

**Far Western University
Mahendranagar, Kanchanpur
Faculty of Humanities & Social
Sciences**



B. A. Compulsory Courses

Far Western University
Faculty of Humanities & Social Sciences
Bachelor of Arts

Semester I

| <u>Course Code</u> | <u>Course Title</u> | <u>Credit</u> |
|---------------------------|---------------------------------|----------------------|
| CENG 101 | English Grammar and Composition | 3 |

Semester II

| | | |
|----------|---------------------------|---|
| CENG 121 | English for Communication | 3 |
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Semester III

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| CENG 231 | Study Skills in English for Academic Purposes (EAP) | 3 |
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Semester IV

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|----------|--------------------|---|
| CNES 241 | Nepalese Study | 3 |
| CNEP 241 | साधारण नेपाली रचना | 3 |

Semester V

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|----------|-------------------------|---|
| CNEP 351 | सम्प्रेषणका लागि नेपाली | 3 |
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Semester VI

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|----------|---|---|
| CCIT 361 | Fundamentals of Computer and Information Technology | 3 |
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Semester VII

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|----------|------------------------|---|
| CMTH 471 | Computational Literacy | 3 |
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Far Western University
Faculty of Humanities & Social Sciences
Bachelor of Arts

Course Title: **English Grammar and Composition**

Semester: First

Course No. : **CENG 101**

Full marks: 100

Credit Hour: 3 (45 hours)

Pass marks: 45

1. Course Introduction

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

2. General Objectives

General objectives of this course are to:

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

3. Contents in Detail with Specific Objectives

| Specific Objectives | Contents in Detail |
|---|--|
| <ul style="list-style-type: none"> • Make sentences using appropriate tenses in speech and writing • Use modals in the correct syntagmatic patterns • Supply correct prepositions, adjectives and adverbs • Use the right verbs in the given contexts • Use conditionals, clauses, questions in the given contexts | <p>Unit One. Grammar (10 hours)</p> <ul style="list-style-type: none"> 1.1. Tenses 1.2. Modals 1.3. Determiners pronouns and noun phrases 1.4. Prepositions, adjectives and adverbs 1.5. Verb structures 1.6. Word formation 1.7. Conditionals, clauses, questions, indirect speech 1.8. Sentences and varieties of English |
| <ul style="list-style-type: none"> • Predict and preview texts using a variety of strategies | <p>Unit Two. Reading (10 hours)</p> |

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| <ul style="list-style-type: none"> • Read for main ideas • Read and comprehend different text types • Read for details • Locate specific information in texts • Use graphic organizer to comprehend the texts • Identify source of information | <p>2.1. Prediction and previewing skill</p> <p>2.2. Skimming skill</p> <p>2.3. Reading for comprehension</p> <p>2.4. Reading for details</p> <p>2.5. Scanning skill</p> <p>2.6. Reading strategies</p> <p>2.7. Reading sources</p> |
| <ul style="list-style-type: none"> • Develop and analyze paragraphs of different genres • Plan and make outline for writing • Revise, edit and rewrite • Write summaries • Write personal response to the texts • Write different letters • Write different types of essays | <p>Unit Three. Writing (10 hours)</p> <p>3.1. Paragraph writing</p> <p>3.2. Preparing outlines</p> <p>3.3. Process writing: plan, draft, revise, edit</p> <p>3.4. Summary writing</p> <p>3.5. Responding to texts</p> <p>3.6. Writing letters</p> <p>3.7. Writing essays</p> |
| <ul style="list-style-type: none"> • Use dictionary to find meaning • Identify different types of information in the dictionary • Use academic words in their writing • Find appropriate meaning of new vocabulary in different contexts • Use phrasal verbs in the given contexts • Analyze the composition of words | <p>Unit Four. Vocabulary (10 hours)</p> <p>4.1. Using a mono-lingual dictionary</p> <p>4.2. Differentiate literal meaning and idiomatic meaning</p> <p>4.3. Learning selected words from the Academic Word List (AWL)</p> <p>4.4. Guessing meaning in contexts</p> <p>4.5. Learning phrasal verbs</p> <p>4.6. Understanding the composition of words and phrases</p> |
| <ul style="list-style-type: none"> • Explain ideas to demonstrate comprehension • Reflect on the ideas in the texts • Connect ideas across texts or readings • Relate personal experience to the topic • Synthesize information from texts and personal experience | <p>Unit Five. Critical Thinking (5 hours)</p> <p>5.1. Comprehension skills</p> <p>5.2. Reflection on the ideas in the texts</p> <p>5.3. Connecting ideas across texts or readings</p> |

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| <ul style="list-style-type: none"> • Evaluate experiences and events • Consider social responsibility on various levels | <p>5.4. Relating personal experience to the topic</p> <p>5.5. Synthesizing skills</p> <p>5.6. Evaluating experiences and events</p> <p>5.7. Considering social responsibility on various levels</p> |
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4. References

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

Dictionary

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

Far Western University

Faculty of Humanities & Social Sciences

Bachelor of Arts

Course Title: **English for Communication**

Semester: Second

Course No. : **CENG 121**

Full marks: 100

Credit Hour: 3 (45 hours)

Pass marks: 45

1. Course Introduction

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

2. Course Objectives

General objectives of this course are to:

