Course Title: **Teaching Economics Education**

Course No: Eco. Ed. 535 Nature of the Course: Theoretical

Level: M.Ed. Credit hour: 3

Semester: Third Total hours: 48

**1. Course Description**

This course intends to orient the prospective teachers on economics towards the nature of economics education. The basic objective of this course is to enhance teaching skill of prospective teachers of economics education. The course has been developed considering the applied side of economics education.

**2. General Objectives:**

The general objectives of the course are:

* Design the instructional objectives in economics education.
* Design the model curriculum in economics.
* Explain the importance of educational technology and use of different teaching aids in class-room.
* Discuss the teaching strategies for economics education.
* Conduct and apply action research in teaching learning process of economics.
* Apply technology based pedagogy inteaching learning process of economics.
* Construct and apply the different types of evaluation techniques in economics education.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Explain the concept of instructional, educational and behavioral objective.
* Describe the Bloom's taxonomy.
* Define the revised Bloom's taxonomy.
* Describe the new type of taxonomy.
* Design instructional objectives for the secondary (11-12) and B. Ed. Level.
 | **Unit I: Design of Instructional Objectives (7)** 1.1 Concept of instructional, educational and behavioral objective.1.2 Taxonomy of educational objectives 1.2.1 Bloom's taxonomy1.2.2 Revised Bloom's taxonomy ( Lorin Anderson and David Krathwohl )1.2.3 New type of taxonomy ( Marzano and Kendall)1.3 Designing instructional objectives in economics education  |
| * Explain the concept, meaning and definition of curriculum.
* Describe foundations of curriculum.
* Explain elements and process of curriculum development.
* Explain the knowledge oriented, reality oriented and value oriented statement of curriculum.
* Analyze the principle of selection of subject matter and approaches to organizing contents in economics curriculum.
* Analyze the existing curriculum of B.Ed. level
* Design a model curriculum of B.Ed. level.
 | **Unit II : Curriculum in Economics Education(10)** 2.1 Concept, meaning and definition of curriculum2.2 Foundations of curriculum2.3 Elements and process of curriculum development.2.4 Concern of curriculum theory (Knowledge, reality and value oriented)2.5 Organizational structure in economics curriculum2.5.1 Principles of selection of subject matter2.5.2 Approaches to organizing contents2.6 Analytical study of B. Ed level curriculums2.7 Designing model curriculum in economics |
| * Discuss the concept, scope, characteristics and importance of educational technology in economics.
* Distinguish between educational technology and instructional technology.
* Discuss the hardware, software and reading teaching aids.
* Construct different teaching aids for teaching economics.
* Use different teaching aids for teaching economics.
* Find out the problems in construction and use of teaching aids in economics.
* Discuss the community resources in economics.
* Discuss the principles of selection of teaching aids in economics.
 | **Unit III: Educational Technology and Teaching Aids (7)** 3.1 Concept, scope, characteristics and importance of educational technology. 3.2 Meaning and distinguish between educational and instructional technology. 3.3 Classification of teaching aids3.3.1 Hardware teaching aids3.3.1 Software teaching aids3.3.3 Reading materials3.4 Construction and use of teaching aids in economics classrooms3.5 Problems in construction and use of teaching aids in economics3.6 Community resources( concept, importance and utilization)3.7 Principles of selection of teaching aids |
| * Define the concept and features of teaching strategies in economics.
* Explain the features, merits, demerits, steps, types and use of lecture, discussion, project, simulation, problem solving, case study, observation, assignment and programmed instruction teaching methods and techniques.
 | **Unit IV. Teaching Strategies for Economics(7)**4.1 Concept and features of teaching strategies.4.2 Types of teaching methods and techniques(lecture, discussion, project, simulation, problem solving, case study, observation, assignment and programmed instruction and team teaching) |
| * Define the concept, meaning, goals and characteristics of action research.
* Discuss the principle of selection of the different issues for action research in schools.
* Explain the phase of action research in education.
* Prepare action research report.
* Write the significance of action research in education.
 | **Unit V: Action Research (6)** 5.1 Concept, meaning, goals and characteristics of action research5.2 Selection of issues in action research5.3 Phase of action research5.4 Significance of action research in teacher education |
| * Define concept, objectives and features of technology based teaching.
* Distinguish between technology teaching and traditional teaching.
* Discuss the process of ICT integrated pedagogy.
* Provide the knowledge of web-based instruction and e-learning.
* Provide basic digital literacy.
 | **Unit VI: Technology Based Teaching (5)** 6.1 Concept, objectives and features of technology based teaching.6.2 Technology versus traditional teaching.6.3 Concept and process of ICT integrated pedagogy6.4 Web-based instruction and e-learning6.5 Basic digital literacy |
| * Explain the formative, summative and diagnostic evaluation.
* Describe the student, teacher, curriculum and program evaluation.
* Construct item analysis for standardization of a test.
* Develop the capacity of students for constructing and using the teacher made test items in economics.
 | **Unit VII: Evaluation in Economics Education (6)** 7.1 Instructional evaluation (formative, summative and diagnostic evaluation)7.2 Comprehensive concept of evaluation (student, teacher, curriculum and program)7.3 Standardization of a test (item analysis)7.4 Construction and use of teacher made test items in economics |

