

**Mid-West University  
Graduate School of Education  
Surkhet, Nepal**



**B.Ed. in English Education  
First Semester Curriculum  
2025**

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

## **First Semester**

<b>1. English Grammar and Comprehension (COM411)</b>	<b>C.H. – 3</b>
<b>2. Aniwarya Nepali I (COM412)</b>	<b>C.H. – 3</b>
<b>3. Foundation of Education (EDU413)</b>	<b>C.H. – 3</b>
<b>4. Linguistics for Language Teachers (ENG414)</b>	<b>C.H. – 3</b>
<b>5. Study Skills &amp; Academic Writing (ENG415)</b>	<b>C.H. - 3</b>

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**B.Ed. in English Education**

Course Title: English Grammar and Comprehension  
 Level: B.Ed.  
 Semester: First

Course code: COM411  
 Nature of Course: Theoretical  
 Credit Hours: 3

**1. Course Description**

This course aims to develop foundational skills in English grammar, vocabulary, reading, and writing for undergraduate education students. It offers both theoretical knowledge and practical application of grammatical rules, sentence structures, and vocabulary, allowing students to create clear and meaningful communication in academic and professional settings. The course also boosts learners' comprehension abilities through the critical reading of various literary and informational texts. Additionally, it improves their writing skills for different purposes, such as essays, letters, and reports. This program aligns with the broader B.Ed. objectives, which focus on equipping future educators with strong language skills and effective communication—essential for classroom teaching and academic achievement.

**2. Competencies**

Upon completion of this course, students will be able to:

- **Comp 1:** Identify and explain fundamental grammatical structures, vocabulary forms, and conventions of English writing.
- **Comp 2:** Apply grammatical rules, vocabulary, and reading strategies to construct coherent sentences, paragraphs, and interpret texts with critical awareness.
- **Comp 3:** Evaluate the accuracy and effectiveness of language use in written and spoken forms, and create academic and professional texts demonstrating grammatical precision and communicative clarity.

**3. Course Content**

Unit/Content/Teaching Hours	Specific Learning Outcomes	Detailed contents/Depth of content
Unit 1: Basic English Grammar (16 Hrs.)	1. <b>Identify and explain</b> the fundamental sentence structures. 2. <b>Apply and construct</b> grammatically correct sentences, dialogues, and short texts using appropriate English grammar. 3. <b>Analyze and evaluate</b> grammatical features in written and spoken texts, detecting common errors in English. 4. <b>Compose and create</b> coherent academic, creative, and professional writing in English.	1.1 Introduction to English Grammar 1.2 Reasons for Learning English Grammar 1.3 Use of English Grammar 1.3.1 Use of Article 1.3.2 Use of Preposition 1.3.3 Use of Conjunction 1.3.4 Tense 1.3.5 Conditional Sentence 1.3.6 Subject-Verb Agreement 1.3.7 Clause 1.3.8 Causative Verbs 1.3.9 Voice 1.3.10 Reported Speech 1.3.11 Transformations
Unit 2: Basic English Vocabulary (10 Hrs)	1. Distinguish literal, figurative, and contextual meanings of words, and recognize various vocabulary forms such as synonyms, antonyms, homonyms, hyponyms, and homophones in spoken and written texts. 2. Apply and construct appropriate vocabulary by using single words for expressions, phrasal verbs, idioms, and derivatives in sentences, dialogues, and short texts.	2.1 Meaning of the Words 2.1.1 Literal meaning 2.1.2 Figurative meaning 2.1.3 Contextual meaning 2.2 Single Word for Expressions 2.3 Synonyms 2.4 Antonyms 2.5 Phrasal Verbs 2.6 Idioms 2.7 Derivatives 2.8 Homonyms 2.9 Hyponyms 2.10 Homophones

	3. Compose and create coherent academic, creative, and professional writing pieces by integrating the vocabulary items in English.	
Unit 3: Reading Comprehension (10 Hrs.)		3.4 Reading Actively (Previewing and Annotating) 3.5 Nancy Mairs Disability (Annotated Essay) 3.6 Developing an Understanding (Summarizing and Thinking Critically) 3.7 Analyzing Written Works (Meaning, Writing Strategies and Language) 3.8 Examining Visual Images (Seeing the Big Picture and Taking a Critical Look) 3.9 Reading for Pleasure 3.9.1 Solitary Reaper William Wordsworth 3.9.2 A Poison Tree William Blake 3.9.3 The road not Taken (Poem) Robert Frost 3.9.4 'Baisakh' (Poetry) Madhav Prasad Ghimire 3.9.5 'Chasing Dreams' (Poetry) Abhi Subedi 3.9.6 'Teacher' (Short Story) - Vishnu S. Rai 3.9.7 Reminiscing of Childhood Days (Essay) – Govind Raj Bhattarai
Unit 4: Basic Writing in English		4.1 Basic Use of Punctuation in English 4.1.1 Capitalization 4.1.2 Full Stops 4.1.3 Comma 4.1.4 Colons 4.1.5 Semi-Colons 4.1.6 Question Marks 4.1.7 Apostrophes 4.1.8 Hyphens 4.2 Basic Writings in English 4.2.1 Paragraph Writing 4.2.2 Letter Writing 4.2.3 Email Writing 4.2.4 Essay Writing 4.2.5 CV Writing 4.2.6 Job Application Writing 4.2.7 Report Writing

