jestha</b></p>

	<p>8.2 Upper and lower integrals, Riemann integrable functions and Riemann integrals.</p> <p>8.3 Condition of integrability</p> <p>8.4 Riemann Integral</p> <p>8.5 Properties of Riemann integrals.</p> <p>8.6 Alternative approach: Step function approach to Riemann integration.</p>	<ul style="list-style-type: none"> <li>• Establish the properties of lower and upper Riemann integrals</li> <li>• Describe upper and lower integrals, Riemann integrable functions and Riemann integrals,</li> <li>• Explain the Condition of integrability.</li> <li>• Prove the Properties of Riemann integrals.</li> <li>• Establish the alternative approach: Step function approach to Riemann integration.</li> </ul>	White board and Marker	Expository Lecture		
<p><b>Unit 9</b>  <b>Fundamental Theorems of Calculus</b>  <b>(12 hours / 15 classes)</b></p>	<p>9.1. Primitives</p> <p>9.2. Fundamental theorem of calculus</p> <p>9.3 First mean value theorem</p> <p>9.4 Generalized first mean value theorem</p> <p>9.5 Integration by parts &amp; Change of variable in an integral.</p> <p>9.6 Second mean value theorem (particular case).</p>	<ul style="list-style-type: none"> <li>• Describe the Primitives.</li> <li>• Prove the Fundamental theorem of calculus.</li> <li>• Prove the First mean value theorem</li> <li>• Explain the Generalized first mean value theorem.</li> <li>• Describe the Integration by parts &amp; Change of variable in an integral.</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	<p>-Multiple choice test</p> <p>-Short question answer</p>	<p><b>15 days of Jestha</b></p>

		<ul style="list-style-type: none"><li>• Explain and prove the Second mean value theorem (particular case).</li></ul>				
--	--	--	--	--	--	--

Note - Effective date 2079/04/29

- Poush 7 – 14 first term examination
- Chaitra 24 – 30 second term examination



Bishnu Prasad Chapagai

.....

Class Teacher

.....

Head of the Department

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of English**  
*Annual Plan-2079*

Course Title: **Foundations of Language and Linguistics**

Course No. :Eng. Ed. 416

Full marks: 80 T+20 P

Nature of course: Theory and Practical

Pass marks: 28T+ 8P

Level: B. Ed. Four Year

Periods per week: 6

Year: First

Total periods: 150

Time per period: 55 minutes

---

**1. General Objectives**

The general objectives of the course are as follows:

- To acquaint the students with the basic concepts of the English language and linguistics.
- To make the students able to analyse speech sounds on articulatory terms i.e. to identify, describe and classify them.
- To introduce the students to the sound system of the English language.
- To provide the students with an overview of morphology and syntax.
- To acquaint the students with the key concepts of semantics, pragmatics and discourse analysis.
- To familiarize the students with the language history, change and variations.
- To develop in students the ability to apply the knowledge of linguistics to language teaching.



Year	Month	Campus Open Days	Teaching Days	Unit	Teaching Hours	Teaching Periods	Teaching Items	Estimated Periods	Remarks
2078	Falgun	24	24	<b>1.Preliminaries of Language and Linguistics</b>	20	24	1.1 Definition of language and linguistics Branches of linguistics 1.8Key concepts in language and linguistics	24	Class starts on 9th : first day introduction of course
2078	Chaitra	25	25	<b>2.Phonetics and Phonology</b>	<b>30</b>	36(25)	2.1 Distinction between phonetics and phonology to 2.5 The Consonants	25	
2079	Baisakh	22	22	<b>2.Phonetics and Phonology</b>		36(11)	2.6 Transcriptions: narrow To 2.17broad Assimilation	22	New Year Holiday( 1) *Labour Day (18) * 29 &30 Election Holiday
2079	Jestha	25	16	<b>3.Morphology and Syntax</b>	40	48(16)	3.1 The Morpheme To 3.2.4 Word formation:	16	*-Jestha 22 - 31 Summer vacation

									* Ubhauliparba 2 * Republic day 15
2079	Ashadh	26	16	<b>3.Morphology and Syntax</b>		48(16)	3.2.5 Derivation and inflection 3.3 The phrase to 3.4 The clause types	16	*Ashadh 1-10 : Summar Vacation TU Day 24
2079	Shrawan	26	26	<b>3.Morphology and Syntax</b>		48(16)	3.5. The sentence To 3.9 Grammatical operations: insertion, deletion, substitution, transposition	26	Gaijatra 27
				<b>4.Semantics, Pragmatics and Discourse Analysis</b>	20	24( 10)	4.1 Semantics Synonymyand antonymy types		
2079	Bhadra	25	19	<b>4.Semantics, Pragmatics and Discourse Analysis</b>		24(14)	4.1.2.3 Hyponymy: hypernym (superordinate) and hyponym to 4.3.11 Schemas and scripts	19	*Krishna Janmastami: 3 First *Internal Exam(Bhadra 5- 10) *HaritalikaTe ej: 14
				<b>5.Language History and Change</b>	10	12(5)	5.1 Historical linguistics to 5.3 Language change		

2079	Asoj	13	6	<b>5. Language History and Change</b>		12(6)	5.4 Sound change to 5.6 Syntactic change	6	*Constitution Day: 3 *Dashai Vacation (10 - 31)
2079	Kartik	20	15	<b>5. Language History and Change</b> <b>6. Pedagogical Implications of Linguistics</b>	30	12(1) 36(14)	5.7 Semantic change  6.1. Linguistics and language teaching to 6.2. Contrastive analysis	15	*Dashai & Tihar Vacation (1 - 12) *Chhath Parba: 13
2079	Mansir	24	12	<b>6. Pedagogical Implications of Linguistics</b>		36(12)	6.3. Error analysis (until two stages of it)	12	*Udhali Parba *Course completion *Revision *Students *Presentation
2079	Paush	23	11	<b>6. Pedagogical Implications of Linguistics</b>		36(5)	Rest of the stages of error analysis	11	Second *Term Exam: Paush 7 -14 *Winter Vacation (17 - 30)
2079	Magh	22	5	<b>6. Pedagogical Implications of Linguistics</b>		36(5)	6.3.4 The uses of EA	5	Course Completion

		Total:275	Total:180		150	180		180	

Deependra Jaisi  
Subject Teacher

Bijaya Raj Panta

Head of the Department

Assistant Campus Chief

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**  
**Department of English**  
**Annual Plan-2079**

Course Title: **Foundations of Language and Linguistics**

Course No. : Eng. Ed. 416

Full marks: 80 T+20 P

Nature of course: Theory and Practical

Pass marks: 28T+ 8P

Level: B. Ed. Four Year

Periods per week: 6

Year: First

Total periods: 150

Time per period: 55 minutes

---

## **2. General Objectives**

The general objectives of the course are as follows:

- To acquaint the students with the basic concepts of the English language and linguistics.
- To make the students able to analyse speech sounds on articulatory terms i.e. to identify, describe and classify them.
- To introduce the students to the sound system of the English language.
- To provide the students with an overview of morphology and syntax.
- To acquaint the students with the key concepts of semantics, pragmatics and discourse analysis.
- To familiarize the students with the language history, change and variations.
- To develop in students the ability to apply the knowledge of linguistics to language teaching.

Year	Month	Campus Open Days	Teaching Days	Unit	Teaching Hours	Teaching Periods	Teaching Items	Estimated Periods	Remarks
2078	Falgun	24	24	<b>1.Preliminaries of Language and Linguistics</b>	20	24	1.2 Definition of language and linguistics Branches of linguistics to 1.8 Key concepts in language and linguistics	24	Class starts on 9th : first day introduction of course
2078	Chaitra	25	25	<b>2.Phonetics and Phonology</b>	<b>30</b>	36(25)	2.1 Distinction between phonetics and phonology to 2.5 The Consonants	25	
2079	Baisakh	22	22	<b>2.Phonetics and Phonology</b>		36(11)	2.6 Transcriptions: narrow To 2.17broad Assimilation	22	New Year Holiday( 1) *Labour Day (18) * 29 &30 Election Holiday
2079	Jestha	25	16	<b>3.Morphology and Syntax</b>	40	48(16)	3.1 The Morpheme To 3.2.4 Word formation:	16	*-Jestha 22 - 31 Summer vacation

									* Ubhauri parba 2 * Republic day 15
2079	Ashadh	26	16	<b>3.Morphology and Syntax</b>		48(16)	3.2.5 Derivation and inflection 3.3 The phrase to 3.4 The clause types	16	*Ashadh 1-10 : Summar Vacation TU Day 24
2079	Shrawan	26	26	<b>3.Morphology and Syntax</b>  <b>4.Semantics, Pragmatics and Discourse Analysis</b>	20	48(16)  24( 10)	3.5. The sentence To 3.9 Grammatical operations: insertion, deletion, substitution, transposition 4.1 Semantics Synonymy and antonymy types	26	Gaijatra 27
2079	Bhadra	25	19	<b>4.Semantics, Pragmatics and Discourse Analysis</b>  <b>5.Language History and Change</b>	10	24(14)  12(5)	4.1.2.3 Hyponymy: hypernym (superordinate) and hyponym to 4.3.11 Schemas and scripts 5.1 Historical linguistics to 5.3 Language change	19	*Krishna Janmastami: 3 First *Internal Exam(Bhadra 5- 10) *Haritalika Teej: 14

2079	Asoj	13	6	<b>5. Language History and Change</b>		12(6)	5.4 Sound change to 5.6 Syntactic change	6	*Constitution Day: 3 *Dashai Vacation (10 - 31)
2079	Kartik	20	15	<b>5. Language History and Change</b> <b>6. Pedagogical Implications of Linguistics</b>	30	12(1) 36(14)	5.7 Semantic change  6.1. Linguistics and language teaching to 6.2. Contrastive analysis	15	*Dashai & Tihar Vacation (1 – 12) * Chhath Parba: 13
2079	Mansir	24	12	<b>6. Pedagogical Implications of Linguistics</b>		36(12)	6.3. Error analysis (until two stages of it)	12	* Udhauri Parba *Course completion *Revision * Students *Presentation
2079	Paush	23	11	<b>6. Pedagogical Implications of Linguistics</b>		36(5)	Rest of the stages of error analysis	11	Second *Term Exam: Paush 7 -14 *Winter Vacation (17 - 30)
2079	Magh	22	5	<b>6. Pedagogical Implications of Linguistics</b>		36(5)	6.3.4 The uses of EA	5	Course Completion



		Total:275	Total:180		150	180		180	

Deependra Jaisi  
Subject Teacher

Bijaya Raj Panta  
Head of the Department

Assistant Campus Chief

Tribhuvan University  
Dhawalagiri Multiple Campus, Baglung  
Department of Economics  
**Annual Plan-2079/080**

Campus: DMC, Baglung Course Code: Eco.Ed. 432 (Major)  
 Course Title: **Methods of Teaching Economics** Nature of Course: Theoretical  
 Level: B.Ed. Teaching Hour: 150  
 Year: III Teaching Period: 180  
 Academic Year:..... Per week weight: 6 periods (50 min.) per period  
 Full Marks: 100 Pass Marks: 35  
 Class Teacher: .....

Month	CO Campus Open Days	Class Running Days	Unit	Teaching hours	Allocate hours	Contents /Teaching Items	Estimated Periods	Remarks
Shrawan2079	26	26	-Introduction and material preparation					Class starts from Sharawan 2079/04/30
Bhadra, 2079	25	25	I: Economics as a Discipline	20	20	-Nature of Economics : Changing concept of economics, Scope of economics (Nature, Subject Matter, Limitation), Relationship of economics with other social science (Pol. Science, Geography, History, Sociology and Anthropology) -Economics Education (Aims and objectives, Importance, Fundamental Issues -Economics of Education and its importance	24	Revision and Discussion (one day)

						-Relationship of economics with education, economics of education		
Ashoj, 079	13	6	II: Setting Instructional Objectives in Economics	15	15	-Taxonomy of Educational Objectives (Cognitive domain, Affective domain, Psychomotor domain)	6	Revision and discussion

Kartik, 079	20	15	<p>II: Setting Instructional Objectives in Economics</p> <p>III: Curriculum in Economics Education</p>	15	<p>11+4</p> <p>4</p>	<p>-Revised Bloom's taxonomy          -Concept of instructional, educational and behavioral objectives          -Formulation of instructional objective in economics teaching</p> <p>- Concept of curriculum, Factors affecting economics curriculum,</p>	18	Revision and discussion along
-------------	----	----	--	----	----------------------	---	----	-------------------------------

Mangsir, 2079	24	24	III: Curriculum in Economics Education  IV: Textbook in Economics	10	11+9	-Approaches to organizing content in economics curriculum (topical, unit, chronological, integrated, society oriented, child oriented, concentrated correlation approach)  -Analysis of current secondary school economics course (objective, content, scope and sequence)  -Role of textbook in teaching learning - Shortcomings of economics textbook -Criteria for evaluation of economics textbook (Physical and academic aspects)	24	Revision and discussion - on along
Paush, 2079	23	11	Internal Examination					Paush 7-14, 2079 and three days exam preparation
Magh, 2079	22	16	IV: Textbook in Economics		13 (1+12)	-Analytical study of current secondary school economics textbook	16	Revision and discussion along

			V: Teaching Methods and Techniques in Economics	25		<ul style="list-style-type: none"> <li>-Lecture method (Merits, demerits, use, suggestion for improvement)</li> <li>-Discussion method (Types, merits, demerits, use, role of teacher and suggestion for improvement)</li> <li>-Inquiry method (Purpose, steps, role of teacher)</li> <li>-Project method (Principles, steps, merits, demerits, essential of good project)</li> </ul>		
Falgun, 2079	19	19	V: Teaching Methods and Techniques in Economics		13	<ul style="list-style-type: none"> <li>-Inductive and deductive method (Merits and demerits)</li> <li>-Team teaching (Concept, merits, demerits)</li> <li>-Question answers techniques (Classification, characteristics of good questioning)</li> <li>-Observation techniques (Characteristics, uses)</li> <li>-Program instruction (Steps, uses)</li> <li>-Simulation (Merits, demerits)</li> <li>-Case study (Features, merits, demerits)</li> </ul>	16	Revision and discussion three days

Chaitra 2079	26	26	VI: Teaching Aids in Economics	15	22 (15+7)	<ul style="list-style-type: none"> <li>-Teaching aids in economics : Role, Types (Hardware and software), Construction and use, problem in the use of teaching aids in teaching economics</li> <li>-Reading materials : Use of reference book, journal, periodicals, newspaper magazine</li> <li>- Use of local teaching material</li> <li>-Use of general teaching material</li> <li>-Problem in the use of teaching materials in teaching economics</li> </ul>	26	Internal Exam (Chaitra 24-30, 2079)

Baishak 2080	-	-	VII: Supplements to Teaching Economics	10		<ul style="list-style-type: none"> <li>-Qualities of good economics teachers</li> <li>-Role of teacher in contemporary society</li> <li>-Community resources (Field trips, resource centre, resource persons)</li> </ul>		Revision and discussion along
			VIII: Evaluation Techniques in Economics	20		<ul style="list-style-type: none"> <li>-Economics class room equipment and uses</li> <li>-Co-extracurricular activities (Role of Co-extracurricular activities in teaching economics)</li> <li>-Teacher made test item : Subjective test item (Very short, short and long answer-questions) and Objective test item (Multiple choices, completion, true-falls and matching test)</li> </ul>		
Jeshta, 2080	-	-	VIII: Evaluation Techniques in Economics		20 (10+10)	<ul style="list-style-type: none"> <li>- Difference between subjective and objective test-items</li> <li>- Essentialities of a good question in economics</li> <li>-Criteria and suggestions for evaluating answer book in economics</li> <li>-Construction and use of specification chart for preparing a test in economics</li> <li>-Construction of various test-items from secondary school economics course</li> <li>-Operational calendar</li> </ul>	-	Revision and discussion along



			IX: Instructional Planning in Teaching Economics  X: Micro Teaching in Economics	10  10	20 (10+10)	-Annual work plan and unit plan -lesson plan (All with practice in class room) -Micro teaching (Meaning, purpose and phases/steps) -Micro-teaching practice in economics classroom ( at least 7 micro teaching class)		
Total	271	223	10	150			180	

.....  
**Class Teacher**

.....  
**Dr. Sudarshan Silwal**  
**Head of the Department**

.....  
**Assist. Campus Chief**

**Unit Plan: 1**

Campus: DMC, Baglung  
 Course Title: **Methods of Teaching Economics**  
 Level: B.Ed.  
 Year: III  
 Academic Year : .....  
 Subject Teacher: .....

Course Code: Eco.Ed. 432 (Major)  
 Unit: 1. Economics as Discipline  
 Total Periods: 20  
 Time: ...PM to ... PM  
**Effective Date:** .....

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Nature of Economics : Changing concept of economics, Scope of economics (Nature, Subject Matter, Limitation), Relationship of economics with other social science (Pol.Science, Geography, History, Sociology and Anthropology)	-State the changing concept of economics. Describe the nature, subject matter and limitation of economics. -Show the relationship of economics with political science, geography, history, sociology and anthropology.	Lecture, Group Discussion and Question Answer, Library consultation by the students	Definition Charts	Oral and Written Presentation	Knowledge and Understanding	6	15	
2.	Economics Education (Aims and objectives, Importance, Fundamental Issues	-Explain the aims and objective of economics education. Describe the importance of	Lecture, Group Discussion and Question Answer	Comparative study Charts	Oral and Presentation	-Knowledge Understanding - Discussion with higher ability	5	4	

		economics education. -Highlight the fundamental issues in economics education.							
3.	Economics of Education and its importance -Relationship of economics with education, economics of education	-Introduce the concept of economics of education. Describe the importance of economics education. - Show the relationship of economics with economics education and economics of education.	Discussion and Question Answer	Different Charts	Oral and Presentation	Knowledge Understanding - Discussion with higher ability	3	5	

.....  
**Class Teacher**

.....  
**Dr. Sudarshan Silwal**  
**Head of the Department**

.....  
**Assist. Campus Chief**

**Unit Plan: 2**

Campus: DMC, Baglung

Course Code: Eco.Ed. 432 (Major)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 2. Setting instructional objectives in Economics

Year: III

Total Periods: 15

Academic Year : .....

Time: ...PM to ... PM

Subject Teacher: .....

**Effective Date:** .....

S.N	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Taxonomy of Educational Objectives (Cognitive domain, Affective domain, Psychomotor domain)	-Explain the taxonomy of educational objectives	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	4	7	
2.	-Revised Bloom's taxonomy -Concept of instructional, educational and behavioral objectives	-Discuss the revised Bloom's taxonomy of educational objectives. -Clarify the concept of instructional, educational and behavioral objectives	Lecture, Group Discussion and Question Answer, Peer and group work	Charts	Oral and presentation	Knowledge Understanding - Discussion with higher ability	4	7	
3.	-Formulation of instructional objective in economics teaching	-Formulate the instructional objective of different level in economics teaching.	Lecture, Group Discussion and Question Answer, Peer and group work				1	4	

.....  
Class Teacher.....  
Dr. Sudarshan Silwal  
Head of the Department.....  
Assist. Campus Chief

**Unit Plan: 3**

Campus: DMC, Baglung

Course Code: Eco.Ed. 432 (Major)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 3 Curriculum in Economics Education

Year: III

Total Periods: 18

Academic Year : .....

Time: ...PM to ... PM

Subject Teacher: .....