**Note:** *The figure within parenthesis indicates the approximate teaching hours allocated to respective unit.*

**4. Instructional Techniques**

The instructional techniques of this course are divided in given parts as follows:

**4.1 General Instructional Techniques**

The teacher can apply the following general instructional technique as required as per the nature of the unit wise contents.

(a) Lecture

(b) Discussion

(c) Inquiry

(d) Project

(e) Team teaching

(f) Question answer

**4.2 Specific Instructional Techniques**

Unit I and II: Group work and group discussion

Unit III and IV: Group study and project work.

Unit V: Prepare a paper on the basis of action research.

Unit VI: Present the one model class on the basis of technology based teaching.

Unit VII: Prepare assignment and present in classroom.

**5. Evaluation Scheme**

Formative and summative both type of evaluation will be used. In formative evaluation, student will be evaluated on the basis of regularity and discipline in the classroom and as well as the classroom participation and other practical activities. In summative evaluation, office of the education dean, exam control section of Tribhuvan University will conduct final examination at the end of the semester to evaluate student’s performance. The examination will contain sixty full marks of that an examinee must secure thirty marks to pass the course. The types, number and marks of the subjective and objective questions will be as follows,

**5.1 Internal Evaluation40%**

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

|  |  |  |
| --- | --- | --- |
| S.N. | Nature of Questions | Points  |
| 1.  | Attendance  | 5  |
| 2.  | Participation in learning activities  | 5  |
| 3.  | First assessment  | 10 |
| 4.  | Second assessment (Paper submission) | 10 |
| 5.  | Final assessment  | 10 |

**2. External Evaluation (Final Examination) 60%**

The theoretical external evaluation (final exam) will be conducted by the Examination Division, Dean's office, Faculty of Education at the end of semester based on the following structure. The examination will contain forty full marks of which an examinee must secure twenty marks to pass the course. The types, number and marks of the subjective and objective questions will be as follows.

|  |  |  |
| --- | --- | --- |
| Nature of Questions | Number of Questions | Points |
| Objective type question (Multiple choice)  | 10 × 1 | 10 |
| Short answer questions (5 questions with TWO alternatives within any two questions × 5 points)  | 6 × 5 | 30 |
| Long answer questions (1 question with ONE alternative within the question × 10 points)  | 2 × 10 | 20 |
| Total |  | 60 |

**6. Recommended and Reference Materials**

**6.1 Recommended Materials**

Paudel, M.R. (2075). *Methods of Teaching Economics,* Kathmandu: MK publisher and distributers. **(For Unit I, II, III, IV& VII).**

Pokhrel, R. K. (2078). Methods of Teaching Economics and Teaching Practice. Banasthali, Kathmandu: Dr. Rajendra Kumar Pokhrel.

Satindar, D. & Chopra, K. (2002). *A New Approach to Teaching of Economics,* New Delhi: Kalyani Publication. **(For Unit I to VII).**

Sharma, S. (2004). *Modern Teaching of Economics,* New Delhi: Anmol publications Pvt. ltd. **(For Unit I to VII)**.

Siddiqui, M.H. (1993). *Teaching of Economics,* New Delhi: Ashish publishing house. **(For Unit I to VII)**

Vedanayagam, E.G. (1998). *Teaching Technology for College Teachers.* New Delhi: Sterling publicationPvt. ltd. **(For Unit I to VII)**.

**6.2. Reference Materials**

CDC. (Latest). *Secondary School Curriculum of Economics.* Sanothimi: Curriculum development center, exam board, ministry of education.

Chauhan, S.S. (1994). *Innovations in Teaching-Learning Education.* New York: Mecmillianpublishing house.

Dahal, M.R. &Paudel, M.R. (2013). *Methods of Teaching Economics.* Kathmandu: MK publishers and distributers.

Kushiyait, B.K. (2013). *Methods of Teaching Economics*. Kathmandu: Ratnapustakbhandar.

Yadav, A. (1995). *Teaching of Economics.* New Delhi: Anmol publication Pvt. ltd.

