

**Far-western University**  
**Faculty of Education**  
**B.Ed. Core (General) Courses**



**Far-western University**

**Faculty of Education**

**B. Ed. Core (General) Courses**

**Course Code**

**Course Title**

**Semester: I**

C.Eng.101 English Grammar and Composition

NS.101 Nepalese Study

C.Nep.101 साधारण नेपाली रचना

**Semester: II**

C.Eng.121 English for Communication

C.Nep.121 सम्प्रेषणका लागि नेपाली

**Semester: III**

C.Eng.231 Study Skills in English for Academic Purposes (EAP)

**Semester: IV**

C.Maths.241 Computational Literacy

**Semester: VII**

C.Cit.471 FUNDAMENTALS OF COMPUTER AND INFORMATION  
TECHNOLOGY

**Far-western University**

**Faculty of Education**

**B. Ed. Compulsory English**

Course Title: **English Grammar and Composition** Semester: First

Course No. : **C.Eng.101**

Full marks: 100

Credit Hour: 3 (45 hours)

Pass marks: 45

**1. Course Introduction**

This is a compulsory English course for B.Ed. students irrespective of their major subjects. The course exposes the students to the basic grammar that they require in their day-to-day academic settings at the undergraduate level. The grammar is introduced in context through the texts and further practice is provisioned through exercises. The course also helps students sharpen their reading and writing skills through various texts and composition exercises. Additionally, the course will also introduce critical thinking skills and they will be given opportunities to practice those skills in class through a variety of texts and tasks.

**2. General Objectives**

General objectives of this course are to:

- a) help students produce grammatically correct English
- b) develop writing skills for the academic work at undergraduate level.
- c) expose them to the variety of reading texts
- d) give them practice in writing exercises
- e) introduce them to the academic vocabulary items used in academic settings
- f) develop in students the ability to think critically

**3. Contents in Detail with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents in Detail</b>
<ul style="list-style-type: none"> <li>• Make sentences using appropriate tenses in speech and writing</li> <li>• Use modals in the correct syntagmatic patterns</li> <li>• Supply correct prepositions, adjectives and adverbs</li> <li>• Use the right verbs in the given contexts</li> <li>• Use conditionals, clauses, questions in the given contexts</li> </ul>	<p><b>Unit One. Grammar (10 hours)</b></p> <ol style="list-style-type: none"> <li>1.1. Tenses</li> <li>1.2. Modals</li> <li>1.3. Determiners pronouns and noun phrases</li> <li>1.4. Prepositions, adjectives and adverbs</li> <li>1.5. Verb structures</li> <li>1.6. Word formation</li> <li>1.7. Conditionals, clauses, questions, indirect speech</li> <li>1.8. Sentences and varieties of English</li> </ol>
<ul style="list-style-type: none"> <li>• Predict and preview texts using a variety of strategies</li> <li>• Read for main ideas</li> <li>• Read and comprehend different text types</li> <li>• Read for details</li> <li>• Locate specific information in texts</li> <li>• Use graphic organizer to comprehend the texts</li> <li>• Identify source of information</li> </ul>	<p><b>Unit Two. Reading (10 hours)</b></p> <ol style="list-style-type: none"> <li>2.1. Prediction and previewing skill</li> <li>2.2. Skimming skill</li> <li>2.3. Reading for comprehension</li> <li>2.4. Reading for details</li> <li>2.5. Scanning skill</li> <li>2.6. Reading strategies</li> <li>2.7. Reading sources</li> </ol>
<ul style="list-style-type: none"> <li>• Develop and analyze paragraphs of different genres</li> <li>• Plan and make outline for writing</li> <li>• Revise, edit and rewrite</li> <li>• Write summaries</li> <li>• Write personal response to the texts</li> <li>• Write different letters</li> <li>• Write different types of essays</li> </ul>	<p><b>Unit Three. Writing (10 hours)</b></p> <ol style="list-style-type: none"> <li>3.1. Paragraph writing</li> <li>3.2. Preparing outlines</li> <li>3.3. Process writing: plan, draft, revise, edit</li> </ol>

	<p>3.4. Summary writing</p> <p>3.5. Responding to texts</p> <p>3.6. Writing letters</p> <p>3.7. Writing essays</p>
<ul style="list-style-type: none"> <li>• Use dictionary to find meaning</li> <li>• Identify different types of information in the dictionary</li> <li>• Use academic words in their writing</li> <li>• Find appropriate meaning of new vocabulary in different contexts</li> <li>• Use phrasal verbs in the given contexts</li> <li>• Analyze the composition of words</li> </ul>	<p><b>Unit Four. Vocabulary (10 hours)</b></p> <p>4.1. Using a mono-lingual dictionary</p> <p>4.2. Differentiate literal meaning and idiomatic meaning</p> <p>4.3. Learning selected words from the Academic Word List (AWL)</p> <p>4.4. Guessing meaning in contexts</p> <p>4.5. Learning phrasal verbs</p> <p>4.6. Understanding the composition of words and phrases</p>
<ul style="list-style-type: none"> <li>• Explain ideas to demonstrate comprehension</li> <li>• Reflect on the ideas in the texts</li> <li>• Connect ideas across texts or readings</li> <li>• Relate personal experience to the topic</li> <li>• Synthesize information from texts and personal experience</li> <li>• Evaluate experiences and events</li> <li>• Consider social responsibility on various levels</li> </ul>	<p><b>Unit Five. Critical Thinking (5 hours)</b></p> <p>5.1. Comprehension skills</p> <p>5.2. Reflection on the ideas in the texts</p> <p>5.3. Connecting ideas across texts or readings</p> <p>5.4. Relating personal experience to the topic</p> <p>5.5. Synthesizing skills</p> <p>5.6. Evaluating experiences and events</p>

	5.7. Considering social responsibility on various levels
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#### 4. Methodology and Techniques

- Class presentation
- Discussion
- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted based on the following criteria:

- |                       |     |
|-----------------------|-----|
| a) Attendance         | 10% |
| b) Quizzes            | 10% |
| c) Assignment         | 10% |
| d) Paper presentation | 10% |
| e) Term Papers        | 10% |
| f) Mid term exam      | 40% |
| g) Project Work       | 10% |

#### 6. References

1. Gramer, M.F. and Ward, C. S. (2011). Q: Skills for Success (Reading and Writing) – 3. New York: Oxford University Press. (*All Units*)
2. Lloyd, M. and Day, J. (2011). Active Grammar, Level 3. Cambridge. Cambridge University Press. (*Unit I*)

#### Dictionary

3. Hornby. A.S. (2010). Eighth Edition. Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press.

**Far-western University**  
**Faculty of Education**  
**B.Ed. in Education**

Course Title: **Nepalese Study**

Semester: First

Credit Hour: 3 (45 hours)

Course No. : **NS.101**

Full marks: 100

Pass marks: 45

### **1. Course Introduction**

This is a compulsory course for B.Ed. students irrespective of their major subjects. The course provides the students with the basic knowledge and understanding of Nepalese geography, history, culture, politics, foreign policy and other contemporary issues with some specific references to the Far Western Region of Nepal. The course helps students understand the local dynamics when they enter the world of work or proceed to attain higher degrees. The content is introduced in context through the texts, seminars/workshops and further relevant practices and exercises.

### **2. Course Objectives**

This course will allow the students:

- a) to obtain a general knowledge and understanding of the basic geographical characteristics of Nepal and the relationship of people with their physical environments;
- b) to get acquainted with the fundamental characteristics of the contemporary system of governance;
- c) to get familiar with the basic features of the history, languages, and religions of Nepal;
- d) to appreciate the arts and cultures and consider them as the wealth of Nepal;
- e) to understand the dynamics of the economies with specific reference to Far Western region;
- f) to address the major issues of contemporary Nepal;
- g) to develop skills on conducting Seminars/ Workshops for the academic work related to content of the course; and

### **3. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents in Detail</b>
• List the physical features of Nepal and highlight their main characteristics.	<b>Unit One. Geographical Characteristics and Diversity (8)</b> 1.9. Geographical divisions-Himalayas, Hills and