**Effective Date:** .....

S.N	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	- Concept of curriculum, Factors affecting economics curriculum,	-Introduce the concept of curriculum. -Describe the factors affecting economics curriculum	Lecture, Peer Work and Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	2	2	
2.	Approaches to organizing content in economics curriculum (topical, unit, chronological, integrated, society oriented, child oriented, concentrated correlation approach)	-Explain the approaches to organizing content in economics curriculum.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	Knowledge Understanding - Discussion with higher ability	5	10	
3.	-Analysis of current secondary school economics course (objective, content, scope and sequence)	-Analyze the current secondary school economics course including objective, content, scope and sequence.	Lecture, Group Discussion and Question Answer				4	10	

.....  
Class Teacher.....  
Dr. Sudarshan Silwal  
Head of the Department.....  
Assist. Campus Chief**Unit Plan: 4**

Campus: DMC, Baglung

Course Code: Eco.Ed. 432 (Major)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Year: III

Academic Year : .....

Subject Teacher: .....

Unit: 4 Textbook in Economics

Total Periods: 10

Time: ...PM to ... PM

Effective Date: .....

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Role of textbook in teaching learning - Shortcomings of economics textbook -Criteria for evaluation of economics textbook (Physical and academic aspects)	-Describe the role text book.  -Highlight the short coming of economics textbook. -Point out the physical and academic criteria for the evaluation of economic textbook.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	6	10	
2.	-Analytical study of current secondary school economics textbook	-Evaluate the current secondary school text book.	Lecture, Group Discussion and Question Answer				1	2	

.....  
Class Teacher.....  
Dr. Sudarshan Silwal  
Head of the Department.....  
Assist. Campus Chief

**Unit Plan: 5**

Campus: DMC, Baglung

Course Code: Eco.Ed. 432 (Major)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 4 Teaching Methods and Techniques in Economics

Year: III

Total Periods: 25

Academic Year: .....

Time: ...PM to ... PM

Subject Teacher: .....

Effective Date: .....

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Lecture method (Merits, demerits, use, suggestion for improvement) -Discussion method (Types, merits, demerits, use, role of teacher and suggestion for improvement)	-Discuss merits, demerits, use and suggestion for improvement of lecture and discussion method.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	4	8	
2.	-Inquiry method (Purpose, steps, role of teacher)  -Project method (Principles, steps, merits, demerits, essential of good project) -Inductive and deductive method (Merits and demerits) -Team teaching (Concept, merits, demerits)	-Explain purpose and steps of inquire method and the role of teacher under the teaching method. - Explain the project method in relation to principles, steps, merits, demerits and essentials of good project. -Explain concept, merits and	Lecture, Group Discussion and Question Answer, Peer and group work	Charts	Oral and presentation	Knowledge Understanding - Discussion with higher ability	4	12	

		demerits of team teaching. -Discuss the inductive and deductive method with their merits and demerits.							
3.	-Question answers techniques (Classification, characteristics of good questioning) -Observation techniques (Characteristics, uses) -Program instruction (Steps, uses) -Simulation (Merits, demerits) -Case study (Features, merits, demerits)	-Classify the question answers techniques. -Describe the programme instruction with its steps and uses. -Describe the features, merits and demerits of a case study.	Lecture, Group Discussion and Question Answer, Peer and group work	Charts	Oral and presentation	Knowledge Understanding - Discussion with higher ability	5	10	

.....  
**Class Teacher**

.....  
**Dr. Sudarshan Silwal**  
**Head of the Department**

.....  
**Assist. Campus Chief**



**Unit Plan: 6**

Campus: DMC, Baglung

Course Code: Eco.Ed. 432 (Major)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 6 Teaching Aids in Economics

Year: III

Total Periods: 15

Academic Year: .....

Time: ...PM to ... PM

Subject Teacher: .....

**Effective Date:** .....

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Teaching aids in economics : Role, Types (Hardware and software), Construction and use, problem in the use of teaching aids in teaching economics -Reading materials : Use of reference book, journal, periodicals, newspaper magazine	-Explain the role of teaching aids in teaching economics. -Construct the different types of teaching aids and explain the use of it.	Lecture, Group Discussion and Project works	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	5	9	
2.	- Use of local teaching material -Use of general teaching material -Problem in the use of teaching materials in	-Explain the use of local teaching materials. -Highlight the problems in the use of teaching	Lecture, Group Discussion and Project works	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	5	9	

	teaching economic	materials in teaching economics.							
--	-------------------	----------------------------------	--	--	--	--	--	--	--

.....  
**Class Teacher**

.....  
**Dr. Sudarshan Silwal**  
**Head of the Department**

.....  
**Assist. Campus Chief**

**Unit Plan: 7**

Campus: DMC, Baglung

Course Code: Eco.Ed. 432 (Major)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 7 Supplements to Teaching Economics

Year: III

Total Periods: 10

Academic Year: .....

Time: ...PM to ... PM

Subject Teacher: .....

Effective Date: .....

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Qualities of good economics teachers -Role of teacher in contemporary society	-Explain the qualities of good economic teachers and their roles in contemporary society.	Lecture, Group Discussion and project work	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	2	4	
2.	-Community resources (Field trips, resource centre, resource persons)	-Organize the field trips, explain the importance of resource center and resource persons in teaching economics.	Lecture, Group Discussion and Project work	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	2	4	
3.	- Economics class room equipment and uses -Co/extracurricular activities (Role)	-Identify the classroom equipments. -Identify the co/extracurricular activities and describe their role in teaching economics.	Lecture, Group Discussion and Project work	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	2	4	

.....  
Class Teacher.....  
Dr. Sudarshan Silwal  
Head of the Department.....  
Assist. Campus Chief

**Unit Plan: 8**

Campus: DMC, Baglung

Course Code: Eco.Ed. 432 (Major)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 8 Evaluation Techniques in Economics

Year: III

Total Periods: 20

Academic Year: .....

Time: ...PM to ... PM

Subject Teacher: .....

**Effective Date:** .....

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	<p>-Teacher made test item : Subjective test item (Very short, short and long answer-questions) and Objective test item (Multiple choices, completion, true-falls and matching test)</p> <p>- Difference between subjective and objective test-items</p> <p>- Essentialities of a good question in economics</p> <p>-Criteria and suggestions for evaluating answer book in economics</p>	<p>-Explain the different type of teacher made test items.</p> <p>-Differentiate between subjective and objective type test items.</p>	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	5	12	

2.	-Construction and use of specification chart for preparing a test in economics -Construction of various test-items from secondary school economics course	-Construct the various test items. -Explain the criteria and suggestions for evaluating answer books in economics.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	5	12	
----	--	---	---	--------	-----------------------	--	---	----	--

.....  
**Class Teacher**

.....  
**Dr. Sudarshan Silwal**  
**Head of the Department**

.....  
**Assist. Campus Chief**

**Unit Plan: 9**

Campus: DMC, Baglung

Course Code: Eco.Ed. 432 (Major)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 9 Instructional Planning in Teaching Economics

Year: III

Total Periods: 10

Academic Year: .....

Time: ...PM to ... PM

Subject Teacher: .....

**Effective Date:** .....

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Operational calendar -Annual work plan and unit plan -lesson plan (All with practice in class room)	-State the concept of and prepare the annual work plan, operational calendar, unit plan and lesson plan. -Describe the importance and uses of annual plan, operational calendar, unit plan and lesson plan.	Lecture, Group Discussion	Charts	Oral, presentation and practical work	-Knowledge Understanding - Discussion with higher ability	5	12	

.....  
Class Teacher.....  
Dr. Sudarshan Silwal  
Head of the Department.....  
Assist. Campus Chief

**Unit Plan: 10**

Campus: DMC, Baglung

Course Code: Eco.Ed. 432 (Major)

Course Title: **Methods of Teaching Economics**

Level: B.Ed.

Unit: 10 Micro Teaching in Economics

Year: III

Total Periods: 10

Academic Year : .....

Time: ...PM to ... PM

Subject Teacher: .....

**Effective Date:** .....

S.N.	Content	Objectives	Teaching Methods	Teaching Materials	Evaluation Process			Estimated periods	Remarks
					Types	Nature	Question Number		
1.	-Micro teaching (Meaning, purpose and phases/steps)	-Discuss the meaning purpose, phases, merits and demerits of micro teaching in economics.	Lecture, Group Discussion and Question Answer	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	3	5	
2.	-Micro-teaching practice in economics classroom ( at least 7 micro teaching class)	-Apply micro teaching practice in economics classroom.	Lecture, Group Discussion and Practical work	Charts	Oral and presentation	-Knowledge Understanding - Discussion with higher ability	4	7	

.....  
Class Teacher.....  
Dr. Sudarshan Silwal  
Head of the Department.....  
Assist. Campus Chief

## Dhawalagiri Multiple Campus, Baglung

## Annual Plan

## Academic Year 2077/078

Course Title: Major English

Course No: Eng. 422

Level: B.A

Year: First Year

Per Week Weight: 6 period (50 minutes/ period)

Nature of Course: Theory+ Practical

Teaching Hour: 150 hours

Teaching Period: 180

-Effective date is 3 Chaitra 2077

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit	Teaching Items	Allocated teaching period	Remarks
Chaitra	24	24	Unit I:Old English Literature to Renaissance and Restoration	20Th+10Pr	Beowulf 1. "The Seafarer and the Wanderer" 2. Battle Poems and "The Dream of the Rood" 3. Old English Language  Middle English Literature 1. Norman Conquest to Chaucer 2. Julian of Norwich , Marhery Kempe , Sir Gawain and hte Green Knight 3. Geoffrey Chaucer , William Dunbar, Robert Henryson 4. William Langland, Medieval Drama , Thoman Malory	22	10 period for students presentation and writing



					<p>Sixteenth-Century Poetry and Prose</p> <ol style="list-style-type: none"> <li>1. Sir Thomas Wyatt</li> <li>2. Sixteenth-Century Prose and and the Reformation</li> <li>3. The Sonnet: Sir Philip Sidney and William Shakespeare</li> </ol>		
Baishakr	25	25	Unit I continue		<ol style="list-style-type: none"> <li>4. Edmund Spenser</li> </ol> <p>Shakespeare</p> <ol style="list-style-type: none"> <li>1. Shakespeare in Context</li> <li>2. Shakespeare's Comedies and Histories</li> <li>3. Shakespeare's Tragedies</li> <li>4. Shakespeare's Late Plays</li> </ol> <p>Renaissance and Restoration Drama</p> <ol style="list-style-type: none"> <li>1. Renaissance Drama and Christopher Marlowe</li> <li>2. Elizabethan and Jacobean Revenge Tragedy</li> <li>3. Ben Jonson and the Masque</li> </ol> <p>Restoration Drama</p>	14	
			Unit II: Seventeenth-century Poetry and Prose to the Romantic Period	20Th+10Pr	<p>Seventeenth – Century Poetry and Prose</p> <ol style="list-style-type: none"> <li>1. John Donne</li> <li>2. Ben Jonson to John BUnyan nad Andrew Marvell</li> <li>3. John milton</li> <li>4. John Dryden</li> </ol> <p>The Eighteen Century</p> <ol style="list-style-type: none"> <li>1. Alexander Pope</li> <li>2. The Augustan Age</li> <li>3. Edward Gibbon and Samuel Johnson</li> <li>4. Sensibility</li> </ol>	11	

Jeshtha	25	17	Unit II continue		<p>The Novel: The First Hundred Years</p> <ol style="list-style-type: none"> <li>1. Daniel Defoe</li> <li>2. Aphra Behn, Samuel Richardson, Henry , Lawrence Sterne, Tobias Smollett</li> <li>3. Eliza Haywood to Mary Shelly</li> <li>4. Walter Scott and Jane Austern</li> </ol> <p>The Romantic Period</p> <p>The Age of Revolutio</p>	17
Ashad	27	17	Unit II continue		<ol style="list-style-type: none"> <li>1. William Blake , William Wordsworth, Samuel Taylor Coleridge</li> <li>2. Lord Byron, Percy Bysshe Shelly , John Keats</li> <li>3. Radical Voices</li> </ol>	8
			Unit III: Victorians Literature to the Twentieth Century	20Th+10Pr	<p>Victorian Literature: 1857-1876</p> <ol style="list-style-type: none"> <li>1. Victorian Thinkers</li> <li>2. George Eliot</li> <li>3. Wilkie Collins and the Sensation Novel</li> <li>4. Anthony Trollope, Christina Rossetti</li> </ol> <p>Victorian Literature : 1876 – 1901</p> <ol style="list-style-type: none"> <li>1. Thomas Hardy</li> </ol>	9

					<p>2. George Gissing, George Moore, Samuel Butler, Henry James, Robert Louis Stevenson Rudyard Kipling</p> <p>3. George Bernard Shaw , Oscar Wilde , Late Victorian Poetry The Twentieth Century : The Early Years</p> <p>1. Joseph Conrad</p> <p>2. Aenold Bennett, H. G Wells, E.M Foster, Katherine Mansfield</p>		
Shrawan	26	26	Unit III continue		<p>D.H Lawrence</p> <p>3. Georgian Poetry, War Poetry , W.B Yeats</p> <p>The Twentieth Century : Between The Wars</p> <p>T.S Eliot</p> <p>James Joyce</p> <p>Definition :</p> <p>1. Judy Brandy ."I want a Wife"</p> <p>2. Meghan Daum."Fame-iness"</p> <p>3. Gayle Rosenwald Smith. " The Wife –Beater"</p> <p>Argumentation:</p> <p>Jennifer Halperin."No Pay? Many Interns say , 'No Problem"</p> <p>Virginia Woolf</p> <p>The 1930s</p> <p>The Twentieth Century: The Second World War to the End of hte Millennium</p> <p>1. Wartime and Post-war Britian</p> <p>2. Drama</p> <p>3. Novels</p> <p>4. Poetry</p> <p>Postscript</p> <p>The Twenty- First Century</p>	27	1 additional class

Bhadra	26	26	Unit IV: HISTORY OF LITERARY CRITICISM  Classical to the Seventeenth Century	20Th+10Pr	The Classical Age  1. Plato 2. Aristotle 3. Horace 4. Longinus 5. Rhetoric : Cicero, Quintilian, Sebeca, Petrinus , Nartuabys , Capella  The Renaissance  1. The Complete Man: Elyot, Ascham 2. The Art of Poetry : Gascoigne, James VI, Puttenham, Webbe 3. The Defence of Poetry: Gosson , Lodge , Sidney , Harington  The Seventeenth Century  1. The Gentleman and the christian: Peach , Drayton , Reynolds, Milton 2. The Debate about Drama :Flecknoe, Howard , Shadwell	26	
Ashoj	16	16		20Th+10Pr	1. John Dryden 2. The Ancients and hte Moderns : Temple , Wotton  The Moral Debate : Mulgrave, Wolseley, Blackmore, Collier, Vanbrugh, Congreve	10	
			Unit V : Eighteen to the Twentieth Century	20Th+10Pr	1. Joseph Addison 2. The Battle of hte Books : Swift, Farquhar 3. Alexander Pope and his Victims Dr Johnson	6	
Kartik	18	7			The Romantic Age  1. William Wordsworth 2. Samuel Taylor Coleridge	7	

					3. Romanticism at Bay: Peacock, Shelley , Blake Keats		
Manshir	25	25			The Victorian Age  1. Mathew Arnold 2. Aestheticism: Pater , Swinburne , Wilde The Twentieth Century  1. The Modernist Movement : Yeast , Hulme, Pound, Ford 2. Bloomsbury and Eastwood: Woolf, Forster, Lawrence, Murray 3. T.S Eliot Cambridge Influences : Richards , EMpson, Leavis	23	
Total	212	183				180	

Note : In each unit students will be assigned presentation and writing practices by allocating 10 class for each unit as mentioned in unit 1.

.....  
Instructor

.....  
HoD

**Dhawalagiri Multiple Campus, Baglung**

**Annual Plan**

## Academic Year 2078/079

Course Title: The History of Eng. Literature and Criticism

Course No: Eng. 422

Level: B.A

Year: First Year

Per Week Weight: 6 period (50 minutes/ period)

Nature of Course: Theory+ Practical

Teaching Hour: 150 hours

Teaching Period: 180

-Effective date is : 2078/11/09

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit	Teaching Items	Allocated teaching period	Remarks
Falgun	25	17	Unit I: Old English Literature to Renaissance and Restoration	20Th+10Pr	<p>Beowulf</p> <ol style="list-style-type: none"> <li>4. "The Seafarer and the Wanderer"</li> <li>5. Battle Poems and "The Dream of the Rood"</li> <li>6. Old English Language</li> </ol> <p>Middle English Literature</p> <ol style="list-style-type: none"> <li>5. Norman Conquest to Chaucer</li> <li>6. Julian of Norwich , Marhery Kempe , Sir Gawain and hte Green Knight</li> <li>7. Geoffrey Chaucer , William Dunbar, Robert Henryson</li> <li>8. William Langland, Medieval Drama , Thoman Malory</li> </ol> <p>Sixteenth-Century Poetry and Prose</p> <ol style="list-style-type: none"> <li>5. Sir Thomas Wyatt</li> </ol>	22	10 period for students presentation and writing

					6. Sixteenth-Century Prose and and the Reformation 7. The Sonnet: Sir Philip Sidney and William Shakespeare		
Chitra	25	24	Unit I continue		8. Edmund Spenser  Shakespeare  5. Shakespeare in Context 6. Shakespeare's Comedies and Histories 7. Shakespeare's Tragedies 8. Shakespeare's Late Plays  Renaissance and Restoration Drama  4. Renaissance Drama and Christopher Marlowe 5. Elizabethan and Jacobean Revenge Tragedy 6. Ben Jonson and the Masque Restoration Drama	14	
			Unit II: Seventeenth-century Poetry and Prose to the Romantic Period	20Th+10Pr	Seventeenth – Century Poetry and Prose  5. John Donne 6. Ben Jonson to John BUnyan nad Andrew Marvell 7. John milton 8. John Dryden  The Eighteen Century  5. Alexander Pope 6. The Augustan Age 7. Edward Gibbon and Samuel Johnson 8. Sensibility	11	

Baishakha 2078	22	22	Unit II continue		<p>The Novel: The First Hundred Years</p> <ol style="list-style-type: none"> <li>5. Daniel Defoe</li> <li>6. Aphra Behn, Samuel Richardson, Henry , Lawrence Sterne, Tobias Smollett</li> <li>7. Eliza Haywood to Mary Shelly</li> <li>8. Walter Scott and Jane Austern</li> </ol> <p>The Romantic Period</p> <p>The Age of Revolutio</p>	17	
Jestha	25	16	Unit II continue		<ol style="list-style-type: none"> <li>4. William Blake , William Wordsworth, Samuel Taylor Coleridge</li> <li>5. Lord Byron, Percy Bysshe Shelly , John Keats</li> <li>6. Radical Voices</li> </ol>	8	
			Unit III: Victorians Literature to the Twentieth Century	20Th+10Pr	<p>Victorian Literature: 1857-1876</p> <ol style="list-style-type: none"> <li>5. Victorian Thinkers</li> <li>6. George Eliot</li> <li>7. Wilkie Collins and the Sensation Novel</li> <li>8. Anthony Trollope, Christina Rossetti</li> </ol> <p>Victorian Literature : 1876 – 1901</p> <ol style="list-style-type: none"> <li>4. Thomas Hardy</li> <li>5. George Gissing, George Moore, Samuel Butler, Henry James, Robert Louis Stevenson Rudyard Kipling</li> <li>6. George Bernard Shaw , Oscar Wilde , Late Victorian Poetry</li> </ol> <p>The Twentieth Century : The Early Years</p> <ol style="list-style-type: none"> <li>4. Joseph Conrad</li> <li>5. Arnold Bennett, H. G Wells, E.M Foster, Katherine Mansfield</li> </ol>	9	
Ashaad	26	17	Unit III continue		<p>D.H Lawrence</p> <ol style="list-style-type: none"> <li>6. Georgian Poetry, War Poetry , W.B Yeats</li> </ol> <p>The Twentieth Century : Between The Wars</p>	27	1 additional class