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

3. Contents in Detail with Specific Objectives

| Specific Objectives | Contents in Detail |
|--|--|
| <ul style="list-style-type: none">• Listen for main ideas and details• Make inferences• Listen for opinions• Follow a summary• Listen for specific information• Understand figurative expressions to interpret speaker's intention• Listen for signposts to understand the structure of the text• Listening for rhetorical questions to understand the structure of a lecture | <p>Unit One: Listening</p> <ol style="list-style-type: none">1.1. Listening for gist – skimming1.2. Listening for detail understanding1.3. Making inferences and forming opinions from listening1.4. Summarizing what was listened1.5. Listening for comprehension1.6. Comprehending figurative expressions and rhetorical expressions in speech |
| <ul style="list-style-type: none">• Participate in a conversation• Make notes to prepare for a | <p>Unit Two. Speaking</p> <ol style="list-style-type: none">2.1. Engaging in conversation |

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| <p>presentation or group discussion</p> <ul style="list-style-type: none"> • Take turns to make conversation go smoothly • Give advice, ask for clarification, express reasons, ask for reasons, ask questions • Lead discussions in groups • Prepare dialogues with a partner for various conversation | <p>2.1. Presentation skills 2.3. Turn taking 2.4. Language functions in the academic settings 2.5. Dialogues and group discussion 2.6. Leading group discussion</p> |
| <ul style="list-style-type: none"> • Use graphic organizers to understand texts • Read and find the central idea of the text • Comprehend different types of texts • Locate specific information in the texts • Identify source of information | <p>Unit Three. Reading 3.1. Using graphic organizers to understand texts 3.2. Reading for central theme 3.3. Comprehending different text types 3.4. Locating specific information in texts 3.5. Identifying source of information</p> |
| <ul style="list-style-type: none"> • Analyze and develop paragraphs of different genres • Plan for writing • Revise, edit and rewrite • Write summaries • Write personal response to the texts • Write different letters • Write different types of essays | <p>Unit Four. Writing 4.1. Analyzing and writing paragraphs 4.2. Process writing 4.3. Summary writing 4.4. Letter writing 4.5. Responding to the texts in writing 4.6. Essay writing</p> |
| <ul style="list-style-type: none"> • Use the academic vocabulary in professional communication. • Select and use academic vocabulary in writing assignments • Recall and use appropriate vocabulary in a range of academic discourse • Apply appropriate strategies to enrich their academic vocabulary. | <p>Unit Five. Vocabulary 5.1. Academic vocabulary 5.2. Word combinations 5.3. Vocabulary at the academic institutions 5.4. Vocabulary of academic conversation 5.5. Reading and vocabulary 5.6. Writing and vocabulary</p> |
| <ul style="list-style-type: none"> • Explain ideas and reflect on them • Connect ideas across texts or readings • Relate personal experience to the topic • Blend information from various texts • Evaluate experiences and events | <p>Unit Six. Critical Thinking 6.1. Comparing and contrasting information 6.2. Connecting ideas across texts or reading 6.3. Writing with personal reflections and experience 6.4. Synthesizing information from various sources 6.5. Evaluating ideas</p> |

4. References

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

Dictionary

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

Far-western University
Faculty of Humanities & Social Sciences
Bachelor of Arts

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

Course No. : **CENG 231**

Year: Second

Semester: Third

Full marks: 100

Pass marks: 45

Credit Hour: 3 (45 hour)

1. Course Introduction

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

2. General Objectives

General objectives of this course are to:

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

3. Contents with Specific Objectives

| Specific Objectives | Contents in Detail |
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| <ul style="list-style-type: none"> • explain the basic concepts of academic skills • talk about the academic culture | <p>Unit One: Introduction to Academic Skills</p> <p>1.7. Thinking about academic culture</p> <p>1.8. Thinking critically</p> <p>1.9. Avoiding plagiarism</p> <p>1.10. Academic vocabulary</p> |
| <ul style="list-style-type: none"> • research texts for various kinds of meaning • read and prioritize ideas • read for detail understanding • recognize plagiarism • organize information • read critically | <p>Unit Two: Academic Reading</p> <p>2.1. Researching texts and understanding implicit meaning</p> <p>2.2. Selecting and prioritizing ideas</p> <p>2.3. Reading for detail</p> <p>2.4. Recognizing plagiarism</p> <p>2.5. Organizing information</p> <p>2.6. Reading figures and tables</p> <p>2.7. Critical reading</p> |
| <ul style="list-style-type: none"> • understand lectures and take | <p>Unit Three: Listening and Speaking in Academic</p> |

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

4. Prescribed Texts

a) Hewings, M. (2012). Cambridge academic English: Upper intermediate. Cambridge. Cambridge University Press. **(All Units)**

b) Wallace, M. (2009). *Study skills in English*. Cambridge. Cambridge University Press. **(All Units)**

Dictionary

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

Far Western University
Faculty of Humanities & Social Science

Course Title: **Nepalese Study**

Semester : IV

Credit Hour: 3 (45 hours)

Course No: **CNES 241**

Full Marks: 100

Pass Marks: 45

1. Course Introduction

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

2. Course Objectives

This course will allow the students:

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

3. Contents with Specific Objectives

| Specific Objectives | Contents in Detail |
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| <ul style="list-style-type: none"> • List the physical features of Nepal and highlight their main characteristics. • Appreciate Nepal as a land linked country. • Highlight the importance and prospects of proper Utilization and Conservation of Natural Resources of Nepal. • Acknowledge the population migration pattern in Nepal. • Understand the Role of Regional | <p>Unit One: Geographical Characteristics and Diversity (8)</p> <p>1.1 Geographical divisions-Himalayas. Hills and Terai' and geographical, and ecological diversity and uniqueness that serve as plus point in contemporary world.</p> <p>1.2 Physical features, Altitude, Climate and Vegetation.</p> <p>1.3 Altitude and Opportunities.</p> <p>1.4 Natural Resources - Forests, Soils, Water and Minerals.</p> <p>1.5 Population Growth and Migration Pattern in Nepal.</p> <p>1.6 Concept of Regional Development with specific</p> |