<ul style="list-style-type: none"> <li>• Appreciate Nepal as a land locked country.</li> <li>• Highlight the importance and prospects of proper Utilization and Conservation of Natural Resources of Nepal.</li> <li>• Acknowledge the population migration pattern in Nepal.</li> <li>• Understand the Role of Regional Development of Nepal.</li> <li>• Develop and demonstrate some practical skills to represent geographical information.</li> <li>• analyze the contemporary issues related with geographic aspects of Nepal including global warming and climate change</li> </ul>	<p>Terai; and geographical, and ecological diversity and uniqueness that serve as plus point in contemporary world</p> <ol style="list-style-type: none"> <li>1.10. Climate and Vegetation.</li> <li>1.11. Altitude and Opportunities.</li> <li>1.12. Natural Resources – Forests, Soils, Water and Minerals.</li> <li>1.13. Population Growth and Migration Pattern in Nepal.</li> <li>1.14. Concept of Regional Development with specific reference to the Far West Region of Nepal.</li> <li>1.15. Presentation of some geographical features through statistical tools including Diagrams /Bars/ Charts Models.</li> <li>1.16. Contemporary issues of global warming and climate change in Nepal</li> </ol>
<ul style="list-style-type: none"> <li>• Highlight the contributions of different dynasties in the development of Nepal.</li> <li>• Development of Democracy in Nepal</li> <li>• Appreciate the importance of Nepal’s relation with other countries with specific focus on its neighbors.</li> <li>• Show the knowledge and understanding of the current system of governance of Nepal.</li> <li>• Highlight the role of Nepal in the United Nations Organization (UNO).</li> </ul>	<p><b>Unit Two. Nepalese History and education(8)</b></p> <ol style="list-style-type: none"> <li>2.1 Brief history of Nepal from ancient to contemporary Nepal.</li> <li>2.2 Major Popular movements in Nepal- short history of unification of Nepal in three phases, anti-Rana movement in 1950-51, first elected government (1959-60) and its dissolution in 1960,introduction of non-party panchayat polity,</li> <li>2.3 popular movements in Nepal and the role/participation /contributions of Far Western region in those political movements.</li> <li>2.4 These historical developments and their impact on the Nepalese education in different periods</li> </ol>
<ul style="list-style-type: none"> <li>• Understand the structure of Nepalese society.</li> <li>• Acknowledge the Languages of Nepal.</li> <li>• Mention some Festivals and Cultural Heritages of Nepal.</li> <li>• Address the concept of Social Inclusion currently being surfaced in our society.</li> </ul>	<p><b>Unit Three. Socio-cultural Characteristics of and Diversities in Nepalese society. (8)</b></p> <ol style="list-style-type: none"> <li>3.1 Socio-cultural characteristics Nepalese Society.</li> <li>3.2 Diversities in Nepalese society: Socio-cultural, linguistic, religious diversities</li> <li>3.3 National and International Languages and their influence in Nepal.</li> </ol>



<ul style="list-style-type: none"> <li>• Explain the concepts of Tolerance and harmony in Nepalese society in different periods</li> <li>• Understand the existing different diversities in Nepalese society:</li> </ul>	<p>3.4 Festivals and their impacts on society.</p> <p>3.5 Culture, Languages, Art and Religion</p> <p>3.6 Tolerance and harmony in Nepalese society- the concept of tolerance and harmony in pre-2006 AD and politics in post- 2006 AD days and the concept of socio-cultural, religious, linguistic harmony</p> <p>3.7 Issues of social discrimination, social justice, equity and equality in Nepal and the Far Western Region</p>
<ul style="list-style-type: none"> <li>• Introduce the main features of Nepalese economy.</li> <li>• Describe different sectors contributing to economic development of Nepal.</li> <li>• Highlight the importance of national plans and evaluate their outcomes.</li> <li>• Show an understanding of privatization and globalization.</li> <li>• Highlight the role of economic institutions and their contributions in the Far West.</li> </ul>	<p><b>Unit Four. Contemporary Nepalese Economy and Globalization (8)</b></p> <p>4.1 Characteristics of the Nepalese economy- macro /national and micro economy</p> <p>4.2. Global economic reforms advocated by the World Bank- globalization, privatization, and liberalization and their impact on Nepal’s macro and micro economy</p> <p>4.2 Contributions of government sector, private sector, co-operative sector, public and private partnerships.</p> <p>4.3 Periodical Development Plans of Nepal.</p> <p>4.4 Globalization and Nepal – SAFTA, BIMSTEC, WTO and Nepal.</p> <p>4.5 The role of commercial banks and the trading organizations in national economy.</p> <p>4.6. The features of the economy of the Far West and its prospects of economic development.</p> <p>4.7 Contemporary issues and challenges of Nepalese economy</p> <p>4.8. Economy of Far Western Nepal</p>
<ul style="list-style-type: none"> <li>• Explain contemporary issues of Nepalese politics in post April 2006 days-</li> <li>• Describe Nepal’s domestic politics and foreign policy in the contemporary Nepal.</li> <li>• Analyze Nepal’s role in global and regional politics</li> </ul>	<p><b>Unit Five. Contemporary Nepalese Politics and Foreign Relation (13)</b></p> <p>5.1. Contemporary issues of Nepalese politics in post April 2006 days- state restructuring (Hindu state versus secular state, monarchy vs. republic, first past- the post system of election vs .proportional representation (PR), unitary vs. federal system), federalism, participation, representation, the issues of democratic constitution making by the popularly elected Constituent Assembly (CA)-the success and failure of first CA</p>

	<p>(2008-2012), the politics of constitution making by the second CA; human rights status of Nepal, Inclusion, issues of equity and equality in Nepal</p> <p>5.2. Present system of governance under the present Interim constitution of Nepal,2007,</p> <p>5.3. Foreign Policy of Nepal and Nepal’s foreign relations</p> <p>5.4.Nepal in the UN</p> <p>5.5 Nepal in the SAARC and regional organizations</p> <p>5.6 Nepal’s role in maintaining World Peace through the UN.</p> <p>5.7 Foreign Aid and its role in national development.</p>
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#### **4. Methodology and Techniques**

##### ***Modes of instruction:***

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

##### ***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

#### **5. Evaluation Scheme**

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

- a) Regularity and class participation 5%
- b) Quizzes: 3 5%
- c) Class presentation: 1 20%
- d) Term paper/assignment: 1 20%
- e) Mid-term Exam 20%
- f) Investigative Project Work: 1 20%
- g) Group Work and Pair Work/Group Project: 1 10%

## 6. References

- a) Bhatta,Chandra Dev Challenges of State Building in Nepal.Kathmandu: FES,2008.
- b) Dahal, Ram kumar.Constitutional and Political Development.Kathmandu: Ratna Pustak Bhandar,2001.
- c) FES Prajatantrako Hate Pustika (Text in Nepali).Kathmandu: FES, 2012.
- d) FES Handouts on Democracy.Kathmandu: FES, 2012.
- e) NEFAS Samakalin Nepali Samaj(Text in Nepali).Kathmandu: Nefas, 2008.
- f) Pandey, Ram Kumar, Nepalko Bhautik Bhugol ( Text in Nepali)
- g) Rai, Dyanendra Nepalko. Arthik Bhugol. (Text in Nepali) Kathmandu: Sujata Prakashan
- h) Rai, Dyanendra Nepalko Sanskritik Bhugol. (Text in Nepali) Kathmandu: Trinity Prakashan.
- i) Yadav, Pitamamber. Nepalko Rajanitik Itihas( Text in Nepali)
- j) शर्मा, निलम कुमार नेपालको अर्थशास्त्र, पैरवी प्रकाशन ।
- k) \_\_\_\_\_ नेपालको समाजशास्त्र

## Journals

- a) Khanal,Rabindra(edt) Journal of Political Science,vol.XI,No 1,JULY 2008;
- b) Khanal,Rabindra(edt) Journal of Political Science, vol.XI, No 3, July 2007
- c) Readings on Governance and Development (Journal of Institute of Governance and Development, Kathmandu, vol.IX and X

सुदूर पश्चिमाञ्चल विश्वविद्यालय

शिक्षा शास्त्र संकाय

बी.एड. अनिवार्य नेपाली

साधारण नेपाली रचना

विषय संकेत नं. : C.Nep.101

पूर्णाङ्क : १००

विषयको प्रकृति : सैद्धान्तिक

उत्तीर्णाङ्क : ४५

तहः स्नातक

वर्ष : प्रथम

सत्र : प्रथम

जम्मा

पाठ्यघण्टा : ४५

## १. पाठ्यांश परिचय

यो पाठ्यांश चार बर्से स्नातक तहमा अध्ययन गर्ने विद्यार्थीहरूमा नेपाली भाषाको मानक उच्चारण र वर्ण विन्यासको पहिचान गर्ने क्षमताका साथै लेख्य नेपालीमा प्रयुक्त विविध रचना कौशलको विकास गर्नका लागि तयार गरिएको हो । यसमा नेपाली भाषाको कथ्य र लेख्य स्वरूप, वाक्यकोटिपरक रचना र वाक्यान्तरण, पत्र रचना तथा व्यावहारिक लेखन, साहित्यिक रचनाको आस्वादन र कृति समीक्षाका विशिष्ट क्षमताको विकास गर्ने पाठ्यवस्तुहरू समावेश गरिएका छन् ।