					<p>T.S Eliot</p> <p>James Joyce</p> <p>Definition :</p> <ol style="list-style-type: none"> <li>4. Judy Brandy ."I want a Wife"</li> <li>5. Meghan Daum."Fame-iness"</li> <li>6. Gayle Rosenwald Smith. " The Wife –Beater"</li> </ol> <p>Argumentation:</p> <p style="padding-left: 40px;">Jennifer Halperin."No Pay? Many Interns say , 'No Problem"</p> <p>Virginia Woolf</p> <p>The 1930s</p> <p>The Twentieth Century: The Second World War to the End of hte Millennium</p> <ol style="list-style-type: none"> <li>5. Wartime and Post-war Britian</li> <li>6. Drama</li> <li>7. Novels</li> <li>8. Poetry</li> </ol> <p>Postscript</p> <p>The Twenty- First Century</p>		
Shrawan	26	26	<p>Unit IV: HISTORY OF LITERARY CRITICISM</p> <p>Classical to the Seventeenth Century</p>	20Th+10Pr	<p>The Classical Age</p> <ol style="list-style-type: none"> <li>6. Plato</li> <li>7. Aristotle</li> <li>8. Horace</li> <li>9. Longinus</li> <li>10. Rhetoric : Cicero, Quintilian, Sebeca, Petrinus , Nartuabys , Capella</li> </ol> <p>The Renaissance</p> <ol style="list-style-type: none"> <li>4. The Complete Man: Elyot, Ascham</li> </ol>	26	

					<p>5. The Art of Poetry : Gascoigne, James VI, Puttenham, Webbe</p> <p>6. The Defence of Poetry: Gosson , Lodge , Sidney , Harington</p> <p>The Seventeenth Century</p> <p>3. The Gentleman and the christian: Peach , Drayton , Reynolds, Milton</p> <p>4. The Debate about Drama :Flecknoe, Howard , Shadwell</p>		
Bhadra	25	25		20Th+10Pr	<p>3. John Dryden</p> <p>4. The Ancients and hte Moderns : Temple , Wotton</p> <p>The Moral Debate : Mulgrave, Wolseley, Blackmore, Collier, Vanbrugh, Congreve</p>	10	5-10 First Internal Exam
			Unit V : Eighteen to the Twentieth Century	20Th+10Pr	<p>4. Joseph Addison</p> <p>5. The Battle of hte Books : Swift, Farquhar</p> <p>6. Alexander Pope and his Victims Dr Johnson</p>		
Ashoj	13	6			<p>The Romantic Age</p> <p>4. William Wordsworth</p> <p>5. Samuel Taylor Coleridge</p> <p>6. Romanticism at Bay: Peacock, Shelley , Blake Keats</p>	7	
Kartik	20	15			<p>The Victorian Age</p> <p>3. Mathew Arnold</p> <p>4. Aestheticism: Pater , Swinburne , Wilde</p> <p>The Twentieth Century</p> <p>4. The Modernist Movement : Yeast , Hulme, Pound, Ford</p> <p>5. Bloomsbury and Eastwood: Woolf, Forster, Lawrence, Murray</p> <p>6. T.S Eliot</p>	23	

					Cambridge Influences : Richards , EMpson, Leavis		
Mangsir	24	24					
Paush	23	11					II Internal Exam
Magha	22	16					
Falgun	19	19					
Chaitra	26	26					
Total	295	264				180	

Note : In each unit students will be assigned presentation and writing practices by allocating 10 class for each unit as mentioned in unit 1.

.....

Instructor

.....

HoD

bijaya sir

**Dhawalagiri Multiple Campus, Baglung**

**Annual Plan**

**Academic Year 2078/079**

**Course Title: Major English**

**Course No: Eng. 422**

**Level: B.A**

**Year: First Year**

**Nature of Course: Theory+ Practical**

**Teaching Hour: 150 hours**

**Teaching Period: 180**

Per Week Weight: 6 period (50 minutes/ period)

-Effective date is : 2078/11/09

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit	Teaching Items	Allocated teaching period	Remarks
Falgun	25	17	Unit I:Old English Literature to Renaissance and Restoration	20Th+10Pr	<p>Beowulf</p> <p>7. "The Seafarer and the Wanderer"</p> <p>8. Battle Poems and "The Dream of the Rood"</p> <p>9. Old English Language</p> <p>Middle English Literature</p> <p>9. Norman Conquest to Chaucer</p> <p>10. Julian of Norwich , Marhery Kempe , Sir Gawain and hte Green Knight</p> <p>11. Geoffrey Chaucer , William Dunbar, Robert Henryson</p> <p>12. William Langland, Medieval Drama , Thoman Malory</p> <p>Sixteenth-Century Poetry and Prose</p> <p>9. Sir Thomas Wyatt</p> <p>10. Sixteenth-Century Prose and and the Reformation</p> <p>11. The Sonnet: Sir Philip Sidney and William Shakespeare</p>	22	10 period for students presentation and writing
Chitra	25	24	Unit I continue		<p>12. Edmund Spenser</p> <p>Shakespeare</p> <p>9. Shakespeare in Context</p> <p>10. Shakespeare's Comedies and Histories</p>	14	

					<p>11. Shakespeare's Tragedies 12. Shakespeare's Late Plays</p> <p>Renaissance and Restoration Drama</p> <p>7. Renaissance Drama and Christopher Marlowe 8. Elizabethan and Jacobean Revenge Tragedy 9. Ben Jonson and the Masque Restoration Drama</p>		
			Unit II: Seventeenth-century Poetry and Prose to the Romantic Period	20Th+10Pr	<p>Seventeenth – Century Poetry and Prose</p> <p>9. John Donne 10. Ben Jonson to John Bunyan and Andrew Marvell 11. John Milton 12. John Dryden</p> <p>The Eighteenth Century</p> <p>9. Alexander Pope 10. The Augustan Age 11. Edward Gibbon and Samuel Johnson 12. Sensibility</p>	11	
Baishakha 2078	22	22	Unit II continue		<p>The Novel: The First Hundred Years</p> <p>9. Daniel Defoe 10. Aphra Behn, Samuel Richardson, Henry, Lawrence Sterne, Tobias Smollett 11. Eliza Haywood to Mary Shelley 12. Walter Scott and Jane Austen</p> <p>The Romantic Period</p> <p>The Age of Revolutio</p>	17	

Jestha	25	16	Unit II continue		<p>7. William Blake , William Wordsworth, Samuel Taylor Coleridge</p> <p>8. Lord Byron, Percy Bysshe Shelly , John Keats</p> <p>9. Radical Voices</p>	8	
			Unit III: Victorians Literature to the Twentieth Century	20Th+10Pr	<p>Victorian Literature: 1857-1876</p> <p>9. Victorian Thinkers</p> <p>10. George Eliot</p> <p>11. Wilkie Collins and the Sensation Novel</p> <p>12. Anthony Trollope, Christina Rossetti</p> <p>Victorian Literature : 1876 – 1901</p> <p>7. Thomas Hardy</p> <p>8. George Gissing, George Moore, Samuel Butler, Henry James, Robert Louis Stevenson Rudyard Kipling</p> <p>9. George Bernard Shaw , Oscar Wilde , Late Victorian Poetry</p> <p>The Twentieth Century : The Early Years</p> <p>7. Joseph Conrad</p> <p>8. Aenold Bennett, H. G Wells, E.M Foster, Katherine Mansfield</p>	9	
Ashaad	26	17	Unit III continue		<p>D.H Lawrence</p> <p>9. Georgian Poetry, War Poetry , W.B Yeats</p> <p>The Twentieth Century : Between The Wars</p> <p>T.S Eliot</p> <p>James Joyce</p> <p>Definition :</p> <p>7. Judy Brandy ."I want a Wife"</p> <p>8. Meghan Daum."Fame-iness"</p> <p>9. Gayle Rosenwald Smith. " The Wife –Beater"</p> <p>Argumentation:</p> <p>Jennifer Halperin."No Pay? Many Interns say , 'No Problem"</p>	27	1 additional class

					<p>Virginia Woolf</p> <p>The 1930s</p> <p>The Twentieth Century: The Second World War to the End of the Millennium</p> <p>9. Wartime and Post-war Britain</p> <p>10. Drama</p> <p>11. Novels</p> <p>12. Poetry</p> <p>Postscript</p> <p>The Twenty- First Century</p>		
Shrawan	26	26	<p>Unit IV: HISTORY OF LITERARY CRITICISM</p> <p>Classical to the Seventeenth Century</p>	20Th+10Pr	<p>The Classical Age</p> <p>11. Plato</p> <p>12. Aristotle</p> <p>13. Horace</p> <p>14. Longinus</p> <p>15. Rhetoric : Cicero, Quintilian, Seneca, Petrinus , Nartuabys , Capella</p> <p>The Renaissance</p> <p>7. The Complete Man: Elyot, Ascham</p> <p>8. The Art of Poetry : Gascoigne, James VI, Puttenham, Webbe</p> <p>9. The Defence of Poetry: Gosson , Lodge , Sidney , Harington</p> <p>The Seventeenth Century</p> <p>5. The Gentleman and the christian: Peach , Drayton , Reynolds, Milton</p> <p>6. The Debate about Drama :Flecknoe, Howard , Shadwell</p>	26	



Bhadra	25	25		20Th+10Pr	5. John Dryden 6. The Ancients and hte Moderns : Temple , Wotton The Moral Debate : Mulgrave, Wolseley, Blackmore, Collier, Vanbrugh, Congreve	10	5-10 First Internal Exam
			Unit V : Eighteen to the Twentieth Century	20Th+10Pr	7. Joseph Addison 8. The Battle of hte Books : Swift, Farquhar 9. Alexander Pope and his Victims Dr Johnson	6	
Ashoj	13	6			The Romantic Age  7. William Wordsworth 8. Samuel Taylor Coleridge 9. Romanticism at Bay: Peacock, Shelley , Blake Keats	7	
Kartik	20	15			The Victorian Age  5. Mathew Arnold 6. Aestheticism: Pater , Swinburne , Wilde	8	
Mangsir	24	24			The Twentieth Century  1. The Modernist Movement : Yeast , Hulme, Pound, Ford 2. Bloomsbury and Eastwood: Woolf, Forster, Lawrence, Murray 3. T.S Eliot Cambridge Influences : Richards , EMpson, Leavis	15	
Paush	23	11					II Internal Exam
Magha	22	16					
Falgun	19	19					
Chaitra	26	26					

Total	295	264				180	
-------	-----	-----	--	--	--	-----	--

Note : In each unit students will be assigned presentation and writing practices by allocating 10 class for each unit as mentioned in unit 1.

.....

Instructor

.....

HoD

bijaya sir

**Dhawalagiri Multiple Campus, Baglung**

**Annual Plan**

**Academic Year 2078/079**

**Course Title: Prose: Essays and Short Stories**

**Course No: Eng. 423**

**Level: B.A**

**Year: Second Year**

**Per Week Weight: 6 period (50 minutes/ period)**

**Instructor: Mr.Bijayaraj Panta**

**Nature of Course: Theory+ Practical**

**Teaching Hour: 150 hours**

**Teaching Period: 180**

**-Effective date is : 2078/12/17**

#### **Course Description**

This course first exposes students to a practical understanding of the technical elements of nonfictional essays-grammar, vocabulary, rhetoric, style, structure, meaningful beauty, and historical context-before subjecting them to appreciate some seminal texts in the canon. From non fiction, the course takes the students towards the critical understanding of some selected short fiction. Stories, also short fiction, have textual complexity, stylistics variation, and intrinsic interest. The course encourages students to read each story twice at home before devoting themselves to an intensive literary analysis and a wider discussion of th thematic issues based on the textbooks' four –part exercise that calls upon their critical analytical skills.

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit	Teaching Items	Allocated teaching period	Remarks
Chitra 2078	25	11	Unit I: Anatomy of Prose		1.The General Form of Prose 2. The word: Vocabulary 3. The sentence: Grammar and Idiom 4. The sentence: Written and Spoken Prose 5. The Paragraph	9	
Baishakha2079	22	22	Unit I continue		6.Prose Rhythm 7. Individual and common style 8. Common style and Cheap style 9. Simplicity and ornamentation 10. Subdivisions (objective and subjective and abstract and concrete) 11. Subdivisions (Realism, Romance and Unreality, Some Special Conventions and Prose for its own sake) 12. The Historical Approach 13. The Science of Rhetoric 14. A word about writing prose	18	

Jestha	25	16	Unit II Selected Essays		<ol style="list-style-type: none"> <li>1. Of Truth</li> <li>2. A Meditation upon a Broom Stick</li> <li>3. Thoughts in Westminster Abbey</li> <li>4. On Recollections of Childhood</li> <li>5. The Conservative</li> <li>6. Night and Moonlight</li> <li>7. Thoughts of God</li> <li>8. On being Modern Minded</li> </ol>	13
Ashaad	26	17	Unit II continue		<ol style="list-style-type: none"> <li>9. My own Centenary</li> <li>10. The Death of the Moth</li> <li>11. Insouciance</li> <li>12. The Sterner Sex</li> <li>13. On Being the Right Size</li> <li>14. Mediation on the Moon</li> <li>15. Reflections on the Gandhi</li> <li>16. Adams at Ease</li> <li>17. The Facts of Buddha</li> </ol>	15

					18. Columbus and Crusoe 19. The Bankrupt Man 20. At the Dam		
Shrawan	26	26	Unit III: Short Stories on Intimate Relationships		21. Can-Can 22. The Story of an Hour 23. Epicac 24. The Legacy 25. The Kugelmass 26. An Intruder 27. Powder 28. Mother 29. A Short Digest of the Long Novel 30. The Rocking Horse Winner 31. The Boarding House 32. My Oedipus Complex	22	
Bhadra	25	25	Unit IV: Short Stories on Loneliness and Alienation		33. The Model 34. Disappearing 35. Miss Brill 36. Teenage Wasteland	12	26-31 First Internal Exam
Ashoj	13	6	Unit V: Short Stories on Social Change and Injustice		37. Like an Winding Sheet 38. The Lily White Boys	5	
Kartik	20	15	Unit V Continue		39. The Catbird Seat 40. Everyday Use.	13	

Mangsir	24	24				107	
Paush	23	11					
Magha	22	16					15-20 II Internal Exam
Falgun	19	19					
Chaitra	26	26					
Total	295	264				180	

Note : In each unit students will be assigned presentation and writing practices by allocating 10 class for each unit as mentioned in unit 1.

.....

.....

**Dhawalagiri Multiple Campus, Baglung**

**Annual Plan**

**Academic Year 2078/079**

**Course Title: Prose: Essays and Short Stories**

**Course No: Eng. 423**

**Nature of Course: Theory+ Practical**

**Level: B.A****Teaching Hour: 150 hours****Year: Second Year****Teaching Period: 180****Per Week Weight: 6 period (50 minutes/ period)****-Effective date is : 2078/12/17****Instructor: Mr.Bijayaraj Panta****Course Description**

This course first exposes students to a practical understanding of the technical elements of nonfictional essays-grammar, vocabulary, rhetoric, style, structure, meaningful beauty, and historical context-before subjecting them to appreciate some seminal texts in the canon. From non fiction, the course takes the students towards the critical understanding of some selected short fiction. Stories, also short fiction, have textual complexity, stylistics variation, and intrinsic interest. The course encourages students to read each story twice at home before devoting themselves to an intensive literary analysis and a wider discussion of th thematic issues based on the textbooks' four –part exercise that calls upon their critical analytical skills.

Months	Campus Open Days	Teaching Days	Units	Teaching hour of unit	Teaching Items	Allocated teaching period	Remarks
Chitra 2078	25	11	Unit I: Anatomy of Prose		1.The General Form of Prose 2. The word: Vocabulary 3. The sentence: Grammar and Idiom 4. The sentence: Written and Spoken Prose 5. The Paragraph	14	
Baishakha2079	22	22	Unit I continue		6.Prose Rhythm 7. Individual and commeon style	23	



					8. Common style and Cheap style 9. Simplicity and ornamentation 10. Subdivisions (objective and subjective and abstract and concrete) 11. Subdivisions (Realism, Romance and Unreality, Some Special Conventions and Prose for its own sake) 12. The Historical Approach 13. The Science of Rhetoric 14. A word about writing prose		
Jestha	25	16	Unit II Selected Essays		1. Of Truth 2. A Meditation upon a Broom Stick 3. Thoughts in Westminster Abbey 4. On Recollections of Childhood 5. The Conservative 6. Night and Moonlight 7. Thoughts of God 8. On being Modern Minded	18	

Ashaad	26	17	Unit II continue		9. My own Centenary 10. The Death of the Moth 11. Insouciance 12. The Sterner Sex 13. On Being the Right Size 14. Mediation on the Moon 15. Reflections on the Gandhi 16. Adams at Ease 17. The Facts of Buddha 18. Columbus and Crusoe 19. The Bankrupt Man 20. At the Dam	20	
Shrawan	26	26	Unit III: Short Stories on Intimate Relationships		21. Can-Can 22. The Story of an Hour 23. Epicac 24. The Legacy 25. The Kugelmass 26. An Intruder 27. Powder 28. Mother 29. A Short Digest of the Long Novel 30. The Rocking Horse Winner 31. The Boarding House 32. My Oedipus Complex	27	
Bhadra	25	25	Unit IV: Short Stories on Loneliness and Alienation		33. The Model 34. Disappearing 35. Miss Brill 36. Teenage Wasteland	15	26-31 First Internal Exam

Ashoj	13	6	Unit V: Short Stories on Social Change and Injustice		37. Like an Winding Sheet 38. The Lily White Boys	7	
Kartik	20	15	Unit V Continue		39. The Catbird Seat 40. Everyday Use.	18	8 hours for presentations and project work in the classroom
Mangsir	24	24					
Paush	23	11					
Magha	22	16					15-20 II Internal Exam
Falgun	19	19					
Chaitra	26	26					
Total	295	264				150	

Note : In each unit students will be assigned presentation and writing practices by allocating 10 class for each unit as mentioned in unit 1.

.....

.....



