Far Western University
Faculty of Education
Bachelor in Computer Science Education

Course Title: Fundamental of Computer and Information System

Full Marks: 100
Course No.: CS.Ed.111 Pass Marks: 45
Nature of the Course: Theory and Practical Theory Period Per Week: 3
Level: B.Ed. First Semester Total Periods: 45+15
Total Number of practical Periods 15 (2 hours per period)

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1. Course Introduction

The idea behind this course is to explore various different ways in which information technology and Information Systems relates to system automation and goals in an organizational context, given the increasing inter-relationship between these two in today's global world. The course aims to acquaint the students with basic concepts of Computer Fundamental and Information Technology Theory and Practical. The course incorporates nine units. The first two unit's deals with the introductory part of Computer System. The Third unit concerns with practical aspects of Office Automation tools such as Word Processor, Spreadsheet, Database and Presentation. Unit four discuss the Information system and its roles in an organizations and education. Unit five introduce the Number System and concept of codes in computer system. The sixth unit deals with Telecommunication and Computer Network. The seventh unit discuss the Database Management System and its roles in organizations. The eighth unit introduce the Internet and modern computing trends. The ninth unit discuss the security threats and solutions.

2. General Objectives

The main objective to this course is to introduce the students with different aspects of Information Technology and Computer System for the easy of transaction processing in an organization. The other objectives of this course are as follows

a) To know the fundamentals of computers
b) To understand how to use computer applications in day to day operations
c) Assess and explain global issues surrounding the adoption of information technology
d) To understand how to use Information Systems in an Organizations
e) To understand to how to use Network, Internet and other recent trends in business
f) To gain the knowledge of computer security techniques and threat

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
• Describe about the computer and its characteristics. • List the major parts of computer and computer system. • Discuss the types of computers. • Provide examples of input and output devices. • Introduce the measurement units of computer memories and storages.	**UNIT I: Fundamental of Computer (5)** 1.1Computer system concepts, Computer system characteristics, Capabilities and limitations, History of Computer , Generations of computers 1.2 Types of computers (work, size, brand &model), 1.3 Basic components of a computer system – CPU (CU, ALU, RA), Input/ Output Devices and characteristics and memory (Primary (RAM, ROM, Cache) and secondary Memory).

• Describe two main categories of computer software. • List the specific types of application software and uses • List the major types of operating system and its functions • List all the major PC operating system • Demonstrates the types of programming languages	**UNIT 2: Computer Software and Classification (4)** 2.1 Software and its Need, Types of Software - System software and Application software. 2.2 System Software - Operating System, Language Processor (Compiler, Interpreter and Assembler) Utility software. 2.3 Types and Functions of Operating System, files & directory structure and its naming rules, booting process. 2.4 Programming languages and Types: Low level (Machine and Assembly), High (Procedural and problem oriented) and Natural Language and their merits and demerits.
• • Identify basic word processing tools and simplify document editing. • Identify special features commonly found in modern word processor such as editing, formatting, mail merging etc. • Describe some financial, statistical, logical and mathematical formulas used in spreadsheet. • Define and differentiate the terms worksheet and spreadsheet. • List the types of data analysis tools commonly found in spreadsheet and describe their uses. • Discuss about formatting and printing graphs in spreadsheet • Describe the basic purpose of presentation program. • Explain process of creating a presentation slides. • Discuss the working mechanism of slide template and master slide	**UNIT 3: Office Automation Software (7)** 3.1 Introduction 3.2 Word processor 3.2.1Characteristics of word processor 3.2.2 Creating and formatting documents 3.2.3 Managing page number, header and footer 3.2.4 Proofing a documents 3.2.5 Inserting Object from other applications 3.2.6 Mail merge, Macro, hyper link 3.2.7 Inserting table and other objects 3.2.8 Inserting citation in APA and other formats 3.3 Spreadsheet Application and characteristics 3.3.1 Creating, formatting and printing worksheets 3.3.2 Working with mathematical, logical, financial and statistical functions. 3.3.3 Creating, formatting and printing graphs 3.4 Presentation Software and its Characteristics 3.4.1 Creating presentation 3.4.2 Working on design, animation and slide transition 3.4.3 Working on template of slide 3.4.4 Working and master slide
• Introduce the concept of information system • Explain the types of information system • Explain the roles of information system in an organization • Differentiate between computer and manual information system	**Unit 4: Information System (5)** 4.1 Introduction to Information System 4.2 Terminologies in IS: Data, Information and Knowledge 4.3 Activities in IS: Inputting, Processing, Storing, Out putting and feed back 4.4 Components of Information System 4.5 Computer Based Information System and Components 4.6 Roles of Information System in an organization 4.7 Types of Information Systems (TPS, MIS, DSS, ESS)

• Explain why knowledge of number systems and its important in computing. • Give examples to illustrate number system conversion • To illustrate the basic concept of codes used in computer	**Unit 5: Number System and Their Conversion (3)** 5.1 Binary. Octal, Decimal, Hexadecimal Number System & conversion 5.2 Calculation in Binary – addition, subtraction 5.3 Introduction to EBCDIC, ASCII, and Unicode Unit Case Study
• Describe the benefits of using a network. • Identify the media and topologies commonly used in networks. • Describe different network components. • Illustrate the uses of network operating system. • Explain how computer data travels over telephone line • Explain the importance of Telecommunication in modern business process. • Explain different types of computer network	**UNIT 6: Telecommunication and Computer Network (6)** 6.1 Introduction Computer Network and Telecommunication 6.2 Communication Process(model). 6.3 Mode of Communication (Simplex, Half Duplex, Full Duplex), 6.4 Types of Computer Network (Based on Geographical area and Architecture) 6.5 Network Topology and Types: Bus, Ring, Star, Tree, Mesh and Hybrid with merits and demerits. 6.6 Types Transmission Media(Channel): Wired and Wireless 6.7 Networking Connecting Devices (Switch, Router, Hub, Bridge, NIC) 6.8 business value of Telecommunications. 6.9 Telecommunication Systems in Nepal.
• Explain the importance of implementing data resource management process and technologies in an organization • Explain how database management software helps business professionals and supports the operations and management of a business • Provide examples to illustrate each of the following concepts: o Major types of database o Data warehouse and data mining o Fundamental database structure o Database Development	**UNIT 7: Database Management System (7)** 7.1 Introduction to Database 7.2 Application of Database and Database Management System 7.3 Advantages of DBMS over File System 7.4 Types of Database: Centralized, Distributed, Operational, Hypermedia and Analytical) 7.5 Concepts of keys in DBMS (Primary and foreign) 7.6 Creating Database on MS-Access 7.7 Introduction to Data Warehouse and Data -Mining
• Describe history of Internet and its uses. • Introduce technical term used in internet. • Describe different contemporary approaches. • Describe the basic of e-Commerce, its advantages and	**UNIT 8: Internet Web and Current Trends in Computing (4)** 8.1 Introduction and History of Internet 8.2 Internet Terminologies: Client, server, browser, web page, web site, search engine, URL, DNS, IP address 8.3 Services Provided by Internet 8.4 Cloud Computing 8.5 Green Computing

disadvantages. • Compare the technology of e-commerce and m-commerce. • Discuss the basic concept of E-governance and its types.	8.6 Virtual Computing 8.8 Edge Computing 8.9 Big Data Analysis 8.10 Cyber Security 8.11 IOT 8.11 E-learning, E-Library, Tele-medicine 8.12 Introduction to e-commerce and m-commerce: Types and advantages 8.13 Introduction to E-governance and Types
• Identify several ethical issues in how the use of IT in business affects employments individuality, working conditions, privacy, crime, health and solutions to societal problems. • Identity several types of security management strategies and defences and explain how they can be used to ensure the security for business applications of IT.	**UNIT 9: Computer Security (4)** 9.1 Introduction to Computer Security 9.2 Security threat and attacks: Viruses and worms, Hacking, cyber theft, cyber terrorism, unauthorized use at work, Piracy: Software and intellectual Property 9.3 Security Techniques: Cryptography, Digital Signature, Firewall, Antivirus, User Identification and Authentication, Intrusion Detection Systems)

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

4. Methodology and Techniques

Modes of instruction*:* Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work, Assignments in different topics, group discussion, reflective writing

Types of learning activities*:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, providing constructive feedback, group study and peer discussion.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

a) **Attendance and Participation in class activities**: **5+5= 10 marks**

b) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10 marks**

(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)

c) **Assignment II**: **one Term paper/ Essay/Project and Interview:** **5+5=10 marks**

(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)

d) **Mid-term exam**: **10 marks**

5.2 External Evaluation (Final Examination) 40%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	8 questions	8 × 1	8
Group B: Short answer questions	6 with 2 'or' questions	6 × 4	24
Group C: Long answer questions	1 with 1 'or' question	1× 8	8

5.3 External Practical Evaluation (20%)

Office of the Controller of Examination will conduct final practical examination at the end of final examination.

After completing the end semester theoretical examination, practical examination will be held. External examiner will conduct the practical examination according to the following evaluation criteria. There will be an internal examiner to assist the external examiner. Three hours' time will be given for the practical examination. In this examination Students must demonstrate the knowledge of the subject matter.

Evaluation System

Practical	Weightage	Marks
Practical Report Copy	5	20
Viva	5	
Practical Exam	10	

Laboratory Work

Student should write programs, prepare lab sheet for each of the topics discussed in classes. Minimum 3 lab hour per week in required. Nature of programming problem can be decided by instructor.

Strict Notice: Each student must secure 40% marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUILIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Prescribed Books

1. Norton, P. (2006). *Introduction to computers*. McGraw-Hill. (Unit I-IX)
2. Rajaraman, V. (2018). *Introduction to information technology*. Prentice-Hall of India. (Unit I-IX)
3. O'Brien, J. A. (2017). *Introduction to information system*. Tata Mc-Graw Hill. (Unit I-IX)

References

1. Turban, E., Rainer, R. K., & Potter, R. E. (2001). *Introduction to information technology*. John Wiley & Sons.
2. Bhatt, B.P., Chataut, G.P., & Bhatt, H.S. (2076 B.S.). *Fundamental of computer and information system*. Dreamland Publication.

Far Western University
Faculty of Education
Bachelor in Computer Science Education

Course Title: Programming in C
Course No. CS. Ed. 112
Nature of the Course: Theory and Practical
Theory Period Per Week: 3
Total Number of practical period 15 (2 hours per period)

Level: B.Ed. First Semester
Full Marks: 100
Pass Marks: 45
Total Hours: 45+15

1. Course Introduction

This course is designed to develop acquaintance with fundamental concepts of program design and computer programming. The course starts with the basic concepts of algorithm and flow chart and also includes the concepts of C programming including data types, operators, control statements, arrays, functions, pointers, structures, unions, and data files and introduction to graphics.