## २. सामान्य उद्देश्य :

यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्न लिखित भाषिक सिप आर्जन गर्न सक्षम हुने छन्

- (क) कथ्य र लेख्य नेपालीको स्वरूप पहिल्याई त्यसको मानक रूपको प्रयोग गर्न
- (ख) विभिन्न शैलीमा वाक्यकोटिपरक अनुच्छेद रचना गर्न र तिनको वाक्यान्तरण गर्न
- (ग) विभिन्न वाक्यमा व्यक्त छोटो सङ्कथनलाई एकल वाक्यमा संश्लेषण गर्न
- (घ) निर्धारित ढाँचामा विभिन्न प्रकृतिका पत्र रचना र व्यावहारिक लेखन सम्पन्न गर्न
- (ङ) विभिन्न विधाका फुटकर रचनाहरूको आस्वादनका आधारमा समीक्षा गर्न
- (च) निर्धारित साहित्यिक कृतिहरूको समीक्षात्मक टिप्पणी गर्न

विस्तृत विषयवस्तु, र विशिष्ट उद्देश्य

विशिष्ट उद्देश्यहरु	विषयवस्तु
<p>क) नेपाली उच्चार्य र लेख्य वर्णमा पाइने समानता र भिन्नता पहिल्याउन ।</p> <p>ख)नेपाली शब्दहरुको अक्षरीकरण गर्न</p> <p>ग)कथ्य र लेख्य मानक नेपालीको स्वरूप पहिल्याउन</p> <p>घ)नेपाली लेखनमा शब्दहरुको मानकीकृत वर्ण विन्यास प्रयोग गर्न ।</p>	<p><b>एकाइ १ : अक्षरीकरण र वर्ण विन्यास पाघ १०</b></p> <p>(क) नेपाली शब्दहरुको अक्षरीकरण</p> <p>(ख) नेपाली शब्दहरुको मानकीकृत वर्ण विन्यास</p>
<p>क) वाक्यकोटिको प्रकृति अनुसार विभिन्न वाक्यठाँचाका वर्णनात्मक रचना गर्न,</p> <p>ख)उपर्युक्त खालका रचनाहरुलाई आवश्यकता अनुसार (पुरुष,आदर,काल,पक्ष,भाव,वाच्य र कथनसँग सम्बद्ध) भिन्न भिन्न वाक्यठाँचामा पारस्परिक वाक्यान्तरण गर्न ।</p>	<p><b>एकाइ २ : वाक्यकोटिपरक रचना र वाक्यान्तरण पाघ १५</b></p> <p>(क) वाक्यकोटिपरक रचना : लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य, करण-अकरणको वाक्य ठाँचामा उपयुक्त सङ्गति मिलाई वर्णनात्मक अनुच्छेदहरुको रचना:</p> <p>(ख) वाक्यान्तरण : लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य र कथन (प्रत्यक्ष-अप्रत्यक्ष) सँग सम्बद्ध भई रचित वर्णनात्मक अनुच्छेदहरुको पारस्परिक वाक्यान्तरण</p>

<p>क) असंश्लेषित वाक्यहरूमा वर्णित रचनाहरूलाई एकल वाक्यमा संश्लेषण गर्न ।</p>	<p><b>एकाइ ३ : : वाक्य संश्लेषण</b> <span style="float: right;"><b>पाघ २</b></span></p> <p>विभिन्न वाक्यमा व्यक्त छोटो वर्णनलाई संयोजक र असमापक क्रियाहरूको प्रयोग गरी एकल वाक्यमा संश्लेषण</p>
<p>क) निर्धारित ढाँचामा विभिन्न प्रयोजनका लागि चिठी, निवेदन र सम्पादकलाई चिठी लेख्न ।</p> <p>ख) विभिन्न उद्देश्यका लागि विज्ञापन तयार गर्न ।</p> <p>ग) प्रयोजन अनुसार शुभ कामना, बधाई, श्रद्धाञ्जली र समवेदनाका नमुना तयार पार्न</p> <p>घ) उपयुक्त ढाँचामा व्यक्तिवृत्त तयार गर्न ।</p>	<p><b>एकाइ ४ : पत्र रचना तथा व्यावहारिक लेखन</b> <b>पाघ ५</b></p> <p>(क) पत्र रचना : चिठी, निवेदन, सम्पादकलाई चिठी</p> <p>(ख) विज्ञापन लेखन</p> <p>(ग) शुभ कामना, बधाई, श्रद्धाञ्जली, समवेदना</p> <p>(घ) व्यक्तिवृत्त</p>
<p>क) निर्दिष्ट साहित्यिक रचनाहरू सरसर्ती पढी आस्वादन गर्न</p> <p>ख) पठित साहित्यिक रचनाहरूको विविध दृष्टिले समीक्षा गर्न ।</p>	<p><b>एकाइ ५ : साहित्यिक रचनाहरूको आस्वादन</b> <span style="float: right;"><b>पाघ १०</b></span></p> <p>निम्न लिखित फुटकर साहित्यिक रचनाहरूको पठनका आधारमा आस्वादन र शीर्षक, भाव, विचार, चरित्र, शिल्प र शैलीका दृष्टिले समीक्षा :</p> <p>(क) कविता/गीत/गजल</p> <p>माधव घिमिरे : तिम्रो र हाम्रो मन एक होओस्</p> <p>भूपी शेरचन : मेरो चोक</p>

	<p>दुर्गालाल श्रेष्ठ : फुलको आँखामा फुलै संसार श्रेष्ठ प्रिया पत्थर : आफैलाई हेर्न सके</p> <p>ख) कथा</p> <p>विश्वेश्वर प्रसाद कोइराला : एक रात</p> <p>राजेन्द्र विमल : लड्काकाण्ड</p> <p>ऋषिराज बराल : पछ्बरिया टोल</p> <p>महेश विक्रम शाह : गाउँमा गीत गुन्जिदैनन्</p> <p>ग) निबन्ध</p> <p>लक्ष्मी प्रसाद देवकोटा : के नेपाल सानो छ ?</p> <p>भैरव अर्याल : टाउको</p> <p>शारदा शर्मा : सुखसत्ता</p> <p>घ) एकाङ्की</p> <p>विजय मल्ल : सत्ताको खोजमा</p>
<p>विभिन्न साहित्यिक तथा साहित्येतर विधाका कृतिहरू सरसर्ती पढी तिनको समीक्षात्मक परिचय दिन ।</p>	<p><b>एकाइ ६ : कृतिको समीक्षात्मक परिचय पाघ ३</b></p> <p>छनोट भएका विभिन्न साहित्यिक तथा साहित्येतर विधाका कृतिहरूको सरसर्ती पठनका आधारमा कुनै चार विधाका एक एक कृतिको समीक्षात्मक परिचयको तयारी र कक्षामा प्रस्तुति</p>

#### ४. शिक्षण प्रक्रिया

यो पाठ्यांश मुख्यतः विद्यार्थीहरूको भाषिक सिपको विकाससँग सम्बन्धित भएकाले यसलाई अभ्यासमा केन्द्रित गरी सञ्चालन गरिनु पर्छ । यस क्रममा विभिन्न एकाइका पाठ्यवस्तुलाई निम्नानुसार शिक्षण गरिनु आवश्यक छ :

(क) एकाइ १ को शिक्षणका क्रममा कथ्य र लेख्य नेपालीको मानक रूपसँग विद्यार्थीहरूलाई परिचित गराउन शिक्षकले नेपाली उच्चार्य र लेख्य वर्णमा पाइने समानता र भिन्नता, शब्दहरूको अक्षरीकरण र मानकीकृत वर्ण विन्यासको प्रदर्शन गर्ने, छलफल र प्रश्नोत्तर गराउने, स्पष्टीकरण दिने गर्नुका साथै उनीहरूलाई तिनको अभ्यास गराउनमा जोड दिइने छ ।

(ख) एकाइ २ को वाक्यकोटिपरक रचना र वाक्यान्तरणका लागि वाक्यकोटि अनुसार विभिन्न वाक्यढाँचाका वर्णनात्मक रचना गर्न विद्यार्थीहरूलाई प्रोत्साहित गर्ने र तिनलाई आवश्यकता अनुसार भिन्न भिन्न वाक्यढाँचामा वाक्यान्तरण गर्न समेत लगाउनु पर्ने छ ।