Course Title: **Educational Planning**

Course No: Eco. Ed 536 Nature of the Course: Theoretical Level: M.Ed. Credit Hours: 3

Semester: Third Teaching hours: 48 hours

1. **Course description**

This course is developed to provide specialized knowledge on educational planning and the economic aspect of the educational system. It has covered educational planning through the economic aspects and educational plan analysis, challenges for educational policy and planning,approach and framework to educational planning, estimation of educational projection, educational planning efforts in Nepal, and educational project construction. This course is also developed to meet the needs of students who wish to become the teacher of economics of education and who plan to go for advanced study in the economics of education.

**2. General objectives**

* To define the aim of education planning and the types, symbols, cases, and implications of educational planning.
* To produce skilled students to analyze the relationship between education and development.
* To develop capable students to measure the educational approaches for making an educational plan in Nepal.
* To develop capable students to measure the educational framework for making an educational plan in Nepal.
* To construct competent students for estimating educational projection.
* To produce qualified students for critically viewing Nepal's educational planning efforts from a historical perspective.
* To produce qualified students for analyzing the current educational plan in Nepal.
* To prepare the qualified students to construct the dummy educational project.
1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific objective** | **Contents** |
| * To define the concept of educational planning.
* To explain the aim of education with reference to Nepal.
* To analyse the type of educational planning.
* To explain the symbols of educational planning.
* To explain the case for education planning.
* To point out the implication for educational planning.
 | **Unit I: Educational Planning (8)*** 1. Concept of educational planning.
	2. Aim of education.
	3. Types of educational planning
	4. Symbols of educational planning
	5. Analysis of access and equity in education planning
	6. Case for education planning.
	7. Implication for educational planning
 |
| * To define the specific sub-sectors of education.
* To define the features of education in economic analysis.
* To explain the social factors in educational planning.
* To make able to link the learning of students with their work.
* To define the challenge of quality of education.
* To define the challenge of educational equity and social cohesion.
* To define the challenge of resources for education.
* To identify the role of the public and private sectors in the management of education.
 | **Unit II: Education and Development (8)*** 1. Developing specific sub-sectors of education
	2. Features of education in economic analysis.
	3. Influencing Social factors in educational planning
	4. The linkage between learning and work
	5. The standard of quality education.
	6. Educational equity and social cohesion
	7. Resources for education
	8. Governance and management
 |
| * To analyze manpower requirement approach.
* To explain the cost-benefit approaches
* To describe the social demand approach.
* To explain the residual approach.
* To explain the system approach.
 | **Unit III: Approaches to Educational Planning (6)**3.1 Manpower requirement approach3.2 Cost-benefit approach3.3 Social demand approach3.4 Residual approach3.5 System approach |
| * To analyze the effect of the structure of education in educational planning
* To explore the content of education and educational planning
* Review the inclusion of the method of teaching-learning in educational planning
* To analyse the innovation and educational planning
 | **Unit IV: Educational Consideration in Educational Planning** 4.1 Structure of the education system4.2 Contents of education4.3 Methods of teaching and learning4.6 Innovation |
| * To estimate enrolment projection.
* To estimate teacher projection.
* To estimate cost/expenditure projection.
 | **Unit V: Educational Projection (6)** * 1. Enrolment Projection
	2. Teacher projection
	3. Cost projection/expenditure projection
 |
| * To review the past educational plans of Nepal.
* To examine the current government efforts through the planning perspective on Nepal's basic, secondary, higher and non-formal education.
* To analyze the recent educational plan of Nepal: School Sector Development Plan
 | **Unit VI: Educational Planning in Nepal (10)*** 1. Review of previous education plans
	2. Recent Educational planning efforts
		1. Basic education
		2. Secondary education
		3. Higher education.
		4. Non-formal education
	3. Analysis of Recent Educational Plan

6.3.1 School Sector Development Plan (SSDP)6.3.2 Education in the current development plan of Nepal. |
| * To clarify the concept and explain the features of an educational project.
* To explain the structure for educational project construction.
* To analyze the stages of the educational project.
* To prepare one dummy educational project.
 | **Unit VII: Educational Project (6)**7.1 Meaning, definition, and features7.2 Structure for project construction7.3 Project stages7.4 Preparation of dummy education project  |

**Note:** *The figure within parenthesis indicates the approximate teaching hours allocated to the respective unit.*

**4. Instructional Techniques**

The instructional techniques of this course are divided into given parts as follows:

**4.1 General Instructional Techniques**

The teacher can apply the following general instructional technique as required per the nature of the unit-wise contents.