2. General Objectives

On completion of this course, students will be able to develop their knowledge in program design and computer programming and they will be able to develop small to medium size computer programs using different concepts of C programming language.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
• Describe program, programming language, its types, and generations. • List out compilers and interpreters and their differences. • Develop knowledge in program design tools like algorithms and flowcharts and able to write algorithms and draw flowcharts..	**Unit One: Programming Preliminaries (3)** 1.1. Introduction to Program and Programming Language 1.2. Compilation and execution 1.3. Debugging, testing and documentation 1.4. Program Design Tools (Algorithms and Flowcharts, Pseudocode)
• Introduce C programming and its basic structure. • Write a simple program using C compiler. • List different character set of C compiler. • Describe identifiers and keywords and their differences. • Give idea of basic data types, qualifiers, and conversion. • Discuss variables and constants and their differences. • Give the concept of different styles of writing comments. • Introduce different types of operators, their precedence, and associativity. • Describe different types of expressions and statements	**Unit Two: C Fundamentals (4)** 2.1. Introduction and Basic Structure of C 2.2. Writing a Simple C Program 2.3. The C Character Set 2.4. Identifiers and Keywords 2.5. Data Types 2.6. Variables and Constants 2.7. Writing Comments 2.8. Operators (arithmetic, relational, logical, assignment, ternary, bitwise, increment and decrement) 2.9. Expressions and statements 2.10. Operator precedence and associativity.
• List getchar() and putchar() functions for input and output • Introduce to enter data using scanf function	**Unit Three: Data Input and Output (3)** 3.1. Single Character Input – The Getchar Function, Single Character Output – The

• Introduce to output data using printf function • Describe gets and puts functions for input and output	Putchar Function 3.2. Entering Input Data – The Scanf Function 3.3. Writing Output Data – The Printf Function 3.4. The Gets and Puts Functions
• Develop knowledge about if statement and its types, and switch statement along with the flow chart and example • Illustration of different looping statements and their similarities and differences • Introduce different nested control statements • Describe use of break and continue statements	**Unit Four: Control Statements (5)** 4.1 Branching Statements – If and Switch Statements 4.2 Looping Statements – For, While, and Do While Statements 4.3 Nested Control Statements 4.4 Jumping Statements: Goto , Break and Continue
• List the uses of functions along with function prototype, definition, and function call • Develop knowledge on advantages of using functions • Discuss different types of functions • Develop knowledge about recursive function and comparing it with non-recursive function • Introduce different storage classes like automatic, external, static • Develop knowledge about the preprocessor directives	**Unit Five: Functions (6)** 5.1. Introduction, Function Prototype, Function Definition, and Function Call 5.2. Advantages of Using Function 5.3. Types of Functions – Library Function and User Defined Function 5.4. Recursive Function 5.5. Calling Convention (Call by value and call by reference) 5.6. Storage Classes 5.7. The Preprocessor - #include and #define
• Develop knowledge about arrays including array definition and its processing • Introduce how to pass arrays to functions • Develop knowledge about multidimensional arrays • Develop knowledge about strings and its processing	**Unit Six: Arrays (5)** 6.1. Introductions of Array. 6.2. Types of an array (1-D, 2-D and Multi-dimensional) 6.3. Accessing array 6.4. Passing Arrays to Functions, 6.5. String handling functions
• Develop knowledge on pointers and its declaration • Discuss about pass pointers to functions • Comparing one dimensional array with pointer • Describe allocate memory dynamically • Develop knowledge about different operations on pointers • Comparing pointers with multidimensional arrays • Develop knowledge on arrays of pointers	**Unit Seven: Pointers (6)** 7.1. Fundamentals and Pointer Declarations 7.2. Passing Pointers to a Functions 7.3. Pointers and One-dimensional Arrays 7.4. Dynamic Memory Allocation 7.5. Operations on Pointers 7.6. Pointers and Multi-Dimensional Arrays 7.7. Arrays of Pointers
• Develop knowledge about structures and know to process it • Discuss about typedef • Develop knowledge to use structures and pointers	**Unit Eight: Structures and Unions(5)** 8.1. Defining and Processing Structure 8.2. User Defined Data Types (Typedef) 8.3. Array of structure, array with in structure and nesting of structure.

• Introduce how to pass structures to functions • Discuss about self-referential structures • Describe unions and its comparison with structure	8.4. Structures and Pointers 8.5. Passing Structures to Functions 8.6. Self-referential Structures 8.7. Unions
• Develop knowledge about importance of file handling • Introduce about how to open and close data files • Discuss how to read and write data files • Describe processing a data file • Describe how to use unformatted data files and binary files	**Unit Nine: Data Files (5)** 9.1. Introduction to Files 9.2. Modes of file 9.3. Opening and Closing a Data File 9.4. Reading and Writing a Data File 9.5. Processing a Data File 9.6. Unformatted Data Files and binary files
• Introduce graphics • Describe graphics modes • Implement graphics handling functions	**Unit Ten: Introduction to Graphics (3)** 10.1 Introduction to Graphics. 10.2 Graphics Initialization and Mode 10.3 Graphics functions(Line , Circle ,Rectangle , Ellipse, Arc, Bar etc)

4. Methodology and Techniques

Modes of instruction*:* Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work, Assignments in different topics, group discussion, reflective writing

Types of learning activities*:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, providing constructive feedback, group study and peer discussion.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

e) **Attendance and Participation in class activities**: **5+5= 10 marks**

f) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10 marks**

(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)

g) **Assignment II**: **one Term paper/ Essay/Project and Interview:** **5+5=10 marks**

(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)

h) **Mid-term exam**: **10 marks**

5.4 External Evaluation (Final Examination) 40%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	**Total questions to be asked**	**Number of questions to be answered and marks allocated**	**Total marks**
Group A: Multiple	8 questions	8 × 1	8

choice items			
Group B: Short answer questions	6 with 2 'or' questions	6 × 4	24
Group C: Long answer questions	1 with 1 'or' question	1× 8	8

5.5 External Practical Evaluation (20%)

Office of the Controller of Examination will conduct final practical examination at the end of final examination.

After completing the end semester theoretical examination, practical examination will be held. External examiner will conduct the practical examination according to the following evaluation criteria. There will be an internal examiner to assist the external examiner. Three hours' time will be given for the practical examination. In this examination Students must demonstrate the knowledge of the subject matter.

Evaluation System

Practical	Weightage	Marks
Practical Report Copy	5	20
Viva	5	
Practical Exam	10	

Laboratory Work

Student should write programs, prepare lab sheet for each of the topics discussed in classes.

Minimum 3 lab hour per week in required. Nature of programming problem can be decided by instructor.

Strict Notice: Each student must secure 40% marks with 80% attendance in internal evaluation in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUILIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.

Recommended Books

1. Gottfried, B. S. (2018). *Programming with C* (4th ed.). McGraw Hill. Unit I-X)
2. Kelly, A., & Pohl, I. (1998). *A book on C: Programming in C* (4th ed.). Addison-Wesley Professional.

   (Unit I-X)
3. Kernighan, B.W., & Ritchie, D.M. (1988). *The C programming language*. Pearson. (Unit I-X)

Far Western University
Faculty of Education
Bachelor in English Education

Course Title: **Linguistics for Language Teachers**
Course No. : Eng.Ed.111
Semester: First

Full Marks: 100
Pass Marks: 45
Credit Hour: 3 (45 hours)

1. Course Introduction

The intent of this course is to offer students a strong foundation in the basics of language and linguistics including the language origin, development of language, branches of linguistics, sound patterns, morphology, syntax, semantics and pragmatics. The course also deals with language change and planning.

2. General Objectives

General objectives of this course are to:

a) introduce the students to the fundamentals of language study
b) introduce the students to the fundamentals of linguistics
c) familiarize the students with the sound patterns of language
d) give students the concept of the English grammar, syntax, semantics and pragmatics
e) familiarize students with the concepts of language change and planning

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents in Detail
• Define language. • Describe the origin and characteristics of language. • Describe the levels of language. • Distinguish between animal communication and human communication.	**Unit One: Introduction to Language (6 hours)** 1.1 Definition of language 1.2 The origins of language 1.3 Characteristics of language 1.4 Varieties of language: dialect, register, idiolect 1.5 Pidgin and creoles 1.6 Levels of language 1.7 Animal communication and human communication
• Define linguistics. • Explain the branches of linguistics.	**Unit Two: Introduction to Linguistics (5 hours)** 2.1 Definition of linguistics 2.2 Branches of linguistics: General linguistics, applied linguistics, descriptive linguistics, sociolinguistics, psycholinguistics, synchronic linguistics, diachronic linguistics, computational linguistics, ethnolonguistics, corpus linguistics, ecolinguistics
• Show the difference between phonetics and phonology. • Draw and label the organs of speech. • Describe the sounds patterns of language. • Show the relationship between phone, phoneme and allophone. • Identify syllable structure, clusters,	**Unit Three: Phonology (12 hours)** 3.1 Phonetics and phonology 3.2 The organs of speech 3.3 English sound system: consonants and vowels 3.4 Phone, phoneme, allophone 3.5 Allophonic variations 3.6 Syllable structure 3.7 Consonant clusters and vowel sequences

strong and weak forms. • Discuss suprasegmetnal features. • Discuss the concepts connected speech.	3.8 Strong and weak forms 3.9 Supra-segmental features: length, stress, intonation, juncture, tempo 3.10 Connected speech: Assimilation, elision, linking r and intrusive r
• Describe the word formation process. • Define and explain the concepts of morph, morpheme and allomorph. • List and explain words classes. • Discuss grammatical units. • Identify sentence functions. • List the basic sentence patterns in English. • Explain grammatical transformations.	**Unit Four: Morphology and Syntax (11 hours)** 4.1 Morph, morphemes, allomorphs 4.2 Affixes: prefixes and suffixes 4.3 Word formation process 4.4 Words classes: content/major words (noun, verb, adjective, adverb) and function/minor words (pronoun, determiner, preposition, conjunction, interjection) 4.5 Structure of words: simple, complex and compound 4.6 Phrase: types, functions and structures 4.7 Clause: types, functions and structures 4.8 Sentence: types and structures 4.9 Grammatical functions: subject, verb, object, complement, adverbial 4.10 Basic patterns of English sentences 4.11 Grammatical transformations: negation, passivization, question and contraction
• Define semantics and pragmatics • Explain semantic features. • Discuss the conceptual meaning and associative meaning. • Explain synonymy, antonymy, hyponymy and polysemy. • Distinguish between homophones and homographs. • Derive invisible meaning. • Draw references and inferences. • Analyze speech acts.	**Unit Five: Semantics and Pragmatics (7 hours)** 5.1 Definition of semantics and pragmatics 5.2 Semantic features 5.3 Meaning: conceptual meaning and associative meaning 5.4 Sense relations: Synonymy, antonymy, hyponymy, homonymy and polysemy, homophony and homography 5.5 Metonymy and collocation 5.6 Invisible meaning 5.7 Context, deixis, reference, inference 5.8 Anaphora, presupposition, speech acts, politeness
• Identify the language families. • Discuss the language change and its history. • Be familiar with standard and vernacular languages. • Discuss language planning in the context of Nepal.	**Unit Six: Language Change (4 hours)** 6.1 Language families 6.2 Language change 6.3 The standard and vernacular language 6.4 Language planning

4. Methodology and Techniques

4.1 Modes of instruction*:* Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work, Assignments in different topics, group discussion, reflective writing

4.2 Types of learning activities*:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, providing constructive feedback, group study and peer discussion.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

i) **Attendance and Participation in class activities** 5+5= 10 points

j) **Assignment I: Reflective Notes and Class presentation** 5+5= 10 points
(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)

k) **Assignment II**: **one Term paper/ Essay/Project and Interview** 5+5=10 points
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)

l) **Mid-term exam** 10 points

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	**Total questions to be asked**	**Number of questions to be answered and marks allocated**	**Total marks**
Group A: Multiple choice items	20 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' questions	2 × 10	20
Total			60

7. Recommended Books

Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th edition). Wiley-Blackwell.