(ग) एकाइ ३ का लागि असंश्लेषित वाक्यहरूमा वर्णित रचनाहरूलाई एकल वाक्यमा संश्लेषण गरी वाक्यान्तरण गर्ने अभ्यास गराउनु पर्ने छ । यसले विद्यार्थीहरूलाई संक्षेपीकरणको कौशल बढाउन मदत गर्ने छ । उल्लिखित कार्यकलाप गराउँदा शिक्षकले पहिले कक्षामा उक्त रचना र तत्सम्बन्धी वाक्यान्तरणका केही नमुना प्रस्तुत गर्नु पर्ने छ ।

(घ) एकाइ ४ मा उल्लिखित पत्र रचना तथा व्यावहारिक लेखनहरूमा कौशल बढाउन तत्सम्बन्धी अभिव्यक्तिहरूको कक्षामा नमुना प्रदर्शन गरी शिक्षकले छलफल गराउनु पर्ने छ । त्यसपछि निर्धारित रचनाहरूका लागि विद्यार्थीहरूलाई सहज हुने शीर्षकहरूको छनोट गरेर तिनलाई कक्षाकार्यका रूपमा वारंवार अभ्यास गराउनु पर्ने छ ।

(ङ) एकाइ ५ को शिक्षण गर्दा विद्यार्थीहरूलाई निर्धारित विभिन्न विधाका साहित्यिक रचनाको पठन गर्न लगाई आस्वादन गराउने र आस्वादित रचनालाई अभिव्यक्त विषय/भाव, शीर्षक, पात्र/चरित्र, शैलीगत विशेषता आदिका आधारमा प्रतिक्रियात्मक टिप्पणी लेख्ने अभ्यास गराउनु पर्ने छ ।

(च) एकाइ ६ को कृतिको समीक्षात्मक परिचय शिक्षण गर्ने क्रममा पहिले कृतिको छनोट गर्ने, त्यसपछि तिनको सरसर्ती पठन गर्ने र त्यसका आधारमा कृति समीक्षात्मक परिचय लेख्ने अभ्यास गराउनु पर्ने छ । यस्ता कृतिहरू साहित्यिक र साहित्येतर दुबै हुन सक्ने छन् । यस्ता कृतिहरू उपलब्ध भएसम्म स्थानीय तहका लेखक तथा साहित्यकारका समेत हुन सक्ने छन् ।

## ५. मूल्याङ्कन

यस पाठ्यांशको आन्तरिक मूल्याङ्कन विद्यार्थीहरूका निम्नानुसारका कार्यबाट सम्पन्न गरिने छः

१. परियोजना
२. समस्या समाधान
३. कक्षा प्रस्तुति



४. कक्षा कार्य र सहभागिता

५. मध्यावधि मुल्यांकन

६. सन्दर्भ सामग्री :

अधिकारी, हेमाङ्ग राज (२०६७), प्रयोगात्मक नेपाली व्याकरण ललित पुर : साभा प्रकाशन ।  
अनिवार्य नेपाली विषय समिति, त्रि.वि. पाविके (२०६६), अनिवार्य नेपाली शिक्षण निर्देशिका,  
ललित पुर : साभा प्रकाशन ।

..... (२०६९), नेपाली साहित्यिक रचना, ललित पुर :  
साभा प्रकाशन ।

आचार्य, ब्रतराज र गौतम, देवी प्रसाद (२०६९), विशेष नेपाली : प्रयोजनपरक बोध र लेखन  
काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

श्रेष्ठ, प्रिया पत्थर(२०६७),ओभाएका छैनन् आँखा (गजल सङ्ग्रह), काठमाडौं:अनाम मण्डली ।

**Far-western University**  
**Faculty of Education**  
**B.Ed. Compulsory English**

Course Title: **English for Communication** Semester: Second  
Course No. : **C.Eng.121** Full marks: 100  
Credit Hour: 3 (45 hours) Pass marks: 45

### **1. Course Introduction**

This is a compulsory English course for B.Ed. students irrespective of their major subjects. The course exposes the students to the basic communication skills that they require in their day-to-day academic settings at the undergraduate level. The course begins with the four basic skills of language i.e. listening, speaking, reading and writing integrated with the vocabulary and grammar associated with them. Additionally, there is a separate chapter that focuses on the acquisition of the academic vocabulary in use.

### **2. Course Objectives**

General objectives of this course are to:

- a) develop communicative competence in order to successfully participate in the academic discourse
- b) make students critical readers
- c) expose students to the varieties of reading texts from different disciplines
- d) help students develop critical thinking skills
- e) expose them to the wealth of academic vocabulary in context
- f) help students develop strategies of communication in speaking and writing

### **3. Contents in Detail with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents in Detail</b>
<ul style="list-style-type: none"><li>• Listen for main ideas and details</li><li>• Make inferences</li></ul>	<b>Unit One: Listening</b> 1.1.Listening for gist – skimming 1.2.Listening for detail understanding

<ul style="list-style-type: none"> <li>• Listen for opinions</li> <li>• Follow a summary</li> <li>• Listen for specific information</li> <li>• Understand figurative expressions to interpret speaker's intention</li> <li>• Listen for signposts to understand the structure of the text</li> <li>• Listening for rhetorical questions to understand the structure of a lecture</li> </ul>	<p>1.3. Making inferences and forming opinions from listening</p> <p>1.4. Summarizing what was listened</p> <p>1.5. Listening for comprehension</p> <p>1.6. Comprehending figurative expressions and rhetorical expressions in speech</p>
<ul style="list-style-type: none"> <li>• Participate in a conversation</li> <li>• Make notes to prepare for a presentation or group discussion</li> <li>• Take turns to make conversation go smoothly</li> <li>• Give advice, ask for clarification, express reasons, ask for reasons, ask questions</li> <li>• Lead discussions in groups</li> <li>• Prepare dialogues with a partner for various conversation</li> </ul>	<p><b>Unit Two. Speaking</b></p> <p>2.1. Engaging in conversation</p> <p>2.1. Presentation skills</p> <p>2.3. Turn taking</p> <p>2.4. Language functions in the academic settings</p> <p>2.5. Dialogues and group discussion</p> <p>2.6. Leading group discussion</p>
<ul style="list-style-type: none"> <li>• Use graphic organizers to understand texts</li> <li>• Read and find the central idea of the text</li> <li>• Comprehend different types of texts</li> <li>• Locate specific information in the texts</li> <li>• Identify source of information</li> </ul>	<p><b>Unit Three. Reading</b></p> <p>3.1. Using graphic organizers to understand texts</p> <p>3.2. Reading for central theme</p> <p>3.3. Comprehending different text types</p> <p>3.4. Locating specific information in texts</p> <p>3.5. Identifying source of information</p>
<ul style="list-style-type: none"> <li>• Analyze and develop paragraphs of different genres</li> <li>• Plan for writing</li> <li>• Revise, edit and rewrite</li> <li>• Write summaries</li> <li>• Write personal response to the texts</li> <li>• Write different letters</li> <li>• Write different types of essays</li> </ul>	<p><b>Unit Four. Writing</b></p> <p>4.1. Analyzing and writing paragraphs</p> <p>4.2. Process writing</p> <p>4.3. Summary writing</p> <p>4.4. Letter writing</p> <p>4.5. Responding to the texts in writing</p> <p>4.6. Essay writing</p>

<ul style="list-style-type: none"> <li>• Use the academic vocabulary in professional communication.</li> <li>• Select and use academic vocabulary in writing assignments</li> <li>• Recall and use appropriate vocabulary in a range of academic discourse</li> <li>• Apply appropriate strategies to enrich their academic vocabulary.</li> </ul>	<p><b>Unit Five. Vocabulary</b></p> <p>5.1. Academic vocabulary  5.2. Word combinations  5.3. Vocabulary at the academic institutions  5.4. Vocabulary of academic conversation  5.5. Reading and vocabulary  5.6. Writing and vocabulary</p>
<ul style="list-style-type: none"> <li>• Explain ideas and reflect on them</li> <li>• Connect ideas across texts or readings</li> <li>• Relate personal experience to the topic</li> <li>• Blend information from various texts</li> <li>• Evaluate experiences and events</li> </ul>	<p><b>Unit Six. Critical Thinking</b></p> <p>6.1. Comparing and contrasting information  6.2. Connecting ideas across texts or reading  6.3. Writing with personal reflections and experience  6.4. Synthesizing information from various sources  6.5. Evaluating ideas</p>

#### 4. Methodology and Techniques

- Class presentation
- Discussion
- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted based on the following criteria:

- h) Attendance
- i) Class participation
- j) Class presentation: 2 presentations on topics assigned by the teacher
- k) Project/Assignment I: 2 essays on the topics chosen by students and approved by the teacher.
- l) Project/Assignment II: 2 writing projects focusing on the critical thinking skills.

m) Mid-term exam

## 7. References

4. Daise, D., Norloff, C. and Carne, P. (2011) ). *Q: Skills for Success (Reading and Writing) – 4*. New York. Oxford University Press.
5. Freire, R. and Jones, T. (2011). *Q: Skills for Success (Listening and Speaking) – 4*. New York. Oxford University Press.
6. McCarthy, M. and O'Dell, F. (2008). *Academic Vocabulary in Use*. New Delhi. Cambridge University Press. (Unit V).