(a) Lecture (b) Discussion

(c) Inquiry (d) Project

(e) Team teaching (f) Question answer

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Units** | **Instructional Techniques** |
| I & II | Group work and group discussion |
| III & IV | Prepare the seminar paper on the topic of each approach or each framework of educational planning and present it individually in the classroom. |
| V | Group study and project work. |
| VI | Prepare assignments and present them in the classroom. |
| VII | Prepare one dummy education project and present it in the classroom. |

**5. Evaluation Scheme**

Formative and summative both types of evaluation will be used. In formative evaluation, the student will be evaluated on the basis of regularity and discipline in the classroom, classroom participation, and other practical activities. In summative evaluation, the office of the education dean, exam control section of Tribhuvan University will conduct the final examination at the end of the semester to evaluate students’ performance. The examination will contain sixty full marks, and an examinee must secure thirty marks to pass the course. The types, numbers, and marks of the subjective and objective questions will be as follows.

**5.1 Internal Evaluation 40%**

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

|  |  |  |
| --- | --- | --- |
| S.N. | Nature of Questions | Points |
| 1.  | Attendance  | 5 |
| 2.  | Participation in learning activities  | 5 |
| 3.  | First assessment  | 10 |
| 4.  | Second assessment (Paper submission) | 10 |
| 5.  | Final assessment  | 10 |

**5.2 External Evaluation (Final Examination) 60 %**

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

|  |  |  |  |
| --- | --- | --- | --- |
| S.N.  | Nature of Questions | Number of Questions | Points |
| 1.  | Objective-type question (Multiple choice)  | 10 × 1 | 10 |
| 2.  | Short answer questions (6 questions with TWO alternatives within any two questions × 5 points)  | 6 × 5 | 30 |
| 2.  | Long answer questions (2 questions with ONE alternative within any one question × 10 points)  | 2 × 10 | 20 |

**6. Recommended Reading Materials:**

Carnoy, M. (1995). *International Encyclopedia of Economics of Education (2nd ed.).* New York: Pergamon, Elsevier science ltd **(for unit IV).**

Chattopadhyay, S. (2012). *Education and Economics: Disciplinary Evaluation and Policy Discourse.* New Delhi: Oxford University Press **(for unit II).**

Frank, W. B. & Albert, J.R. (1967). *Economic Planning.* New York: The Macmillan company **(for units I & II).**

Kafle, B., Bista, M. B., Sinha, R. & Shrestha, C., B. (2060). *Educational Planning*. Bhudipuran Prakashan. **(For Unit-IV)**

Heggade, O.D. (1992), *Economics of Education (1st ed.).* Bombay: Himalaya publishing house **(for unit II).**

Metha, A.C. (2010). *Projection of Population, Enrolment, and Teacher (ORSM Unit).* New Delhi: National institute of educational planning and administration **(for unit III).**

Metha, A.C. (2012). *Indicators of Educational Development with Focus on Elementary Education: Concept and Definitions (ORSM Unit).* New Delhi: National institute of educational planning and administration **(for the unit I).**

Sheehan, J. (1973). *The Economics of Education.* London: George Allen & Unwin ltd **(for unit IV).**

**7. References Reading Materials:**

Blaug, M. (1968). *Economics of Education (vol. one).* Maryland: English language books society and penguin books ltd.

Blaug, M. (1969). *Economics of Education (vol. two).* Baltimore: English language books society and penguin books ltd.

Bray, M. & Varghese, N.V. (2011). *Directions in Educational Planning (International Experiences and Perspectives).* Paris: International institute for educational planning and United Nations educational, scientific and cultural organization.

Coombs, P.H. (1970). *Fundamentals of Educational Planning-I (What is Educational Planning?).* Paris: International institute for educational planning, United Nations educational, scientific, and cultural organization.

Johns, G. (1993). *The Economics of Education.* London: The Macmillan Press Ltd.

Kafle, B., Bista, M. B., Sinha, R. & Shrestha, C. B. (2060). *Educational Planning*. Bhudipuran Prakashan.

Khanal, B. (2079). *Economics of Education.* Kathmandu: Bidhyarthi Prakashan Ltd.

Nagpal, C.S. & Mittal, A.C. (1993). *Economics of Education.* New Delhi: Anmol publications ltd.

Siwakoti, D.R. & Paudel, M.R. (2073). *Economics of Education.* Kathmandu: MK publisher and distributer.

UNESCO. (2001). *Development of Indicators for Educational Planning.* Paris: International institute for educational planning collaboration with United Nations educational, scientific, and cultural organizations.