Lieber, R. (2009). *Introducing morphology*. Cambridge University Press.

Lyons, J. (2009). *Language and linguistics.* Cambridge University Press.

McEnery, T., & Wilson, A. (2001). *Corpus linguistics: An introduction.* Edinburgh University Press.

Roach, P. (2009). *English phonetics and phonology: A practical guide.* Cambridge University Press.

Stibbe, A. (2015). *Ecolinguistics: Language, ecology and the stories we live by*. Routledge.

Yule, G. (2020). *The study of language* (7th edition). Cambridge University Press.

Far Western University
Faculty of Education
Bachelor in English Education

Course Title: **Literary Studies** Semester: First
Course No. : Eng.Ed.112 Full Marks: 100
Credit Hour: 3 (45 hours) Pass Marks: 45

1. Course Introduction

This course is an introductory course in English literature. The course begins with the basic concepts of English literature. Familiarizing the students with the literary terms and discussing the different genres of literature, the course presents a brief review of the history of English literature along with the major highlights of the age. The course consists of eight units. The first unit is about the fundamentals of literature, basic concepts of literature and the literary terms. The second unit is about the beginning of English literature. The third unit talks about the renaissance literature. The fourth and fifth units present the literature of the restoration and the romantic period. The last three units are about the modern and contemporary literature.

2. General Objectives

General objectives of this course are to:

a) introduce students to the basic concepts of literary study
b) expose students to the early English literature
c) familiarize them with the literature of different ages
d) enable them to appreciate the literature of the different periods
e) engage them in reading and appreciate the literature of various times
f) encourage them to discuss the key features of the literature of different times

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
• Define literature and classify literature into different genres. • Describe the language of literature • Explore and exemplify various features and devices of literature	**Unit One: Fundamentals of Literature** 1.1 Definition of literature 1.2 Literary genres and their features: poetry, prose and drama 1.2.1 Poetic features 1.2.2 Prose: fiction and non-fiction 1.2.3 Drama and its features 1.3 Literature and use of language 1.4 Figures of speech: Metaphor and simile, Metonymy, Personification, Euphemism, Hyperbole, Allegory, Irony, Metonymy, Onomatopoeia, Paradox, Parody, Pun, Sarcasm, Satire, Alliteration, Assonance 1.5 Prosodic features; rhyme and rhythm
• Explain the contexts and conditions of the English in the beginning • Discuss personal and religious voices • Appreciate the authors of the early period	**Unit Two: The Beginnings of English** 2.1 Context and conditions 2.2 Personal and religious voices 2.3 Individualism 2.4 Women's voices 2.5 Key authors of the age
• Identify the literary genres of the	**Unit Three: The Renaissance**

Renaissance period • Read and appreciate the authors of the Renaissance period	3.1 Contexts and conditions 3.2 The Renaissance poetry and prose 3.3 Drama in the Renaissance 3.4 Key authors of the age
• Discuss the key features of the literature of the restoration period • Talk about melancholy, madness and nature	**Unit Four: Restoration to Romanticism** 4.1 Contexts and conditions 4.2 Restoration drama 4.3 Melancholy, madness and nature 4.4 The Gothic and the sublime
• Mention the key features of the literature of the romantic period • Argue for the rights and voices of poetry • Describe the romantic prose and its features • Read and appreciate the novels of the romantic period	**Unit Five: The Romantic Period** 5.1 Contexts and conditions 5.2 Rights and voices of poetry 5.3 Romantic prose 5.4 Novels of the romantic period 5.5 Romantic poets: Blake, Wordsworth, Coleridge , Keats, Shelly and Byron
• Discuss the literature of the Victorian age • Describe the features of the Victorian literature • Read and appreciate the Victorian poetry and drama	**Unit Six: The Nineteenth Century** 6.1 Contexts and conditions 6.2 Dickens 6.3 Victorian thought and Victorian novels 6.4 Victorian poetry and drama
• Differentiate classical poems from modern poems • Talk about the poets in the thirties • Describe the novels and their features after 1945 • Analyze the war literature	**Unit Seven: Early Twentieth Century** 7.1 Contexts and conditions 7.2 Modern poetry 7.3 Thirties poets 7.4 Novel of the First World War
• Describe the features of modern drama after 1945 • Discuss the poems of the Second World War • Identify the writing for children • Talk about internationalism • Discuss the new modes of modern writing	**Unit Eight: The Twentieth Century** 8.1 Contexts and conditions 8.2 Drama since 1945 8.3 Poetry of the Second World War 8.4 The novel since 1945 8.5 Children's literature 8.6 Internationalism 8.7 New modes of modern writing
• Describe the features of novel since 2000 • Discuss the poems since 2000 • Discuss drama since 2000 • Discuss digital literature	**Unit Nine: The Twenty-First Century** 9.1 Contexts and conditions 9.2 Novel since 2000 9.3 Poetry since 2000 9.4 Drama since 2000 9.5 Digital literature

4. Methodology and Techniques

4.1 Modes of instruction*:* Lecture, seminar, exercise course, guided personal study, tutorial, independent
study, project work, Assignments in different topics, group discussion, reflective writing
4.2 Types of learning activities*:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, providing constructive feedback, group study and peer discussion.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

a) **Attendance and Participation in class activities** 5+5= 10 points
b) **Assignment I: Reflective Notes and Class presentation** 5+5= 10 points
(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)
c) **Assignment II**: **one Term paper/ Essay/Project and Interview** 5+5=10 points
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)
d) **Mid-term exam** 10 points

l.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	**Total questions to be asked**	**Number of questions to be answered and marks allocated**	**Total marks**
Group A: Multiple choice items	20 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' questions	2 × 10	20

5. Prescribed Textbooks

Abrams, M.H., & Harpham, G.G. (2009). *A glossary of literary terms*. Wadsworth Cengage Learning. (For unit I)

Carter, R., & McRae, J. (2013). *The Routledge history of literature in English*. Routledge. (For unit 2-9)

6. References

Cudden, J. A. (1992). *The Penguin dictionary of literary terms and literary theories* (3rd ed.). Penguin.

Maley, A. (2006). *English through literature*. Central Radio & TV University.

Nayar, P.K. (2009). *A short history of English literature*. Foundation Books.

Far Western University
Faculty of Education
Bachelor in Health Education

Course Title: **Foundation of Health Education**
Course No. : H.Ed.111 Nature of Course: Theoretical
Level: Undergraduate Semester: First
Credit: 3 Total Periods: 45
Time Per Period: 1 Hour

1. Course Introduction

This course is designed to develop the student's knowledge and in-depth understanding of health and health education. This course aims to widen students' knowledge and experience to acquaint them with significant health problems and help apply their knowledge and understanding of different socio- economic, cultural,political and bio-medical thoughts to solve health problems.

2. General Objectives

The general objectives of this course are as follows:

a) To familiarize students with the concept of health and disease in traditional and modern perspectives and social model norms a social model regarding health.
b) To familiarize students with basic concepts of philosophy, health literacy, and public health along with the idea of health education.
c) To acquaint the students with the basic concepts of demography and epidemiology and social epidemiology.

3.Contents in Detail with Specific Objectives

Specific Objectives	Contents
• Explain the traditional and contemporary concepts of health. • Clarify the dimensions of health. • Describe health and its economic implications. • Explore the local perceptions of health and social model of health. • Differentiate illness, sickness, and disease. • To be familiar with the concept of theories of disease. • Analyze the determinants of health and disease spectrum. • To describe the major health indicators and calculate their measurements.	**Unit I: Introduction to Health and Disease (15 hours)** 1.1 Concept of Health 1.1.1 Traditional and contemporary 1.1.2 Dimensions of health 1.1.3 The interrelationship between health and economic status 1.2 The Basic Concept of Social Norms in Health 1.2.1 Concept of social norms and social model of health. 1.2.2 Health education in the local concept 1.3 Concept of Illness, Sickness, and Disease 1.4 General Concept of Theories of Disease 1.4.1 Ancient/Traditional Theories • Supernatural theory • Miasmatic theory • Humoral theory • Magnetic theory 1.4.2 Modern Theories • Christian Science theory • Subluxation theory • Stress theory • Germ theory • Epidemiological theory • Ecological theory 1.5 Determinants of Health and Disease 1.5.1 Biological factors 1.5.2 Physical factors(Environmental factors) 1.5.3 Socio-cultural and economic factors

	1.5.4 Political factors (Political power and health policy) 1.6 Health and Disease Spectrum 1.7 Major Health Indicators and their Measurements
• Discuss the aims, objectives, and principles of health education. • Explain the importance of health education. • Explain the scope of health education. • Explain the foundations of health education in terms of an interdisciplinary perspective. • Clarify the concept of public health • Discuss the aim, functions, and scope of public health. • Describe the meaning of health literacy and its necessity for healthier living. • Describe the concept of philosophy in health and health education.	**Unit II: Introduction to Health Education and Public Health (15 hours)** 2.1 Health Education 2.1.1 Meaning, aims, and objectives of health education 2.1.2 Importance of health education 2.1.3 Principles of health education 2.1.4 Scope of health education: family, community, school, worksite, and clinical setting 2.1.5 Foundations of health education: scientific, socio-economic and cultural, educational, psycho-behavioral, and legal. 2.2 Public Health 2.2.1 Concept of public health 2.2.2 Aims, functions, and scope of public health 2.2.3 Relationship between health education and public health 2.2.4 Basic concept of health literacy(Functional, critical, and interactive) 2.2.5 Basic concept of philosophy in health and health Education
• Explain the concept, need, and scope of demography in public health. • Discuss the population trend and situation of Nepal. • Mention the fertility, morbidity mortality, and life expectancy in Nepal. • Describe the determinants of population change. • Discuss the consequences of rapid population growth in Nepal. • Clarify the concept of demographic and health transition. • Discuss the determinants of health and demographic transition. • Describe the fundamental concept, aim, and objectives of epidemiology. • Explain the uses and importance of epidemiology • Explain the components of epidemiology and social epidemiology. • Mention the role of epidemiology in public health.	**Unit III: Demography and Epidemiology(15 Hours)** 3.1 Introduction to Demography 3.1.1 Concept, need, and scope of demography in public health 3.1.2 Population trends and situation of Nepal: size, composition and distribution, sex ratio, dependency ratio. 3.1.3 Fertility, morbidity, mortalityand life expectancy in Nepal 3.1.4 Determinants of population growth and change 3.1.5 Consequences of rapid population growth in Nepal 3.1.6 Demographic and health transition and its determinants 3.2 Introduction to Epidemiology 3.2.1 Concept, aim, and objectives of epidemiology 3.2.2 Uses and importance of epidemiology 3.2.3 Components of epidemiology and social epidemiology 3.2.4 Role of epidemiology in public health practice 3.2.5 Epidemiological concept of communicable and non-communicable diseases

4. Methodology and Techniques

This course is theoretical in nature. Lectures, discussions, demonstrations, question-answer, presentation techniques, guest speeches, library visits, home assignments,class interaction and projects are generally used in this course.