## Dictionary

7. Hornby. A.S. (2010). Eighth Edition. Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press.

सुदूर पश्चिमाञ्चल विश्वविद्यालय

शिक्षा शास्त्र संकाय

बी.एड. अनिवार्य नेपाली

Course Title: सम्प्रेषणका लागि नेपाली

Course No. : C.Nep.121

सैद्धान्तिक

Nature of course:

Level: स्नातक

Semester: दोस्रो

Total periods: 45

Time per period: 1 Hour

## १. पाठ्यांश परिचय

यो पाठ्यांश चार बर्से स्नातकतहमा अध्ययन गर्ने विद्यार्थीहरूलाई नेपालीभाषामा सम्प्रेषण कौशलको विकास गर्न तयार पारिएको हो। यसबाट नेपालीवाङ्मयका विभिन्न क्षेत्रका गद्यांशको पठन बोध, शब्द भण्डार तथा बुँदा टिपोट, संक्षेपीकरण र प्रयोजनपरक विषयकेन्द्री अभिव्यक्तिका साथै निबन्ध र प्रतिवेदन लेखन क्षमताको विकास हुने अपेक्षा गरिएको छ।

## २. उद्देश्य :

- यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्नानुसार भाषिकसिपआर्जन गर्न सक्षम हुने छन् :
- (क) नेपालीवाङ्मयका विविध क्षेत्रका गद्यांशहरू पढी तिनमा आधारित बोधप्रश्नहरूको उत्तर दिन
  - (ख) पठित गद्यांशहरूमा प्रयुक्त शब्दहरूको स्रोत, वर्ग, बनोट तथा अर्थको पहिचान गर्न र सन्दर्भपूर्ण प्रयोग गर्न
  - (ग) सम्बद्ध गद्यांशको बुँदा टिपोट र संक्षेपीकरण गर्न
  - (घ) पाठ वा पाठांशको विषय वस्तुमा आधारित भई स्वतन्त्र अनुच्छेदमा अभिव्यक्ति दिन
  - (ङ) विभिन्न विषयमा आत्मपरक तथा वस्तुपरक निबन्ध लेख्न
  - (च) विभिन्न प्रयोजनकालागि प्रतिवेदन तयार गर्न।

## Contents in Detail with Specific Objectives

Specific Objectives	Contents
क) समकालिक वाङ्मयका विभिन्न	एकाइ १ : पठन बोध पाघ १८ नेपालीभाषाका समकालिक वाङ्मयका विभिन्न क्षेत्रसँग

क्षेत्रसँग सम्बन्धित दृष्टांश पाठ वा पाठांशमा आधारित बोध प्रश्नहरूको उत्तर दिन	सम्बन्धित दृष्टांश र अदृष्टांश पाठ वा पाठांशमा आधारित वस्तुगत र विषयगत (तथ्यात्मक, अनुमानात्मक, निष्कर्षात्मक, प्रतिक्रियात्मक टिप्पणीपरक) बोध प्रश्नोत्तर
ख)समकालिक वाङ्मयका विभिन्न क्षेत्रसँग सम्बन्धितअदृष्टांश पाठ वा पाठांशमा आधारित बोध प्रश्नहरूको उत्तर दिन	
क)निर्दिष्ट शब्दहरूको स्रोत, शब्दवर्ग र वनोट प्रक्रिया पहिल्याउन ख)निर्दिष्ट शब्दहरूको सन्धि विच्छेद गर्न ग) गद्यांशमा प्रयुक्त विशेष खालका शब्द वा पदावलीहरूको अर्थ खुलाउन र तदनुसृत प्रयोग गर्न	<b>एकाइ २ : शब्द भण्डार</b> <b>पाघ ८</b> बोधका लागि निर्धारित गद्यांशहरूमा प्रयुक्त शब्द भण्डारको निम्न लिखित आधारमा अध्ययन : (क) शब्दस्रोत (ख) शब्दवर्ग (ग) शब्दवनोट र सन्धि (घ) शब्दार्थ र प्रयोग
क)निर्धारित अनुच्छेदबाट बुँदा टिपोट र संक्षेपीकरण गर्न	<b>एकाइ ३ बुँदा टिपोट र संक्षेपीकरण</b> <b>पाघ ४</b> (क) निर्धारित अनुच्छेदबाट बुँदा टिपोट र संक्षेपीकरण
क) संशक्तिको परिचय दिन ख) व्याकरणीय र कोषीय संशक्ति छुट्याउन	<b>एकाइ ४ संशक्तिको परिचय</b> (क) व्याकरणीक संशक्ति (ख) कोषीय संशक्ति
क) सम्बन्धित गद्यांश वा पाठको विषय वस्तुसँग आवद्ध भई स्वतन्त्र अभिव्यक्ति दिन	<b>एकाइ ५ : अनुच्छेद रचना</b> <b>पाघ ५</b> सम्बन्धित गद्यांश वा पाठको विषय वस्तुसँग आवद्ध स्वतन्त्र अभिव्यक्ति
दिइएका शीर्षकमा आत्मपरक तथा वस्तुपरक निबन्ध रचना गर्न	<b>एकाइ ६ निबन्ध</b> <b>पाघ ५</b> आत्मपरक तथा वस्तुपरक निबन्ध रचना
क) तालिकाको सूचनालाई अनुच्छेद र अनुच्छेदको सूचनालाई तालिकामा रूपान्तरण गर्न ख) स्तम्भ चित्रको सूचनालाई	<b>एकाइ ७ सूचनाको रूपान्तरण</b> (क) तालिकामा भएको सूचनालाई अनुच्छेदमा र अनुच्छेदमा भएको सूचनालाई तालिकामा रूपान्तरण

<p>अनुच्छेदमा र अनुच्छेदको सूचनालाई स्तम्भ चित्रमा रूपान्तरण गर्न</p> <p>ग) वृत्रचित्रको सूचनालाई अनुच्छेदमा र अनुच्छेदको सूचनालाई वृत्रचित्रमा रूपान्तरण गर्न</p> <p>(घ) आरेख र आलेखको सूचनालाई अनुच्छेदमा र अनुच्छेदको सूचनालाई आरेख र आलेखमा रूपान्तरण गर्न</p>	<p>(ख) स्तम्भ चित्रमा भएको सूचनालाई अनुच्छेदमा र अनुच्छेदमा भएको सूचनालाई स्तम्भ चित्रमा रूपान्तरण</p> <p>(ग) वृत्रचित्रमा भएको सूचनालाई अनुच्छेदमा र अनुच्छेदमा भएको सूचनालाई वृत्रचित्रमा रूपान्तरण</p> <p>(घ) आरेख र आलेखमा भएको सूचनालाई अनुच्छेदमा र अनुच्छेदमा भएको सूचनालाई आरेख र आलेखमा रूपान्तरण</p>
<p>घटना, समारोह, भ्रमण, निरीक्षण आदिमा आधारित भई निर्धारित ढाँचामा प्रतिवेदन तयार गर्न</p>	<p><b>एकाइ ८ : प्रतिवेदन</b> <span style="float: right;"><b>पाघ ५</b></span></p> <p>घटना, समारोह, भ्रमण, निरीक्षण आदिमा आधारित प्रतिवेदन लेखन</p>

#### ४. शिक्षण प्रक्रिया

यो पाठ्यांश मुख्यतः विद्यार्थीहरूको भाषिकसिपको विकाससँग सम्बन्धित भएकाले यसलाई अभ्यासमा केन्द्रित गरी सञ्चालन गरिनु पर्छ । यस क्रममा विभिन्न एकाइका पाठ्यवस्तुलाई निम्नानुसार शिक्षण गरिनु आवश्यक छ :