Chitra 2078	25	11	Part One:  Unit -1: <b>Ways of Reading</b>	20	24	1. The poem as life, pp. 3-14 2. The poem as arranged life, pp. 25-53 3. Poems as Pleasure, pp. 67-89 4. Describing Poems, pp. 101-128 5. The play of language, pp. 145-159	8	Summer Vacation
Baishak ha2079	22	22	... Unit -1: <b>Ways of Reading</b>			<b>Focused Readings</b>  6. "Do Not Go Gentle into That Good Night" (Dylan Thomas), p. 19 7. "Because I could not stop for Death—" (Emily Dickinson), p. 62 8. "The Dance" (William Carlos Williams), p. 95 9. "The Garden" (Andrew Marvell), p. 131 10. "The Wild Swans at Coole" (William Butler Yeats), p. 165	16	Summer Vacation  Unit Test
			Unit -2: <b>Ways of Reading</b>	20	24	<b>Ways of Reading</b>  11. Constructing Self, pp. 171-188 12. Poetry and Social Identity, pp. 211-222 13. History and Regionality, pp. 237-245 14. Attitude, Values, Judgments, pp. 283-292 <b>Focused Readings</b>  15. "Her Kind" (Anne Sexton), p. 207 16. "Wingfoot Lake" (Rita Dove), p. 234 17. "Lines Composed a Few Miles Above Tintern Abbey" (William Wordsworth), p. 255 18. "Shine, Perishing Republic" (Robinson Jeffers), p. 301 19. "The Gulf" (Derek Walcott), p. 276	24	Unit Test  Revision

Jestha	25	16	Part Two:  Unit-3: <b>Renaissance to Romanticism</b>	30 Lhs	36	20. "With How Sad Steps, Oh Moon" (Philip Sydney) 21. "Fear Not More the Heat o' the Sun" (William Shakespeare) 22. "The Canonization" (John Donne) 23. "L' Allegro" (John Milton) 24. "Elegy Written in a Country Churchyard" (Thomas Gray) 25. "from <i>Essay on Man</i> " (Epistle 1) (Alexander Pope) 26. "A Description of the Morning" (Jonathan Swift) 27. "Tyger" (William Blake) 28. "The Solitary Reaper" (William Wordsworth)	26	
Ashaad	26	17	Unit-3: <b>Renaissance to Romanticism</b>			29. "Kubla Khan" (S. T. Coleridge) 30. "Ode to the West Wind" (P. B. Shelley) 31. "To Autumn" (John Keats) 32. "The Snowstorm" (Ralph Waldo Emerson)	10	Unit Test
			Unit-4: <b>Victorian to Modern</b>	40 Lhs	48	33. "How I love Thee" (Elizabeth Barrett Browning) 34. "Aftermath" (Henry Wadsworth Longfellow)	5	
Shrawan	26	26	... Unit-4: <b>Victorian to Modern</b>			35. "Ulysses" (Alfred Lord Tennyson) 36. "My Last Duchess" (Robert Browning) 37. "When Lilacs Last in the Dooryard Bloom'd" (Walt Whitman)	7	
Bhadra	25	25	.... Unit-4: <b>Victorian to Modern</b>			38. "Dover Beach" (Mathew Arnold) 39. "My Life Stood—a Loaded Gun" (Emily Dickinson) 40. "Up-Hill" (Christina Rossetti) 41. "God's Grandeur" (G. M. Hopkins) 42. "Loveliest of Trees, the Cherry Now" (A. E. Housman) 43. "Anthem for the Doomed Youth" (Wilfred Owen) 44. "Among School Children" (W. B. Yeats)	18	First Internal Exam 1-7

			... Unit-4: <b>Victorian to Modern</b>			45. "The Road Not Taken" (Robert Frost) 46. "Grass" (Carl Sandberg) 47. "Thirteen Ways of Looking at a Bird" (Wallace Stevenson) 48. "The River Merchant's Wife—A Letter" (Ezra Pound) 49. "Sweeney among the Nightingales" (T. S. Eliot)	14	Winter Vacation
Ashoj	13	6	... Unit-4: <b>Victorian to Modern</b>			50. "The Fish" (Elizabeth Bishop)	4	Winter Vacation Unit Test
			Unit- : 5 <b>Postmodern to Contemporary</b>	40 LHs	48	51. "My Papa's Waltz" (Theodore Roethke) 52. "Night, Death, Mississippi" (Robert Hayden) 53. "Dream Song 4" (John Berryman)	11	
Kartik	20	15	... Unit- : 5 <b>Postmodern to Contemporary</b>			54. "The Mother" (Gwendolyn Brooks) 55. "For the Union Dead" (Robert Lowell) 56. "The Asians Dying" (W. S. Merwin) 57. "High Windows" (Philip Larkin) 58. "Harlem" (Langston Hughes) 59. "Ester Morning" (A. R. Ammons)	18	2 <sup>nd</sup> Term Internal Exam 1-6
Mangsir	24	24	... Unit- : 5 <b>Postmodern to Contemporary</b>			60. "Punishment" (Seamus Heaney) 61. "Lay Lazarus" (Silvia Plath) 62. "The White Lilies" (Louse Gluck) 63. "Facing It" (Yusef Komunyakaa) 64. "Parsley" (Rita Dove) 65. "The Interrogation" (Lee-Young Lee) 66. "Windigo" (Louise Edrich) 67. "Reservation Love Song" (Sherman Alexie)	19	Revision Final Exam
Paush	23	11		150	180		180	
Magha	22	16						
Falgun	19	19						

Chaitra	26	26						
Total	295	264						

**Subject Teacher**

**Head of the Department**

**Campus Chief**

Note : In each unit students will be assigned presentation and writing practices by allocating 10 class for each unit as mentioned in unit 1.

.....

**Instructor**

.....

**HoD**





Falgun 2078	25	17		<b>Unit 1: Study of Literature and Its Close Reading</b>	<ul style="list-style-type: none"> <li>•Thinking about Literature</li> <li>•Why Study Literature?</li> <li>•Approaching Literature</li> <li>•Close Reading</li> <li>•Elements of Style</li> </ul>	23	Class starts from Chaitra 3 Chaitra 31: Unit Test
Chitra 2078	25	24		<b>Unit 1: Study of Literature and Its Close Reading</b>	<ul style="list-style-type: none"> <li>•Special Considerations for Reading Poetry Closely</li> <li>•Talking with the Text</li> <li>•Graphic Design</li> <li>•From Analysis to Essay: Writing a Close Analysis Essay</li> </ul>	25	Baishakh 30: Unit Test
				<b>Unit 2: Elements of Fiction and Drama</b>	<ul style="list-style-type: none"> <li>• Elements of Fiction</li> <li>• Discussed Text: "One of These Days" to "From 1984"</li> </ul>	12	Jestha:14 Unit Test Jestha (15-31) Summer Vacation
Baishakha 2079	22	22		<b>Unit 2: Elements of Fiction and Drama</b>	<ul style="list-style-type: none"> <li>•Activity Text: " From Tess of the d'Urbervilles" to Discussed Text: " From Frankenstein"</li> </ul>	14	Ashadh (1-14) Summer Vacation Ashadh 15: TU Day Ashadh 16: Class starts
Jestha	25	16		<b>Unit 2: Elements of Fiction and Drama</b>	<ul style="list-style-type: none"> <li>•Activity Text: "From Brooklyn" to "Andre's Mother"</li> </ul>	19	Shrawan (17-24): First Term Exam
				<b>Unit 2: Elements of Fiction and Drama (3 period)</b>	<ul style="list-style-type: none"> <li>•From Analysis Text: Trifles</li> <li>•Home and Family</li> </ul>	24	Bhadra 24: Teej Bhadra 31: Unit Test

				<b>Unit 3: General Topics in Literature: Family, Culture and Love (21 Periods)</b>			
Ashaad	26	17		<b>Unit 3: General Topics in Literature: Family, Culture and Love (15 Periods)</b>	•Identity and Culture	15	Ashoj 20: Unit Test Ashoj (21-31): Dashain Holiday
Shrawan	26	26		<b>Unit 3: General Topics in Literature: Family, Culture and Love (8 Periods)</b>	•Love and Relationships	8	Kartik (1-20) Dashain Holiday Kartik 30: Unit Test
Bhadra	25	25		<b>Unit 3: General Topics in Literature: Family, Culture and Love (4 Periods)</b>  <b>Unit 4: Binary Topics in Literature (20 Periods)</b>	•Love and Relationships- Student Writing •Analyzing Irony in Drama  •Conformity and Rebellion	24	Mansir 29: Unit test
				<b>Unit 4: Binary Topics in Literature (11 Periods)</b>	•Tradition and Progress	11	Paush 3; Ubhauri Parba Paush 14: Unit Test Paush (16-30): Winter Vacation
Ashoj	13	6		<b>Unit 4: Binary Topics in Literature (17 Periods)</b>	• Conformity and Rebellion – Student Writing • The Writer's Craft – Close Reading (Syntax)	17	Magh-1 – Makar Sakranti Magh 18-24, Anniversary of the Campus

					• War and Peace		Course Completion and rest of the days Revision Classes, Students' notes checkin
Kartik	20	15				....	Students' assignments, Students' Presentation, Giving Model Questions& Conducting an exam of 100 marks following the grid developed by TU & Annual Exam
Mangsir	24	24				Total:192	
Paush	23	11					
Magha	22	16					
Falgun	19	19					
Chaitra	26	26					
Total	295	264					

Subject Teacher

Head of the Department

Campus Chief

## वार्षिक योजना

क्याम्पस : धवलागिरि बहुमुखी क्याम्पस, बागलुङ

संकाय: शिक्षाशास्त्र

पाठघन्टा : ६४

पाठ्यांश शीर्षक : भाषिक सम्पादन कला

शैक्षिकवर्ष: २०७८/०७९

विषय कोड: ५४५

तह: स्नातकोत्तर

सेमेष्टर : दोस्रो प्रतिहप्ता पाठ घन्टी : ३ (प्रतिपिरियड ६० मी.)

विषय शिक्षक: उपप्रा. शिवशरण ज्ञवाली

पढाइ सुरु भएको मिति: २०७९/५/८

महिना र वर्ष	क्या. खुले दिन	पढाइ हुने दिन	एकाइशीर्षक	पाठघन्टा	पिरियड	पाठ/पाठ्यवस्तु	मासिक पाठ्यभार	कैफियत
५/०७९ भदौ	२५	२५	१.भाषा सम्पादनको सैद्धान्तिक परिचय (१०)	१०	तेस्रो	एकाइ एक : भाषा सम्पादनको सैद्धान्तिक परिचय (१०) (०७९/५/१ देखि २०७९/५/२४ सम्म) भाषा सम्पादनको अर्थ र परिभाषा, भाषा सम्पादनको प्रयोजन र महत्व, भाषा सम्पादन, कृति लेखन र भाषा संशोधनमा भिन्नता, सम्पादनका प्रकार, भाषा सम्पादनका तहहरु	१०	१ दिन पुनरावृत्ति अभ्यास

६/०७९ असोज	१३	३	२. भाषा सम्पादनका विधि (१०)  २. भाषा सम्पादनका विधि (१०)	३  ३	तेस्रो	एकाइ दुई : भाषा सम्पादनका विधि (०७९/५/२९ देखि २०७९/५/३१ सम्म) भाषा सम्पादनका आधारभूत पक्ष, शब्दचयन, वाक्यको संरचना  एकाइ दुई : भाषा सम्पादनका विधि (०७९/६/५ देखि २०७९/६/७ सम्म) अनुच्छेद रचना, विचारको प्रवाह, विचारको सम्बद्धता, सङ्कथन	१०	
७/०७९ कात्तिक	२०	१५	२. भाषा सम्पादनका विधि (१०)  ३. भाषा सम्पादनका प्रक्रिया (२४)	४  ४	तेस्रो	एकाइ दुई : भाषा सम्पादनका विधि (२०७९/७/१६ देखि २०७९/७/२३ सम्म) प्रयोजनपरकता, लेख्य चिन्ह र अर्न्तभाषिकता एकाइ तीन : भाषा सम्पादनका प्रक्रिया (२०७९/७/२४देखि २०७९/७/३० सम्म) भाषा सम्पादनका आधारभूत पक्ष, कृतिचयन, कृतिको प्रारम्भिक सम्पादन	२४	

८/०७९ मङ्सिर	२४	२४	३.भाषा सम्पादनका प्रक्रिया (२४)	१२	तेस्रो	एकाइ तीन : भाषा सम्पादनका प्रक्रिया (२४) (२०७९/८/१देखि २०७९/८/२९सम्म) प्रारम्भिक रेखाङ्कन, निर्देशनात्मक टिपोट, वस्तु र पाठविन्यासको सहसम्बन्ध संशोधन, विषय चित्र र शैलीको अनुकूलको सम्पादन, दृष्टिविन्दु, छन्द, लय, विचलन, बिम्ब, प्रतीकको औचित्यता आधारमा कृतिको गुणवृद्धि, अनुच्छेदनको क्रमिकता र पूर्णताको सम्पादन, शीर्षकचयन		मङ्सिर २५ देखि २९ पहिलो आन्तरिक परीक्षा
९/०७९ षौष	२३	११	३. भाषा सम्पादनका प्रक्रिया (२४)	८	तेस्रो	४. भाषा सम्पादनका प्रक्रिया ( २४) (९) (२०७९/९/१ देखि २०७९/९/ २७ सम्म) भाषा संशोधन, भाषा सम्पादनका चिन्तहरूको उपयोग, छापखाना,( प्रेस) मा दिन तयार पारिएको कृति (प्रेस रिड कापी), छपाइ अवस्थाको सम्पादन		एक दिन पुनरावृत्ति अभ्यास

१०/०७९ माघ	२२	१६	४.समीक्षा, परिमार्जन र प्रस्तुति (२०)  ४ समीक्षा, परिमार्जन र प्रस्तुति (२०)	२  १२	तेस्रो	एकाइ चार : समीक्षा, परिमार्जन र प्रस्तुति (२०) (२०७९/९/२८ देखि २०७९/९/ २९ सम्म) सहपाठी सम्पादन र समीक्षा, सम्पादित कृतिको मस्यौदा र समीक्षा एकाइ चार : समीक्षा, परिमार्जन र प्रस्तुति (२०) (२०७९/१०/४ देखि २०७९/१०/ २७ सम्म) कृति सम्पादनको प्रस्तुतिगत ढाँचाको पालना र निर्धारित सङ्ख्या र पृष्ठमा सम्पादित कृतिको प्रस्तुति	२०	
११/०७९ फागुन	१९	१९	४ समीक्षा, परिमार्जन र प्रस्तुति (२०)	६		४ समीक्षा, परिमार्जन र प्रस्तुति (२०)(२०७९/११/३ देखि २०७९/११/ १२ सम्म) कृतिसम्पादनको पुनरावृत्ति र प्रयोगात्मक अभ्यास		





व्याख्यान टिपोटको नमुना

क्याम्पस: धवलागिरि बहुमुखी,

विषय : अनिवार्य नेपाली (४०२)

मिति : २०७९/३/१४

तह : स्नातक

समय : ५० मिनेट

घण्टी : १२.१०

पाठ्यांश एकाइ : ९

पाठ्यवस्तु : निबन्ध लेखन

अ. विशिष्ट उद्देश्य :

व्याख्यानको अन्त्यमा विद्यार्थीहरू निम्न कुरामा सक्षम हुनेछन् :

- निबन्धको परिचय दिन,
- आत्मपरक र वस्तुपरक निबन्ध लेख्न ।

आ. शिक्षण सामग्री :

- टिपोट/पाठपत्र,
- नमूना पत्र

इ. प्रमुख व्याख्यान बुँदाहरू :

- नि + बन्ध = निबन्ध ,
- निबन्धको अर्थ नजिक ल्याउनु अर्थात निश्चित नियममा बाँध्नु,
- स्वतन्त्र रूपमा अभिव्यक्त भाव वा विचारलाई शृङ्खलाबद्ध किसिमले प्रस्तुत गरिने रचना
- निबन्धमा म, हामी प्रथम पुरुष आयो भने आत्मपरक र त्यो, तिनी, उनी आए वस्तुपरक,
- आत्मपरक निबन्धको सुरुवात मोत्तेनले र वस्तुपरक निबन्धको सुरुवात वेकनले गरेका,
- आत्मपरक अनुभवमा आधारित वस्तुपरक ज्ञानमा आधारित ।
- शीर्षक निर्धारण गरेर बुँदाटिपोट गरेर निबन्धलाई आदि, मध्य र अन्त्य शृङ्खलामा प्रस्तुत गर्नुपर्ने ।

ई. मूल्याङ्कन र पुनरावृत्ति

- निबन्धको परिचय केकसरी दिन सकिन्छ ?
- आत्मपरक र वस्तुपरक एक एक निबन्ध लेख्नुहोस् ?

❖ स्वतन्त्र रूपमा अभिव्यक्त भाव वा विचारलाई निश्चित श्रृङ्खलामा आवद्ध गरिने रचनालाई निबन्ध भनिन्छ ।

### एकाइ योजना (१)

धवलागिरि बहुमुखी क्याम्पस, बागलुङ

तहः स्नातकोत्तर तह

शैक्षिकवर्षः २०७९/०८०

विषय कोडः ४२२

विषयः भाषिक परीक्षण

पाठ घण्टी : १०

एकाइएकः भाषिक परीक्षणको सैद्धान्तिक अवधारणा (१०)

समयावधिः २०७९/०३/२२ देखि २०७९/०४/११

सम्म

क्र.सं.	पाठ्यवस्तु	उद्देश्य	शिक्षण विधि	शिक्षण सामग्री	मूल्याङ्कनप्रश्नको			कैफियत
					किसिम	प्रकृति	प्रश्नसंख्या	
१	भाषिक परीक्षणको परिचय	➤ भाषिक परीक्षणको परिचय दिन,	व्याख्यान, छलफल	व्याख्यान टिपोट	मौखिक	ज्ञान र बोधपरक	२	
२	भाषिक परीक्षणको प्रयोजन	➤ भाषिक परीक्षणको प्रयोजन उल्लेख गर्न,	छलफल प्रश्नोत्तर	”	”	सीपपरक	१	
३	भाषिक परीक्षणका सिद्धान्त	➤ भाषिक परीक्षणका सिद्धान्तहरुको व्याख्या गर्न,	”	”	लिखित,	अध्ययन पत्र लेखन	१	
४	भाषिक परीक्षणको प्रकृति	➤ भाषिक परीक्षणको प्रकृति आंकलन गर्न,	”	”	,मौखिक	सीपपरक	२	
५	भाषिक परीक्षणका प्रकार	➤ भाषिक परीक्षणका प्रकार बताउन	खोज	”	”	बोधपरक	१	
६	भाषिक परीक्षणका प्रकार	➤ भाषिक परीक्षणका प्रकार बताउन,	प्रदर्शन	”	”	”	१	
७	भाषिक परीक्षण र भाषिक मूल्याङ्कन	➤ भाषिक परीक्षण र भाषिक मूल्याङ्कनको अन्तरसम्बन्ध देखाउन,	व्याख्यान र छलफल	”	”	ज्ञानपरक	२	
८	भाषिक परीक्षण र मूल्याङ्कनमा अन्तरसम्बन्ध	➤ भाषिक परीक्षण र मूल्याङ्कनका बीचमा अन्तरसम्बन्ध देखाउन,	प्रश्नोत्तर	”	”	उच्चदक्षता	३	
९	भाषिक परीक्षण र भाषा शिक्षण	➤ भाषा परीक्षण र भाषा शिक्षणको सम्बन्ध देखाउन,	छलफल	”	”	ज्ञानपरक	२	
१०	भाषिक परीक्षण र भाषा शिक्षण	➤ भाषा परीक्षण र भाषा शिक्षणको सम्बन्ध देखाउन ।	छलफल र प्रश्नोत्तर	”	लिखित	अवधारणा पत्र लेखन	१	

विषयशिक्षक

विभागीयप्रमुख

मिति: २०७९/०३/२२

क्या./स.क्या.प्र.