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| <p>Development of Nepal.</p> <ul style="list-style-type: none"> • Develop and demonstrate some practical skills to represent geographical information. • Analyze the contemporary issues related with geographic aspects of Nepal including global warming and climate change. | <p>reference to the Far west Region of Nepal.</p> <p>1.7 Presentation of some geographical features through statistical tools including Diagrams/Bars/Charts Models.</p> <p>1.8 Contemporary issues of global warming and climate change in Nepal.</p> |
| <ul style="list-style-type: none"> • Highlight the contributions of different dynasties in the development of Nepal. • Development of Democracy in Nepal • Appreciate the importance of Nepal's relation with other countries with specific focus on its neighbors. • Show the knowledge and understanding of the current system of governance of Nepal. • Highlight the role of Nepal in the United Nation Organization (UNO). | <p>Unit Two: Nepalese History and Education (8)</p> <p>1.1 Brief History of Nepal from ancient to contemporary Nepal.</p> <p>1.2 Major Popular movements in Nepal- short history of unification of Nepal in three phases, anti-Rana movement in 1950-51, first elected government (1959-60) and its dissolution in 1960, introduction of non-party panchayat polity,</p> <p>1.3 Popular movements in Nepal and the role/participation/contributions of Far Western region in those political movements.</p> <p>1.4 These historical developments and their impact on Nepalese education in different periods.</p> |
| <ul style="list-style-type: none"> • Describe the structure of Nepalese society. • Acknowledge the Languages of Nepal. • Mention some Festivals and Cultural Heritages of Nepal. • Address the concept of Social Inclusion currently being surfaced in our society. • Explain the concepts of Tolerance and harmony in Nepalese society in different periods. • Describe the existing different diversities in Nepalese Society. | <p>Unit Three: Socio-Cultural Characteristics of and Diversities in Nepalese Society. (8)</p> <p>1.1 Socio-cultural characteristics Nepalese Society.</p> <p>1.2 Diversities in Nepalese society: Socio-cultural, linguistic, religious diversities.</p> <p>1.3 National and International Languages and their influence in Nepal.</p> <p>1.4 Festivals and their impacts on society.</p> <p>1.5 Culture, Languages, Art and Religion</p> <p>1.6 Tolerance and harmony in Nepalese society-the concept of tolerance and harmony in pre-2006 and politics in post - 2006 days and the concept of socio-cultural, religious, linguistic harmony.</p> <p>1.7 Issues of social discrimination, social justice, equity and equality in Nepal and the Far Western Region.</p> |
| <ul style="list-style-type: none"> • Introduce the main features of Nepalese economy. • Describe different sectors contributing to economic development of Nepal. • Highlight the importance of national plans and evaluate their outcomes. | <p>Unit Four: Contemporary Nepalese Economy and Globalization (8)</p> <p>1.1 Characteristics of the Nepalese economy- macro/national and micro economy</p> <p>1.2 Global economic reforms advocated by the World Bank-globalization, privatization, and liberalization and their impact on Nepal's macro and micro economy.</p> |

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| <ul style="list-style-type: none"> • Show an understanding of privatization and globalization. • Highlight the role of economic institutions and their contributions in the Far West. | <p>1.3 Contributions of government sector, private sector, co-operative sector, public and private partnerships.</p> <p>1.4 Periodical Development Plans of Nepal.</p> <p>1.5 Globalization and Nepal-SAFTA, BIMSTEC, WTO and Nepal.</p> <p>1.6 The role of commercial banks and the trading organizations in national economy.</p> <p>1.7 The features of the economy of the Far West region and its prospects of economic development.</p> <p>1.8 Contemporary issues and challenges of Nepalese economy.</p> <p>1.9 Economy of Far Western Nepal.</p> |
| <ul style="list-style-type: none"> • Explain contemporary issues of Nepalese politics in post April 2006 days- • Describe Nepal's domestic politics and foreign policy in the contemporary Nepal. • Analyze Nepal's role in global and regional politics. | <p>Unit Five: Contemporary Nepalese Politics and Foreign Relation (13)</p> <p>1.1 Contemporary issues of Nepalese politics in post April 2006 days-state restructuring (Hindu state versus secular state, monarchy vs. republic, first post- the post system of election vs. proportional representation (PR), unitary vs. federal system), federalism, participation, representation, the issues of democratic constitution making by the popularly elected constituent assembly (CA) - the success and failure of first CA (2008-2012), the politics of constitution making by the second CA, human rights status of Nepal, Inclusion, issues of equity and equality in Nepal.</p> <p>1.2 Present system of governance under the present Interim constitution of Nepal, 2007,</p> <p>1.3 Foreign policy of Nepal and Nepal's foreign relations</p> <p>1.4 Nepal in the UN</p> <p>1.5 Nepal in the SAARC and regional organizations</p> <p>1.6 Nepal's role in maintaining World peace through the UN.</p> <p>1.7 Foreign Aid and its role in national development.</p> |