क) एकाइ १ को शिक्षणका क्रममा विभिन्न विषय क्षेत्रका गद्यांशहरू विद्यार्थीहरूलाई मौन पठन गर्न लगाई बोधको अभ्यास गराउनु पर्ने छ । यस क्रममा विभिन्न तहका प्रश्न दिई विषयगत र वस्तुगत दुबै प्रकृतिका बोध प्रश्नोत्तर गराउनु आवश्यक छ ।

(ख) एकाइ २ को शिक्षणका क्रममा एकाइ १ मा प्रयुक्त गद्यांशहरूबाट शब्दस्रोत ( विशेषतः तत्सम र आगन्तुक ) को पहिचान, शब्दवर्ग पहिचान, शब्दहरूको बनोट पहिचान र सन्धि विच्छेदको विशेष अभ्यास गराउनु पर्ने छ । साथै विशेष खालका शब्दवापदावलीहरूको शब्दार्थ र शब्दप्रयोगको अभ्यास समेत गराउनु पर्ने छ । यसकालागि शब्दकोशको समेत प्रयोग गर्न सकिने छ ।

(ग) एकाइ ३ को शिक्षणका क्रममा उल्लिखित गद्यांशहरूमा व्यक्त विचारलाई आधार मानेर स्वतन्त्र रूपमा अनुच्छेद रचना गर्ने अभ्यास गराउनु पर्ने छ ।

(घ) एकाइ ४ को बुँदा टिपोट र संक्षेपीकरणको अभ्यास गराउँदा शिक्षकले उपयुक्त गद्यांशहरूको छनोट गरी तिनबाट प्रमुख बुँदा टिप्ने तरिका र संक्षेपीकरण गर्ने तरिकाको प्रदर्शन गर्नु पर्ने छ र सोही अनुसार अन्य गद्यांशहरूबाट थप अभ्यास गराउनु पर्ने छ ।

(ङ) एकाइ ५ र ६ मा उल्लिखित लिखित रचनाहरूको कौशल बढाउन तत्सम्बन्धी अभिव्यक्तिहरूको कक्षामा नमुना प्रदर्शन गरी शिक्षकले छलफल गराउनु पर्ने छ । त्यसपछि निर्धारित रचनाहरूकालागि विद्यार्थीहरूलाई सहज हुने शीर्षकहरूको छनोट गरेर तिनलाई कक्षाकार्यका रूपमा वारंवार अभ्यास गराउनु पर्ने छ ।

#### ५. मूल्याङ्कन



यस पाठ्यांशको आन्तरिक मूल्याङ्कन विद्यार्थीहरूका निम्नानुसारका कार्यबाट सम्पन्नगरिने छः

१. परियोजना
२. समस्या समाधान
३. कक्षा प्रस्तुति
४. कक्षाकार्य र सहभागिता

**६. सन्दर्भ सामग्री :**

अधिकारी, हेमाङ्ग राज र भट्टराई बट्टीविशाल ( २०६९, दोसं.), **प्रयोगात्मक नेपालीशब्दकोश** काठमाडौँ: विद्यार्थी पुस्तक भण्डार ।

अनिवार्य नेपालीविषय समिति, त्रि.वि. पाविके (२०६६), **अनिवार्य नेपाली शिक्षण निर्देशिका**, ललित पुर : साभाप्रकाशन ।

आचार्य, ब्रतराज र गौतम, देवी प्रसाद (२०६९), **विशेष नेपाली : प्रयोजनपरक बोध र लेखन** काठमाडौँ : विद्यार्थी पुस्तक भण्डार ।

सुवेदी, लालानाथ (२०६९), **नेपालीबोध र रचनाकौशल** काठमाडौँ : हिमालय बुक स्टल ।

**Far-western University**  
**Faculty of Education**  
**B.Ed. Compulory English**

Course Title: **Study Skills in English for Academic Purposes (EAP)**

Semester: Third

Course No. : **C.Eng.231**

Credit Hour: 3 (45 hours)

Full marks: 100

Pass marks: 45

### **1. Course Introduction**

This course aims at developing study skills and academic English skills in students. The course covers reading academic texts efficiently and effectively; taking notes from lectures and books; doing basic research; using library or computer-based resources; writing academic papers; taking part in discussions; presenting papers; managing study time and preparing for examinations In this course the students analyse characteristics of written and spoken academic texts, develop awareness of academic culture and learn to avoid plagiarism. The course also aims to develop independent learning skills and critical thinking and allows for personalisation of learning.

### **2. General Objectives**

General objectives of this course are to:

- g) introduce students to the basic concepts of academic skills
- h) help them develop different types of academic reading skills
- i) enable them to be successful in academic listening and speaking
- j) help them manage study skills for academic purpose
- k) write academic papers

### **3. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents in Detail</b>
<ul style="list-style-type: none"><li>• explain the basic concepts of academic skills</li><li>• talk about the academic culture</li></ul>	<b>Unit One: Introduction to Academic Skills</b> 1.7.Thinking about academic culture 1.8.Thinking critically 1.9.Avoiding plagiarism 1.10. Academic vocabulary
<ul style="list-style-type: none"><li>• research texts for various kinds of meaning</li><li>• read and prioritize ideas</li><li>• read for detail understanding</li></ul>	<b>Unit Two: Academic Reading</b> 2.1.Researching texts and understanding implicit meaning 2.2.Selecting and prioritizing ideas 2.3.Reading for detail

<ul style="list-style-type: none"> <li>• recognize plagiarism</li> <li>• organize information</li> <li>• read critically</li> </ul>	<p>2.4. Recognizing plagiarism  2.5. Organizing information  2.6. Reading figures and tables  2.7. Critical reading</p>
<ul style="list-style-type: none"> <li>• understand lectures and take notes</li> <li>• make presentations</li> <li>• follow an arguments</li> <li>• work in groups</li> <li>• reach consensus</li> </ul>	<p><b>Unit Three: Listening and Speaking in Academic Settings</b></p> <p>3.1. Understanding lectures  3.2. Taking notes  3.3. Making presentations  3.4. Following an argument  3.5. Working in groups and reaching consensus</p>
<ul style="list-style-type: none"> <li>• organize essays</li> <li>• use claims</li> <li>• refer to other’s work</li> <li>• use academic vocabulary in writing</li> <li>• describe information in tables and figures</li> </ul>	<p><b>Unit Four: Academic Writing</b></p> <p>4.1. Organization of the essay  4.2. Using and supporting claims  4.3. Referring to other people’s work  4.4. Writing skills in academic writing  4.5. Writing vocabulary  4.6. Describing information in figures and tables</p>
<ul style="list-style-type: none"> <li>• be aware of plagiarism</li> <li>• use complex noun phrases</li> <li>• use conjunctions and connectors</li> </ul>	<p><b>Unit Five: Grammar in Academic English</b></p> <p>5.1. Avoiding repetition  5.2. Complex noun phrases  5.3. Conjunctions and sentence connectors</p>
<ul style="list-style-type: none"> <li>• Improve reading skills</li> <li>• take notes</li> <li>• learn through discussions</li> <li>• manage study time</li> </ul>	<p><b>Unit Six: Managing Study Skills</b></p> <p>6.1. Improving reading efficiency  6.2. Note-taking skills  6.3. Basic research techniques  6.4. Writing skills  6.5. Learning through discussions  6.6. Managing your study</p>

#### 4. Methodology and Techniques

*Modes of instruction:*

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial

- Independent study
- Project work

***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

**5. Evaluation Scheme**

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

- h) Regularity and class participation 5%
- i) Quizzes: 3 5%
- j) Class presentation: 1 20%
- k) Term paper/assignment: 1 20%
- l) Mid-term Exam 20%
- m) Investigative Project Work: 1 20%
- n) Group Work and Pair Work/Group Project: 1 10%

**6. Prescribed Texts**

- a) Hewings, M. (2012). Cambridge academic English: Upper intermediate. Cambridge. Cambridge University Press. ***(All Units)***
- b) Wallace, M. (2009). *Study skills in English*. Cambridge. Cambridge University Press. ***(All Units)***

**Dictionary**

- 8. Hornby. A.S. (2010). Eighth Edition. Oxford Advanced Learner’s Dictionary. Oxford: Oxford University Press.

## **Far-western University**

### **Faculty of Education**

#### **B.Ed. in Education**

Course Title: **Computational Literacy**

Course No. : **C.Maths.241**

Level: B. Ed.