## एकाइ योजना (२)

पाठ घण्टी : ९

एकाइदुई: भाषिक परीक्षणको नेपाली परिपाटी, भाषिक परीक्षणका गुण र पश्चमार्जन प्रभाव (९)

समयावधि: २०७९/०४/१२ देखि २०७९/०५/२ सम्म

क्र.सं.	पाठ्यवस्तु	उद्देश्य	शिक्षण विधि	शिक्षण सामग्री	मूल्याङ्कनप्रश्नको			कैफियत
					किसिम	प्रकृति	प्रश्नसंख्या	
१	नेपालमा भाषिक परीक्षणको इतिहास	-भाषिक परीक्षणको ऐतिहासिक सन्दर्भ पहिचान गर्न,	छलफल	व्याख्यान टिपोट	मौखिक	ज्ञान र बोधपरक	२	
२	भाषिक परीक्षणका मान्यता : परम्परावादी पद्धति, पृथकीकृत पद्धति, एकीकृत पद्धति, मनोभाषावैज्ञानिक पद्धति	➤ भाषिक परीक्षणका ऐतिहासिक मान्यता र धारहरुको व्याख्या गर्न,	छलफल प्रश्नोत्तर	„	„	सीपपरक	१	
३	भाषिक परीक्षणका मान्यता : सामाजिक भाषावैज्ञानिक पद्धति, प्रकार्यात्मक पद्धति, सम्प्रेषणात्मक पद्धति	➤ भाषिक परीक्षणका ऐतिहासिक मान्यता र धारहरुको व्याख्या गर्न,	„	„	„	उच्चदक्षता	३	
४	नेपाली शिक्षणका सन्दर्भमा भाषिक परीक्षण परम्परा	➤ भाषिक परीक्षणको ऐतिहासिक अवस्था थाहा पाउन,	„	„	„	ज्ञान र सीपपरक	२	
५	भाषिक परीक्षणको वर्तमान स्थिति	➤ भाषिक परीक्षणको वर्तमान स्थिति थाहा पाउन,	अवधारणा पत्र लेखन	„	„	बोधपरक	१	प्रथम आन्तरिक परीक्षा

६	भाषिक परीक्षणका गुण वैधता: आकृतिगत, विषयगत, समवर्ती, रचनात्मक, अनुमानात्मक, मानदण्डात्मक	➤ भाषिक परीक्षणका गुणहरूको शब्दचित्र उत्तान,	छलफल	सूची चार्ट	”	”	३	
७	भाषिक परीक्षणका गुण वैधता: विश्वसनीयता, व्याहारिकता, विभेदकारिता,	भाषिक परीक्षणका गुणहरूको शब्दचित्र उत्तान,	छलफल	”	”	ज्ञानपरक	२	
८	पश्चमार्जनको परिचय	➤ भाषिक परीक्षणका सन्दर्भमा पश्चमार्जनको परिचय दिन,	प्रश्नोत्तर	”	”	उच्चदक्षता	३	
९	भाषिक परीक्षणमा पश्चमार्जनको प्रभाव	➤ भाषिक परीक्षणमा पश्चमार्जनको प्रभाव थाहा पाउनु,	छलफल र प्रश्नोत्तर	व्याखन टिपोट	”	ज्ञानपरक	२	

विषयशिक्षक

क्या./स.क्या.प्र.

विभागीयप्रमुख

मिति: २०७९/०३/२२

## एकाइ योजना (३)

विषय: भाषिक परीक्षण

घण्टी संख्या: १०

एकाइ तिन : भाषिक परीक्षणका युक्ति र साधनहरू (१०)

समयावधि: २०७९/०५/८ देखि

२०७९/०५/२९सम्म

क्र.सं.	पाठ्यवस्तु	उद्देश्य	शिक्षण विधि	शिक्षण सामग्री	मूल्याङ्कनप्रश्नको			कैफियत
					किसिम	प्रकृति	प्रश्नसंख्या I	
१	स्तरयुक्त परीक्षा,	➤ भाषिक परीक्षणमा स्तरयुक्त परीक्षाको परिचय दिन,	छलफल	व्याख्यान टिपोट	मौखिक	ज्ञान र बोधपरक	१	
२	शिक्षक निर्मित परीक्षा,	➤ शिक्षक निर्मित परीक्षण युक्तिको परिचय दिन,	छलफल प्रश्नोत्तर	”	”	”	१	
३	भाषिक परीक्षणका साधन, सन्दर्भ र स्रोत सामग्रीहरूको परिचय	➤ ध्वनि अवयव चित्र बनाउनु,	प्रयोग र प्रदर्शन	चित्र	लिखित	उच्चदक्षता	१	

४	भाषिक परीक्षणका साधन, सन्दर्भ र स्रोत सामग्रीहरु : मौखिक परीक्षा	➤ भाषिक परीक्षणका विविध साधन, सन्दर्भ र स्रोत सामग्रीहरुको परिचयात्मक खाका तयार गर्न	छलफल	”	मौखिक	ज्ञान र सीपपरक	१	
५	लिखित परीक्षा	➤ लिखित परीक्षाका बारेमा थाहा पाउन,	छलफल	”	”	बोधपरक	२	
६	प्रयोगात्मक परीक्षा परिचय र अर्थ	➤ प्रयोगात्मक परीक्षाको परिचय बताउन,	छलफल	सूची चार्ट	”	सीपपरक	१	
७	श्रवण, मौखिक अभिव्यक्ति पठन	➤ श्रवण र मौखिक अभिव्यक्तिको पठन गर्न,	”	”	अध्ययन पत्र लेखन	”	१	
८	लेखन र अभिव्यक्ति सिपको प्रयोगपरक सन्दर्भ,	➤ लेखन र अभिव्यक्ति सिपको प्रयोगपरक सन्दर्भ थाहा पाउन,	छलफल	”	”	ज्ञानपरक	१	
९	स्रोत सामग्रीहरु,	➤ स्रोत सामग्रीहरु थाहा पाउन,	प्रयोग र प्रदर्शन	चित्र	लिखित	उच्चदक्षता	१	
१०	पर्यवेक्षणका साधनहरु (जाँचसूची र श्रेणीमापन	-पर्यवेक्षणका साधनहरु बताउन	प्रयोग र प्रदर्शन	चित्र	”	”	१	

विषयशिक्षक

विभागीयप्रमुख

मिति: २०७९/०३/२२

क्या./स.क्या.प्र.

## एकाइ योजना (४)

विषय: भाषिक परीक्षण

पाठ घण्टी : १०

एकाइ चार : भाषिक परीक्षण योजना र साधन (१०)

समयावधि: २०७९/०५/३० देखि

२०७९/०८/८ सम्म

क्र.सं.	पाठ्यवस्तु	उद्देश्य	शिक्षण विधि	शिक्षण सामग्री	मूल्याङ्कनप्रश्नको			कैफियत
					किसिम	प्रकृति	प्रश्नसंख्या	
१	भाषिक परीक्षण योजना र विशिष्टीकरण तालिकाको निर्माण	-परीक्षण योजना र विशिष्टीकरण तालिका निर्माण गर्न,	छलफल	व्याख्यान टिपोट	मौखिक	ज्ञान र बोधपरक	२	

२	परीक्षण साधन तथा सामग्रीहरूको निर्माण	➤ परीक्षण साधन तथा सामग्रीहरूको निर्माण प्रक्रिया बताउन,	छलफल प्रश्नोत्तर	„	„	सीपपरक	१	
३	पूर्व परीक्षण, विश्लेषण तथा परीक्षण साधन र सामग्रीहरूको परिष्करण	➤ परीक्षण साधन र सामग्रीहरूको परिष्करण प्रक्रिया व्यक्त गर्न,	„	„	„	उच्चदक्षता	३	
४	परीक्षणका लागि सामग्री सङ्कलन	➤ परीक्षण प्रसारण र सामग्री सङ्कलनको बारेमा थाहा पाउन,	„	„	„	ज्ञान र सीपपरक	२	
५	परीक्षण अङ्कन वा मापन विधि, प्रविधि र तिनको प्रयोग	➤ परीक्षण अङ्कन वा मापन विधि, प्रविधि र रूपरेखा निर्धारण गर्न,	अवधारणा पत्र लेखन	„	„	बोधपरक	१	द्वितीय आन्तरिक परीक्षा
६	बुँदागत अडक मापन प्रश्नगत अडक मापन, समूहगत अडक मापन,	➤ अडकमापन विधि थाहा पाउन,	छलफल	सूची चार्ट	„	„	३	
७	बहु परीक्षकद्वारा अडक मापन अक्षराङ्क प्रविधिको प्रयोग	बहुपरीक्षकको अवधारणा थाहा पाउन, अक्षराङ्क पद्धति जान्न,	छलफल	„	„	ज्ञानपरक	२	
८	अन्तिम मूल्याङ्कन र नतिजा निर्धारण	➤ मूल्याङ्कनीय सूचना निर्धारण गर्न,	प्रश्नोत्तर	„	„	उच्चदक्षता	३	
९	परीक्षणबाट प्राप्त मूल्याङ्कनीय सूचनाको शैक्षणिक उपयोग	➤ , मूल्याङ्कनीय सूचनाको शैक्षणिक उपयोग गर्न,	छलफल र प्रश्नोत्तर	व्याखन टिपोट	„	ज्ञानपरक	२	
१०	भाषिक परीक्षण र भाषा शिक्षण	➤ परीक्षण र शिक्षण सम्बन्ध पत्ता लगाउन,	कक्षा प्रस्तुतीकरण	व्याख्यान टिपोट	लिखित	बोधपरक	१	

विषयशिक्षक

क्या. /स.क्या.प्र.

विभागीयप्रमुख

मिति: २०७९/०३/२२

## एकाइ योजना (५)

पाठ घण्टी : ९

एकाइ पाँच: भाषिक प्रश्न निर्माण र विश्लेषण (९)  
२०७९/०८/२९ सम्म

समयावधि: २०७९/०८/९ देखि

क्र.सं.	पाठ्यवस्तु	उद्देश्य	शिक्षण विधि	शिक्षण सामग्री	मूल्याङ्कनप्रश्नको			कैफियत
					किसिम	प्रकृति	प्रश्नसंख्या	
१	भाषिक प्रश्ननिर्माणको परिचय	- भाषिक प्रश्ननिर्माणको परिचय दिन,	छलफल	व्याख्यान टिपोट	मौखिक	ज्ञान र बोधपरक	२	
२	भाषिक प्रश्नका प्रकार : विषयगत, वस्तुगत, क्लोज र सी प्रश्न	➤ विषयगत, वस्तुगत, क्लोज र सी प्रश्नबारे थाहा पाउन,	छलफल प्रश्नोत्तर	„	„	सीपपरक	१	
३	परीक्षणका आधार र अङ्कन विधि निर्माण	➤ परीक्षणका आधार र अङ्कन विधिबारे जान्नु,	„	„	„	उच्चदक्षता	३	
४	प्रश्न निर्माणका चरण : प्रश्नयोजना, प्रश्नलेखन, पूर्व परीक्षण, मानकीकरण	➤ प्रश्न निर्माणका चरण बताउन,	„	„	„	ज्ञान र सीपपरक	२	
५	परीक्षण प्रशासन र कार्यान्वयन	➤ भाषिक परीक्षण प्रशासनका बारेमा जान्नु,	अवधारणा पत्र लेखन	„	„	बोधपरक	१	
६	भाषिक प्रश्न निर्माण र विश्लेषणका आधार,	➤ भाषिक प्रश्न निर्माण र विश्लेषणका आधारका बारेमा जान्नु,	छलफल	सूची चार्ट	„	„	३	
७	भाषिक प्रश्न निर्माण र विश्लेषणका आधार : बाह्य र आन्तरिक,	प्रश्न निर्माणका बाह्य र आन्तरिक आधार पत्ता लगाउन,	छलफल	„	„	ज्ञानपरक	२	
८	निश्चित तह विशेषका परीक्षण योजना,	➤ परीक्षण योजना निर्धारण गर्न,	प्रश्नोत्तर	„	„	उच्चदक्षता	३	
९	प्रश्न निर्माण र विश्लेषण अभ्यास ।	➤ प्रश्न निर्माण र विश्लेषण अभ्यास गर्न ।	छलफल र प्रश्नोत्तर	व्याखन टिपोट	„	ज्ञानपरक	२	तेस्रो आन्तरिक परीक्षण

विषयशिक्षक

क्या. / स.क्या.प्र.

विभागीयप्रमुख

मिति: २०७९/०३/२२



Tribhuvan University  
Dhawalagiri Multiple Campus, Baglung  
Annual Plan  
Academic Year 2078/079

**Course Title:** *English*

**Course No:** *MGT: 201*

**Level:** BBS

**Year:** First Year (Section A)

**Per Week Weight:** 6 period (50 minutes/ period)

**Teacher:** Pradip Panta

**Nature of Course:** Theory

**Teaching Hour:** 150 hours

**Teaching Period:** 180

**Effective from** 2078/11/09

**Course Description**

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

**General Objectives**

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

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

Year	Month	Campus Running Days	Teaching Days	Unit	Teaching Items	Estimated Periods	Remarks
2078	Falgun	17	17	<b>Unit 1: Grammar and Writing Mechanics - (14Hrs )</b>	<b>Sentences: Elements, Varieties, Patterns, Types, Faults; Nouns, Pronouns, and Antecedents; Verbs, Tenses, Subject-Verb Agreement; Modifier and</b>	17	<b>Class starts from Falgun 09 Falgun 30: Unit Test</b>
2078	Chaitra	26	26	<b>Unit 1 Remaining Grammar and Mechanics ( 5 Hrs)</b>  <b>Unit 2: Using the Business language - (10 Hrs.)</b>          <b>Unit 3: Business Vocabulary - (6 Hrs.)</b>	<b>Connector: Modifiers, Prepositions, Conjunctions; Mechanics: Punctuation, Capitalization, Numbers</b>   <b>Fundamentals of language; Language and Meaning; Language, Society, and Culture; Stylistic Features; Functions of Language Using Language Effectively; Strong Words; Coherent Paragraphs; Commonly Confused Words</b>          <b>Importance of Business vocabulary; Vocabulary in Use; Business Specific Terminologies, Idioms, and Expressions; Vocabulary in Communication Situations; Vocabularies in Writing Situation; Vocabularies in</b>	26	<b>Chaitra 30: Unit Test</b>

					<b>Speaking Situation; Ways to</b>		
2079	Baishakh	22	22	<b>Unit 3: Business Vocabulary ( remaining) (1 Hrs)</b>  <b>Unit 4: Business Communication Messages - (7 Hrs.)</b>  <b>Plus one topic from unit 5 (3 Hrs.)</b>  <b>Unit 5: Business Writing - (8Hrs.)</b>	<b>Unit 3: Business Vocabulary</b>  <b>Written; Oral; Visual Messages; Electronic Messages; Nonverbal messages</b>  <b>Brochures:.....</b>  <b>Guidelines and Instructions; Media Stories, Releases, and.....</b>	22	28- Unit Test
2079	Jestha	25	16	<b>Unit 5: Business Writing - (13Hrs.) Remaining)</b>	<b>Guidelines and Instructions; Media Stories, Releases, and</b>	16	20- Unit Test 22-31 (Summer Vacation)
2079	Ashad	26	17	<b>Unit 5: Business Writing -(10 Hrs.)</b>  <b>Unit 6: Reading Strategies and Writing Process - (4 hrs.)</b>	<b>Advertisements: Media Stories, News Reports; Articles and Stories; Broadcasting Stories; Press Releases; Effective Media Relations; Advertisements</b>  <b>Reading to Write</b>	17	1-10 ( Summer Vacation) 12–Class resumes 31- Unit Test

2079	Shrawan	26	26	<b>Unit 6: Reading Strategies and Writing Process - (21) hrs.)</b>	<b>Reading to Write: Becoming a Critical Reader; Brent Staples. "Cutting and Pasting: A Senior Thesis";</b>	26	31- Unit Test
2079	Bhadra	25	25	<b>Remaining of Unit 6: Reading Strategies and Writing Process -</b>	<b>Note-Making; Summarizing; Invention; Arrangement; Drafting and Revising; Editing and Proof Reading; Paragraph Writing</b>	25-5= 20	Bhadra 5-10 First Internal Exam
2079	Ashoj	13	6	<b>Remaining of Unit 6: Reading Strategies Writing Process (5Hrs)</b>	<b><i>IADE: Invention, Arrangement, Drafting, Proofreading</i></b>	6	9- Unit Test 10-31 = Dashain Tihar Vacation
2079	Kartik	20	15	<b>Unit 6 Remaining (8Hrs)</b> <b>Unit 7: Patterns of Writing - (3 Hrs.)</b>	<b><i>Narration:</i></b> <b>Sandra Cisneros: "Only Daughter";</b> <b>Bonnie Smith-Yackel: "My Mother never Worked";</b>  <b><i>Description:</i></b> JhumpaLahiri: "Rice"; <b>Heather Rogers: "The Hidden Life of Garbage";</b>  <b>Cause and Effect: Stan Cox: "The Case against Air Conditioning"; Lawrence Otis Graham: "The 'Black Table' is Still There"</b>	15	1-12= Dashain Tihar Vacation 30- Unit Test
2079	Mansir	24	24	<b>Remaining of Unit 7: Patterns of Writing - (20Hrs.)</b>	<b>Comparison and Contrast: Bharati Mukherjee: "Two Ways to Belong in</b>	24	29 <sup>th</sup> Unit Test

					<p><b>America"; Amy Chau: "Why Chinese Mothers are Superior"</b></p> <p><b>Definition: Judy Brandy: "I want a Wife";</b></p> <p><b>Gayle Rosenwald Smith: "The Wife-Beater";</b></p> <p><b>Argumentation: Alex Tabarrok: "The Meat Market";</b></p>		
2079	Paush	23	11	(5 Hrs)	<b>Daniel Engber. "Let them Drink Water"</b>	11-5= 6	7-14 Second Internal Exam 17-30= Winter Vacation
2079	Magh	22	16	7 (HRS)	<b>Exam Oriented Revision Class for almost 10 days.</b>		1-6 = Winter Vacation  Students' assignments, Students' Presentation, Giving Model Questions & Conducting an exam of 100 marks following the grid developed by TU & Annual Exam
						Period 180+	

Pradip Panta

Subject Teacher

Bijaya Raj Panta

Head of the Department

Prof. Dr. Ram Prasad Upadhyaya

Campus Chief

**TRIBHUWAN UNIVERSITY**

DHAWALAGIRI MULTIPLE CAMPUS, BAGLUNG

DEPARTMENT OF ENGLISH , UNIT PLAN

Level: Bachelor

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

Course title/subject: Busines English

Teaching Hours: 6 Hrs

Course /Subject Code: 201

Teaching Periods: Fourth ( Morning)

Class Year: B.B.S . First Year

Academic Year: 2079/80

Time Duration: 2078/11/09-2078/12/11

Subject Teacher: Pradip Panta

Contents/ Subjectmatters	Objectives	Teaching Materials	Teaching Method	Evaluation		Estimated Period	Remarks
				Types	Nature		
<b>Unit 1:: Grammar and Writing Mechanics</b>  <b>Sentences: Elements, Varieties, Patterns, Types, Faults; Nouns, Pronouns, and Antecedents; Verbs, Tenses, Subject-Verb Agreement; Modifier and Connector: Modifiers, Prepositions, Conjunctions; Mechanics: Punctuation, Capitalization, Numbers</b>	<b>The following objectives specify that the business students, at the conclusion of the course, should be able to:</b> <ul style="list-style-type: none"> <li>• improve linguistic competence at lexical, structural/ grammatical levels</li> <li>• comprehend literary texts and writing modes</li> <li>• produce correct sentences, cohesive paragraphs, and organized texts</li> <li>• respond to the literary and business</li> </ul>	Daily used Materials, powerpoint, PPT Slides and visual materials as per necessity.	Lecture, Discussion, Individual Presentation, Group Presentation	Oral /Written Students will be orally evaluated based on their defense of the project works. They can also be evaluated on the basis of their written assignments.	Comprehensive evaluation / based on Presentation Performance based evaluation.	26	