सुदूरपश्चिम विश्वविद्यालय

मानविकी तथा सामाजिकशास्त्र संकाय

बी.ए.अनिवार्य नेपाली

साधारण नेपाली रचना

विषय संकेत नं. : CNEP 241

पूर्णाङ्क : १००

विषयको प्रकृति : सैद्धान्तिक

उत्तीर्णाङ्क : ४५

तहः स्नातक

वर्ष : द्वितिय

सत्र : ज्यैष्ठ्य

जम्मा पाठ्यघण्टा : ४५

१. पाठ्यांश परिचय

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

२. सामान्य उद्देश्य :

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

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

३. विस्तृत विषयवस्तु, र विशिष्ट उद्देश्य

| विशिष्ट उद्देश्यहरू | विषयवस्तु |
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| <p>क) नेपाली उच्चार्य र लेख्य वर्णमा पाइने समानता र भिन्नता पहिल्याउन ।</p> <p>ख)नेपाली शब्दहरुको अक्षरीकरण गर्न</p> <p>ग)कथ्य र लेख्य मानक नेपालीको स्वरूप पहिल्याउन</p> <p>घ)नेपाली लेखनमा शब्दहरुको मानकीकृत वर्ण विन्यास प्रयोग गर्न ।</p> | <p>एकाइ १ : अक्षरीकरण र वर्ण विन्यास पाघ १०</p> <p>(क) नेपाली शब्दहरुको अक्षरीकरण</p> <p>(ख) नेपाली शब्दहरुको मानकीकृत वर्ण विन्यास</p> |
| <p>क) वाक्यकोटिको प्रकृति अनुसार विभिन्न वाक्यढाँचाका वर्णनात्मक रचना गर्न,</p> <p>ख)उपर्युक्त खालका रचनाहरुलाई आवश्यकता अनुसार (पुरुष,आदर,काल,पक्ष,भाव,वाच्य र कथनसँग सम्बद्ध) भिन्न भिन्न वाक्यढाँचामा पारस्परिक वाक्यान्तरण गर्न ।</p> | <p>एकाइ २ : वाक्यकोटिपरक रचना र वाक्यान्तरण पाघ १५</p> <p>(क) वाक्यकोटिपरक रचना : लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य, करण-अकरणको वाक्य ढाँचामा उपयुक्त सङ्गति मिलाई वर्णनात्मक अनुच्छेदहरुको रचना:</p> <p>(ख) वाक्यान्तरण : लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य र कथन (प्रत्यक्ष-अप्रत्यक्ष) सँग सम्बद्ध भई रचित वर्णनात्मक अनुच्छेदहरुको पारस्परिक वाक्यान्तरण</p> |
| <p>क)असंश्लेषित वाक्यहरुमा वर्णित रचनाहरुलाई एकल वाक्यमा संश्लेषण गर्न ।</p> | <p>एकाइ ३ : : वाक्य संश्लेषण पाघ २</p> <p>विभिन्न वाक्यमा व्यक्त छोटो वर्णनलाई संयोजक र असमापक क्रियाहरुको प्रयोग गरी एकल वाक्यमा संश्लेषण</p> |
| <p>क)निर्धारित ढाँचामा विभिन्न प्रयोजनका लागि चिठी, निवेदन र सम्पादकलाई चिठी लेख्न ।</p> <p>ख)विभिन्न उद्देश्यका लागि विज्ञापन तयार</p> | <p>एकाइ ४ : पत्र रचना तथा व्यावहारिक लेखन पाघ ५</p> <p>(क) पत्र रचना : चिठी, निवेदन, सम्पादकलाई चिठी</p> |

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| <p>गर्न ।</p> <p>ग)प्रयोजन अनुसार शुभ कामना, बधाई, श्रद्धाञ्जली र समवेदनाका नमुना तयार पार्न</p> <p>घ)उपयुक्त ढाँचामा व्यक्तिवृत्त तयार गर्न ।</p> | <p>(ख) विज्ञापन लेखन</p> <p>(ग) शुभ कामना, बधाई, श्रद्धाञ्जली, समवेदना</p> <p>(घ) व्यक्तिवृत्त</p> |
| <p>क) निर्दिष्ट साहित्यिक रचनाहरु सरसर्ती पढी आस्वादन गर्न</p> <p>ख)पठित साहित्यिक रचनाहरुको विविध दृष्टिले समीक्षा गर्न ।</p> | <p>एकाइ ५ : साहित्यिक रचनाहरुको आस्वादन पाघ १०</p> <p>निम्न लिखित फुटकर साहित्यिक रचनाहरुको पठनका आधारमा आस्वादन र शीर्षक, भाव, विचार, चरित्र, शिल्प र शैलीका दृष्टिले समीक्षा :</p> <p>(क) कविता/गीत/गजल</p> <p>माधव घिमिरे : तिम्रो र हाम्रो मन एक होओस्</p> <p>भूपी शेरचन : मेरो चोक</p> <p>दुर्गालाल श्रेष्ठ : फुलको आँखामा फुलै संसार</p> <p>श्रेष्ठ प्रिया पत्थर : आफैलाई हेर्न सके</p> <p>ख) कथा</p> <p>विश्वेश्वर प्रसाद कोइराला : एक रात</p> <p>राजेन्द्र विमल : लड्काकाण्ड</p> <p>ऋषिराज बराल : पछबरिया टोल</p> <p>महेश विक्रम शाह : गाउँमा गीत गुन्जिदैनन्</p> |