Course title: **Rural Development**

Course No: Eco. Ed 537 Nature of the Course: Theoretical Level: M.Ed. Credit hours: 3

Semester: Third Teaching hours: 48 hours

**1. Course Description:**

This course is designed to provide an in-depth knowledge on elements of the rural economy as well as geographical, demographic, ethnic and provincial diversity of rural areas including rural resources, rural infrastructure and social services development. It aims to provide specialized knowledge on water, forest, mineral, human and land resources of rural Nepal. Likewise, this course provides the knowledge to the students on rural infrastructure, plan implementation approaches in the context of Nepal, and in-depth knowledge of the rural plan development experiences of Nepal. Moreover, it also aims to develop the skills of report writing about rural development.

**2. General Objectives**

 The general objectives of this course are as follows:

* To make the able students to examine the rural economic development of Nepal along with its elements, objectives, importance, characteristics, problems and remedial measures of rural development.
* To produce the students to explain the geographical, demographical, ethnic and provincial diversity of rural areas of Nepal.
* To prepare the students to analyze the water, forest, mineral, human and land resources of rural Nepal.
* To make capable students to point out the current status of rural transportation and communication, rural social services and issues of rural development of Nepal.
* To develop the skills on examination of the rural agriculture, industrial and tourism sector of Nepal.
* To prepare the skilled students to apply the plan implementation approaches in the context of rural development of Nepal.
* To produce the successor students for analyzing the rural plan development experiences of Nepal.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * To explain the objectives and basic elements of rural economic development.
* To explain the characteristics, importance, problems and remedial measures of rural economic development.
* To explain the geographical, demographical, ethnical and provincial diversities of rural people.
 | **Unit I: Rural Economy of Nepal (5)** * 1. Basic elements, objectives, importance, characteristics, problems and remedial measures of rural development
	2. Rural diversity in Nepal on the basis of
		1. Geography
		2. Demography
		3. Ethnicity
		4. Province
 |
| * To explain the current situation, potentiality, importance, problems and remedial measures of water resources in Nepal.
* To explain the current situation, potentiality, importance, problems and remedial measures of forest resources in Nepal.
* To explain the current situation, potentiality, importance, problems and remedial measures of mineral resources in Nepal.
* To explain the current situation, potentiality, importance, problems and remedial measures of human resources in Nepal.
* To explain the current situation, potentiality, importance, problems and remedial measures of land resources in Nepal.
 | **Unit II: Rural Resources in Nepal (8)** 2.1 Water resources: current situation, potentiality, importance, problems and remedial measures.2.2 Forest resources: current situation, potentiality, importance, problems and remedial measures.2.3 Mineral resources: current situation, potentiality, importance, problems and remedial measures.2.4 Human resources: current situation, potentiality, importance, problems and remedial measures.2.5 Land resources: current situation, potentiality, importance, problems and remedial measures, Use pattern, land tenure system, land reform efforts and land reform act. |
| * To evaluate the current situation, potentiality, importance, problems and remedialmeasures of transportation and communication of rural Nepal.
* To analyze the current situation, potentiality, importance, problems and remedialmeasures of education and health of rural Nepal.
* To evaluate rural poverty, unemployment and income inequalities as issues of rural development of Nepal.
* To evaluate the effects of social norms, values and institutional in economic development of rural Nepal.
 | **Unit III: Infrastructure and Social Services in Rural Nepal (9)** 3.1 Infrastructure development 3.1.1 Transportation and communication: (current situation, potentiality, importance, problems and remedialmeasures)3.2 Social services 3.2.1 Education and health: (current situation, potentiality, importance, problems and remedial measures)* 1. Issues of rural development
		1. Rural poverty, unemployment and income inequalities
		2. Social norms, values and institutions
		3. Climate Change and Rural Livelihood
 |
| * To evaluate the role, problems and prospective of agriculture development of rural Nepal.
* To evaluate the pattern, land tenure system, land reform efforts and land reform act.
* To evaluate the nature, problems and prospects of agriculture marketing.
* To explain the importance, causes and measures of pricing policy.
* To explain the importance, sources and problems of agriculture finance.
* To review the current government agriculture policy.
* To evaluate the current situation, role, problem and remedial measures of small, medium and large scale industry.
* To explain the current situation, role, problems, prospects and remedial measures of rural tourism of Nepal.
 | **Unit IV: Sectoral Development of Rural Nepal (14)** * 1. Agriculture sector
		1. Role, problems and prospective of agriculture sector
		2. Agriculture marketing: nature, problems and prospects; pricing policy: importance, causes and measures; and finance; importance, sources and problems
		3. Current government agriculture policy
	2. Industrial sector: current situation, role, problems and remedial measures of small, medium and large scale industry.