Semester: Fourth

Full marks: 100

Credit Hour: 3 (45 hours)

Pass marks: 45

#### **1. Course Introduction**

With a view that mathematics offers foundational approaches, tools and techniques to almost all disciplines, this course is designed for undergraduate students to develop understandings of basic mathematical and computational knowledge and skills. Specifically, Computational Literacy provides learners with an awareness and understanding of the role that mathematics (and its computational possibility) plays in the contemporary world. The course is driven by life-related applications of mathematics, thereby enabling learners to develop the ability and confidence to think numerically and spatially so as to interpret and critically analyze everyday situations, events or phenomena.

#### **2. General Objectives**

General objectives of this course are as follows:

1. use mathematical concepts in a critical and reflective manner to ensure that acquired knowledge is applied responsibly to the workplace.
2. collect, analyze and organize information to evaluate and critique conclusions;
3. communicate appropriately by using descriptions in words, graphs, symbols, tables and diagrams;
4. enhance understanding of everyday phenomena through different forms of relationships;
5. engage responsibly with legitimate arguments relating to local, national and global issues;
6. be sensitive to the aesthetic value of mathematics and explore the importance of computational literacy for career opportunities;

#### **3. Contents in Detail with Specific Objectives**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• determine union, intersection, difference, complement of sets.</li> <li>• solve everyday problems related to cardinality of sets.</li> </ul>	<p><b>Unit 1: Sets (5 hours)</b></p> <p>1.1 Operations of set (union, intersection, difference, complement, etc.)</p> <p>1.2 Cardinality of sets</p>
<ul style="list-style-type: none"> <li>• compute the Cartesian product of the given sets.</li> <li>• define and determine the nature of relation under given conditions,</li> <li>• find domain and range of the given relation.</li> <li>• define function with examples</li> <li>• compute the functional value of algebraic functions.</li> <li>• solve equations with one variable, two variables and three variables .</li> </ul>	<p><b>Unit 2: Functions and Equations (5 hours)</b></p> <p>2.1 Cartesian Product</p> <p>2.2 Relation, domain and range of a relation</p> <p>2.3 Function (function as relationship, function as machine, function as system)</p> <p>2.4 Equation involving one variable, two variables and three variables</p>
<ul style="list-style-type: none"> <li>• recognize simple and compound statements with examples.</li> <li>• use logical connections (e.g., and, or, if-then etc) for compound statements</li> <li>• determine truth value of a compound statement through the truth table</li> <li>• use Venn-diagram to determine the validity of logical arguments.</li> </ul>	<p><b>Unit 3: Logic (5 hours)</b></p> <p>3.1 Simple and compound statements</p> <p>3.2 Logical connections</p> <p>3.3 Truth value and truth table</p> <p>3.4 Uses of Venn-diagram in determining the validity of statements</p>
<ul style="list-style-type: none"> <li>• select a suitable way of presenting raw statistical data</li> <li>• develop an awareness of advantages and limitations of different representation styles</li> <li>• construct and interpret different ( e.g., stem-and-leaf diagrams, box-and-whisker plots, histograms and cumulative frequency) representational graphs.</li> <li>• exemplify and use different measures of central tendency in appropriate contexts (mean, median, mode)</li> <li>• define and explain the use of the measures of dispersion (range, interquartile range, mean deviation and standard deviation).</li> </ul>	<p><b>Unit 4: Data Handling (15 hours)</b></p> <p>4.1 Collection and representation of data</p> <p>4.2 Stem-and-leaf diagram, box-and-whisker plots, histograms and cumulative frequency graphs</p> <p>4.3 Measures of central tendency (mean, median, mode) and their strengths.</p> <p>4.4 Measures of dispersion (range, interquartile range, mean deviation and standard deviation) and their strengths</p> <p>4.5 Skewness</p> <p>4.5.1 Positively and negatively skewed distributions</p> <p>4.5.2 Measure of skewness, its coefficient and application of the measures</p> <p>4.6 Correlation</p> <p>4.6.1 Positive and negative; linear and non-linear</p>

<ul style="list-style-type: none"> <li>• estimate the directional extent to which the distribution is away from the symmetrical distribution.</li> <li>• explain the use of correlation in various fields,</li> <li>• determine the relationship between two variables.</li> </ul>	<p>4.6.2 Scatter Diagram and Karl Pearson's correlation coefficient</p> <p>4.6.3 Uses of correlation</p>
<ul style="list-style-type: none"> <li>• To define and exemplify permutation (arrangement) and combination (selection)</li> <li>• To solve some basic problems of arrangement and selection via permutation and combination.</li> <li>• To solve the problems related to arrangements with repetition and restrictions.</li> </ul>	<p><b>Unit 5 Permutation and Combination (6 hours)</b></p> <p>5.1 Definition of permutation and combination with examples</p> <p>5.2 Problems related to permutation and combination involving selection and arrangements</p> <p>5.3 Arrangement with repetition, arrangements with restrictions</p>
<ul style="list-style-type: none"> <li>• To explain the difference between classical and empirical probability,</li> <li>• To calculate the probability by means of the enumeration of equiprobable elementary events.</li> <li>• To apply addition and multiplication rule for calculating probabilities in simple cases</li> <li>• To recognize exclusive and independent events</li> <li>• To calculate the conditional probability values in simple cases (solutions are performed by means of tree diagram).</li> </ul>	<p><b>Unit 6 Probability (7 hours)</b></p> <p>6.1 Classical probability and empirical probability</p> <p>6.2 Probability by means of enumeration of equiprobable elementary events</p> <p>6.3 Addition and multiplication of probabilities in simple cases</p> <p>6.4 Exclusive and independent events, conditional probability in simple cases.</p>

#### 4. Methodology and Techniques

This course is envisaged to be delivered by using methods that encourage students to participate in investigating problems from their lived contexts. Specifically, key concepts will be discussed through specific examples, and aspects of problem-based learning approach will be used to deal with context-specific problems.

#### 5. Evaluation Scheme

**Attendance in Class:** Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80%

<b>Computational Literacy</b>					
<b>External Evaluation</b>	<b>Weight</b>	<b>Marks</b>	<b>Internal Evaluation</b>	<b>Weight</b>	<b>Marks</b>
End semester examination	100%	60	Assignments	10%	40
			Quizzes	10%	
			Attendance	10%	
			Presentation	10%	
			Term papers	10%	
			Mid-Term exam	40%	
			Group work	10%	
Total External	100%	60	Total Internal	100%	40
<b>Full Marks 60+40 = 100</b>					

in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

**Term paper:** Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

**Presentation:** Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

**Assignment:** Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.



**Mid-Term Examinations:** It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination.

**End-Term/External Examinations:** It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation.

**Strict Notice:** Each student must secure 45 marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

## 6. End Semester Examination Model

**Full marks: 100, Pass marks: 45, Time: 3 Hrs**

Nature of question	Total questions to be asked	Total questions to be answered	Total marks	Weightage	External exam marks
<b>Group A:</b> Multiple choice	20	20	$20 \times 1 = 20$	20%	12
<b>Group B:</b> Short answer type question	11 questions	8	$8 \times 5 = 40$	40%	24
<b>Group C:</b> Long answer type question/case studies	6 questions	4	$4 \times 10 = 40$	40%	24
<b>Total</b>			<b>100</b>	<b>100%</b>	<b>60</b>

## 7. Recommended & Reference Books

### Recommended Books

1. Bajracharya, D. R., Shrestha, R. M., Singh, M. B., Sthapit, Y. R., & Bajracharya, B.C. (2011). *Basic mathematics* (3rd ed.). Kathmandu: Sukunda Pustak Bhawan. (Unit 1,2,3,4)
2. Dobbs, S., & Miller, J. (2008). *Advanced Level mathematics: Statistics I*. Cambridge, NY: Cambridge University Press. (Unit 4, 5, 6)

### **Reference Books**

3. Akst, G., & Bragg, S. (2013). *Basic college mathematics through applications: basic skills math*. Boston, MA: Pearson Education (for all units).