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| | <p>ग) निबन्ध</p> <p>लक्ष्मी प्रसाद देवकोटा : के नेपाल सानो छ ?</p> <p>भैरव अर्याल : टाउको</p> <p>शारदा शर्मा : सुखसत्ता</p> <p>घ) एकाङ्की</p> <p>विजय मल्ल : सत्ताको खोजमा</p> |
| <p>विभिन्न साहित्यिक तथा साहित्येतर विधाका कृतिहरू सरसर्ती पढी तिनको समीक्षात्मक परिचय दिन ।</p> | <p>एकाइ ६ : कृतिको समीक्षात्मक परिचय पाघ ३</p> <p>छनोट भएका विभिन्न साहित्यिक तथा साहित्येतर विधाका कृतिहरूको सरसर्ती पठनका आधारमा कुनै चार विधाका एक एक कृतिको समीक्षात्मक परिचयको तयारी र कक्षामा प्रस्तुति</p> |

४. सन्दर्भ सामग्री :

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

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

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

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

सुदूरपश्चिम विश्वविद्यालय

मानविकी तथा सामाजिकशास्त्र संकाय

बी.ए.अनिवार्य नेपाली

Course Title: सम्प्रेषणका लागि नेपाली

Course No. : CNEP 351

Nature of course: सैद्धान्तिक

Level: स्नातक

Semester: पाचौं

Total periods: 45

Time per period: 1 Hour

१. पाठ्यांश परिचय

यो पाठ्यांशचार ४ वर्षे स्नातकतहमा अध्ययन गर्ने विद्यार्थीहरूलाई नेपालीभाषामा सम्प्रेषण कौशलको विकास गर्न तयार पारिएको हो। यसबाट नेपालीवाङ्मयका विभिन्न क्षेत्रका गद्यांशको पठन बोध, शब्द भण्डार तथा बुँदा टिपोट, संक्षेपीकरण र प्रयोजनपरक विषयकेन्द्री अभिव्यक्तिका साथै निबन्ध र प्रतिवेदन लेखन क्षमताको विकास हुने अपेक्षा गरिएको छ।

२. उद्देश्य :

यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्नानुसार भाषिकसिपआर्जन गर्न सक्षम हुने छन् :

- (क) नेपाली वाङ्मयका विविध क्षेत्रका गद्यांशहरू पढी तिनमा आधारित बोध प्रश्नहरूको उत्तर दिन
- (ख) पठित गद्यांशहरूमा प्रयुक्त शब्दहरूको स्रोत, वर्ग, बनोट तथा अर्थको पहिचान गर्न र सन्दर्भपूर्ण प्रयोग गर्न
- (ग) सम्बद्ध गद्यांशको बुँदा टिपोट र संक्षेपीकरण गर्न
- (घ) पाठ वा पाठांशको विषय वस्तुमा आधारित भई स्वतन्त्र अनुच्छेदमा अभिव्यक्ति दिन
- (ङ) विभिन्न विषयमा आत्मपरक तथा वस्तुपरक निबन्ध लेख्न
- (च) विभिन्न प्रयोजनका लागि प्रतिवेदन तयार गर्न।

Contents in Detail with Specific Objectives

| Specific Objectives | Contents |
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| क) समकालिक वाङ्मयका विभिन्न क्षेत्रसँग सम्बन्धित दृष्टांश पाठ वा पाठांशमा आधारित बोध प्रश्नहरूको उत्तर दिन | एकाइ १ : पठन बोध पाघ १८ नेपालीभाषाका समकालिक वाङ्मयका विभिन्न क्षेत्रसँग सम्बन्धित दृष्टांश र अदृष्टांश पाठ वा पाठांशमा आधारित वस्तुगत र विषयगत (तथ्यात्मक, अनुमानात्मक, निष्कर्षात्मक, प्रतिक्रियात्मक टिप्पणीपरक) बोध प्रश्नोत्तर |
| ख) समकालिक वाङ्मयका विभिन्न | |