	<p>readings critically and analytically</p> <ul style="list-style-type: none"><li>• boost competence towards global understanding thereby strengthening their confidence in using English in professional and social scenarios</li></ul>						
--	--	--	--	--	--	--	--

**TRIBHUWAN UNIVERSITY**

DHAWALAGIRI MULTIPLE CAMPUS, BAGLUNG

DEPARTMENT OF ENGLISH , UNIT PLAN

Level: Bachelor

Unit 2:: Using the Business Language

Course title/subject: Busines English

Teaching Hours: 6 Hrs

Course /Subject Code: 201

Teaching Periods: Fourth ( Morning)

Class Year: B.B.S . First Year

Academic Year: 2079/80

Time Duration: 2078/12/13-2078/12/21

Subject Teacher: Pradip Panta

Contents/ Subjectmatters	Objectives	Teaching Materials	Teaching Method	Evaluation		Estimated Period	Remarks
				Types	Nature		
<p><b>Unit 2:: Using the Business Language</b></p> <p><b>Fundamentals of language; Language and Meaning; Language, Society, and Culture; Stylistic Features; Functions of Language Using Language Effectively; Strong Words; Coherent Paragraphs; Commonly Confused Words</b></p>	<ul style="list-style-type: none"> <li>• Unit is designated with the intensity of providing students sound grounds to promote their reading and writing skills in English</li> <li>• The collected skills are expected to develop their own motives for advanced level of reading and post reading endeavor, writing.</li> <li>• Throughout this unit the learners learn basic techniques to use business language in the society</li> <li>• The learners are aimed to develop skills to make business</li> </ul>	<p>Daily used Materials, powerpoint, PPT Slides and visual materials as per necessity.</p>	<p>Lecture, Discussion, Individual Presentation, Group Presentation</p>	<p>Oral /Written</p>	<p>Compresensive/ based on Presentation</p>	<p>8</p>	



	<p>language stylistic and coherent.</p> <ul style="list-style-type: none"><li>• They are also supposed to be acquainted to verify the commonly confused words</li></ul>						
--	---	--	--	--	--	--	--

**TRIBHUWAN UNIVERSITY**

DHAWALAGIRI MULTIPLE CAMPUS, BAGLUNG

DEPARTMENT OF ENGLISH , UNIT PLAN

Level: Bachelor

Unit 3:: **Business Vocabulary**

Course title/subject: Busines English

Teaching Hours: 6 Hrs

Course /Subject Code: 201

Teaching Periods: Fourth ( Morning)

Class Year: B.B.S . First Year

Academic Year: 2079/80

Time Duration: 2078/12/22- 2078/12/30

Subject Teacher: Pradip Panta

Contents/ Subjectmatters	Objectives	Teaching Materials	Teaching Method	Evaluation		Estimated Period	Remarks
				Types	Nature		
<p style="text-align: center;"><b>Unit 3:: Business Vocabulary</b></p> <p><b>Importance of Business vocabulary; Vocabulary in Use; Business Specific Terminologies, Idioms, and Expressions; Vocabulary in Communication Situations; Vocabularies in Writing Situation; Vocabularies in Speaking Situation; Ways to improve vocabulary.</b></p>	<ul style="list-style-type: none"> <li>• Unit is designated with the intensity of providing students sound grounds to promote their vocabulary in reading and writing English in business arena.</li> <li>• They are expected to boost up their vocabulary status associated to business.</li> <li>• They are also expected to learn terminologies and vocabularies associated to meeting, banking, Money,</li> </ul>	<p>Daily used Materials, powerpoint, PPT Slides and visual materials as per necessity.</p>	<p>Lecture, Discussion, Individual Presentation, Group Presentation</p>	<p>Oral /Written</p>	<p>Compresensive/ based on Presentation</p>	8	

	Advertisement and so on.						
--	-----------------------------	--	--	--	--	--	--

**TRIBHUWAN UNIVERSITY**

DHAWALAGIRI MULTIPLE CAMPUS, BAGLUNG

DEPARTMENT OF ENGLISH , UNIT PLAN

Level: Bachelor

Unit 4:: **Business Communicaton Message**

Course title/subject: Busines English

Teaching Hours: 6 Hrs

Course /Subject Code: 201

Teaching Periods: Fourth ( Morning)

Class Year: B.B.S . First Year

Academic Year: 2079/80

Time Duration: 2079/01/02-2079/01/12

Subject Teacher: Pradip Panta

Contents/ Subjectmatters	Objectives	Teaching Materials	Teaching Method	Evaluation		Estimated Period	Remarks
				Types	Nature		
Unit 4:: <b>Business Communicaton Message</b>  <b>Written; Oral; Visual Messages; Electronic Messages; Nonverbal messages</b>	<ul style="list-style-type: none"> <li>• This unit presents some modalities of business message.</li> <li>• The learners are expected to enhance their skills on oral, visual, Electronic, and nonverbal messages.</li> <li>• The students are believed to explore distinction on various modalities of communicative messsages.</li> </ul>	Daily used Materials, powerpoint, PPT Slides and visual materials as per necessity.	Lecture, Discussion, Individual Presentation, Group Presentation	Oral /Written	Compresensive/ based on Presentation	9	

**TRIBHUWAN UNIVERSITY**

DHAWALAGIRI MULTIPLE CAMPUS, BAGLUNG

DEPARTMENT OF ENGLISH , UNIT PLAN

Level: Bachelor

Unit 5:: **Business Writing**

Course title/subject: Busines English

Teaching Hours: 6 Hrs

Course /Subject Code: 201

Teaching Periods: Fourth ( Morning)

Class Year: B.B.S . First Year

Academic Year: 2079/80

Time Duration2079/01/13-2079/02/13

Subject Teacher: Pradip Panta

Contents/ Subjectmatters	Objectives	Teaching Materials	Teaching Method	Evaluation		Estimated Period	Remarks
				Types	Nature		
<b>Unit 5:: Business Writing Brochures, Guidelines and Instructions; Media Stories, Releases, Guidelines and Instructions; Media Stories, Releases, and Advertisements: Media Stories, News Reports; Articles and Stories; Broadcasting Stories; Press Releases; Effective Media Relations; Advertisements</b>	<ul style="list-style-type: none"> <li>Unit is designated with the intensity of providing students sound grounds to promote their reading and writing skills in the course of screening the written materials.</li> <li>The collected skills are expected to develop their own motives for advanced level of reading and post reading endeavor, writing.</li> <li>Throughout this unit the learners learn basic techniques to summarize the texts, paraphrase and give critical readings to the reading materials.</li> </ul>	Daily used Materials, powerpoint, PPT Slides and visual materials as per necessity.	Lecture, Discussion, Individual Presentation, Group Presentation	Oral /Written	Compresensive/ based on Presentation	27	

	<ul style="list-style-type: none"><li>• Moreover, it succeeds to establish a sort of linkage with the first year course on the ground of the required common objectives.</li><li>• It presents some samples how to prepare brochures, write guidelines, instructions and news reports and media stories.</li></ul>						
--	--	--	--	--	--	--	--

**TRIBHUWAN UNIVERSITY**

DHAWALAGIRI MULTIPLE CAMPUS, BAGLUNG

DEPARTMENT OF ENGLISH , UNIT PLAN

Level: Bachelor

**Unit 6:: Reading Strategies and Writing Process**

Course title/subject: Busines English

Teaching Hours: 6 Hrs

Course /Subject Code: 201

Teaching Periods: Fourth ( Morning)

Class Year: B.B.S . First Year

Academic Year: 2079/80

Time Duration: 2079/02/16-2079/04/31

Subject Teacher: Pradip Panta

Contents/ Subjectmatters	Objectives	Teaching Materials	Teaching Method	Evaluation		Estimated Period	Remarks
				Types	Nature		
<b>Unit 6:: Reading Strategies and Writing Process</b> <b>Reading to Write: Becoming a Critical Reader; Brent Staples. "Cutting and Pasting: A Senior Thesis"; Note-Making; Summarizing; Invention; Arrangement; Drafting and Revising; Editing and Proof Reading; Paragraph Writing</b> <b>IADE: Invention, Arrangement, Drafting, Proofreading</b>	<ul style="list-style-type: none"> <li>• Unit is designated with the intensity of providing students sound grounds to promote their reading and writing skills in the course of screening the written materials.</li> <li>• The students are expected to develop writing skills especially designing essays.</li> <li>• Throughout this unit the learners learn basic techniques to summarize the texts, paraphrase and give critical readings to the reading materials.</li> <li>• Moreover, it succeeds to establish a sort of</li> </ul>	Daily used Materials, powerpoint, PPT Slides and visual materials as per necessity.	Lecture, Discussion, Individual Presentation, Group Presentation	Oral /Written	Compresensive/ based on Presentation	48	

	<p>linkage with the first year course on the ground of the required common objectives.</p> <ul style="list-style-type: none"><li>• It has also objective to aware the students about the basic ethical issues while preparing reports and research papers.</li></ul>							
--	--	--	--	--	--	--	--	--



**TRIBHUWAN UNIVERSITY**

DHAWALAGIRI MULTIPLE CAMPUS, BAGLUNG

DEPARTMENT OF ENGLISH , UNIT PLAN

Level: Bachelor

Unit 7:: **Patterns of Writing**

Course title/subject: Busines English

Teaching Hours: 6 Hrs

Course /Subject Code: 201

Teaching Periods: Fourth ( Morning)

Class Year: B.B.S . First Year

Academic Year: 2079/80

Time Duration: 2079/05/01-2079/08/16

Subject Teacher: Pradip Panta

Contents/ Subjectmatters	Objectives	Teaching Materials	Teaching Method	Evaluation		Estimated Period	Remarks
				Types	Nature		
<p><b>Unit 7:: Patterns of Writing</b></p> <p><b><i>Narration:</i></b>  <b>Sandra Cisneros: "Only Daughter";</b>  <b>Bonnie Smith-Yackel: "My Mother never Worked";</b></p> <p><b><i>Description:</i></b> <b>JhumpaLahiri: "Rice";</b>  <b>Heather Rogers: "The Hidden Life of Garbage";</b></p> <p><b><i>Cause and Effect:</i></b> <b>Stan Cox: "The Case against Air Conditioning"; Lawrence Otis Graham: "The 'Black Table' is Still There"</b></p>	<ul style="list-style-type: none"> <li>• The students are expected to explore various literary texts especially essays.</li> <li>• The learners are expected to produce the similar texts of their own basing on needed modalities.</li> <li>• The collected skills are expected to develop their own motives for advanced level of reading and post reading endeavor, writing.</li> <li>• Throughout this unit the learners learn basic techniques to summarize the texts, paraphrase and give</li> </ul>	<p>Daily used Materials, powerpoint, PPT Slides and visual materials as per necessity.</p>	<p>Lecture, Discussion, Individual Presentation, Group Presentation</p>	<p>Oral /Written</p>	<p>Compresensive/ based on Presentation</p>	<p>54 +</p>	

<p><b>Comparison and Contrast:</b> <b>Bharati Mukherjee: "Two Ways to Belong in America"; Amy Chau: "Why Chinese Mothers are Superior"</b> <b>Definition: Judy Brandy: "I want a Wife";</b> <b>Gayle Rosenwald Smith: "The Wife-Beater";</b> <b>Argumentation:</b> <b>Alex Tabarrok: "The Meat Market";</b> <b>Daniel Engber. "Let them Drink Water</b></p> <p><b>Revision</b> <b>/Presentation/Tests and Exams will be conducted for board exams</b></p>	<p>critical readings to the reading materials.</p> <ul style="list-style-type: none"><li>• Moreover, it succeeds to establish a sort of linkage with the first year course on the ground of the required common objectives.</li></ul>						
---	---	--	--	--	--	--	--

Dhaulagiri Multiple Campus, Baglung  
Bachelor of science  
Yearly and unit plan

Subject teacher : Lakhan Thapa

Part :IV

Full marks: 100+50

Pass marks:35+20

Subject: General chemistry II

Course Title: Physical + organic + inorganic chemistry

Subject code: Che 403 and 404 (Theory 150 hrs and practical)

month	College Working days	College Teaching days	unit	Objective	Teaching hrs	Class working days	Topics	Teaching methods	Materials	Practical classes
baisak	22	22	Chemical kinetics	At the end of unit student would be able to 1- distinguish between different types of rxn -explain kinetic equation -explain effect of temp on rate of rxn	15	10	Collision theory of bimolecular and unimolecular Rxn Transition State consecutive opposing rxn chain rxn photochemical rxn	Lecture Group discussion	Board Marker slides ppt	Quantitative estimation 18 periods
jestha	25	16	Chemical kinetics  Modern electro chemistry	At the end of unit student	15	16	kinetics of polymerization  Ion solvent and ion-ion interaction	Lecture Group discussion	Board marker	Quantitative estimation 18 periods

				would be able to -explain debye huckel theory						
ashad	26	17	Modern electro Chemistry  Polarisation and commercial cells	-  At the end of unit student would be able to -xplain different types of polarisation	8	17	Polarisation Types overvoltage Commercial cells	Lecture Group discussion	Board marker	Quantitative estimation 18 periods
sarawan	26	25	Corrosion          Bio-organic	At the end of unit student would be able to -describe corrosion  -compare effect of different types of corrosion	12          10	25	Corrosion typs Corrosion contol Corrosion cell Corrosion control    Buological oxidation reduction Isotope labelling Chemistry of vision	Lecture Group discussion	Board marker	Quantitative estimation 18 periods

			lipids	At the end of unit student would be able to - differentiate biological oxidation reduction -explain chemistry of vision -explain types and function of lipids			composition source detergent steroid			
bhadra	25	25	carbohydrates	At the end of unit student would be able to -describe function of carbohydrate	18	25	Classification Aldohexose Ketohexose Stereoisomer Lengthening and shortning of aldose Aldo-keto conversion	Lecture Group discussion	Board marker	Quantitative estimation 18 periods
			protein	-distinguish betn aldose and ketose -students will be able to analyze composition of protei Will be clear about	16		Amino acids dipolar ions Configuration of amino acids Dopamine Synthesis of aminoacids and protein Conjugated protein			



				types of bonding in coordination compounds -predict stereochemistry						
Mansir	24	24	Bonding and application in coordination compounds			24	Crystal field theory Jahn-taller effect Highspin –low spin complextrns effect Kinetic and thermodynamic stability	Lecture Group discussi on	Board marke r	Quantita tive estimatio n 18 periods
Poush	23	13	Inorganic reaction mechanism	At the end of unit student would be able to -compare reaction mechanism in labile and inert complex -explain basix idea of inorganic reaction mechanism	10	13	Fundamental of substitution reaction Dissociate and associative mechanism Atom and electron transfer mechanism	Lecture Group discussi on	Board marke r	Quantita tive estimatio n 18 periods
magh	22	16	Carbonyls and nitrosyl	At the end of unit student		10	Genral methods of preparation 18 electron rule Polynuclear carbonyl and nitrosyls	Lecture Group discussi on	Board marke r	Quantita tive estimatio n

				would be able to -know general methods of preparation of metal carbonyl and nitrosyls -interpret 18 electron rule.						18 periods
falgun	19	19				12	Revision of important questions	Lecture Group discussion	slides ppt	Quantitative estimation 18 periods
chaitra	26	26				14				
Total					150hrs					180 periods

Subject teacher

Coordinator



## Annual plan (2079)

**Campus:** Dhawalagiri Multiple Campus, Baglung  
**Course Title:** Linear Algebra & Vector Analysis  
**Level:** B.Ed.  
**Year:** Fourth  
**Aademic Year :** 2079  
**Per Week Weight :** 6 period (50 min.per period)

**Course No:** Ed. 445  
**Nature of Course:** Theory  
**Teaching Hour :** 150 hours  
**Teaching Period :** 180

Month	Campus open days	Teaching days in campus	Unit with teaching hour	Teaching Items	Estimated period	Remarks
Baishakh 079	22	22	Introduction to Linear Algebra(LA)-(15h)	Historical information of LA ..... Composite and inverse function and their properties.	18	Class starts from 1-22, Teaching Practice Orientation, .....
Jestha , 079	26	16	-System of Linear Equation-(15h) -Matrices and Determinants (20h)	-Homogeneous and non-homogeneous equation... -Introduction and operation on matrices and its algebraic properties -Special types of matrix and partitioned matrices echelon form of matrices.	24	22-unit test
Ashad 2079	26	17	Matrices and Determinants	Elementary, invesre and equivalence matrices Properties of determinant Co-factor expansion	17	Jestha 22 to onwards; summer vacation
			-Matrices and Determinants -Vector in n- space - (13h)	-Use of determinants to solve the equation, rule its proof and verification -Definition and example, Algebraic operation, norms, length, angle between two vectors and their properties	16	Ashad- 15, TU day Ashad (1-10) summer vacation 25-unit test
Shrawan	26	26	-Vector in n- space -Vector space(20h)	-Scalar and vector projection...Orthogonality of vectors -Vector space, sub-space and its properties...Linear hull, Linear combination, dependence & independence of vector with properties	25	Interaction 1 day
Bhadra	25	25	-Vector space -Linear Transformation(LT) -(15h)	-Direct sum, basis and dimation of vector...Grams Smith orthogonalizatio of basic vector -Definition and example, Algebra of LT -Inverse Kernel and Image of LT	20	Bhada-.... Teej Bhadra 25 to onwards internal exam

Aswin	13	6	-Linear Transformation -Inner product space -(15h)	-Geometry of LT ,Linear transformation and vector space of LT & matrices, singular and non-singular LT -Inear product and Inner Product space, Orthogonal basis...Bi-linear matrices, General orthogonal base, dual space -Egien value and Egien vector	15	Aswin -15 unit test Aswin(21-31) Dashain hoiday Aswin 13 to onwards internal exam
Kartik	20	15	-Innear product space -Products of Vector (13h)	-Concept of Caley Hamilton theorem and its verification -Scalar triple product and its geometrical meaning & properties - Vector triple product and its geometrical meaning	7	Kartik(1-20) Dashain/tihar holiday
Mansir	24	24	-Product of Vector -- Vector differentiation (11h)	-Scaler product of four vectors..... reciprocal system of vectors and its properties -Continity and successive derivative and vector functions -Geometrical interpretation of derivative of vector functions with scalar variables -Gradient	20	Mangsir 15, unit test 1-6 internal exam
Paush	23	11	-Vector differentiation -Polynomial Equation of degree greater then two & its properties- (13h)	- Divergent and curl -Properties of polyniminal equation, -Relation between roots and coefficient	8	Paush 10 Krismas day, Paush 15 Tamu Losar, Paush (17-30) winter vacation
Magha	22	16	Polynomial Equation of degree greater then two & its properties	-Application to the solution of an equation -Simetic function of roots  -Transformation of equation, multiple roots, sum up the power of roots, reciprocal roots -Revision	10	Magh 1- Makar Sakranti - Magh 15-20 internal exam
Phalgun	19	19		Annual Exam		
					180 Periods	