**Far-western University**  
**Faculty of Education**  
**B.Ed. in Education**

Course Title: **FUNDAMENTALS OF COMPUTER AND INFORMATION TECHNOLOGY**

Semester: 7th

Credit Hour: 3 (45 hours)

Course No. : **C.Cit.471**

Full marks: 100

Pass marks: 45

**Detailed Course Information**

<b>Learning Unit</b>	<b>Unit Objectives</b>	<b>Unit Outlines</b>	<b>Net Contact Hours</b>
<b>UNIT I Fundamental of Computer</b>	<p>After reading and studying this chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>a) Know about the computer and characteristics of a computer</li> <li>b) List the major parts of computer and computer system.</li> <li>c) Identify the types of computers.</li> <li>d) Provide examples of input and output devices.</li> <li>e) List units of measures for computer memories and storages.</li> </ol>	<ul style="list-style-type: none"> <li>• Computer system concepts, Computer system characteristics, Capabilities and limitations,</li> <li>• Types of computer Generations of computers, Personal Computer (PCs)- evolution of PCs, configurations of PCs- Pentium and Newer, PCs specifications and main characteristics.</li> <li>• Basic computers of a computer system- Control unit, APU,</li> <li>• Input/Output functions and characteristics,</li> <li>• memory-RAM, ROM, EPROM, PROM and other types of memory.</li> </ul>	7
<b>UNIT 2 Computer Software and classification</b>	<p>After reading and studying this chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>a) Differentiate the two main categories of computer software.</li> <li>b) List the specific types of application</li> </ol>	<p>Software and its Need, Types of Software-System software, Application software, System Software-Operating System, Utility Program, Programming languages, Assemblers, Compilers and Interpreter, Introduction to operating system for PCs-DOS</p>	4

	<p>software</p> <p>c) List all the major PC operating system</p> <p>d) Differentiate between the terms operating environment and operating systems</p>	<p>Windows, Linux, File Allocation Table (FAT &amp; FAT 32), files &amp; directory structure and its naming rules, booting process, system files Programming languages-Machine, Assembly, High Level, 4GL, their merits and demerits.</p>	
<p><b>UNIT 3</b></p> <p><b>Office Automation Software</b></p>	<p>After reading and studying this chapter, students should be able to:</p> <p>a) Identify basic word processing tools and simplify document editing.</p> <p>b) Explain what is meant by "selecting" parts of a document.</p> <p>c) Identify special features commonly found in modern word processor such as editing, formatting, mail merging etc.</p> <p>d) Know about some financial tools such spreadsheet.</p> <p>e) Define and differentiate the terms worksheet and spreadsheet.</p> <p>f) List the types of data analysis tools commonly found in spreadsheet and describe their uses.</p> <p>g) Describe the basic purpose of presentation program.</p> <p>h) Explain process of creating a</p>	<ul style="list-style-type: none"> <li>• Introduction to Office automation Suite</li> <li>• Word processor- characteristics of word processor such as-open word or MS Word for word processing-creating, formatting and printing documents.</li> <li>• Inserting objects from other MS application merge printing documents</li> <li>• Spreadsheet Application: Creating, formatting and printing worksheets—</li> <li>• functions in Excel-goal seek, scenario management-financial functions-PMT, NPV, IRR, IPMT, ISPMT-statistical functions-AVERAGE, MEDIAN, AVEDEV, CORREL, INTERCEPT, MAX, MIN-database in spreadsheet-DMAX, DMIN, DAVERAGE, DCOUNT-graphics in Excel-creating, formatting and printing graphs-Presentation Software such as Open office presentation program or Microsoft PowerPoint-creating presentations in PowerPoint-applying</li> </ul>	<p>8</p>

	presentation slides.	templates-recording narration-presenting animation-inserting hyperlink- inserting slide number, date and time- inserting picture into slide- slide transition-running slide show.	
<b>UNIT 4 FOUNDATIONS OF INFORMATION SYSTEMS IN BUSINESS</b>	<p>After reading and studying this chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>a) Explain why knowledge of information systems is important for business professionals</li> <li>b) Give examples to illustrate how the business application of information system can support a firm's business process, managerial decision making, and strategies for competitive advantages.</li> <li>c) Provide examples of several major types of information systems from your experiences with business organizations in the real world.</li> <li>d) Identify several challenges that a business manager might face in managing the successful and ethical development and use of</li> </ol>	<ul style="list-style-type: none"> <li>• Components of IS and resources of Information System</li> <li>• System concept: Computer Based Information system</li> <li>• Trends in information System</li> <li>• Roles of information System</li> <li>• Types of Information system</li> <li>• Managerial Challenges of IT.</li> </ul> <p>Unit Case Study</p>	6

	information technology.		
<b>UNIT 5 Telecommunication and Computer Network</b>	<p>After reading and studying this chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>Describe the benefits of using a network.</li> <li>Identify the media and topologies commonly used in networks.</li> <li>Know about the different network components.</li> <li>Illustrate the uses of network operating system.</li> <li>Explain how computer data travels over telephone line</li> <li>Explain the importance of Telecommunication in modern business process</li> </ol>	<p>Use of communication and IT, Communication Process, Communication types-Simplex, Half Duplex, Full Duplex, Communication Protocols, Communication Channels- Twisted, Coaxial, Fiber Optic, Serial and Parallel Communication, Modem-Working and characteristics, Types of network Connections-Dialup, Leased, ISDN, DSL, RF, Broad band, Types of Network-LAN, WAN, MAN, Internet, VPN, etc., Topologies of LAN-Ring, Bus, Star, Mesh and Tree topologies, Components of LAN-Media, NIC, NOS, Bridges, HUB, Routers, Repeater and Gateways. Internet-Evolution, World Wide Web Introduction to Telecommunication and business value of Telecommunications. Telecommunication Systems in Nepal. Internet Services, Convergence of technologies.</p>	5
<b>UNIT 6 Database Resource Management</b>	<p>After reading and studying this chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>Explain the importance of implementing process and technologies in an organization</li> <li>Explain how database management software helps business professionals and</li> </ol>	<ul style="list-style-type: none"> <li>• Introduction to Database</li> <li>• Application of Database and Database Management System</li> <li>• Database Resource Management</li> <li>• File structure and its concept</li> <li>• Online, read time, and batch processing, concept of database</li> <li>• Types of database (operational, Analytical, distribute, hypermedia)</li> </ul>	7

	<p>supports the operations and management of a business</p> <p>c) Provide examples to illustrate each of the following concepts:</p> <p>i) Major types of database</p> <p>ii) Data warehouse and data mining</p> <p>iii) Fundamental database structure</p> <p>iv) Database Development</p>	<ul style="list-style-type: none"> <li>• Data Dictionary and Data manipulating language, data planning</li> <li>• Data warehouse and data mining, Knowledge Discovery, and Knowledge Management</li> </ul> <p>Unit Case Study</p>	
<b>UNIT 7</b> <b>e-commerce</b>	<p>After reading and studying this chapter, students should be able to:</p> <p>a) Know the basic of e-commerce, its advantages and disadvantages.</p> <p>b) Compare the technology of e-commerce and m-commerce.</p>	<ul style="list-style-type: none"> <li>• Introduction to e-commerce</li> <li>• Types of e-commerce based on transaction</li> <li>• Relation of c-commerce, e-commerce, i-commerce, and m-commerce</li> <li>• Benefits to consumer, organization and Society</li> </ul> <p>Unit Case Study</p>	3
<b>UNIT 8</b> <b>Enterprise e-business Systems</b>	<p>After reading and studying this chapter, students should be able to:</p> <p>a) Identify and give examples to illustrate the following aspects of ERM and SCM systems:</p> <p>i) Business process support</p> <p>ii) Customer and business value provided</p> <p>iii) Potential challenges and trends</p>	<ul style="list-style-type: none"> <li>• e-business and importance</li> <li>• Types of e-business Models</li> <li>• Enterprise Systems</li> <li>• Enterprise Resources Planning (ERP): Features, selection criteria, merits, issues and challenges in Implementation-Supply Chain Management (SCM): Features, Modules in SCM</li> <li>• Customer Relationship Management (CRM) Phases.</li> <li>• Knowledge Management and e-governance.</li> <li>• Nature of IT decision-</li> </ul>	5

		<p>Strategic decision- Configuration design and evaluation Information technology implementation plan.</p> <ul style="list-style-type: none"> <li>• Unit case study</li> </ul>	
<p><b>UNIT 9</b> Security and Ethical Challenges</p>	<p>After reading and studying this chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>Identify several ethical issues in how the use of IT in business affects employment individuality, working conditions, privacy, crime, health and solutions to societal problems.</li> <li>Identify several types of security management strategic and defences and explain how they can be used to ensure the security of business applications of IT.</li> </ol>	<p>Computer Virus and threats. Security and Ethical Challenges: Ethical responsibilities of Business Professionals-Business, technology; Computer crime- Hacking, cyber theft, unauthorized use at work; Piracy-software and intellectual property; Privacy- Issues and the Internet Privacy; Challenges-working condition, individuals; Health and Social Issues, Ergonomics and cyber terrorism.</p> <p>Unit case study</p>	<p>4</p>