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| क्षेत्रसँग सम्बन्धित अदृष्टांश पाठ वा पाठांशमा आधारित बोध प्रश्नहरूको उत्तर दिन | |
| <p>क) निर्दिष्ट शब्दहरूको स्रोत, शब्दवर्ग र बनोट प्रक्रिया पहिल्याउन</p> <p>ख) निर्दिष्ट शब्दहरूको सन्धि विच्छेद गर्न</p> <p>ग) गद्यांशमा प्रयुक्त विशेष खालका शब्द वा पदावलीहरूको अर्थ खुलाउन र तदनुप प्रयोग गर्न</p> | <p>एकाइ २ : शब्द भण्डार पाघ ८</p> <p>बोधका लागि निर्धारित गद्यांशहरूमा प्रयुक्त शब्द भण्डारको निम्न लिखित आधारमा अध्ययन :</p> <p>(क) शब्दस्रोत</p> <p>(ख) शब्दवर्ग</p> <p>(ग) शब्दबनोट र सन्धि</p> <p>(घ) शब्दार्थ र प्रयोग</p> |
| क) निर्धारित अनुच्छेदबाट बुँदा टिपोट र संक्षेपीकरण गर्न | <p>एकाइ ३ बुँदा टिपोट र संक्षेपीकरण पाघ ४</p> <p>(क) निर्धारित अनुच्छेदबाट बुँदा टिपोट र संक्षेपीकरण</p> |
| <p>क) संशक्तिको परिचय दिन</p> <p>ख) व्याकरणीय र कोषीय संशक्ति छुट्याउन</p> | <p>एकाइ ४ संशक्तिको परिचय</p> <p>(क) व्याकरणीक संशक्ति</p> <p>(ख) कोषीय संशक्ति</p> |
| क) सम्बन्धित गद्यांश वा पाठको विषय वस्तुसँग आवद्ध भई स्वतन्त्र अभिव्यक्ति दिन | <p>एकाइ ५ : अनुच्छेद रचना पाघ ५</p> <p>सम्बन्धित गद्यांश वा पाठको विषय वस्तुसँग आवद्ध स्वतन्त्र अभिव्यक्ति</p> |
| दिइएका शीर्षकमा आत्मपरक तथा वस्तुपरक निबन्ध रचना गर्न | <p>एकाइ ६ निबन्ध पाघ ५</p> <p>आत्मपरक तथा वस्तुपरक निबन्ध रचना</p> |
| <p>क) तालिकाको सूचनालाई अनुच्छेद र अनुच्छेदको सूचनालाई तालिकामा रूपान्तरण गर्न</p> <p>ख) स्तम्भ चित्रको सूचनालाई अनुच्छेदमा र अनुच्छेदको सूचनालाई स्तम्भ चित्रमा रूपान्तरण गर्न</p> <p>ग) वृत्रचित्रको सूचनालाई अनुच्छेदमा र अनुच्छेदको सूचनालाई वृत्रचित्रमा</p> | <p>एकाइ ७ सूचनाको रूपान्तरण</p> <p>(क) तालिकामा भएको सूचनालाई अनुच्छेदमा र अनुच्छेदमा भएको सूचनालाई तालिकामा रूपान्तरण</p> <p>(ख) स्तम्भ चित्रमा भएको सूचनालाई अनुच्छेदमा र अनुच्छेदमा भएको सूचनालाई स्तम्भ चित्रमा रूपान्तरण</p> <p>(ग) वृत्रचित्रमा भएको सूचनालाई अनुच्छेदमा र अनुच्छेदमा भएको सूचनालाई वृत्रचित्रमा रूपान्तरण</p> |

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| रूपान्तरण गर्न (घ) आरेख र आलेखको सूचनालाई अनुच्छेदमा र अनुच्छेदको सूचनालाई आरेख र आलेखमा रूपान्तरण गर्न | (घ) आरेख र आलेखमा भएको सूचनालाई अनुच्छेदमा र अनुच्छेदमा भएको सूचनालाई आरेख र आलेखमा रूपान्तरण |
| घटना, समारोह, भ्रमण, निरीक्षण आदिमा आधारित भई निर्धारित ढाँचामा प्रतिवेदन तयार गर्न | एकाइ ८ : प्रतिवेदन पाघ ५ घटना, समारोह, भ्रमण, निरीक्षण आदिमा आधारित प्रतिवेदन लेखन |

४. शिक्षण प्रक्रिया

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

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

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

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

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

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

५. मूल्याङ्कन

यस पाठ्यांशको आन्तरिक मूल्याङ्कन विद्यार्थीहरूका निम्नानुसारका कार्यबाट सम्पन्न गरिने छः

१. परियोजना

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

६. सन्दर्भ सामग्री :

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

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

आचार्य, ब्रतराज र गौतम, देवी प्रसाद (२०६१), विशेष नेपाली : प्रयोजनपरक बोध र लेखन काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

सुवेदी, लालानाथ (२०६१), नेपालीबोध र रचनाकौशल काठमाडौं : हिमालय बुक स्टल ।

Far Western University
Faculty of Humanities & Social Sciences
Bachelor of Arts
Fundamentals of Computer and Information Technology

Course no: **CCIT 361**

Full marks: 100

Nature of the course: Theory and Practical

Pass marks: 45

Year: Third

Period per week: 3

Semester: Sixth

Time per period: 1hr

Level: B.A.

Total Period: 45

1. Background

The idea behind this course is to explore various different ways in which information technology and Information systems relates to organizational objectives and goals in a organizational context, given the increasing interrelationship between these two in today's global world.

2. Course Objectives

This is a basic paper of IT to familiarize the students with computer and it's applications in the relevant fields and exposes them to some functions of Microsoft office and with its utility. By the end of this course, it is expected the student will be able:

- 1) To know the fundamentals of computers
 - 2) To understand how to use computer application in day to day applications. 2. Assess and explain global issues surrounding the adoption of information technology.
 - 3) Explain basic concepts about information systems development, implementation and review; and
 - 4) Explain how companies can leverage information technology for competitive advantage and for natural and community development.
- Final examination

3 . Detailed Course Information

| Learning Unit | Unit Objectives | Unit Outlines | Net Contact Hours |
|-----------------------------------|--|---|-------------------|
| UNIT 1 Fundamental of Computer | After reading and studying this chapter, students should be able to: <ol style="list-style-type: none"> a. Know about the computer and characteristics of a computer. b. List the major parts of computer and computer system c. Identify the types of computers. d. Provide examples of input and output devices. | <ul style="list-style-type: none"> • Computer system concepts, Computer system characteristics, Capabilities and limitations, • Types of computers Generations of computers, Personal Computer (PCs)- evolution of PCs, configurations of PCs - Pentium and Newer, PCs specifications and main characteristics. • Basic components of a computer system - Control unit, ALU, • Input / Output functions and | 7 |