4.3 Rural tourism: current situation, role, problems, prospects, remedial measures of rural tourism. |
| * To analyze the features, merits and demerits of the minimum package approach of rural development.
* To explain the features, merits and demerits area specific development approach of rural development.
* To describe the features, merits and demerits of sectorial development approach of rural development.
 | **Unit V: Plan Implementation Approach (4)** * 1. The minimum package approach
	2. Area specific development approach
	3. Sectorial development approach
 |
| * To analyze the integrated rural development programmes of Nepal.
* To evaluate the impact of people's participation in rural development.
* To explain the public private partnership in the context of Nepal.
* To explain the relevancy of decentralization for rural development of Nepal.
* To examine the role of NGOs for rural development.
* To review the current rural development policy of Nepal.
 | **Unit VI: Plan Development Experience in Nepal (8)** 6.1 Integrated rural development6.2 People's participation in rural development6.3 Public private partnership6.4 Decentralization of development authority to local bodies6.5 NGOs and rural development6.6 Current rural development policy in Nepal |

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

**4. Instructional Technique**

Instructional techniques of this course are divided two parts i.e. general and specific which are as follows.

**4.1 General Techniques**

The teacher can apply the following general instructional technique as required as per the nature of the unit wise contents.

a. Lecture and illustration

b. Discussion and demonstration

c. Individual and group work/project method

d. Report writing and classroom presentation

e. Inquiry and question answer

f. Rural Based Case study

**4.2 Specific Techniques**

|  |  |
| --- | --- |
| Unit  | Activity and instructional techniques  |
| I  | * Prepare a report through a case study in the topics of ethnic diversity in Nepal and present in classroom.
* Collect the reading materials through library study and share each other.
 |
| II  | * Prepare note about resources of Nepal and take suggestions by the subject teacher.
 |
| III | * Prepare short note and present in classroom about infrastructure and social services of rural Nepal.
 |
| IV | * Visit agricultural, industrial and tourist area and collect required information and individually share in classroom.
 |
| V | * Divide the students in different groups and discuss about plan implementation approaches, and then have to say presentation the conclusion of discussion in classroom by group leader.
 |
| VI | * Make the class note collecting the related reading materials through library and e-library by the students and sharing each other.
 |

**5. Evaluation Scheme**

Formative and summative both type of evaluation will be used. In the formative evaluation student will be evaluated on the basis of regularity and disciplined manner in the classroom as well as the classroom participation and other practical activities. In the summative evaluation, education dean office, exam section of Tribhuvan University will conduct the final examination at the end of the semester. The examination will contain sixty full marks of that an examinee must secure thirty marks to pass the course. The types, number and marks of the subjective and objective questions will be as follows.

**5.1 Internal Evaluation 40%**

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

|  |  |  |
| --- | --- | --- |
| S.N. | Nature of Questions | Points |
| 1.  | Attendance  | 5 |
| 2.  | Participation in learning activities  | 5 |
| 3.  | First assessment  | 10 |
| 4.  | Second assessment (Paper submission) | 10 |
| 5.  | Final assessment  | 10 |

**5.2 External Evaluation (Final Examination) 60 %**

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

|  |  |  |  |
| --- | --- | --- | --- |
| S.N.  | Nature of Questions | Number of Questions | Points |
| 1.  | Objective type question (Multiple choice)  | 10 × 1 | 10 |
| 2.  | Short answer questions (6 questions with TWO alternatives within any two questions × 5 points)  | 6 × 5 | 30 |
| 2.  | Long answer questions (2 questions with ONE alternative within any one question × 10 points)  | 2 × 10 | 20 |

**6. Recommended and References Materials**

**6.1 Recommended Materials**

Dahal, M.K. (2004). *The Nepalese Economy towards Building a Strong Economic Nation-State.* Kathmandu: New hira books **(For Unit V)**.

Hada, G. B. & Aryal, B. (2064). *Development and Planning in Rural Perspective.* Kathmandu: Dikshanta publication **(For Unit V)**.

Jnawali, D. (2004). *Rural-Urban Interaction: A Geographical Perspective.* Kathmandu: Students books publishers and distributors **(For Unit I)**.

Mondal, S. & Ray, G. L. (2007). *Textbook of Rural Development.* New Delhi: Kalyani publishers **(For Units I & V).**

Pant, Y. P. & Jain, S. C. (1980). *Rural Problems and Rural Development in Nepal.* New Delhi: Development publishers **(For Units III, & V).**

Singh, K. (1999). *Rural Development Principles, Policies and Management (2nd ed.).* New Delhi: Sage publication team **(For Units V).**

Paudel, M.R. (2073). *Nepalese Economy.* Kathmandu: M.K. publishers and distributers **(For Unit I, II, III and IV).**

Upadhyay, R.P. (2008). *Readings in Rural Tourism.* Kathmandu: Sunlight publication **(Unit V)**.