5. Evaluation Scheme

Students will be assessed both through internal and external evaluation systems. Formative evaluation is used in internal evaluation whereas in external evaluation a theoretical examination will be conducted at the end of the semester by the Office of the Controller of Examinations of FWU. The full marks composition of both internal and external evaluation will be 40% and 60% respectively.The internal and external evaluation consists of the following tasks:

5.1 Internal Evaluation 40%

Activity	Marks
Attendance	5 marks
Participation in Class Activities	5 marks
Reflection Notes and Class Presentation	5 + 5=10 marks
Term Paper/Essay/Project Works and Interview	5 + 5= 10 marks
Mid-term Exam	10 marks

Note: *Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them. Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview.*

5.2 External Evaluation (Final Examination) 60%

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple-choice items	10 questions	10 × 1 mark	10
Group B: Short answer questions	6with 2 'or' questions	6 × 5 marks	30
Group C: Longanswer questions	2with 1 'or' question	2 × 10marks	20
		Total	60

6. References

Botina, R., & Kjellstrom, T.(2006*). Basic epidemiology* (2nd ed.). World Health Organization. (Unit: 3)

Centre Bureau of Statistics (2014). *Population monograph of Nepal*, vol. 1, 2, 3. Author. (Unit: 3)

Kindig, D.A., Panzer, A.M., & Nielsen- Bohlman, L. (2004). *Health literacy: A prescription to end confusion.* National Academy Press. (Unit II)

Laura, R. & Wesley, F. A. (1984). *Health education foundations for the future.* Times Mirror Mosby College Publishing. (Unit II)

Park, K. (2015). *Textbook of prevention and social medicine.* M/SBanarsidas Bhanot. (Unit I, III)

Reese, C.D. (2017). *Occupational safety and health: Fundamental principles and philosophies*. CRC Press. (Unit II)

Supporting Materials (in Nepali)

Acharya, K.P., & Lama, C. K. (2055B.S.). *Foundation of health*. Vidyarthi Pustakak Prakashan.

Budhathoki, C.B., Wagle, B.P., Bhandari, K., & Acharya, D. (2079). *Foundation of health education* (ninth edition). Pinnacle Publication.

Dhakal, S.N. (2063 B.S.). *Foundation of health.* Ratna Pustak Bhandar.

Giri, S., & Adhikari, S. (2078 B.S.). *Foundation of health education.* Karudhara Publication.

Jha, A. K. (2059 B.S.). *Foundation of health.* M.K. Publishers and Distributors (P.) Ltd.

Maharjan, S. K. (2064 B.S.). *Foundation of health.* BhundipuranPrakashan.

Pahadi, T. (2073 BS). *Foundations and principles of health*. Quest Publication. (Unit: 1, 3)

Sherchan, L., & Uppreti, Y.(2072). *Foundation of health education.* Quest Publication.

Sherchan, L., Uppreti, Y., & Samant, H. (2075). *Foundation of health education.* Quest Publication.

Far Western University
Faculty of Education

Course Title: **Basic Human Anatomy and Physiology**
Course No.: 112 Nature of course: Theoretical
Level: Undergraduate Semester: First
Credit: 3 Total periods: 45
Time per period: 1 Hour

1. Course Introduction

This course deals with the anatomy and physiology of the human body. Anatomy is the study of structures of the body and their associations. Physiology is the study of the ways body parts work and assist together to maintain a healthy life. This course illustrates that the human body is a complex organ system. This organ system is also built on operational organs which are integrated with several smaller units. The human body is complex not only in structure but also in its functions. Health and Physical Education has to deal with essential bio-medical concepts and body functions. The students of this subject are expected to understand the basic structures and organization as well as the functions of body systems, organs, and other units. The contents are organized into four units, each explaining structures and roles of major parts of the human body.

2. General Objectives

The general objectives of this course are as follows:

a. Be familiar with the cells, tissues, and sense organs of the human body.
b. Describe the communication systems and their functions in the human body.
c. Be acquainted with the composition and processes of intake and elimination systems of the human body.
d. Explain the skeletal, muscular, and reproductive systems as the organization and survival systems of the human body.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
• Describe the structure and function of the cells in the human body. • Identify the type and process of cell division in the human body. • Classify the tissues in the human body. • Describe the structure and functions of the five sense organs of the human body.	**Unit I: Introduction to Human Body and its Constituents (10 hours)** 1.1. The Human Cell 1.1.1. Basic Structure, Types, and Functions 1.1.2. Cell Division 1.2. The Human Tissue 1.2.1. Classification, Structure, and Functions 1.3. The Sensory System in Human Body 1.3.1. Structure and Functions of Ear 1.3.2. Structure and Functions of Eyes 1.3.3. Structure and Functions of Nose 1.3.4. Structure and Functions of Tongue 1.3.5. Structure and Functions of Skin
• Describe the type, structure, and functions of bones. • Identify the organizational structure of the axial and appendicular skeleton. • Explain the functions of various types of muscles in the human body. • List out the muscles in various parts of the human body. • Describe the process of moving.	**Unit II: Major Systems of the Human Body (35)** 1. Skeletal System 2.1. Type, Structure, and Functions of Bones 2.2. Structure and Functions of the Bones in Axial and Appendicular Skeleton 2.3. Type and Functions of the Joints 2. Muscular System 2.1. Type, Structure, and Functions of Muscles 2.2. Major Muscles of the Face, Neck, limbs, Back, Abdomen, and Pelvis 2.3. Movement

• Identify the roles of the respiratory system and its organs in the intake and elimination process in the body. • Describe the process of respiration. • Draw the structure of the heart. • Identify the type and functions of blood vessels. • Analyze the importance of blood and blood circulation for life. • Explain the structure and functions of the digestive system's primary/major and accessory organs. • Define food metabolism. • Describe the structure and function of the male and female reproductive system in human beings. • Describe the process of reproduction. • Discuss the structure and function of major organs of the urinary system. • Describe the process of micturition. • Mention the roles of various endocrine glands in the body. • Describe the type and functions of lymph vessels. • Determine the structure and function of lymph organs. • Illustrate the types of the nervous system with their functions.	3. Respiratory System 3.1.1. Structure of Major Organs and their Functions 3.1.2. Respiration (Supporting Muscles, Cycle, Types, and Process) 4. Cardiovascular System 4.1. Structure and Function of the Heart 4.2. Type, Structure, and Function of Blood Vessels 4.3. Blood and its Circulations 5. Digestive System 5.1. Structure of Major Organs and their Functions 5. 2. Accessory Organs (Salivary Glands, Pancreas, Liver, and Biliary tract) 5. 3. Concept of Metabolism 6. Reproductive System 6.1. Structure and Functions of Organs of the Female Reproductive System 6. 2. Structure and Functions of Organs of the Male Reproductive System 6.3. Reproduction 7. Urinary System 7.1. Structure of Major Organs and their Functions 7.2. Micturition 8. Glandular System 8.1 Concept of Endocrine and Exocrine System 8.2. Structure and Functions of Endocrine glands (Pituitary, Thyroid, parathyroid, Adrenal, Pancreatic Islets, Pineal, Thymus Glands, and Gonads) 9. Lymphatic System 9.1. Lymph and its Circulation 9.2. Type and Functions of Lymph Vessels 9.3. Structure and Functions of Lymph Nodes, Spleen, and Thymus Gland 10. Nervous System 10.1. Neurons 10.2. Type and Functions of the Nervous System

4. Instructional Techniques

This course is theoretical in nature. Lectures, discussions, guest lecture, question-answer, discussion, demonstrations, presentation techniques, library visits, home assignments, project works, showing figures/ drawing, video/ social sites/ u-tubes about different system followed by explanation and discussion are generally used in this course.

5. Evaluation Scheme

Students will be assessed both through internal and external evaluations. Formative evaluation is. In contrast, used in the internal and external assessment, a theoretical examination will be conducted at the end of the semester by the Office of the Controller of Examinations of FWU. The total marks composition of

both internal and external evaluation will be 40% and 60%, respectively. The internal evaluation consists of the following tasks:

5.1 Internal Evaluation 40%

Activity	Marks
Attendance	5 marks
Participation in Class Activities	5 marks
Reflective Notes and Class Presentation	5 + 5=10 marks
Term Paper/Essay/Project and Interview	5 + 5=10 marks
Mid-term Exam	10 marks

Note: *Reflective notes on 2 to 4 questions given by teacher at the end of every unit and presentation on any two questions among them. Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview.*

5.2 External Evaluation (Final Examination) 60%

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple-choice items	10 questions	10 x 1 mark	10
Group B: Short answer questions	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer questions	2 with 1 'or' question	2 x 10marks	20
		Total	60

6. References

Main References

Colville, T. P., & Bassert, J. M. (2015). *Clinical anatomy and physiology for veterinary technicians*. Elsevier Health Sciences. **(unit I -II)**

Peate, I., & Evans, S. (Eds.). (2020). *Fundamentals of Anatomy and Physiology: For Nursing and Healthcare Students*. John Wiley & Sons. (**Unit I-II)**

Patton, K. T. (2018). *Anatomy & Physiology (includes A&P Online course) E-Book*. Elsevier Health Sciences. (Unit I-II)

Suwal, B. and Tuitui, R. (2063 B.S.). *Human anatomy and physiology*. Kathmandu: Vidyarthi Prakashan. **(For Units I - II)**

Tortora, G. J., & Derrickson, B. H. (2018). *Principles of anatomy and physiology*. John Wiley & Sons.

Tuitui, R. and Suwal, S.N. (2010). *Human anatomy and physiology.* (10'th ed.). Vidyarthi Prakashan. **(For Unit: I - II)**

Waugh, A. and Grant, A. (2001). *Ross and Wilson anatomy and physiology in health and illness*. Churchill Livingstone. **(For Units I – II)**

Supporting Materials (In Nepali)

Budhathoki, C.B., Wagle, B.P., Bhandari, K. and Acharya, D. (2079 BS). *Foundation of health education* (9th ed.). Pinnacle Publication.