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|--|---|---|---|
| | e. List units of measures for computer memories and storages. | characteristics, <ul style="list-style-type: none"> Memory - Ram, ROM, EPROM, PROM and other types of memory. | |
| UNIT 2 Computer Software and classification | After reading and studying this chapter, students should be able to: <ul style="list-style-type: none"> a. Differentiate the two main categories of computer software. b. List the specific types of application software c. List all the major PC operating system d. Differentiate between the terms operating environment and operating systems. | Software and its Need, Types of Software - System software, Application software, System Software - Operating System, Utility Program, Programming language, Assemblers, Compilers and Interpreter, Introduction to operating system for PCs-DOS Windows, Linux, File Allocation Table (FAT & FAT 32), files & directory structure and its naming rules, booting process, system files Programming languages - Machine, Assembly, High Level, 4GL, their merits and demerits. | 4 |
| UNIT 3 Office Automation Software | After reading and studying this chapter, students should be able to: <ul style="list-style-type: none"> a. Identify basic word processing tools and simplify documents editing. b. Explain what is meant by "selecting" parts of a document. c. Identify special features commonly found in modern word processor such as editing, formatting, mail merging etc. d. Know about some financial tools such spreadsheet. e. Define and differentiate the terms worksheet and spreadsheet. f. List the types of data analysis tools commonly found in spreadsheet and describe their uses. g. Describe the basic purpose of presentation program. h. Explain process of creating a presentation slides. | <ul style="list-style-type: none"> Introduction to office automation Suite Word processor - characteristics of word processor such as - open word or MS Word for word processing - creating, formatting and printing documents. Inserting objects from other MS applications - merge printing documents Spreadsheet Application: Creating, formatting and printing worksheets Functions in Excel - goal seek, scenario management - financial functions - PMT, NPV, IRR, IPMT, ISPMT - statistical functions - AVERAGE, MEDIAN, AVEDEV, CORREL, INTERCEPT, MAX, MIN- database in spreadsheet - DMAX, DMIN, DAVERAGE, DCOUNT - graphics in Excel - creating, formatting and printing graphs - Presentation Software such as Open office presentation program or Microsoft PowerPoint - creating presentations in PowerPoint - applying templates - recording narration - presenting animation | 8 |

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| | | - inserting hyperlink - inserting slide number, date and time - inserting picture into slide - slide transition- running slide show. | |
| UNIT 4 Foundation of | After reading and studying this chapter, students should be able to: a. Explain why knowledge of information systems is important for business professional b. Give examples to illustrate how the business applications of information systems can supports a firm's business process, managerial decision making, and strategies for competitive advantages. c. Provide examples of several major types of information systems from your experiences with business organizations in the real world. d. Identify several challenges that a business manager might face in managing the successful and ethical development and use of information technology. | <ul style="list-style-type: none"> • Information System, Data, Information and knowledge • Information system vs Information Technology • Components of IS and resources of Information System • System Concept: Computer Based Information system • Trends in information System • Roles of Information system • Managerial Challenges of IT. Unit Case Study | 5 |
| UNIT 5 Telecommunication and Computer Network | After reading and studying this chapter, students should be able to: a. Describe the benefits of using a network. b. Identify the media and topologies commonly used in networks. c. Know about the different network components. d. Illustate the uses of network operating system e. Explain how computer data travels over telephone line f. Explain the importance of Telecommunication in modern business process. | Use of communication and IT, Communication Process, Communication types - Simplex, Half Duplex, Full Duplex, Communication Protocols, Communication Channels - Twisted, Coaxial, Fiber Optic, Serial and Parallel Communication, Modem - Working and characteristics, Types of network Connections - Dialup, Leased Lines, ISDN, DSL, RF, Broad band, Types of Network - LAN, WAN, MAN, Internet, VPN etc., Topologies of LAN - Ring, Bus, Star, Mesh and Tree topologies, Components of LAN - Media, NIC, NOS, Bridges, HUB, Routers, | 5 |

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|---|---|--|---|
| | | Repeater and Gateways. Internet - Evolution, World Wide Web Introduction to Telecommunication and business value of Telecommunications. Telecommunication Systems in Nepal. Internet Services, Convergence of technologies. | |
| UNIT 6 Database Resource Management | After reading and studying this chapter, students should be able to: a. Explain the importance of implementing data resource management process and technologies in an organization b. Explain how database management software helps business professionals and supports the operations and management of a business c. Provide examples to illustrate each of the following concepts: i) Major types of database ii) Data warehouse and data mining iii) Fundamental database structure iv) Database Development | <ul style="list-style-type: none"> • Introduction to Database • Application of Database and Database Management System • Database Resource Management • File structure and its concept • Online, read time, and batch processing, concept of database • Types of database (operational, Analytical, distributed, hypermedia) • Data Dictionary and Data manipulating language, data planning • Data warehouse and data mining, Knowledge Discovery, and Knowledge Management Unit Case Study | 7 |
| UNIT 7 e-commerce | After reading and studying this chapter, students should be able to: a. Know the basic of e-commerce, its advantages and disadvantages, b. Compare the technology of e-commerce and m-commerce. | <ul style="list-style-type: none"> • Introduction to e-commerce • Types of e-commerce based on transaction • Relation of c-commerce, e-commerce, I-commerce, and m-commerce • Benefits to consumer, organization and Society Unit Case Study | 3 |
| UNIT 8 Enterprise e-business systems | After reading and studying this chapter, students should be able to: a. Identify and give examples to illustrate the following aspects of ERM and SCM systems: i) Business process support ii) Customer and business value provided | <ul style="list-style-type: none"> • e-Business and importance • Types of e-Business Models • Enterprise systems • Enterprise Resources Planning (ERP): features, selection criteria, merits, issues and challenges in Implementation - supply Chain Management (SCM): Features, Modules in | 5 |