Gnawali, B.R. & Paudel, M.R. (2069). *Population Studies.* Kathmandu: MK publishers and distributers **(For Unit II).**

Nabin, G. (2070). *Rural Community Development.* Kathmandu: Kshitij publication **(For Unit VI).**

**6.2 References Materials**

Acharya, G.K. (2059). *Rural Economics.* Kathmandu: Ratna pustak bhandar.

ADB. (2006). *Report and Recommendation of the Product to the Board of Director.* Manila: Author.

Agrawal, G. R. (1982). *Decentralization and Development.* Kathmandu: CEDA, TU.

Bashyal, R. (2008). *Rural Development Practices in SAARC Countries: Some Innovative Cases.* New Delhi: Author.

CBS, (Latest). *Nepal Living Standard Survey.* Kathmandu: Central bureau of statistics, Government of Nepal.

Hada, G.B. (2062). *Rural Development Policies & Strategies.* Kripitur: Dikshanta pustak prakashan.

Jha, K.K. (1978). *Agricultural Finance in Nepal an Analytical Study.* New Delhi: Heritage Publishers.

Jhingan, M.L. (2008). *The Economics of Development and Planning (39th ed.).* New Delhi: Vrinda publications pvt. ltd.

Karna, S.K. (2064). *Economic Planning.* Kathmandu: Quest publication.

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Luitel, C.P. (2058). *Contemporary Development Economics and Nepalese Economy.* Kathmandu: Bhundipuran publication.

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NPC. (2070). *Current Periodic Plan.* Katmandu: National planning commission, Nepal government.

NRB. (2070). *Current Yearly Journal.* Katmandu: Nepal rastra bank, Nepal government.

Ojha, B.R. (2059). *Contemporary Development Economics and Nepalese Economy.* Kathmandu: Taleju publication.

Sapkota, B.D. & Sapkota, K.N. (2008). *Rural Resources Environment & Management.* Kathmandu: Sunlight publication.

Sharma, N.K. (2061). *Economics of Nepal.* Kathmandu: Pairawi publication.

Sharma, N.K. (2068). *Contemporary Development Economics and Nepalese Economy.* Kathmandu: Pairawi publication.

Silwal, S. (2060). *Contemporary Development Economics and Nepalese Economy.* Kathmandu: Ratna pustak bhandar.

World Bank. (1975). *The Assault on World Poverty-Problems of Rural Development.* London: The John Hopkins University press.

Course Title: **International Economics**

Course No. : Eco. Ed. 538 Nature of Course: Theoretical

Level: M. Ed. Credit Hours: 3

Semester: Third Teaching - hours: 48

1. **Course Description**

The course offers a rigorous combination of theoretical and application-oriented courses in economics. The course opens up international macroeconomic issues focusing on international trade theory and policy. This course provides an analysis of the trade problems and forums specially linked with developing countries.

1. **General Objectives:**

The general objectives of this course are to:

* To review different trade theories and approaches of international economics.
* To explain the Law of Reciprocal Demand.
* To analyze the terms of trade and its determinants and estimation.
* To explain the balance of payment adjustment mechanism.
* To discuss the measure of exchange control.
* To discuss the trade problems for developing countries.
* To introduce the different international forum of international trade.
1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * To define the concept of Adam Smith’s and Ricardo’s Theory
* To critically evaluate the trade theories of Haberler, Heckscher- Ohlin theory, Leontief paradox and factor price equalization, Rybezynsky and Vent for surplus approach
 | **Unit I: Theories of Trade (12)** * 1. Trade theories: Adam Smith, Ricardo, Haberler, Heckscher-Ohlin, Leontief’s Paradox, factor price equalization theorem, Rybezynsky theorem, and Vent for surplus approach
 |
| * To describe the law of reciprocal demand
* To derive the offer curves.
 | **Unit II : Law of Reciprocal Demand (5)** * 1. Law of reciprocal demand
	2. Derivation of offer curves
 |
| * To explain the concept, types and determinants of terms of trade.
* To estimate Nepal’s terms of trade with its major trading partners (India and China).
 | **Unit III : Terms of Trade (8)** * 1. Concept, types and determinants of terms of trade
	2. Quantitative estimation of terms of trade of Nepal with its major trading partners (India and China)
 |
| * To explain the concept of balance of trade and balance of payments
* To discuss the causes of disequilibrium in BOPs.
* To explain the automatic adjustment mechanism of balance of payment.
 | **Unit IV: Balance of Payment and its Adjustment (10)** * 1. Concept of balance trade and balance of payments.
	2. Causes of disequilibrium in BOPs.
	3. Adjustment Mechanism (automatic adjustment: price and income adjustment and money in the adjustment process)
 |
| * To discuss the meaning, types and effects of tariffs.
* To explain the concept, types and effects of quota.
* To discuss the concept of dumping and its objectives and effects.
 | **Unit V: Exchange Control (8)** * 1. Tariffs: meaning, types and effects.
	2. Quotas: concept, types and effects.
	3. Dumping: concept, objectives and effects.
 |
| * To analyze the trade problems of the developing countries.
* To describe the nature and functions of international trade forums UNCTAD, WTO, SAFTA and examine their role in trade promotion of developing countries.
 | **Unit VI: International Trade Forums and Developing Countries (5)** * 1. Trade problems of developing countries.
	2. Role of UNCTAD, WTO and SAFTA in trade promotion of developing countries.
 |