.....  
Class Teacher

.....  
Head of the Department

.....  
Assist Campus Chief

**Note:** Monitoring and supervision will be done by the campus authority according to the Action Plan prepared by subject teachers,

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**

**Unit –Plan**

Level: Bachelor

Year:2079

Subject: linear Algebra &amp; vector analysis

Teacher Name: Kul Prasad Adhikari

Period: Third (7.55 - 8.45)

Unit	Content	Specific objective	Teaching Material	Teaching Methods	Evaluation	Allocated period (Duration)
<b>Unit I: Introduction to Linear Algebra (15)</b>	*Brief historical information of linear algebra *Concept of set, relations and functions *Algebraic system and operations of sets and functions * Linear equations, non-linear equations. *Linear transformations, application of linear equations * Cartesian product, relations, functions and their properties * Equivalence relation, quotient structures.	<ul style="list-style-type: none"> <li>Explain the basic concepts of linear algebra • Explain the historical scenario of linear algebra and its development • Define algebraic structure of set and functions • Explain linear and non-linear equations, linear transformation with examples • Find the Cartesian product, relations and functions with examples</li> <li>Derive composite and inverse functions with examples • Explain equivalence relation and quotient structure . Composite functions, inverse function and their properties</li> </ul>	Text book Lecture note White board and Marker	Discussion Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2079/1/1 to 2/11 (period)</b>
<b>Unit II: System of Linear Equations(15)</b>	*System of homogeneous and nonhomogeneous linear equations * Rank of a matrix and reduction to echelon form *Consistency and inconsistency of system of linear equations *Solution of homogeneous and nonhomogeneous system of linear equations * Gaussian elimination method for solving linear equations	Illustrate system of homogeneous and non-homogeneous linear equations • Define rank of a matrix and reduce a matrix into an echelon form with examples up to $3 \times 3$ matrix • Test the consistency and solve the homogeneous and non-homogeneous system of linear equations • Explain the elementary transformation of matrix • Explain and apply Gaussian Elimination method for solving linear equations	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2079/2/1 to 3/23 (period)</b>
<b>Unit III: Matrices and Determinants (20)</b>	* Introduction of matrices *Operations on matrices *Algebraic properties of matrix operation *Special types of matrices and partitioned matrices, echelon form of matrices * Elementary matrices *Inverse of matrices *Equivalent matrices * Determinants:	Define matrix and operation of matrices. • Prove algebraic properties of matrices • Discuss the special types of matrices and partitioned matrices and prove some properties of nonsingular matrices • Transfer matrices into reduced row echelon form • State row (column) equivalent matrix and prove some	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2079/3/2 to 4/19 (period)</b>

	*Properties of determinant co-factor expansion *Use of determinants to solve Linear equations, Cramer's rule and its proofs and verifications.	properties of equivalent matrices • Identify elementary matrix and find inverse of a matrix by using elementary operations • Explain determinant as a function and prove its properties • Find inverse of a matrix by using determinant and adjoint of the matrix				
<b>Unit IV: Vectors in n-space (13)</b>	*Definition and examples of points in n-space, algebraic operations (addition and multiplication) of points in n-space and their properties *Norm, length, angle between two vectors and their properties *Scalar and vector projections and their geometrical interpretations. *Parallelogram law, Cauchy Schwarz inequality *Triangle inequality, Pythagorean identity. *Orthogonality of vectors	Define points and perform algebraic operations on vectors in n-space • Find norm, length of vectors and the angles of two vectors with their properties • Locate scalar and vector projections and interpret them geometrically. State and prove that parallelogram law, Cauchy Schwarz and triangle inequalities • State Pythagorean identity and • Explain orthogonality of vectors and Gram Smith Orthogonalization process of vectors	Text book Lecture note White board and Marker	Discussion Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2079/4/2 to 4/9 (period)</b>
<b>Unit V: Vector Spaces (20)</b>	*Vector spaces and sub spaces * Elementary properties of vector spaces and subspaces * Linear combination, linear hull, dependence and independence of vectors and their properties * Direct sum of vector sub spaces * Basis and dimension of vectors *Co-ordinates and isomorphism * Scalar Product of vectors. *Orthogonal and orthonormal vectors and their properties * Orthogonal and orthonormal bases and their properties * Gram Smith orthogonalization process of basis vectors	Define and give examples of vector spaces and subspaces • Explain the concept of generators, linear space, dependence and independence of set of vectors • Prove the properties of linearly dependent and linearly independent set of vectors. • State the direct sum of sub spaces and theorem based on it. • Identify the basis and dimensions of vector spaces • Construct bases of subspaces and prove theorems related to basis and dimension • State isomorphism of vector spaces and prove related theorem • Establish elementary properties of subspaces • Explain Gram Smith Orthogonalization process for set of basis vectors	Text book Lecture note White board and Marker	Discussion Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2079/4/9 7/18 (period)</b>
<b>Unit VI: Linear Transformation (15)</b>	*Definitions and examples of linear transformation *Algebra of linear transformations 6.3 Inverse of linear transformation. *Kernel and image of linear transformation *Geometry of linear	Define linear transformation and give examples • Identify the image and kernel of linear transformation and prove their properties • Discuss geometric linear transformation in Euclidean spaces • Represent a linear transformation by a matrix • Establish relationships among linear transformations,	Text book Lecture note	Discussion Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2079/7/2 8/9 (period)</b>

	transformations * Linear transformation and matrices *Vector space of linear transformation *Vector space of matrices * Singular and non-singular liner transformation	matrices and basis of vector spaces • Establish one to one correspondence between set of all linear transformations to the set of all $m \times n$ matrices	White board and Marker			
<b>Unit VII: Inner Product Spaces (15)</b>	*Inner product and inner product spaces * Orthogonal basis *Application to linear equations *Bilinear matrices, general orthogonal base , dual space * Eigen values and eigen vectors * Concept of Caley Hamilton theorem and its verification	Define scalar and Hermitian product on vector spaces and give their examples and prove the properties of inner products • Calculate the norm of a vector and prove its properties • Compute orthogonal/orthonormal basis of finite dimensional vector spaces • Calculate eigen values and eigen vectors	Text book Lecture note White board and Marker	Discussion Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2079/8/1 to 9/4 (period)</b>
<b>Unit VIII: Products of Vectors (13)</b>	*Scalar triple product * Geometrical meaning and properties of scalar triple product * Vector triple product * Geometrical meaning of vector triple product * Scalar product of four vectors * Vector product of four vectors and linear relation of four vectors * Reciprocal system of vectors and its properties	Define the scalar product of three and four vectors and prove their properties. • Interpret scalar triple product geometrically • Define the vector product of three and four vectors and establish the properties. • Give the geometric meaning of a vector triple product. • Calculate the scalar product of four vectors • Explain reciprocal system of vectors and prove its properties	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2079/9/5 to 10/25 (period)</b>
<b>Unit IX: Vector Differentiation (11)</b>	* Continuity and successive derivative of vector functions *Geometrical interpretation of derivative of vector function with scalar variable * Gradient, divergence and cur	Discuss continuity and calculate the higher derivatives of vector functions. • Explain the geometrical interpretation of derivative of a vector • Prove necessary and sufficient condition for the vector function to have a constant magnitude and to have a constant direction • Define gradient, divergence and curl and establish the related deduction	Text book Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer	<b>2079/10/ to 11 (14period)</b>



Course Title/Subject: Teaching Mathematics at Secondary School

Course no. Subject Code: Maths Ed 432

Teaching hour: 180

Nature: Theory+Pr  
Teaching Period: 216

Per week Loads: 9 (50 Minutes Per Period)

Subject Teacher: Kul Pd Adhikari

Effective date:2079- 4-30

Level: Bachelor,

Year : 2079

Month & Date	Campus Opening Days	Class Running Days	Title of Unit	T. hour	Allocate hour	Contents/ Subject Matter	Estimated Periods	Remarks
2079 Srawan 30	26	26	Unit I: Philosophies of Mathematics and Mathematics Education	14	1	- Introduction of Maths and Math-education	2	Class starts from srawan 30
2079 Bhadra	25	25	Unit 1: Philosophies of Mathematics and Mathematics Education Unit II: Different Learning Theories	14	13+8=21	- Different philosophies of Mathematics - Different philosophies of Math-education -Nature of Maths and Math-education -Broader goal of Math-education -Principles of teaching and learning -Historical background of Maths and Math-education. Comparison among behaviorist, cognitivist, and constructivist learning theories Basic principles of different learning theories, Piaget's theory of cognitive stages of learning and its implication Bruner's stages of learning and its implication Dienes's theory of stages of learning and its implication	25	
2079 Aswin	13	6	Unit II: Different Learning Theories		6	Gagne's types of learning and its implication Ausubel's theory of learning and its implication	8	



			Unit III: Formulation of Instructional objectives Unit IV: Curriculum and Curricular materials (10 Th+ 12 Pr)	10  22		van Hiele's stages of learning theory and its implication Vygotsky's stages of intellectual development and its implication Relation and differences among different learning theories		
2079 Kartik	20	15  +9 pr	Unit IV: Curriculum and Curricular materials -Model of  instr uctio nal Strat egies	16	18+2=20	Introduction objectives of mathematics of secondary level Relation between aims, goals and objectives Classification of objectives of different domains Bloom's Taxonomy and application Hoffer's Taxonomy and application Krathwool's Taxonomy and application Interpersonal skill Construction of different types of objectives Elements of curriculum Different International reform moments Process of curriculum development  Causes of curriculum change Study of PSSM's curriculum Overview of school level curriculum of Nepal Schematic chart of school level Maths contents Appraisal of curriculum, textbook, and TG -Problem of Instruction (Understanding, Assimilation, Permanence, Transfer)	<b>24 +9 pr work</b>	23/24 Teej

2079 Mansir	24	24	-Model of instructional strategies		14	Learning disabilities in students Individual difference caused by multiple intelligence Classroom diversity: Gender, culture, language etc Mathematical anxiety in students Pedagogy and andragogy for teaching maths Comparison among different pedagogies Comparison among different types of questions required in different pedagogies	15	15-unit test
2079 Paush	23	5+3pr	Instructional materials	5	8	Introduction and rationale of using instructional materials Classification of materials (concrete, manipulative, electronic calculator, A/V and printed materials and virtual materials	9+6= 15	pouh 7-14 first term exam
2079 Magha	25	10+6= 16	-Instructional materials -Instuctional Planning	24	17+7= 24	Classification of materials (concrete, manipulative, electronic calculator, A/V and printed materials and virtual materials Mathematics Laboratory (on-task, off-task) Preparation and development of materials Use of textbook-2 Different planning at school Annual Planning, Unit Planning	18+12=30	29-unit test
2079 Phalgun	19	12+7=19	-Instuctional Planning		17	-Models of Lesson Plans (Behaviorist, cognitivist, constructivist) - Preparation of Modules (Teaching, Learning, Training)	21	
2079 Chaitra	26	18+8=26	-Evaluation -Supervision	20 5	23	Introduction Measurement and Evaluation Types of measurement	27	Chaitra 24-30 second term

						<p>Types of Evaluation</p> <ul style="list-style-type: none"> <li>-Difference in measurement and evaluation</li> <li>Comparison between examination and evaluation</li> <li>Comparison among Formative/ Summative evaluation &amp; Diagnostic test</li> </ul> <p>Types of Examination in Practice</p> <p>Prevention and remediation Strategies</p> <p>Reliability and Validity of Test</p> <p>Rehabilitation work for at-risk      Need of supervision,</p> <p>Techniques of supervision</p> <p>Use of supervision techniques to improve classroom teaching</p>		
2080 Baisakh			-Supervision Unit 10: Teaching Contents of Secondary Level	<b>30</b>	<b>2+16= 18</b>	<p>Reliability and Validity of Test</p> <p>Rehabilitation work for at-risk      Need of supervision,</p> <p>Techniques of supervision</p> <p>Use of supervision techniques to improve classroom teaching</p> <p>Rating of teacher's teaching using different scales/Tools (ACI, FIAC, general observation form)- Components of Classroom management</p> <p>Physical, Discipline, Administration classroom Practice</p> <p>Introduction to motivational skills</p> <p>Intrinsic and extrinsic motivation</p> <p>Application of above motivation for the problem of instruction</p> <p>Enrichment mathematics instruction: Teaching for concepts &amp; construction, discovering</p>	<b>16+9=25</b>	Internal exam(1-6)

						relation, problem solving, theorem proving)		
2080 Jestha	25	12+12= 24	Unit 10: Teaching Contents of Secondary Level			4 Teaching secondary level Maths contents Compulsory mathematics IX-X (set, arithmetic, mensuration, algebra, geometry, trigonometry, statistics, probability) Optional Mathematics IX-X (Algebra, matrix, co-ordinate geometry, trigonometry, vector, transformation, statistics) - Mathematics XI-XII (set, linear algebra, trigonometry, co-ordinate geometry, calculus, vectors, statistics and probability&(Remaining practical work)	<b>24</b>	30- new year Blessing p  6 period revision
Total				180			216	

---

 Subject Teacher

---

 Head of the department

---

 Assistance campus chief

**Tribhuvan University**  
**Dhawalagiri Multiple Campus, Baglung**

**Unit –Plan**

**Level: Bachelor**

**Subject: Teaching Mathematics at secondary level**

**Teacher Name: K.P. Adhikari**

**Year: Third**

**Period: Second**

Unit	Content	Specific objective	Teaching Material	Teaching Methods	Evaluation	Allocated period (Duration)
Unit 1: Philosophies of Mathematics and Mathematics Education (14)	1.1 Introduction of Maths and Math-education 1.2 Different philosophies of Mathematics 1.3 Different philosophies of Math-education 1.4 Nature of Maths and Math-education 1.5 Broader goal of Math-education 1.6 Principles of teaching and learning 1.7 Historical background of Maths and Math-education	<ul style="list-style-type: none"> <li>To differentiate between mathematics and mathematics education.</li> <li>To explain different philosophy of mathematics and mathematics education.</li> <li>To describe the nature of mathematics and mathematics education.</li> <li>To explain the broader goal and principle of teaching math.</li> <li>To sketch a brief historical background of mathematicians and mathematics educationists</li> </ul>	Text book Lecture note White board and Marker	Discussion Expository Lecture	-Multiple choice test -Short question answer -oral test	<b>2079/4/30 to 079/5/12 (17 period)</b>  <b>weekly 9 period)</b>
Unit II: Different Learning Theories (14)	2.1 Comparison among behaviorist, cognitivist, and constructivist learning theories 2.2 Basic principles of different learning theories	<ul style="list-style-type: none"> <li>To compare and contrast among different learning theories.</li> <li>To cite basic principle of different learning theories.</li> <li>To describe the work of Piaget, Bruners, and Diene about the</li> </ul>	Text book Lecture note White board and Marker	Discussion Expository Lecture Dmonstration	-Multiple choice test -Short question answer - Presentation	<b>2079/5/13 to 2079/5/24 (17 period)</b>

	<p>2.3 Piaget's theory of cognitive stages of learning and its implication</p> <p>2.4 Bruner's stages of learning and its implication</p> <p>2.5 Dienes's theory of stages of learning and its implication</p> <p>2.6 Gagne's types of learning and its implication</p> <p>2.7 Ausubel's theory of learning and its implication</p> <p>2.8 van Hiele's stages of learning theory and its implication</p> <p>2.9 Vygotsky's stages of intellectual development and its implication</p> <p>2.10 Relation and differences among different learning theories</p>	<p>intellectual stages of learning and their implications.</p> <ul style="list-style-type: none"> <li>• To describe the work of Gagne, and Ausubel about the intellectual stages of learning and their implications.</li> <li>• To describe the work of van Hiele, and Vygotsky about the intellectual stages of learning and their implications.</li> </ul> <p>To compare and contrast among different learning theories.</p>	-comparing chart			
Unit III: Formulation of Instructional objectives (10)	<p>3.1 Introduction objectives of mathematics of secondary level</p> <p>3.2 Relation between aims, goals and objectives</p> <p>3.3 Classification of objectives of different domains</p> <p>3.3.1 Bloom's Taxonomy and application</p> <p>3.3.2 Hoffer's Taxonomy and application</p>	<ul style="list-style-type: none"> <li>• To enable the students to state different levels of objectives according to mathematics curriculum of secondary level.</li> <li>• To enable the students to describe relationship among aims, goals and objectives.</li> <li>• To enable the students to classify educational objectives of four broad domains</li> </ul> <p>To enable the students construct different types</p>	Text book Lecture note White board and Marker -comparing chart	Discussion Expository Lecture	-Multiple choice test -Short question answer - Presentation	<b>2079/5/26 to 2079/6/4 (12 period)</b>

	3.3.3 Krathwool's Taxonomy and application 3.3.4 Interpersonal skill 3.4 Construction of different types of objectives	of objectives for mathematics curriculum				
Unit IV: Curriculum and curricular materials (10 Th+ 12 Pr)	Elements of curriculum 4.2 Different International reform moments 4.3 Process of curriculum development 4.4 Causes of curriculum change 4.5 Study of PSSM's curriculum 4.6 Overview of school level curriculum of Nepal 4.7 Schematic chart of school level Maths contents 4.8 Appraisal of curriculum, textbook, and TG	<ul style="list-style-type: none"> <li>To let students define curriculum and cites different elements of the curriculum.</li> <li>To have students describe different international reform moments.</li> <li>To have students describe the process and causes of curriculum development.</li> <li>To enable the students the main features of PSSM Curriculum.</li> </ul> <p>To enable the students appraise the status of present curriculum, textbook and Teacher Guide.</p>	Text book Lecture note White board and Marker  Schematic Chart	Discussion Expository Lecture	-Multiple choice test -Short question answer -evaluation of chart	<b>2079/6/5 to 7/28</b>  <b>(25 period)</b>  <b>(weekly 9 period)</b>
Unit V: Model of Instructional Strategies (16)	5.1 Problem of Instruction (Understanding, Assimilation, Permanence, Transfer) 5.2 Learning disabilities in students 5.3 Individual difference caused by multiple intelligence 5.4 Classroom diversity: Gender, culture, language etc	<ul style="list-style-type: none"> <li>To have students describe the problems of instruction.</li> <li>To enable the students to state the meaning and characteristics of learning disability.</li> <li>To enable the students to explain the effect of classroom diversity and mathematical anxiety.</li> <li>To enable the students to compare between pedagogy and andragogy for teaching mathematics.</li> </ul>	Text book Lecture note White board and Marker	Discussion Problem solving Expository Lecture	-Multiple choice test -Short question answer - Presentation	<b>2079/7/28 to 2079/8/13</b> <b>(19 period)</b>  <b>weekly 9 period)</b>