| | | | |
|---|--|---|---|
| | iii) Potential challenges and trends | <p>SCM</p> <ul style="list-style-type: none"> • Customer Relationship Management (CRM) Phases. • Knowledge Management and e-governance. • Nature of IT decision - Strategic decision - Configuration design and evaluation information technology implementation plan. • Unit case study | |
| UNIT 9 Security and Ethical Challenges | <p>After reading and studying this chapter, students should be able to:</p> <ol style="list-style-type: none"> a. Identify several ethical issues in how the use of in business affects employments individuality, working conditions, privacy, crime, health and solutions to societal problems. b. Identity several types of security management strategist and defences and explain how they can be used to ensure the security of business applications of IT. | <p>Computer Virus and threats, Security and Ethical Challenges: Ethical responsibilities of Business professionals - Business, technology; Computer crime - Hacking, cyber theft, unauthorized use at work; Piracy - software and intellectual property; Privacy - Issues and the internet Privacy; Challenges - working condition, individuals; Health and Social Issues, Ergonomics and cyber terrorism. Unit Case Study</p> | 4 |

Far Western University
Faculty of Humanities & Social Sciences
Bachelor of Arts

Course Title: **Computational Literacy**

Course No. : **CMTH 471**

Level: B.A.

Year: Fourth Semester: Seventh

Full marks: 100

Credit Hour: 3 (45 hours)

Pass marks: 45

1. Course Introduction

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

2. General Objectives

General objectives of this course are as follows:

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

3. Contents in Detail with Specific Objectives

| Specific Objectives | Contents |
|---|--|
| <ul style="list-style-type: none"> • determine union, intersection, difference, complement of sets. • solve everyday problems related to cardinality of sets. | <p>Unit 1: Sets (5 hours)</p> <p>1.1 Operations of set (union, intersection, difference, complement, etc.)</p> <p>1.2 Cardinality of sets</p> |
| <ul style="list-style-type: none"> • compute the Cartesian product of the | <p>Unit 2: Functions and Equations (5 hours)</p> |

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| <p>given sets.</p> <ul style="list-style-type: none"> • define and determine the nature of relation under given conditions, • find domain and range of the given relation. • define function with examples • compute the functional value of algebraic functions. • solve equations with one variable, two variables and three variables . | <p>2.1 Cartesian Product 2.2 Relation, domain and range of a relation 2.3 Function (function as relationship, function as machine, function as system) 2.4 Equation involving one variable, two variables and three variables</p> |
| <ul style="list-style-type: none"> • recognize simple and compound statements with examples. • use logical connections (e.g., and, or, if-then etc) for compound statements • determine truth value of a compound statement through the truth table • use Venn-diagram to determine the validity of logical arguments. | <p>Unit 3: Logic (5 hours) 3.1 Simple and compound statements 3.2 Logical connections 3.3 Truth value and truth table 3.4 Uses of Venn-diagram in determining the validity of statements</p> |
| <ul style="list-style-type: none"> • select a suitable way of presenting raw statistical data • develop an awareness of advantages and limitations of different representation styles • construct and interpret different (e.g., stem-and-leaf diagrams, box-and-whisker plots, histograms and cumulative frequency) representational graphs. • exemplify and use different measures of central tendency in appropriate contexts (mean, median, mode) • define and explain the use of the measures of dispersion (range, interquartile range, mean deviation and standard deviation). • estimate the directional extent to which the distribution is away from the symmetrical distribution. • explain the use of correlation in various fields, • determine the relationship between two variables. | <p>Unit 4: Data Handling (15 hours) 4.1 Collection and representation of data 4.2 Stem-and-leaf diagram, box-and-whisker plots, histograms and cumulative frequency graphs 4.3 Measures of central tendency (mean, median, mode) and their strengths. 4.4 Measures of dispersion (range, interquartile range, mean deviation and standard deviation) and their strengths 4.5 Skewness 4.5.1 Positively and negatively skewed distributions 4.5.2 Measure of skewness, its coefficient and application of the measures 4.6 Correlation 4.6.1 Positive and negative; linear and non-linear 4.6.2 Scatter Diagram and Karl Pearson's correlation coefficient 4.6.3 Uses of correlation</p> |
| <ul style="list-style-type: none"> • To define and exemplify permutation (arrangement) and combination (selection) • To solve some basic problems of arrangement and selection via permutation and combination. • To solve the problems related to arrangements with repetition and restrictions. | <p>Unit 5 Permutation and Combination (6 hours) 5.1 Definition of permutation and combination with examples 5.2 Problems related to permutation and combination involving selection and arrangements 5.3 Arrangement with repetition, arrangements with restrictions</p> |

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|--|--|
| <ul style="list-style-type: none"> • To explain the difference between classical and empirical probability, • To calculate the probability by means of the enumeration of equiprobable elementary events. • To apply addition and multiplication rule for calculating probabilities in simple cases • To recognize exclusive and independent events • To calculate the conditional probability values in simple cases (solutions are performed by means of tree diagram). | <p>Unit 6 Probability (7 hours)</p> <p>6.1 Classical probability and empirical probability</p> <p>6.2 Probability by means of enumeration of equiprobable elementary events</p> <p>6.3 Addition and multiplication of probabilities in simple cases</p> <p>6.4 Exclusive and independent events, conditional probability in simple cases.</p> |
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4. Recommended & Reference Books

Recommended Books

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

Reference Books

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