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

1. **Instructional Techniques**

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

**4.1 General Instructional Techniques**

* Lecture and illustration
* Discussion and demonstration
* Question answer
* Inquiry and problem solving
* Group work and participation

**4.2. Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit**  | **Activities and Instructional Techniques**  |
| I  | **A: Activity:** Class discussion on International and International Trade. **B: Instructional Technique:** Grouping the student in two groups and guide them for discussion on differences between internal and international trade. * Class discussion on theories of international trade focusing on Adam Smith, David Ricardo, and H-O theories.
* One guest lecture on application of H- O theory in the context of liberalized economy.
 |
| II  | Class room discussion on law of reciprocal demand and derivation of Offer Curve.  |
| III  | **Activity:** Calculation of Nepal’s terms of trade with major trade partners. **Instructional Technique:** Instruct students to collect relevant data and calculate terms of trade by using appropriate methods.  |
| IV  | Class room discussion on causes of disequilibrium and automatic adjustment mechanism on BOPs in the context of Nepal.  |
| V  | Class room discussion on means of exchange control.  |
| VI | **Activity:** Class room presentation on trade problems of Nepal. **Instructional Technique:** * Prepare a report on trade problems of Nepal.
* Search Google for International trade forum like UNCTAD, WTO and SAFTA and present in classroom.
 |

***Note:*** *Specific Instructional Techniques may or may not require for each of the unit mentioned in course outline.*

**5. Evaluation Scheme**

**5.1 Internal Evaluation 40%**

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

|  |  |  |
| --- | --- | --- |
| S.N. | Nature of Questions | Points |
| 1.  | Attendance  | 5 |
| 2.  | Participation in learning activities  | 5 |
| 3.  | First assessment  | 10 |
| 4.  | Second assessment (Paper submission) | 10 |
| 5.  | Final assessment  | 10 |

**5.2 External Evaluation (Final Examination) 60 %**

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

|  |  |  |  |
| --- | --- | --- | --- |
| S.N.  | Nature of Questions | Number of Questions | Points |
| 1.  | Objective type question (Multiple choice)  | 10× 1 | 10 |
| 2.  | Short answer questions (6 questions with TWO alternatives within any two questions × 5 points)  | 6× 5 | 30 |
| 2.  | Long answer questions (2 questions with ONE alternative within any one question × 10 points)  | 2× 10 | 20 |

**6. Recommended and Reference Materials**

**6.1 Recommended Materials**

Kindleberger, C. P. (2004). *International economics*. New Delhi: All India traveler book seller. **(For Unit V)**.

Mannur, H.G. (2007). *International economics: Theory and issues*. New Delhi: Vikash publishing house. **(For Unit I, IV)**.

Mithani, D.M.(20017). *International economics*. New Delhi: Himalya publishing house.**(For Unit I-VI).**

Poudyal, S.R. (1988). *Foreign Trade, Aid and Development in Nepal*. New Delhi: Commonwealth publishers. **(For Unit III).**

Salvatore, D. (2005). *International economics.* New Delhi: Tata McGraw hill publishing company limited.**(For Unit I, II & III).**

s'lzo}t, lago s'df/= -@)^\*\_= *cGt//fli6«o cy{zf:q=* sLlt{k'/M ;gnfO6 klAns];g .**(For Unit I, II, IV).**

**6.2. References Materials**

Banskota, N. P. (1981). *Indo-Nepal Trade and Economic Relations*. Delhi: BR publishing corporation.

Cherunilam, F. (2006). *International economics*. New Delhi: Tata Mc-Graw hill publishing company limited.

Jhingan, M L. (2007). *International economics.* Delhi: Konark publisherpvt. ltd.

Krugman, P. R. & Obstfeld, M. (2009). *International Economics: Theory and Policy*. London: Pearson education publication.

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Samuelson, P.A. & Nordhaus, W.D. (2003). *Economics.* New Delhi: Tata McGraw hill publishing company limited.