Dhakal, S. N. (2063 B.S.). *Foundation of health.* Ratna Pustak Bhandar.

Giri, S. and Adhikari, S. (2078 B.S.). *Foundation of health education.* Karudhara Publication.

Joshi, P. and Mahara, D. (2078 B.S). *Basic human body structure and functions.* Intellectual Book Payless.

Maharjan, S.K. (2067 BS). *Foundations of health. (2nd ed.).* Bhundi Puran Prakashan.

Far Western University
Faculty of Education
B.Ed. in Mathematics Education

Course Title: **Differential Calculus**

Course No. : Maths.Ed.111
Semester: First
Credit Hour: 3 (45 hours)

Level: B. Ed.
Full marks: 100
Pass marks: 45

1. Course Introduction

This course is designed for undergraduate students to develop acquaintance with fundamental principles, approaches and techniques of differential calculus. It helps students to create a foundation of higher mathematical courses such as Analysis. Starting with the basic concepts of function, limits, continuity and derivatives, the course covers Mean Value Theorems, partial differentiations, tangents and normal, extreme values, curvature, asymptotes, and curve tracing. Whilst the due emphasis is given to conceptual understanding and problem investigation, students will experience some key application areas in the learning process of this course.

2. General Objectives

General objectives of this course are as follows:

- To demonstrate understandings and skills of various concepts, principles and approaches of differential calculus.
- To apply concepts and skills of differential calculus in solving problems of different branches of mathematics.
- To use mean value theorems in writing functions in expanded form.
- To find limits concerning indeterminate form.
- To demonstrate understanding and skills on extreme values, tangent and normal, curvature, partial derivatives and asymptotes.
- To sketch curves of different types of functions using the concepts of differential calculus.
- To appreciate the role of differential calculus in solving problems of different disciplines.
- To become confident on their learning of various concepts, principles and approaches of differential calculus.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
• To explain the concept of a function. • To discuss the idea of domain and graph of a function. • To explore the relationship between ε-δ definition of a limit of a function and its geometrical interpretation. • To explore the relationship between continuity of a function at a point and its geometrical interpretation. • To evaluate limits of functions and determine whether a function is continuous at a point and on an interval.	**Unit 1: Function, Limit and Continuity (2 hours)** 1.1 Concept of a function 1.2 Definition of a limit of a function 1.3 Continuity and discontinuity of a function 1.4 Geometrical meaning of limit and continuity of a function

• To define derivative of a function at a point and interpret it geometrically. • To find derivative of different types of functions. • To explain the concept of higher order derivatives. • To find the higher order derivatives of some functions. • To state and prove the Leibnitz theorem. • To solve the problems using Leibnitz theorem.	**Unit 2: Derivatives (4 hours)** 2.1 Concept of a derivative of a function 2.2 Derivatives of different type of functions 2.3. Concept of higher order derivatives 2.4. n^{th} order derivatives of the functions such as: x^n, $(ax + b)^n$, sin(ax + b), log (ax +b) etc. 2.5 Leibnitz theorem and its application
• To interpret meaning of Roll's theorem, Lagrange's theorem, Cauchy's theorem; Taylor's theorem, and Maclaurin's series and prove the theorems. • To interpret geometrically the meaning of Rolle's theorem, Lagrange's theorem, and Cauchy's theorem. • To verify Rolle's theorem, Lagrange's theorem, and Cauchy's theorem for some functions. • To expand some functions by using Maclaurin's series. • To be confident on their learning of above mentioned theorems.	**Unit 3: Mean Value Theorem and its applications (7 hours)** 3.1 Roll's Theorem 3.2 Lagrange's mean value theorem 3.3 Cauchy's mean value theorem 3.4 Taylor's theorem with Lagrange and Cauchy form of remainders (finite and infinite form) 3.5 Maclaurin's series
• To state and explain different types of indeterminate forms. • To state, prove and generalize the L hospital's theorem. • To calculate the limits of functions of various indeterminate forms. • To appreciate the role of L'hospital's theorem on calculating limits.	**Unit 4: Indeterminate forms (3 hours)** 4.1 Different indeterminate forms 4.2 L'hospital's theorem 4.3 Limits of functions of indeterminate forms
• To calculate limits and check continuity of functions of two variables. • To define partial derivatives and interpret geometrically the partial derivatives of first order of two variables. • To explore the relationship between definition and geometrical representation. • To calculate partial derivatives of higher order. • To state, verify and use the Euler's	**Unit 5: Partial Differentiation (6 hours)** 5.1 Limits and continuity of functions of two variables 5.2 Definition of partial derivatives 5.3 Geometrical interpretation of partial derivatives of first order 5.4 Partial derivatives of higher order 5.5 Euler's theorem on homogeneous functions on two variables

theorem on homogeneous functions. • To find the derivatives of composite functions. • To find the derivatives of implicit functions using partial derivatives. • To become engaged on the learning of different concepts and skills of partial derivatives.	5.6 Derivatives of composite functions 5.7 Derivatives of implicit functions
• To derive equation of tangents and normal of curves in different forms (explicit, implicit and parametric forms). • To find the angle of intersection of two curves in Cartesian/polar forms. • To find the length of sub/tangent, sun/normal in Cartesian and polar forms • To calculate the derivatives of arc length in Cartesian and polar forms. • To derive Pedal equation of Cartesian and polar curves. • To show confidence on the learning of different concepts and skills associated with tangent and normal.	**Unit 6: Tangent and Normal (4 hours)** 6.1 Equation of tangent and normal 6.2 Angle of intersection of two curves (Cartesian and polar forms) 6.3 Length of sub/tangent, sub/normal (Cartesian and polar forms) 6.4 Derivatives of arc length (Cartesian and polar forms) 6.5 Pedal equation of Cartesian and polar curves
• To define and identify the increasing and decreasing functions, concavity and convexity, stationary points, point of inflections and saddle points. • To appreciate the role of derivative from the applied aspects. • To prove the necessary and sufficient conditions for maximum and minimum of the functions. • To explain the various conditions for extreme values while solving problems. • To use Lagrange's methods of undetermined multipliers whilst calculating maximum/minimum values. • To solve various problems related to maxima and minima.	**Unit 7: Maxima and Minima (6 hours)** 7.1 Increasing and decreasing functions, concavity and convexity, stationary points, point of inflections and saddle points 7.2 Conditions for maximum and minimum of functions (up to three variables) 7.3 Extreme values under various constraints 7.4 Lagrange's methods of undetermined multipliers
• To explain the meaning of curvature and radius of curvature. • To derive formula for radius of curvature in different forms and apply them to solve related problems. • To find radius of curvature at origin by using different methods.	**Unit 8: Curvature (6)** 8.1 Concept of curvature and radius of curvature 8.2 Formula for radius of curvature in different forms: (Intrinsic form, Cartesian form, Parametric form, Polar form, Pedal form and Tangential polar form)

• To derive expression for length chord of curvature (through pole & parallel to solve coordinate axes) & apply them to solve related problems. • To explain circle of curvature • To derive expression for center of curvature and apply it in solving related problems. • To show confidence on the learning of different concepts and skills associated with curvature.	8.3 Curvature at origin 8.4 Chord of curvature(Through origin, Parallel to coordinate axes) 8.5 Circle of curvature 8.6 Centre of curvature
• To explain a meaning asymptotes and represent them in a graph. • To determine horizontal, vertical and oblique asymptotes. • To find the asymptotes of some algebraic and polar curves	**Unit 9: Asymptotes (3 hours)** 9.1 Definition of asymptotes, its representation in graph 9.2 Horizontal, vertical and oblique asymptotes 9.3 Asymptotes of algebraic and polar curves
• To illustrate the properties of the curve while sketching it. • To sketch the curves of functions in Cartesian and Polar forms. • To appreciate the role of differential calculus in curve tracing.	**Unit 10: Curve Sketching (4 hours)** 10.1 Properties for curve Sketching (symmetry, origin, noticeable points, tangents at origin, points of inflections, concavity and convexity, asymptotes) 10.2 Curve Sketching of some functions

4. Methodology and Techniques

- Inquiry Based Learning to derive formulae and to develop conceptual understanding.
- Project-Based Learning to facilitate application aspect.
- Problem Based Learning to help students in solving problems in the exercises.
- Support students in their ZPD using constructivist perspective.
- Exploration: Help students to explore the essence of the contents, prove the necessary theorem, and solve problems.
- Use collaborative learning methods together with expository-based demonstration methods as per the nature of the content.
- Discussion: discuss the application of the theorems and ask students to solve the problems.
- As far as possible teacher need to focus on authentic and meaningful learning by taking help of reference books.
- Teachers may use mathematical software (e.g., MATLAB)

5. Evaluation Scheme

5.1 **Internal Evaluation (40%)**

Internal Evaluation will be conducted by course teacher based on following activities.

m) **Attendance and Participation in class activities**: **5+5= 10 marks**

n) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10 marks**

(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)

o) **Assignment II**: **one Term paper/ Essay/Project and Interview: 5+5=10 marks**
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)

d) **Mid-term exam: 10 marks**

Description of the Internal Evaluation

Mid-term exam**: **Engagement in a Class: Marks will be assigned based on the attendance and engagement in the classroom activities. At least 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Reflective Journal: It is individual work. Each student must submit their reflective journal of each chapter or teacher will give some questions that need reflective activities. The reflective journal will be returned to the students after its evaluation. Each student need to make presentation on their reflective journal.

***Term paper**:* It is individual work. It must be prepared by the use of computer in a standard format of academic writing and must contain at least 5 pages. Quality, format, and time of submission will be the major criteria of the evaluation. Teacher will take interview of students based on their term paper.

Project Work: Students will be divided into groups. Each group will be assigned the project concerning application of theorems. Each group will present their findings in a whole class.

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.

5.2 External Evaluation (60%)

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.

End Semester Examination Model

Nature of question	Total questions to be asked	Total questions to be answered	Total marks
Group A: Multiple choice	10 questions	10	10×1 = 10
Group B: Short answer type question	6 with 2 'or' questions	6	6×5 = 30
Group C: Long answer type question/case studies	2 with 1 'or' question	2	2×10 =20
Total			**60**

Recommended book

Koirala, S. P., Pandey, U. N., Pahari, N. and Pokhrel, P. (2010). *A textbook on differential calculus*. Vidyarthi Prakashan.

References

Das, B. C. & Mukherjee, B. N. (1994). Differential Calculus (40th ed.). Narosa Publishing House

Larson, R., & Edwards, B. H. (2009). *Calculus* (9th ed.). Brooks/Cole.

Spivak, M. (2008). *Calculus*. New York: Cambridge University Press.

Thomas, G.B. & Finney, R.L. (2001). *Calculus* (9th edition). Pearson Education.

Far Western University
Faculty of Education
B.Ed. in Mathematics Education

Course Title: **Probability and Statistics**
Course No. : Math. Ed. 112
Level: B. Ed.
Semester: First
Nature of the course: Theory
Total periods: 45
Time per period: 1 Hour

1. Course Introduction

The main aim of this course is to make students familiar with concepts, skills, and applications of probability theory and inferential statistics. The probability theory is foundation for the inferential statistics and the inferential statistics deals with estimation and hypothesis testing. The contents in this course include various probability distributions, estimations, correlation and regression, and hypothesis testing.

2. General Objectives

The general objectives of this course are as follows:

- To demonstrate a conceptual understanding of probability and probability distributions.
- To demonstrate understanding and skills of sampling and estimation
- To apply the concept of correlation and regression in solving problems.
- To demonstrate understanding of hypothesis testing approaches.
- To apply z-test, t-test, and chi-square test in solving problems of daily life concerning hypothesis testing.
- To appreciate the role of inferential statistics in hypothesis testing.
- To be engaged in applying concepts of probability and inferential statistics in solving problems related to various areas.
- To be confident on the learning of skills, concepts, formulae and applications of probability and inferential statistics

2. Contents in Detail with Specific Objectives

Specific Objectives	Contents
• To explain meaning of different terminologies concerned with probability. • To compare meaning of a probability through mathematical, empirical and axiomatic approach. • To explain and prove addition, multiplication and Bayes's theorem. • To solve fundamental problems using above theorems. • To show confident the learning of concepts and skills of fundamentals of probability.	**Unit I: Fundamentals of Probability (4 hrs)** 1.1 Terminologies of probability 1.2 Concept of a probability (Mathematical, Empirical, and axiomatic approach) 1.3 Axiomatic probability 1.4 Theorems of probability (Addition theorem, Multiplication theorem, Bayes's theorem)
• To describe the concept of discrete random variable and its probability distribution, mathematical expectation, mean and variance. • To explain the concept of binomial distribution	**Unit II Discrete Probability Distributions (5 hrs)** 2.1 Discrete Random Variable: Probability distribution, mathematical expectation, mean

and its properties. • To explain the concept of binomial distribution and its properties. • To solve problems associated with binomial and Poisson distribution. • To compare the binomial distribution and Poisson distribution.	and variance 2.2 Binomial distribution: Concept, definition, properties, related problems 2.3 Poisson distribution: Concept, definition, properties, related problems
• To describe continuous random variable and its probability density function. • To explain concept, probability density function, and properties of normal distribution. • To explain the concept of a standard normal distribution in relation to normal distribution. • To solve problems concerning area under a standard normal curve. • To explore the relation between Binomial and Normal distribution. • To appreciate the role of standard normal distribution in solving daily life problems.	**Unit III: Normal Distribution (5 Hrs)** 3.1 Continuous Random Variable and its probability density 3.2 Concept, probability density function, and properties of a Normal distribution: 3.3 Concept of a standard normal distribution 3.4 Areas under standard normal curve 3.5 Relationship of Normal distribution with binomial distribution and Poisson distribution
• To explain the concept of a population and sample. • To describe methods of sampling • To describe the concept of parameter and statistics. • To discuss the sampling distribution and standard error of statistics. • To explain the sampling distribution of mean. • To differentiate sampling and non-sampling errors. • To describe the meaning and application of the central limit theorem. • To appreciate the role of central limit theorem in statistics.	**Unit IV Sampling Theory (4 hrs)** 4.1 Population and sample 4.2 Sampling Methods (simple random, stratified random, systematic, cluster) 4.2 Parameters and statistics 4.3 Concept of a sampling distribution of a statistic 4.5 Sampling distribution of mean 4.6 Standard Error of some statistics 4.7 Sampling Error and Non-sampling error 4.7 Central Limit Theorem
• To explain the concept of point estimation and interval estimation. • To compare the properties of a good estimator (unbiasedness, consistency, efficiency, sufficiency). • To determine confidence interval for mean, proportion, variance, difference of means, and difference of proportions. • To be engaged in finding interval estimate.	**Unit V: Theory of Estimation (5 hrs)** 5.1 Concept of a Point Estimation 5.2 Criteria of a good estimator 5.3 Meaning of interval estimation 5.4 Confidence intervals for mean, proportion, and variance
• To explain the concept of correlation and regression. • To find Pearson's correlation, rank correlation, and regressions. • To apply correlation and regression in solving	**Unit VI Correlation and Regression (4 hrs)** 6.1 Properties of correlation, probable error 6.2 Pearson's Correlation 6.3 Rank Correlation 6.4 Equation of Regression, properties of

problems.	regression
• To explain the concept of some basic terminologies of Hypothesis testing. • To describe steps of hypothesis testing using p-value approach and critical value approach. • To explore the relationship between two approaches of hypothesis testing.	**Unit VII: Introduction of Hypothesis Testing (4 hrs)** 7.1 Basic Concept: Meaning and Characteristics of Hypothesis, Null and Alternate hypothesis, One-tailed and two-tailed test, Type I and Type II error, Level of significance and critical region, parametric and non-parametric test 7.2 Steps in Test of Hypothesis: p-value approach and critical value approach
• To compare the conditions for z test, t-test, chi-square test, and f-test. • To test hypothesis concerning single mean, single proportion, difference between means, difference between proportion using z-test or t-test. • To test hypothesis concerning single variance, goodness of fit, and independence of attributes using Chi-square test. • To test hypothesis concerning equality of variances using f-test. • To appreciate the role of different tests in solving problems concerning daily life. • To be engaged in the projects concerning decision making by testing hypothesis.	**Unit VIII: Testing of Hypothesis (14 Hrs.)** 8.1 Assumptions and applications of z-test, t-test, Chi-square test, f-test 8.2 Test of significance for single mean, difference between two means (independent samples and correlated samples), single proportion, and difference between two proportions. 8.3 Test of significance concerning single variance, goodness of fit and independence of attributes 8.4 Test of significance of equality of variances

4. Methodology and Techniques

- Inquiry Based Learning to derive formulae and to develop conceptual understanding.
- Project-Based Learning to facilitate application aspect.
- Problem Based Learning to help students in solving problems in the exercises.
- Support students in their ZPD using constructivist perspective.
- Exploration: Help students to explore the essence of the contents, formulae, and solve problems.
- Use collaborative learning methods together with expository-based demonstration methods as per the nature of the content.
- Discussion: discuss the application of the theorems/formulas and ask students to solve the problems applying theorems.
- As far as possible teacher need to focus on authentic and meaningful learning by engaging students in a project work.
- Teachers may use mathematical software SPSS.

5. Evaluation Scheme

5.1 **Internal Evaluation (40%)**

Internal Evaluation will be conducted by course teacher based on following activities.

p) **Attendance and Participation in class activities**: **5+5= 10 marks**

q) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10 marks**

(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)

r) **Assignment II**: **one Term paper/ Essay/Project and Interview: 5+5=10 marks**
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)

d) **Mid-term exam: 10 marks**

Description of the Internal Evaluation

Mid-term exam**: **Engagement in a Class: Marks will be assigned based on the attendance and engagement in the classroom activities. At least 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

Reflective Journal: It is individual work. Each student must submit their reflective journal of each chapter or teacher will give some questions that need reflective activities. The reflective journal will be returned to the students after its evaluation. Each student need to make presentation on their reflective journal.

***Term paper**:* It is individual work. It must be prepared by the use of computer in a standard format of academic writing and must contain at least 5 pages. Quality, format, and time of submission will be the major criteria of the evaluation. Teacher will take interview of students based on their term paper.

Project Work: Students will be divided into groups. Each group will be assigned the project concerning application of theorems. Each group will present their findings in a whole class.

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.

5.2 External Evaluation (60%)

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.

End Semester Examination Model

Nature of question	Total questions to be asked	Total questions to be answered	Total marks
Group A: Multiple choice	10	10	10×1 = 10
Group B: Short answer type question	6 with 2 'or' questions	6	6×5 = 30
Group C: Long answer type question	2 with 1 'or' question	2	2×10 =20
Total			**60**

Recommended/Prescribed Book

Sthapit, A. , Yadav, R., Khanal, S., & Dangol, P.(2014). *Applied Statistics*. Asmita Publication:

References

David, S. (1999). *Probability and random variables: A beginner's guide.* Cambridge University Press.

Freund, J. E. (2009). *Mathematical statistics with application.* Pearson Education.

Gupta, S. C. (2006). *Fundamental of statistics.* Himalaya Publishing House.

Gupta, S. P. (2007).*Statistical Method.* S. Chand and Sons Publishers.

सुदूरपश्चिम विश्वविद्यालय
शिक्षाशास्त्र सङ्काय
बी.एड. कार्यक्रम

पाठ्यांश शीर्षक : **भाषाविज्ञान**
पाठ्यांश प्रकृति : सैद्धान्तिक
तह : स्नातक
पाठ्यांश सङ्ख्या : नेपा.शि.१११
सत्र : पहिलो

पूर्णाङ्क १००
क्रेडिट आवर : ३
जम्मा पाठघन्टी : ४५
उत्तीर्णाङ्क :४५
प्रतिपाठ घन्टी समय : १ घण्टा

१.पाठ्यांश परिचय

यो पाठ्यांश दश जोड दुई वा सोसरहको तह उत्तीर्ण गरेका शिक्षाशास्त्रमा आठ सत्रे बी.एड. (स्नातक तह) कार्यक्रमअन्तर्गत नेपाली विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यसबाट विद्याार्थीहरू भाषा र भाषाविज्ञानसम्बन्धी प्रमुख अवधारणासँग परिचित हुने अपेक्षा राखिएको छ ।

२. सामान्य उद्देश्य

यस पाठ्यांशको अध्ययनपछि विद्याार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् :

क) भाषा र भाषा परिवारको परिचय दिन,
ख) भाषाविज्ञानका अध्ययन क्षेत्र र यसका शाखाहरूको चिनारी गराउन,
ग) ध्वनिहरूको उच्चारण प्रक्रिया बताउन र तदनुसार वर्गीकरण गर्न,
घ) वर्णसिद्धान्तको परिचय दिन र अक्षरहरूको स्वरूप पहिल्याउन,
ङ) रूपविज्ञानको परिचय दिन र रूपनिर्धारण प्रक्रिया बताउन,
च) वाक्यविज्ञानका आधारभूत धारणाहरू बताउन,
छ) अर्थविज्ञानको परिचय दिन र शब्द तहका अर्थगत सम्बन्धहरू पहिल्याउन ।

३. विशिष्ट उद्देश्य र पाठ्य विषयवस्तुको विवरण

विशिष्ट उद्देश्य	पाठ्यवस्तुको विवरण
(क) भाषाको परिचय र परिभाषा दिन (ख) भाषाका विशेषता बताउन (ग) भाषा, भाषिका र व्यक्तिभाषाको परिचय दिई भिन्नता बताउन (घ) भाषा परिवारको परिचय दिई नेपाली भाषाको सम्बन्ध देखाउन	**एकाइ १ : भाषा र भाषा परिवार (५) घण्टा)** १.१ भाषाको परिचय र परिभाषा १.२ भाषा, भाषिका र व्यक्तिभाषा १.३ भाषाका विशेषता १.४ भाषा परिवार र नेपाली भाषा

(क) भाषाविज्ञानको परिचय दिई यसका क्षेत्र र शाखाको जानकारी दिन (ख) आधुनिक भाषाविज्ञानका आधारभूत मान्यता बताउन	**एकाइ २ : भाषाविज्ञान, क्षेत्र र शाखा (४ घण्टा)** २.१ भाषाविज्ञानको परिचय २.२ भाषाविज्ञानका क्षेत्र र शाखा २.३ आधुनिक भाषाविज्ञानका आधारभूत मान्यता
(क) ध्वनिविज्ञान र यसका शाखाको परिचय दिन (ख) ध्वनि अवयव र तिनका कार्यको जानकारी दिन (ग) श्वासप्रवाह र उच्चारण प्रक्रियाको वर्णन गर्न (घ) ध्वनिहरूको वर्गीकरण गर्न	**एकाइ ३ : ध्वनिविज्ञान (८ घण्टा)** ३.१ ध्वनिविज्ञानको परिचय ३.२ ध्वनिविज्ञानका शाखाः औच्चारिक, श्रावणिक, साञ्चारिक ३.३ ध्वनि अवयव र तिनका कार्य ३.४ श्वासप्रवाह र उच्चारण प्रक्रिया ३.५ ध्वनिहरूको वर्गीकरण
(क) वर्ण र वर्णविज्ञानको परिचय दिन (ख) ध्वनिविज्ञान र वर्णविज्ञानका बिचको अन्तर बताउन (ग) ध्वनि, वर्ण र संवर्णका बिचको अन्तर बताउन (घ) वर्णविश्लेषण सिद्धान्त र प्रक्रिया बताउन (ङ) खण्डीय र खण्डेतर वर्णको परिचय दिन	**एकाइ ४ : वर्णविज्ञान (८ घण्टा)** ४.१ वर्ण र वर्णविज्ञान ४.२ ध्वनिविज्ञान र वर्णविज्ञान ४.३ ध्वनि, वर्ण र संवर्ण ४.४ वर्णविश्लेषण सिद्धान्त ४.५ वर्णविश्लेषण प्रक्रिया ४.६ खण्डीय र खण्डेतर वर्ण
(क) रूपविज्ञानको परिचय दिन (ख) रूपनिर्धारण प्रक्रिया बताउन (ग) रूपायन र व्युत्पादन प्रक्रियाको जानकारी दिन र दुईका बिचको भिन्नता पहिल्याउन (घ) सन्धिको परिचय दिई तज्जनित परिवर्तन ठम्याउन ।	**एकाइ ५ : रूपविज्ञान (७ घण्टा)** ५.१ रूपविज्ञानको परिचय ५.२ रूप निर्धारण प्रक्रिया : रूप, संरूप, मुक्त र बद्ध रूप ५.३ रूपायन प्रक्रिया ५.४ व्युत्पादन प्रक्रिया ५.५ सन्धि (रूप ध्वन्यात्मक परिवर्तन)
(क) वाक्यविज्ञानको परिचय दिन (ख) शब्द, पदावली, उपवाक्य, वाक्य र सङ्कथनको स्वरूप तथा कार्यको पहिचान गर्न (ग) विभिन्न ढाँचाका वाक्यको पहिचान गर्न ।	**एकाइ ६ : वाक्यविज्ञान (८ घण्टा)** ६.१ वाक्यविज्ञानको परिचय ६.२ शब्द, पदावली, उपवाक्य, वाक्य र सङ्कथन ६.३ पदावली : नाम पदावली, क्रिया पदावली, विशेषण पदावली, क्रियायोगिक पदावली ६.४ वाक्यका प्रकारः आधारभूत, सरल र जटिल वाक्य

(क) अर्थविज्ञानको परिचय दिन र अर्थका प्रकार बताउन (ख) शब्द तहका अर्थगत सम्बन्धहरूको वर्णन गर्न ।	**एकाइ ७ : अर्थविज्ञान (५ घण्टा)** ७.१ अर्थविज्ञानको परिचय ७.२ अर्थका प्रकार ७.३ शब्द तहका अर्थगत सम्बन्धहरू : पर्याय, विपर्याय, समावेशक-समावेश्य, अनेकार्थकता, र समध्वनिक शब्दहरू

४. शिक्षण प्रक्रिया

यो पाठ्यांश सैद्धान्तिक प्रकृतिको भएकाले यसको शिक्षणमा व्याख्यान, प्रश्नोत्तर, प्रदर्शन, छलफल, परियोजना, पुस्तकालयीय कार्य, खोज, कक्षा प्रस्तुति जस्ता विधि अवलम्बन गरिनेछ । शिक्षण कार्यमा यथेष्ट उदाहरणहरूको उपयोगमा र विद्यार्थीहरूको सहभागितामा जोड दिइनेछ । भाषाविज्ञानका अवधारणा प्रायः जटिल खालका हुन्छन् । यिनको जानकारीमा सुगमता ल्याउन धेरैजसो विद्यार्थीहरूका लागि नेपाली भाषाका उदाहरण उपयोगी हुन सक्ने हुँदा शिक्षकले भरसक सोहीअनुरूपका उदाहरणलाई प्राथमिकता दिनुपर्नेछ । अन्य भाषाका उदाहरणलाई पनि आवश्यकताअनुसार उपयोगमा ल्याउनुपर्नेछ । निर्दिष्ट पाठ्यसामग्री र पाठपत्रहरूको पठन र छलफलमा विशेष ध्यान दिनुपर्नेछ ।

५. मूल्याङ्कन प्रक्रिया

५.१ आन्तरिक मूल्याङ्कन ४०%

यस पाठ्यांशको आन्तरिक मूल्याङ्कन शिक्षकद्वारा निम्न गतिविधिहरूको आधारमा सञ्चालन गरिनेछ :

क) **उपस्थिति र कक्षा गतिविधिहरूमा सहभागिता** : ५+५ = १० अङ्क

ख) **मूल्याङ्कन (असाइनमेन्ट) १** : प्रतिबिम्बात्मक **प्रश्नहरूमा नोट बुक** र कक्षा प्रस्तुतीकरण: ५+५ = १० अङ्क

(प्रत्येक एकाइको अन्तमा शिक्षकले दिएका २ देखि ४ प्रश्नहरूमा प्रतिबिम्बात्मक नोटबुक तयार गर्ने / त्यसको परीक्षा गर्ने र तीमध्ये कुनै दुई प्रश्नसंग सम्बन्धित विषयमा प्रस्तुतीकरण गर्न लगाउने)

ग) **मूल्याङ्कन (असाइनमेन्ट) २** : अध्ययन पत्र/निबन्ध/परियोजना र अन्तर्वार्ता : ५+५ = १० अङ्क

(विद्यार्थीहरूले छानेको **र** शिक्षकद्वारा अनुमोदित विषयहरूमा तार्किक निबन्ध/अध्ययन पत्र (टर्म पेपर)/परियोजना तयार गर्न लगाउने / त्यसमा अन्तर्वार्ता समेत लिने)

घ) मध्यसत्र परीक्षा १० अङ्क

५.२ बाह्य मूल्याङ्कन ६०%

यस पाठ्यांशको सत्रको अन्त्यमा परीक्षा नियन्त्रण कार्यालयले निम्नानुसार वाह्य मूल्याङ्कनमा आधारित लिखित परीक्षा सञ्चालन गर्नेछ :

प्रश्नका प्रकारहरू	**सोधिने जम्मा प्रश्नहरू**	**जवाफ दिनु पर्ने प्रश्नहरूको संख्या र छुट्याइएको अंक**	**कुल पूर्णाङ्क**
समूह 'क' बहुवैकल्पिक प्रश्नहरू	१० ओटा प्रश्न	१०×१	१०
समूह 'ख' सङ्क्षिप्त उत्तरात्मक प्रश्नहरू	दुइटा अथवा सहित ६ ओटा प्रश्नहरू	६×५	३०
समूह 'ग' लामो उत्तरात्मक प्रश्नहरू	एउटा अथवा सहित २ ओटा प्रश्नहरू	२×१०	२०

६.सन्दर्भ सामग्री

प्रमुख पुस्तक

- बन्धु, चूडामणि (२०५०), *भाषाविज्ञान,* साझा प्रकाशन । **(एकाइ १-७)**
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- न्यौपाने, टङ्कप्रसाद (२०५१), *भाषाविज्ञानको रूपरेखा,* नेपाल बुक डिपो । **(एकाइ १-७)**

सुदूरपश्चिम विश्वविद्यालय

शिक्षाशास्त्र सङ्काय

बी. एड. कार्यक्रम

पाठ्यांश शीर्षक : नेपाली कथा | **पाठ्यांश प्रकृतिः सैद्धान्तिक**

पाठ्यांश सङ्ख्या : नेपा. शि. ११२ | **क्रेडिट आवर : ३**

तह : स्नातक (बी.एड.) | **जम्मा पाठघन्टी : ४५**

सत्र : प्रथम | **प्रतिपाठ घन्टी समय : १घण्टा**

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१. पाठ्यांश परिचय

प्रस्तुत पाठ्यांश दश जोड दुई वा सो सरहको तह उत्तीर्ण गरेका शिक्षाशास्त्रमा आठ सत्रे बी. एड. कार्यक्रम अन्तर्गत मुख्य विषय 'नेपाली शिक्षा' मा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यसबाट आधुनिक नेपाली कथासम्बन्धी ज्ञान र सुझको विकास हुने अपेक्षा गरिएको छ ।

२. साधारण उद्देश्य

यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्न लिखित साधारण उद्देश्यहरू हासिल गर्न सक्षम हुनेछन् :

१) कथाको सैद्धान्तिक परिचय दिन,

२) नेपाली कथाका विकाक्रम मोड र धारागत प्रवृत्तिहरूको जानकारी दिन,

३) नेपाली कथाका पूर्ववर्ती र उत्तरवर्ती प्रयोग र प्रवृत्तिहरूको जानारी दिन,

४) नेपाली कथाकारका प्रवृत्तिगत विशेषता ठम्याउन,

५) निर्धारित कथाहरूको आस्वादन र बोध गरेर विश्लेषण गर्न ।

३. विशिष्ट उद्देश्य र पाठ्य विषयवस्तुको विवरण

विशिष्ट उद्देश्य	पाठ्यवस्तुको विवरण
▪ कथा र लघुकथाको सैद्धान्तिक परिचय दिन, ▪ कथाको संरचनात्मक तत्त्वहरूको पहिचान गर्न, ▪ कथाको वर्गीकरण गर्न र अन्य विधासँग यसको सम्बन्ध बताउन ।	**एकाइ एक : कथाको सैद्धान्तिक परिचय (पाघं. १०)** १.१ कथाको विधागत स्वरूप, परिचय र परिभाषा, १.२ लघुकथाको परिचय, परिभाषा र संरचना, १.३ डायस्पोरा कथा साहित्यको परिचय, १.४ कथाका तत्त्वहरू १.५ कथाको वर्गीकरण, १.६ अन्य विधा (उपन्यास, निबन्ध र जीवनी) सँग कथाको सम्बन्ध