	<p>5.5 Mathematical anxiety in students</p> <p>5.6 Pedagogy and andragogy for teaching maths</p> <p>5.7 Comparison among different pedagogies</p> <p>5.8 Comparison among different types of questions required in different pedagogies</p>	<ul style="list-style-type: none"> <li>• To enable the students to compare different pedagogies.</li> </ul> <p>To enable students compare different types of questions asked while using different methods.</p>				
Unit VI: Instructional Materials (5Th + 20 Pr)	<p>6.1 Introduction and rationale of using instructional materials</p> <p>6.2 Classification of materials (concrete, manipulative, electronic calculator, A/V and printed materials and virtual materials)</p> <p>6.3 Mathematics Laboratory (on-task, off-task)</p> <p>6.4 Preparation and development of materials</p> <p>6.5 Use of textbook</p>	<ul style="list-style-type: none"> <li>• To have students state the need of instructional materials and classify the family of instructional materials.</li> <li>• To enable the students to explain the importance of math-lab.</li> </ul> <p>To enable the students to collect, prepare and use different materials in teaching</p>	Text book Lecture note White board and Marker	Discussion Expository Lecture Manipulating materials	-Multiple choice test -Short question answer -Material presentation and commenting	<b>2079/8/14 to 9/6 (30 period)</b>
Unit VII: Instructional Planning (8 Th + 16 Pr)	<p>7.1 Introduction</p> <p>7.2 Different planning at school</p> <p>7.2.1 Annual Planning</p> <p>7.2.2 Unit Planning</p> <p>7.2.3 Models of Lesson Plans (Behaviorist, cognitivist, constructivist)</p>	<ul style="list-style-type: none"> <li>• To enable the students describe the importance of different level of planning at school.</li> <li>• To enable the students to prepare different modules for teaching, learning and training.</li> <li>• To enable the students to prepare different kinds of lesson plan according to the different learning theories.</li> </ul>	Text book Lecture note White board and Marker -Follow chart	Discussion Problem solving Proving theorem Expository Lecture	-Multiple choice test -Short question answer - presentation and commenting	<b>2079/10/9 to 11/3 (28 period)</b>



	7.3 ) Preparation of Modules (Teaching, Learning, Training)					
Unit VIII: Evaluation (8 Th + 12Pr)	8.1 Introduction 8.2 Measurement and Evaluation 8.2.1 Types of measurement 8.2.2 Types of Evaluation 8.2.3 Difference in measurement and evaluation 8.2.4 Comparison between examination and evaluation 8.2.5 Comparison among Formative/ Summative evaluation & Diagnostic test 8.3 Types of Examination in Practice 8.4 Prevention and remediation Strategies 8.5 Reliability and Validity of Test 8.6 Rehabilitation work for at-risk	<ul style="list-style-type: none"> <li>• To have students define measurement, examination and evaluation and differentiate each from others.</li> <li>• To enable the students to compare among formative, summative and diagnostic evaluation.</li> <li>• To enable students to establish reliability and validity of teacher made test.</li> <li>• To enable the students to develop prevention strategies and rehabilitation work for the students at-risk.</li> </ul>	Text book Lecture note White board and Marker - Comarision chart	Discussion Expository Lecture Demonstration	-Multiple choice test -Short question answer - Presentation of different types of evaluation and test	<b>2079/11/04 to 11/23</b> <b>(24period)</b>
Unit IX: Supervision (5)	9.1 Need of supervision 9.2 Techniques of supervision 9.3 Use of supervision techniques to improve classroom teaching	<ul style="list-style-type: none"> <li>• To have students define supervision and state the techniques of supervision.</li> <li>• To enable the students to improve the skill of classroom supervision.</li> </ul>	Text book Lecture note White board and Marker	Discussion Expository Lecture	Multiple choice test -Short question answer	<b>2079/11/25 to 11/30</b> <b>(6 period)</b>

	9.4 Rating of teacher's teaching using different scales/Tools (ACI, FIAC, general observation form)	<ul style="list-style-type: none"> <li>To enable the students to interpret the area of improvement in teaching on the basis of observation instrument</li> </ul>				
aching Contents of Secondary Level (30)	<p>10.1 Components of Classroom management</p> <p>10.1.1 Physical</p> <p>10.1.2 Discipline</p> <p>10.1.3 Administration</p> <p>10.1.4 Classroom Practice</p> <p>10.2 Introduction to motivational skills</p> <p>10.2.1 Intrinsic and extrinsic motivation</p> <p>10.2.2 Application of above motivation for the problem of instruction</p> <p>10.3 Enrichment mathematics instruction: Teaching for concepts &amp; construction, discovering relation, problem solving, theorem proving)</p> <p>10.4 Teaching secondary level Maths contents</p> <p>10.4.1 Compulsory mathematics IX-X (set, arithmetic, mensuration, algebra, geometry, trigonometry,</p>	<ul style="list-style-type: none"> <li>To enable the students to cite the components of classroom managements and their management.</li> <li>To let students describe different motivational skills needed while teaching.</li> <li>To enable the students to develop skill and enrichment activities for concept construction, relation, problem solving and theorem proving.</li> <li>To enable the students the skill of teaching for different contents of secondary level from IX to XII.</li> <li></li> </ul>	Text book class 9/10 Lecture note White board and Marker	Discussion Problem solving Proving theorem Expository Lecture	Multiple choice test -Short question answer - presentation and commenting	<b>2079/12/1 to 2080/1/15 (36 period)</b>

	<p>statistics, probability)</p> <p>10.4.2 Optional Mathematics IX-X (Algebra, matrix, co-ordinate geometry, trigonometry, vector, transformation, statistics)</p> <p>10.4.3 Mathematics XI-XII (set, linear algebra, trigonometry, co- ordinate geometry, calculus, vectors, statistics and probability)</p>					
		•				<b>2080/1/15 to onwards revision</b>

Note -\* Posh 07-14 first internal exam

- Chaitra 24-30 Second term examination

.....  
Class Teacher

.....  
Head of the Department

## Annual Plan

Academic Year 2079

Campus: Dhaulagiri Multiple Campus, Baglung

Teaching hours: 150

Course Title: Foundation of Health Education

Teaching period: 180

Course No: HP. Ed. 418(Minor)

Periods per week: (50 minutes per period)

Nature of course: Theory

Subject Teacher: Kedar Nath Sharma

Level : B. Ed.

Effective date: 2078/11/9

Year: First

Months and Date	Campus Opening days	Class Running days	Unit	Teaching Hours	Teaching periods	Contents	Estimated periods	Remarks
Fagun 2078	22	16	1. Introduction to Health Education	13	16	Meaning ,aim ,objectives ,Principles and Scope of Health education -Scientific and Psycho-behavioural foundation of health education.	16	Class start from 9 <sup>th</sup> fagun
2078 Chaitra	22	22	1.Introduction to Health Education 2. introduction to Health and Diseases.	18	22	-Education and socio- cultural foundation of health education -Traditional and contemporary concept of health -Dimentions of health -Concept of Illness ,Sickness and disease -Theories of Disease -Determinants of Health and disease	22	
2079 Baisakh	16	16	3.Human Anatomy and Physiology	13	16	-socio –cultural ,Physical and political factors of health and Diseases determinants. -Health and diseases Spectrum -Basic structure and function of cell -Cell division -Mitosis -Meiosis	16	

						-Introduction ,classification ,structure and function of tissue		
Jestha 2079	14	14	3.Human Anatomy and Physiology	12	14	-Structure and function of Sensory organs	14	
Ashad 2079	26	17	3. Human Anatomy and Physiology	14	17	-Introduction and functions of skeletal system -Muscular system and their functions . -Digestive system and their functions .	17	
Shrawan 2079	26	26	3.Human Anatomy and Physiology	22	26	-Respiratory system and their functions. -Circulatory system -Lymphatic system	26	
Bhadra 2079	25	19	3. Human Anatomy and Physiology	16	19	-Nervous system -Glandular system Reproductive system	19	5-10 1st Internal exam
AShwin 2079	13	6	4. Infections Diseases.	5	6	-concept of infectious and communication disease -Epidemiological triad -Causative agents and source of agents of infectious disease	6	
Kartik 2079	20	15	4. Infections Diseases	12	15	-Mode of entry transmission and escape -Susceptible host and infection -Cycle and stage of infection disease -Resistance ,immunity and immunization against infection diseases	15	
Mangsir 2079	24	24	4. Infectious Diseases	20	24	-Classification of infectious diseases based on principle modes of transmission. -Prevention and control of infection diseases (Causative agent ,mode of transmission ,symptoms ,prevention and controlling measures of infectious disease )	24	

						-viral infectious diseases		
Poush2079	23	5	4. Infectious Diseases	5	5	-Protozoal infectious diseases -Helminthes diseases -Other diseases	5	7 to 14 2nd Internal exam
				150	180		180	

Subject Teacher

Head of the Department

Campus Chief



## Annual Plan

Academic Year 2079

Campus: Dhaulagiri Multiple Campus, Baglung

Teaching hours: 150

Course Title: management and Supervision of Health education

Teaching period: 180

Course

No: HP. Ed. 423 Major

Periods per week: (50 minute per period)

Nature of course: Theory

Subject Teacher: Kedar Nath Sharma

Level : B. Ed.

Effective date: 2078/12/17

Year: Second

Date and Months	Campus Opening days	Class Running days	Unit	Teaching hours	Teaching periods	Contents	Estimated periods	Remarks
Chaitra 2078	22	22	1. Introduction to Management `	18	22	-Concept, definition ,scope, need, importance, functions of management and administration -Principles of management	22	Class start from 17 chaitra 2078
Baisakh 2079	16	16	1.Introduction to Management 2.Planning ,Budgeting and Facility Management	13	16	-Theories of management -Meaning and importance of planning in management	16	
Jestha 2079	14	14	2.Planning ,Budgeting and Facility Management	12	14	-Planning process and steps -Planning for effective management in HPE activities -Meaning, characteristics and types and process of decision making -Need of group and participatory decision making in HPE -Concept , type and principle of co-ordination	14	



						-Co-ordination between school, community, and other stakeholders		
Ashad 2079	26	17	2.Planning ,Budgeting and Facility Management  3.Organisation of School Health and Physical Education Program	14	17	-Concept, of budget and budgeting -principle and process of budgeting Fund generation and management -Management of school facilities -Facility management... -Meaning, definition ,need, importance, basic element and type of organization -Organizational structure and departmentalization	17	
Shrawan 2079	26	26	3.Organisation of School Health and Physical Education Program  4.Human Resource Management in HPE	22	26	-Authority -Organizational structure of..... -Controlling -Step and basic methods of controlling -Concept, importance, characteristics of HRM -Phase and steps of human resource planning -Challenges of HRM..... -Staffing -Recruitment and its process -Selection and selection process..... -Orientation and training	26	
Bhadra 2079	25	19	5.Appreciative Leadership and Team Building in HPE	16	19	-Concept ,Principle and Model of appreciative leadership -Model of leadership.....	19	26 to 31 1st Internal exam

						<ul style="list-style-type: none"> <li>-Management and Qualities of good leadership</li> <li>-Leader of organizational and social transformation</li> <li>-Concept ,need, kinds ,qualities and steps of team building in HPE Program ,</li> </ul>		
Ashwin 2079	13	6	5.Appreciative Leadership and Team Building in HPE	5	6	Concept ,need, kinds ,qualities and steps of team building in HPE Program	6	
Kartik 2079	20	15	5.Appreciative Leadership and Team Building in HPE 6.Introduction to supervision in HPE at School level	20	24	<ul style="list-style-type: none"> <li>-Barriers to team building</li> <li>-Meaning and definition of supervision</li> <li>-Need and importance of supervision in HPE</li> <li>-Objectives of supervision in HPE</li> <li>-Principle of supervision in HPE</li> <li>-Function of supervision in HPE</li> </ul>	15	
Mangsir2079	24	24	6.Introduction to supervision in HPE at School level 7. Supervisory Technique  8.Professional Preparation	20	24	<ul style="list-style-type: none"> <li>Types of supervision as applied in HPE</li> <li>-General, Clinical</li> <li>-Procedures and technique of supervision in HPE</li> <li>-Basic supervisory skill</li> <li>-Communication</li> <li>-Leadership</li> <li>-Potentiality</li> <li>Morale</li> <li>-Barriers to effective supervision</li> <li>-Meaning and definition</li> <li>-Need and importance</li> <li>-professional qualities of health and physical education teachers</li> </ul>	24	

Poush 2079	23	11	8. Professional Preparation 9. Trainning in Health and Physical Education	10	11	-Professional education qualities of managers and supervision -Professional ethics -Concept ,Need and importance of training -Assessment of training needs -Types and approaches of training	11	
Magh 2079	22	10	9. Trainning in Health and Physical Education	8	10	Planning for training -Needs ,objectives ,Areas/content matter of training -Managing physical facilities and human resources -Preparing time schedule of training - Facilitation skill in training	10	15 to 20 2nd Internal exam
				150	180		180	

Subject Teacher:

Head of the Department:

Campus Chief:



## Annual Plan

Academic Year 2079

Campus: Dhaulagiri Multiple Campus, Baglung

Teaching hours: 150

Course Title: management and Supervision of Health education

Teaching period: 180

Course

No: HP. Ed. 429 Minor

Periods per week: (50 minute per period)

Nature of course: Theory

Subject Teacher: Kedar Nath Sharma

Level : B. Ed.

Effective date: 2078/12/17

Year: Second

Date and Months	Campus Opening days	Class Running days	Unit	Teaching hours	Teaching periods	Contents	Estimated periods	Remarks
Chaitra 2078	22	22	1. Introduction to Management`	18	22	-Concept, definition ,scope, need, importance, functions of management and administration -Principles of management	22	Class start from 17 chaitra 2078
Baisakh 2079	16	16	1.Introduction to Management 2.Planning ,Budgeting and Facility Management	13	16	-Theories of management -Meaning and importance of planning in management	16	
Jestha 2079	14	14	2.Planning ,Budgeting and Facility Management	12	14	-Planning process and steps -Planning for effective management in HPE activities -Meaning, characteristics and types and process of decision making -Need of group and participatory decision making in HPE	14	

						<ul style="list-style-type: none"> <li>-Concept , type and principle of co-ordination</li> <li>-Co-ordination between school, community, and other stakeholders</li> </ul>		
Ashad 2079	26	17	<p>2.Planning ,Budgeting and Facility Management</p> <p>3.Organisation of School Health and Physical Education Programme</p>	14	17	<ul style="list-style-type: none"> <li>-Concept, of budget and budgeting</li> <li>-principle and process of budgeting</li> <li>Fund generation and management</li> <li>-Management of school facilities</li> <li>-Facility management...</li> <li>-Meaning, definition ,need, importance, basic element and type of organization</li> <li>-Organizational structure and departmentalization</li> </ul>	17	
Shrawan 2079	26	26	<p>3.Organisation of School Health and Physical Education Programme</p> <p>4.Human Resource Management in HPE</p>	22	26	<ul style="list-style-type: none"> <li>-Authority</li> <li>-Organizational structure of.....</li> <li>-Controlling</li> <li>-Step and basic methods of controlling</li> <li>-Concept, importance, characteristics of HRM</li> <li>-Phase and steps of human resource planning</li> <li>-Challenges of HRM.....</li> <li>-Staffing</li> <li>-Recruitment and its process</li> <li>-Selection and selection process.....</li> <li>-Orientation and training</li> </ul>	26	

Bhadra 2079	25	19	5.Appreciative Leadership and Team Building in HPE	16	19	-Concept ,Principle and Model of appreciative leadership -Model of leadership..... -Management and Qualities of good leadership -Leader of organizational and social transformation -Concept ,need, kinds ,qualities and steps of team building in HPE Program ,	19	26 to 31 1st Internal exam
Ashwin 2079	13	6	5.Appreciative Leadership and Team Building in HPE	5	6	Concept ,need, kinds ,qualities and steps of team building in HPE Program	6	
Kartik 2079	20	15	5.Appreciative Leadership and Team Building in HPE 6.Introduction to supervision in HPE at School level	20	24	-Barriers to team building -Meaning and definition of supervision -Need and importance of supervision in HPE -Objectives of supervision in HPE -Principle of supervision in HPE -Function of supervision in HPE	15	
Mangsir2079	24	24	6.Introduction to supervision in HPE at School level 7. Supervisory Technique  8.Professional Preparation	20	24	Types of supervision as applied in HPE -General, Clinical -Procedures and technique of supervision in HPE -Basic supervisory skill -Communication -Leadership -Potentiality Morale -Barriers to effective supervision -Meaning and definition -Need and importance	24	

						-professional qualities of health and physical education teachers		
Poush 2079	23	11	8. Professional Preparation 9. Trainning in Health and Physical Education	10	11	-Professional education qualities of managers and supervision -Professional ethics -Concept ,Need and importance of training -Assessment of training needs -Types and approaches of training	11	
Magh 2079	22	10	9. Trainning in Health and Physical Education	8	10	Planning for training -Needs ,objectives ,Areas/content matter of training -Managing physical facilities and human resources -Preparing time schedule of training - Facilitation skill in training	10	15 to 20 2nd Internal exam
				150	180		180	

Subject Teacher:

Head of the Department:

Campus Chief:



## Annual Plan

Academic Year 2079

Campus: Dhaulagiri Multiple Campus, Baglung

Teaching hours: 150

Course Title: Sports Training in Physical Education  
446 MajorTeaching period: 180  
Periods per week: (50 minute per period)

Course No: HP. Ed.

Nature of course: Theory

Subject Teacher: Kedar Nath Sharma

Level : B. Ed.

Effective date: 2079/02/22

Year: IV Year

Date and months	Campus Opening days	Campus Running days	Unit	Teaching hours	Teaching periods	Contents	Estimated hours	Remarks
Jestha 2079	14	14	1. Sports Training	7	9	-Meaning, concept, objectives, characteristics, principles and process of sports training	9	Class start from 22 Jestha
Ashad 2079	26	17	1.Sport training	15	18	-Concept of Periodisation and planning -Training means and loads -Methods of training and conditioning -Interval training -Circuit training	18	

						-Fartlek training		
Shrawan 2079	26	26	1.Sport training	22	26	-Altitude training -Isometric training -Introduction of Plyometrics training -Training of strength ,speed ,endurance and flexibility -Warm up and Cooling down	26	
Bhadra 2079	25	25	1.Sport Training	21	25	-Types of warming up and methods -Cooling down -Benefit of warming up and cooling down -Meaning ,concept ,objectives ,Importance ,Principles and coaching	25	
Ashoj 2079	13	6	Exam	Exam	Exam	Exam	-	2 to 9 1st internal exam
Kartik 2079	20	15	2.Coaching	12	15	-Definition ,concept ,need ,importance and characteristic of coach -Qualities of a coach	15	
Mangsir 2079	24	24	2.Coaching 3.Officiating	20	24	-Qualification ,Training and education, duties and responsibilities of a coach -Meaning ,Concept objectives ,importance and principles of officiating -Definition ,Concept ,need, importance of a referee, umpire and judge	24	
Poush 2079	23	11	3. Officiating	9	11	-Qualities of a referee, umpire and judge -Duties of a referee, umpire and judge in different game and sport -Athletics -Volleyball	11	

Magh2079	22	16	3.Officiating	13	16	-Football -Basketball -Badminton -Table Tennis	16	15 to 20 2nd Internal Exam
Fagun 2079	19	19	4. Test and Measurement in Physical Education	16	19	-Meaning and objectives ,Need and importance of test and measurement in physical education -Test in physical education AAHPER Youth Fitness Test (Physical fitness) -JCR Test (Motor fitness) -Cozen Athletic Ability Test (Motor ability ) -Push ups and Modified push ups (Strength andurance)	19	
Chaitra 2079	26	26	4. Test and Measurement in Physical Education	15	18	-Trunk extension forward and backward (Flexibility ) -Standing board jump (Power) -Shuttle run (Agility ) -Storkstand (Balance) -12 min .run /walk (Cooper test for endurance) -Russell Lange Volleyball test -Johnson Basketball ability test -Mc Donald Soccer's Test -Mott-Lockhart Table Tennis Test -Lockhart and McPherson Badminton Test		18
				150	180		180	

Subject Teacher:

Head of the Department :

Campus Chief: