



Faculty of Education
Bachelor in Education

Course Title: **Study Skills in English I**

Course No. : C.Eng.110

Semester: First

Level: B.Ed

Nature: Theoretical

Credit Hour: 3

Teaching Hrs: 48

1. Course Introduction

This is a compulsory English course for B.Ed. students irrespective of their major subjects. The course helps students sharpen their reading and writing skills through various intercultural texts and exercises with the aim of developing intercultural competence. The course also exposes the learners to the basic grammar that they require in their day-to-day academic settings. The grammar is introduced in context through the texts and further practice is provisioned through exercises. Moreover, the course helps to build the vocabulary power in the learners. Additionally, the course will also introduce critical thinking skills through making connection exercises and tasks.

2. General Objectives

General objectives of this course are to:

- expose the learners to the variety of reading texts
- develop writing skills for effective communication
- help students produce grammatically correct English
- enrich the vocabulary power based on contexts
- develop critical thinking
- develop intercultural awareness

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">Identify the importance of being a teacher.Describe the most important day in one's life.Analyze the composition of wordsIdentify the word classes.Write a paragraph on a given topic.	Unit 1 Education (5 Hrs.) Reading 1: Why God Made Teachers Reading 2: The Most Important Day Vocabulary: Word formation Grammar: Word classes Writing: Paragraph writing
<ul style="list-style-type: none">Identify the importance of travel and tourism.Be familiar with the word formation and meaning.Use adjectives and adverbs appropriately.Identify the parts of an essay.Write a descriptive essay.	Unit 2 Travel and Tourism (4 Hrs.) Reading 1: The Road Not Taken Reading 2: The Dream-Bridge Vocabulary: Word formation and word meaning Grammar: Adjectives and adverbs Writing: Essay
<ul style="list-style-type: none">Be aware of health and diseases.Be familiar with the information of dictionary entry.Use determiners appropriately.Write an opinion article.	Unit 3 Health and Diseases (4 Hrs.) Reading 1: Eat Better, Look Better Reading 2: Inequality Kills Vocabulary: Dictionary use Grammar: Determiners Writing: Opinion article
<ul style="list-style-type: none">Be familiar with the effects of globalisation and migrationDefine the words.Identify the structure of a sentence.	Unit 4 Globalisation and Migration (5 Hrs.) Reading 1: Pizza, Pakora and Pancit -

<ul style="list-style-type: none"> • Compose an email. 	<p>The Importance of Global Education Reading 2: Migration and Globalisation Vocabulary: Defining words and word formation Grammar: Sentence structure Writing: Email to a friend</p>
<ul style="list-style-type: none"> • Be acquainted with the culture and tradition • Use phrasal and prepositional verbs in the given contexts. • Use <i>a</i>, <i>an</i> and <i>the</i> appropriately. • Write a personal letter. 	<p>Unit 5 Myth and Tradition (4 Hrs.) Reading 1: The Mirror of Matsuyama Reading 2: Greetings around the World Vocabulary: Phrasal verbs and prepositional phrases Grammar: Articles Writing: personal letter</p>
<ul style="list-style-type: none"> • Describe famous people and places. • Find appropriate meaning of new vocabulary in different contexts. • Use present simple tense. • Write a biography. 	<p>Unit 6 People and Places (4 Hrs.) Reading 1: Alfred Nobel Reading 2: Seven Wonders of the World Vocabulary: Word meaning Grammar: Present simple Writing: Biography</p>
<ul style="list-style-type: none"> • Identify the importance of sustainable energy • Be aware of the effects of climate change • Find appropriate meaning of new vocabulary in different contexts. • Make words by using the given prefix. • Use present continuous tense. • Write a job application. 	<p>Unit 7 Nature and Environment (4 Hrs.) Reading 1: Sustainable Energy Reading 2: Our House is on Fire Vocabulary: Prefix and word meaning Grammar: Present continuous Writing: Job application</p>
<ul style="list-style-type: none"> • Be exposed to modern media and technology • Find appropriate meaning of new vocabulary in different contexts. • Change active sentences into passive. • Compose a news article. 	<p>Unit 8 Media and Society (5 Hrs.) Reading 1: The Cyberspace Reading 2: Will Computers Replace Teachers? Vocabulary: Word meaning Grammar: Passive voice Writing: News article</p>
<ul style="list-style-type: none"> • Discuss the importance of family and friends • Find appropriate meaning of new vocabulary in different contexts. • Use present perfect and past simple tense. • Compose a dialogue. 	<p>Unit 9 Family and Friends (5 Hrs.) Reading 1: The Company Man Reading 2: Forgiveness Vocabulary: Word meaning Grammar: Present perfect and Past simple Writing: Dialogue</p>
<ul style="list-style-type: none"> • Develop logical and reasoning skill • Find appropriate meaning of new vocabulary in different contexts. • Use 'will' and 'be going to' appropriately. • Write a summary of a story. 	<p>Unit 10 Logic and Reason (5 Hrs.) Reading 1: Three Questions Reading 2: Why I am a Rationalist Vocabulary: Word meaning Grammar: Will and be going to Writing: Summary</p>

4. Methodology and Techniques

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

4.2 Types of learning activities: Attending lectures, performing specific assignments, writing papers, independent and self 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 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) 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	10 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

6. Prescribed Books

1. Bhatta, T.D., Bhandari, B.M., Gautam, G.R., & Saud, M.S. (Eds.) (2023). *Study skills in English I: A course for language development* (Reading, Writing and Vocabulary) (All Units). Sangam Books Publication Pvt. Ltd.
2. Davis, F., & Rimmer, W. (2013). *Active grammar level 1* (Grammar) (All Units). Cambridge University Press.

Dictionary

Hornby, A.S. (2020). *Oxford advanced learner's dictionary* (10th Edition). Oxford University Press.



सुदूरपश्चिम विश्वविद्यालय
शिक्षाशास्त्र सङ्काय
बी.एड. अनिवार्य नेपाली

विषय शीर्षक : अनिवार्य नेपाली-१

विषय संकेत नं. : C.Nep. 110

तह: स्नातक

सत्र : प्रथम

विषयको प्रकृति : सैद्धान्तिक

क्रेडिट: ३

जम्मा पाठ्यघण्टा : ४५

१. पाठ्यांश परिचय

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

२. सामान्य उद्देश्य

यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्नलिखित भाषिक सिप आर्जन गर्न सक्षम हुनेछन् :

- (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 पत्ररचना र व्यावहारिक लेखन सम्पन्न गर्न,
- (ङ) विभिन्न विधाका फुटकर रचनाहरूको आस्वादनका आधारमा समीक्षा गर्न,
- (च) निर्धारित साहित्यिक कृतिहरूको समीक्षात्मक टिप्पणी गर्न।

३. विस्तृत विषयवस्तु र विशिष्ट उद्देश्य

विशिष्ट उद्देश्यहरू	विषयवस्तु
क) नेपाली उच्चार्य र लेख्य वर्णमा पाइने समानता र भिन्नता पहिल्याउन, ख) नेपाली शब्दहरूको अक्षरीकरण गर्न, ग) कथ्य र लेख्य मानक नेपालीको स्वरूप पहिल्याउन, घ) नेपाली लेखनमा शब्दहरूको मानकीकृत वर्णविन्यास प्रयोग गर्न।	एकाइ १ : अक्षरीकरण र वर्णविन्यास (पाघ १०) १.१ नेपाली भाषाका कथ्य र लेख्य वर्णहरू १.२ नेपाली शब्दहरूको अक्षरीकरण १.३ नेपाली शब्दहरूको मानकीकृत वर्णविन्यास
क) वाक्यकोटिको प्रकृतिअनुसार विभिन्न वाक्यढाँचाका वर्णनात्मक रचना गर्न, ख) उपर्युक्त खालका रचनाहरूलाई आवश्यकताअनुसार (पुरुष, आदर, काल, पक्ष, भाव, वाच्य र कथनसँग सम्बद्ध) भिन्न भिन्न वाक्यढाँचामा पारस्परिक वाक्यान्तरण गर्न।	एकाइ २ : वाक्यकोटिपरक रचना र वाक्यान्तरण (पाघ १२) २.१ वाक्यकोटिपरक रचना : लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य, करण-अकरणको वाक्यढाँचामा उपर्युक्त सङ्गति मिलाई वर्णनात्मक अनुच्छेदहरूको रचना। २.२ वाक्यान्तरण : लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य र कथन (प्रत्यक्ष-अप्रत्यक्ष) सँग सम्बद्ध भई रचित वर्णनात्मक अनुच्छेदहरूको पारस्परिक वाक्यान्तरण।

क) वाक्यविश्लेषण र संश्लेषणको परिचय दिन क) विभिन्न प्रक्रियाद्वारा असंश्लेषित वाक्यहरूमा वर्णित रचनाहरूलाई एकल वाक्यमा संश्लेषण गर्न ।	एकाइ ३ : वाक्य संश्लेषण (पाघ. ३) ३.१ वाक्य विश्लेषण र वाक्य संश्लेषण ३.२ विभिन्न प्रक्रियाका आधारमा वाक्य संश्लेषणको अभ्यास
क) निर्धारित ढाँचामा विभिन्न प्रयोजनका लागि चिठी, निवेदन र सम्पादकलाई चिठी लेख्न । ख) विभिन्न उद्देश्यका लागि विज्ञापन तयार गर्न । ग) प्रयोजनअनुसार शुभकामना, बधाई, श्रद्धाञ्जली र समवेदनाका नमुना तयार पार्न घ) उपयुक्त ढाँचामा व्यक्तिवृत्त तयार गर्न ।	एकाइ ४: पत्ररचना तथा व्यावहारिक लेखन (पाघ.५) ४.१ पत्र रचना : सूचना, कार्यालयीय चिठी, निवेदन, सम्पादकलाई चिठी ४.२ विज्ञापन लेखन ४.३ शुभकामना, निमन्त्रणा, बधाई, श्रद्धाञ्जली तथा समवेदना ४.४ व्यक्तिवृत्त
क) निर्दिष्ट साहित्यिक रचनाहरूको विधागत स्वरूप पहिचान गर्न ख) निर्दिष्ट साहित्यिक रचनाहरूको विधागत तत्त्वका दृष्टिले समीक्षा गर्न ।	एकाइ ५ : निर्दिष्ट साहित्यिक रचनाहरूको विधागत स्वरूपको पहिचान र समीक्षा (पाघ.१२) ५.१ कविता/गीत/गजल ५.१.१ माधव घिमिरे: तिम्रो र हाम्रो मन एक होओस् ५.१.२ भूपी शेरचन: मेरो चोक ५.१.३ दुर्गालाल श्रेष्ठ :फूलको आँखामा फूलै संसार ५.१.४ श्रेष्ठ प्रिया पत्थर: आफैलाई हेर्न सके ५.२ कथा ५.२.१ विश्वेश्वरप्रसाद कोइराला : एक रात ५.२.२ राजेन्द्र विमल : लड्काकाण्ड ५.२.३ पद्मावती सिंह: आरुको बोट ५.२.४ महेशविक्रम शाह: गाउँमा गीतहरू गुन्जिदैनन् ५.३ निबन्ध ५.३. १ लक्ष्मीप्रसाद देवकोटा :के नेपाल सानो छ ५.३. २ भैरव अर्याल : टाउको ५.३. ३ शारदा शर्मा : सुखसत्ता ५.४ एकाङ्की विजय मल्ल : सत्ताको खोजमा
क) विभिन्न साहित्यिक तथा साहित्येतर विधाका कृतिहरूको समीक्षा गर्न ।	एकाइ ६ : कृतिको समीक्षात्मक परिचय (पाघ ३) विभिन्न साहित्यिक तथा साहित्येतर विधाका कृतिहरूको अध्ययनका आधारमा कुनै चार विधाका एक एक कृतिको समीक्षा र कक्षा प्रस्तुति (विद्यार्थीको प्रयोगात्मक कार्य) ।

४. शिक्षण प्रक्रिया

यो पाठ्यांश मुख्यतः विद्यार्थीहरूको भाषिक सिपको विकाससँग सम्बन्धित भएकाले यसलाई अभ्यासमा केन्द्रित गरी सञ्चालन गरिनुपर्छ । 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 वर्णविन्यासको प्रदर्शन गर्ने, छलफल र प्रश्नोत्तर गराउने, स्पष्टीकरण दिने गर्नुका साथै उनीहरूलाई तिनको अभ्यास गराउनमा जोड दिइनेछ ।

- (ख) एकाइ २ को वाक्यकोटिपरक रचना र वाक्यान्तरणका लागि वाक्यकोटिअनुसार विभिन्न वाक्यढाँचाका वर्णनात्मक रचना गर्न विद्यार्थीहरूलाई प्रोत्साहित गर्ने र तिनलाई आवश्यकताअनुसार भिन्न भिन्न वाक्यढाँचामा वाक्यान्तरण गर्नसमेत लगाउनुपर्नेछ ।
- (ग) एकाइ ३ का लागि असंश्लेषित वाक्यहरूमा वर्णित रचनाहरूलाई एकल वाक्यमा संश्लेषण गरी वाक्यान्तरण गर्ने अभ्यास गराउनुपर्नेछ । यसले विद्यार्थीहरूलाई सङ्क्षेपीकरणको कौशल बढाउन मद्दत गर्नेछ । उल्लिखित कार्यकलाप गराउँदा शिक्षकले पहिले कक्षामा उक्त रचना र तत्सम्बन्धी वाक्यान्तरणका केही नमुना प्रस्तुत गर्नुपर्नेछ ।
- (घ) एकाइ ४ मा उल्लिखित पत्ररचना तथा व्यावहारिक लेखनहरूमा कौशल बढाउन तत्सम्बन्धी अभिव्यक्तिहरूको कक्षामा नमुना प्रदर्शन गरी शिक्षकले छलफल गराउनुपर्नेछ । त्यसपछि निर्धारित रचनाहरूका लागि विद्यार्थीहरूलाई सहज हुने शीर्षकहरूको छनोट गरेर तिनलाई कक्षाकार्यका रूपमा बारम्बार अभ्यास गराउनुपर्नेछ ।
- (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 गराउनुपर्नेछ ।
- (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 गराउनुपर्नेछ । यस्ता कृतिहरू साहित्यिक र साहित्येतर दुवै हुन सक्नेछन् । यस्ता कृतिहरू उपलब्ध भएसम्म स्थानीय तहका लेखक तथा साहित्यकारका समेत हुन सक्नेछन् ।

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 : प्रतिविम्बात्मक प्रश्नहरूमा नोट बुक र कक्षा प्रस्तुतीकरण: $५+५ = १०$ अङ्क

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

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 अन्तर्वार्तासमेत लिने)

घ) 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	दुइटो 'अथवा' सहित ६ ओटा प्रश्न	६×५	३०
समूह 'ग' लामो उत्तरात्मक प्रश्नहरू	एउटा 'अथवा' सहित २ ओटा प्रश्न	२×१०	२०

६. सन्दर्भ सामग्री

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Far Western University
Faculty of Education
Mahendranagar

Course Title: **Philosophies in Education**

Course No. : Ed.111

Level: B. Ed.

Semester: First

Nature: Theoretical

Credits: 3

Teaching Hours: 48 Hrs

1. Course Introduction

It is a core and compulsory course designed for undergraduate students in Education. It enables students to develop basic theoretical knowledge and understanding related to various philosophical perspectives and education. This course aims to provide students with opportunities to learn to understand and reflect on the philosophical underpinnings of education, as well as to help them develop critical thinking around issues of philosophy in general and educational philosophy in particular. Primarily, it aims to acquaint students with the meaning and nature of education and philosophy, the relationship between education and philosophy, philosophy of education and educational perspectives of major Eastern and Western philosophies. It also provides learning opportunities to understand the basic premises and educational implications of selected philosophies, including their relationship. In addition, it helps students to recognize the importance of alternative approaches to philosophy in keeping with the emerging learning needs in today's complex modern world.

2. General Objectives

General objectives of this course are as follows:

- To provide the learners with deeper and broader understanding of basics of Education.
- To develop understanding of philosophical foundation of education among learners
- To develop critical thinking on eastern and western philosophy of education and draw its implication for education.
- To specify the need and importance of eclectic approach to educational philosophies in the modern times.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• Conceptualize the meaning of education and discuss its aims and function.• Discuss on types and nature of education.• Analyze the alternative Approaches to Education.• Describe the pillars of education.• Conclude an integrated concept of life-skills learning based on the pillars of learning	Unit 1 : Concept of Education (8 Hrs) 1.1 Meaning and Definitions of Education 1.2 Aims of Education 1.3 Functions of Education 1.4 Types and Nature of Education (Formal, Informal, and Non- formal Education) 1.5 Alternative Approaches to Education 1.6 Pillars of Education: <ul style="list-style-type: none">• Learning to Know• Learning to Be• Learning to Do• Learning to Live Together• Learning to Transform Oneself and Society

<ul style="list-style-type: none"> • Conceptualize and clarify the meaning and definitions of philosophy • Describe purpose, scope and function of education. • Explain major branches of philosophy • Discuss the relation between education and philosophy. • Explain the needs and importance of philosophy of education in modern times. • Find the role of the teacher as a philosopher 	<p>Unit 2: Introduction to Educational Philosophy (8 Hrs)</p> <p>2.1 Meaning, Definitions, Purposes, Scope and Function of Philosophy and Educational Philosophy</p> <p>2.2 Branches of Philosophy</p> <p>2.3 Relation between Education and Philosophy</p> <p>2.4 Need and Importance of Philosophy of Education</p> <p>2.5 Teacher as a Philosopher</p>
<ul style="list-style-type: none"> • Introduce idealism, realism, naturalism and pragmatism. • Explain basic premises and educational implications of idealism, realism, naturalism and pragmatism. • Introduce progressivism, humanism, existentialism and postmodernism (critical theory). • Explain basic premises and educational implications of progressivism, humanism, existentialism and postmodernism (critical theory) • Show interrelationship among traditional and modern philosophies of education. • Draw educational implication of each philosophies. 	<p>Unit 3: Western Philosophy and Education (12 hours)</p> <p>3.1 Classical Philosophies of Education</p> <p>3.1.1 Idealism</p> <p>3.1.2 Naturalism</p> <p>3.1.3 Realism</p> <p>3.1.4 Pragmatism (Introduction, Major premises, Implications on Education)</p> <p>3.2 Modern Contemporary Philosophies of Education</p> <p>3.2.1 Progressivism</p> <p>3.2.2 Humanism</p> <p>3.2.3 Existentialism</p> <p>3.2.4 Modernism and Postmodernism (Introduction, Major premises, Implications on Education)</p>
<ul style="list-style-type: none"> • Introduce Hindu/Vedic Philosophy. • Explain educational implications of Hinduism. • Introduce Buddhist philosophy. • Explain educational implications of Buddhism. • Introduce Islamic philosophy. • Explain educational implications of Islamic. • Show the interrelationship of major promises and educational practices among Vedic, Buddhist and Islamic philosophies. • Analyse the impact of the above philosophies on the education system of Nepal. 	<p>Unit 4: Eastern Philosophy and Education (12 hrs)</p> <p>4.1 Vedic Philosophy and Education</p> <p>4.1.1 Introduction to Hindu/Vedic Philosophy</p> <p>4.1.2 Implications of Hindu Worldview for Educational Practices (Objectives of Education, Nature of Curriculum, Roles of Teachers and Students)</p> <p>4.2 Buddhist Philosophy and Education</p> <p>4.2.1 Introduction to Buddhist philosophy</p> <p>4.2. 2 Implications of Buddhist worldview for Educational Practices (Objectives of Education, Nature of Curriculum, Roles of Teachers and Students)</p> <p>4.3 Islamic Philosophy and Education</p> <p>4.3.1 Introduction to Islamic Philosophy</p> <p>4.3. 2 Implications of Islamic Worldview for Educational Practices (Objectives of Education, Nature of Curriculum, Roles of Teachers and Students)</p>

<ul style="list-style-type: none"> Discuss the concept of eclectic tendency in education. Justify the need of eclectic philosophical approach to actualize the various aims of education. 	Unit 5: Eclectic Tendency in Education (5 hours) 5.1 Concept of Eclectic Tendency in Education 5.2 Need of Eclectic Philosophical Approach for the Actualization of the Aims of Education.
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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

5.2 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	10 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' question	2 × 10	20

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