▪ नेपाली कथाको विकासक्रमको वर्णन गर्न, ▪ नेपाली कथाका प्रमुख मोड, धारा एवं कालगत प्रवृत्ति तथ विशेषता पहिल्याउन, ▪ कथाको वर्गीकरण गर्न र अन्य विधासँग यसको सम्बन्ध बताउन ।	**एकाइ दुई : नेपाली कथाको विकासक्रमको रूपरेखा (१०)** २.१ प्राथमिक काल : प्रवृत्ति र उपलब्धि २.२ माध्यमिक काल : प्रवृत्ति र उपलब्धि २.३ आधुनिक काल : २.३.१ प्रमुख धारागत प्रवृत्ति, विज्ञान र डायस्पोरा कथासमेत २.३.२ समसामयिक प्रयोग र प्रवृत्ति (२०६३ पछि) २.३.३ पूर्ववर्ती र उत्तरवर्ती आधुनिक नेपाली कथाका उपलब्धि
▪ कथाकारको परिचय दिई तिनका प्रवृत्तिगत विशेषता पहिचान गर्न, ▪ कथातत्त्वको आधारमा निर्धारित कथाहरूको विश्लेषण गर्न, ▪ पाठ्यकथाका विशिष्ट पङ्क्तिको ख्याख्या गर्न ।	**एकाइ तीन : पूर्ववर्ती कथाकार र तिनका प्रतिनिधि कथाको अध्ययन (पा.घं. ५)** ३.१ कथाकारको परिचय र तिनका प्रवृत्तिगत विशेषता ३.२ कथातत्त्वहरूका आधारमा निर्धारित कथाहरूको अध्ययन विश्लेषण ३.३ निर्धारित कथाका विशिष्ट पङ्क्तिको व्याख्या ३.४ प्रतिनिधि कथाकारका कथा ३.४.१ गुरुप्रसाद मैनाली : अभागी ३.४.२ पुष्कर शमशेर : परिबन्द ३.४.३ विश्वेश्वरप्रसाद कोइराला : मधेसतिर ३.४.४ भवानी भिक्षु : त्यो फेरि फर्कला
▪ कथाकारको परिचय दिई तिनका प्रवृत्तिगत विशेषता पहिचान गर्न, ▪ कथातत्त्वको आधारमा निर्धारित कथाहरूको विश्लेषण गर्न, ▪ पाठ्यकथाका विशिष्ट पङ्क्तिको ख्याख्या गर्न ।	**एकाइ चार : उत्तरवर्ती कथाकार र तिनका प्रतिनिधि कथाको अध्ययन विश्लेषण-१ (पा.घं. ५)** ४.१ कथाकारको परिचय र तिनका प्रवृत्तिगत विशेषता ४.२ कथातत्त्वहरूका आधारमा निर्धारित कथाहरूको अध्ययन विश्लेषण ४.३ निर्धारित कथाका विशिष्ट पङ्क्तिको व्याख्या ४.४ प्रतिनिधि कथाकारका कथा ४.४.१ गोविन्दबहादुर मल्ल गोठाले : निद्रा आएन ४.४.२ रमेश विकल : लाहुरी भैंसी ४.४.३ इन्द्रबहादुर राई : खिर ४.४.४ प्रेमा शाह : पहेंलो गुलाफ
▪ कथाकारको परिचय दिई तिनका प्रवृत्तिगत विशेषता पहिचान गर्न, ▪ कथातत्त्वको आधारमा निर्धारित कथाहरूको विश्लेषण गर्न, ▪ पाठ्यकथाका विशिष्ट पङ्क्तिको ख्याख्या गर्न	**एकाइ पाँच : उत्तरवर्ती कथाकार र तिनका प्रतिनिधि कथाको अध्ययन विश्लेषण-२ (पा.घं. ७)** ५.१ कथाकारको परिचय र तिनका प्रवृत्तिगत विशेषता ५.२ कथातत्त्वहरूका आधारमा निर्धारित कथाहरूको अध्ययन विश्लेषण ५.३ निर्धारित कथाका विशिष्ट पङ्क्तिको व्याख्या ५.४ प्रतिनिधि कथाकारका कथा

।	५.४.१ परशु प्रधान : डल्ले खोला ५.४.२ पारिजात : साँझ उदासघरको पिँढीमा ५.४.३ लोकेन्द्रबहादुर चन्द :विसर्जन ५.४.४ भाउपन्थी : सनाखत ५.४.५ भागीरथी श्रेष्ठ : भुइँचालो
▪ कथाकारको परिचय दिईतिनका प्रवृत्तिगत विशेषता पहिचान गर्न, ▪ कथातत्त्वको आधारमा निर्धारित कथाहरूको विश्लेषण गर्न, ▪ पाठ्यकथाका विशिष्ट पङ्क्तिको ख्याख्या गर्न ।	**एकाइ छ : उत्तरवर्ती कथाकार र तिनका प्रतिनिधि कथाको अध्ययन विश्लेषण-३ (पा.घं. ६)** ६.१ कथाकारको परिचय र तिनका प्रवृत्तिगत विशेषता ६.२ कथातत्त्वहरूका आधारमा निर्धारित कथाहरूको अध्ययन विश्लेषण ६.३ निर्धारित कथाका विशिष्ट पङ्क्तिको व्याख्या ६.४ प्रतिनिधि कथाकारका कथा ६.४.१ इस्माली : माछो माछो भ्यागुतो ६.४.२ डा. राजेन्द्र विमल : चरा बोल्छ ६.४.३ हिरण्यकुमारी पाठक : हरिमाया ६.४.४ रामलाल जोशी : एउटा भोकको अन्त्य ६.४.५ जया राई : बेकर स्ट्रिटका दुई आँखा (डायस्पोरा) ६.४.६ विनय कसजू : स्याललाई स्लिपिङ ब्याग (लघुकथा)

४. शिक्षण प्रक्रिया

प्रस्तुत पाठ्यांशको शिक्षणमा पाठको प्रकृतिअनुसार आदर्श वाचन, व्याख्यान, प्रश्नोत्तर, छलफल, कक्षाकार्य, र समस्या समाधान खोज, पयिोजना आदि कार्यकलाप अवलम्बन गर्नुपर्ने छ । शिक्षणका क्रममा पर्याप्त दृष्टान्तको उपयोग गर्नुका साथै विद्यार्थी केन्द्रितता तथा सहभागितामा विशेष जोड दिनुपर्नेछ ।

५. मूल्याङ्कन प्रक्रिया

५.१ आन्तरिक मूल्याङ्कन ४०%

यस पाठ्यांशको आन्तरिक मूल्याङ्कन शिक्षकद्वारा निम्न गतिविधिहरूको आधारमा सञ्चालन गरिनेछ :

क) उपस्थिति र कक्षा गतिविधिहरूमा सहभागिता : ५+५ = १० अङ्क

ख) मूल्याङ्कन (असाइनमेन्ट)१: प्रतिबिम्बात्मक प्रश्नहरूमा नोटबुक र कक्षा प्रस्तुतीकरण: ५+५ = १० अङ्क (प्रत्येक एकाइको अन्तमा शिक्षकले दिएका २ देखि ४ प्रश्नहरूमा प्रतिबिम्बात्मक नोटबुक तयारगर्ने / त्यसको परीक्षा गर्ने र तीमध्ये कुनै दुई प्रश्नसंग सम्बन्धित बिषयमा प्रस्तुतीकरण गर्न लगाउने)

ग) मूल्याङ्कन (असाइनमेन्ट) २ : अध्ययन पत्र/निबन्ध/परियोजना र अन्तर्वार्ता: ५+५ = १० अङ्क

(विद्यार्थीहरूले छानेको **२** शिक्षकद्वारा अनुमोदित विषयहरूमा तार्किक निबन्ध/अध्ययन पत्र(टर्म पेपर) /परियोजना तयार गर्न लगाउने/त्यसमा अन्तर्वार्तासमेत लिने)

ग) मध्यसत्र परीक्षा १० अङ्क

५.२ बाह्य मूल्याङ्कन ६०%

यस पाठ्यांशको सत्रको अन्त्यमा परीक्षा नियन्त्रण कार्यालयले निम्नानुसार बाह्य मूल्याङ्कनमा आधारित लिखित परीक्षा सञ्चालन गर्नेछ :

प्रश्नका प्रकारहरू	**सोधिने जम्मा प्रश्नहरू**	**जवाफ दिनु पर्ने प्रश्नहरूको संख्या र छुट्याइएको अङ्क**	**कुल पूर्णाङ्क**
समूह 'क' बहुवैकल्पिक प्रश्नहरू	१० ओटा प्रश्न	१०×१	१०
समूह 'ख' सङ्क्षिप्त उत्तरात्मक प्रश्नहरू	दुइटा अथवा सहित ६ ओटा प्रश्न	६× ५	३०
समूह 'ग' लामो उत्तरात्मक प्रश्नहरू	एउटा अथवा सहित २ ओटा प्रश्न	२×१०	२०

पाठ्यपुस्तक

१) कथाकुसम (२०४०), *कथा सङ्ग्रह,* नेपाली साहित्य सम्मेलन । **(एकाइ १-३)**

२) जोशी, रामलाल (२०७२), *ऐना* (कथा सङ्ग्रह), ब्रदर बुक्स प्रकाशन प्रा.लि । **(एकाइ ६)**

३) पाठक, व्याकुल (२०६७), *प्रख्यात नेपाली कथा* (खण्ड-३), पुस्तक भण्डार । **(एकाइ ३-५)**

४) भिक्षु, भवानी (२०१७), गुनकेसरी (कथा सङ्ग्रह), साझा प्रकाशन । **(एकाइ ३)**

५) मैनाली, गुरुप्रसाद (२०६०), *नासो* (कथा सङ्ग्रह), साझा प्रकाशन । **(एकाइ ३)**

६) राई, जया (२०६८), *बेकर स्ट्रिटका दुई आँखा* (कथा सङ्ग्रह), अर्न्तराष्ट्रिय नेपाली साहित्य समाज। **(एकाइ ६)**

सहायक पुस्तक

१. उपाध्याय, केशवप्रसाद (२०३०), *साहित्य प्रकाश,* साझा प्रकाशन । **(एकाइ १)**

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३. पौडेल, परशुराम (२०६५), *कथाको रूपविन्यास, सिद्धान्त र विवेचना,* नवराज बजगाई । **(एकाइ १-२)**

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