#### 4. Teaching Learning Strategies

- **Communicative Language Teaching (CLT):** Encourages interaction through real-life communication tasks (e.g., dialogues, interviews, classroom debates).
- **Task-Based Learning (TBL):** Students complete meaningful tasks such as writing a short story, summarizing a poem, or drafting a job application.

- **Blended Learning Approach:** Integration of digital platforms (YouTube, Grammarly, BBC Learning English, Kahoot) for grammar and vocabulary practice.
- **Reflective Learning:** Learners maintain personal reflection logs to record their grammatical progress and reading comprehension development.
- **Collaborative and Cooperative Learning:** Pair/group work, peer assessment, and collaborative projects promote teamwork and communication.
- **Differentiated Instruction:** Activities are designed for varied proficiency levels—extra grammar drills for weaker learners and creative writing tasks for advanced ones.
- **Problem-Based Learning (PBL):** Students identify honest communication or writing issues and find grammatical or stylistic solutions.

##### 5. Assessment and Evaluation

The assessment and evaluation system for this course is designed to promote continuous learning, active participation, and academic integrity. It integrates both internal (40%) and external (60%) components to ensure a balanced measurement of students' knowledge, skills, and performance. The internal evaluation emphasizes students' regularity, discipline, engagement in classroom activities, and consistent academic progress through unit tests, assignments, project work, and presentations.

##### Internal Evaluation Scheme (40%)

Evaluation Component	Weightage
Attendance & Discipline	10%
Mid-Term	10%
Assignments /Project Work	10%
Presentation	10%

##### External Evaluation – 60%

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

##### 6.

##### 7. References

- Alam, S. (2024). *Exploring English phrasal verbs: Navigating the versatility of phrasal verbs*. Saiful Alam (Unit 2)
- Bailey, S. (2014). *Academic writing: A handbook for international students*. Routledge. (Unit 4)
- Huddleston, R., Pullum, G. K., & Reynolds, B. (2022). *A student's introduction to English grammar*. Cambridge University Press. (Unit 1)
- Kennedy, L. et al. (2020). *The Bedford Reader (14<sup>th</sup> eds.)*. Bedford/St. Martin's. (Unit 3)
- Ordway, E. B. (2024). *Synonyms and Antonyms: An Alphabetical List of Words in Common Use, Grouped with Others of Similar and Opposite Meaning*. Sully and Kleinteich. (Unit 2)
- Osmond, A. (2024). *Academic writing and grammar for students*. (Units 1 and 4)
- Rai, V.S. (2016), *Martyr and other stories*. Oriental Publication.
- Stewart, L. K. (2025). *English grammar*. American Book Company (Unit 1)
- The Royal Nepal Academy. (2005). *Nepalese Literature*. Royal Nepal Academy
- Xavier, C., & Chia, A. (2025). *Teaching English grammar in Asian contexts: Making meaning with grammar*. Taylor & Francis. (Unit 1)

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पाठ्यांश शीर्षक : अनिवार्य नेपाली- १  
तह : वि. एड.  
सत्र : पहिला

पाठ्यांश सङ्ख्या : नेपा ४१२  
पाठ्यांश प्रकृति : सैद्धान्तिक/प्रायोगिक  
क्र.आ. : ३

यो पाठ्यक्रम मध्यपश्चिमाञ्चल विश्वविद्यालय, ग्याजुएट स्कुल अफ एजुकेशन अन्तर्गत चार बर्से सेमेस्टर प्रणालीमा आधारित स्नातक (ब्याचलर्स इन एजुकेशन) मा अध्ययन गर्ने विद्यार्थीहरूलाई नेपाली भाषामा विशिष्ट बोध, अभिव्यक्ति र रचना कौशलको विकास गर्न तयार पारिएको हो । यस पाठ्यक्रममा शब्दभण्डार, वाक्यतत्त्वपरक रचना, नेपाली वाङ्मयका विभिन्न क्षेत्रका गद्यांशको पठनबोध, सूचनाको रूपान्तर, बुँदाटिपोट, व्यावहारिक लेखन तथा निबन्ध लेखनका साथै निर्धारित साहित्यिक कृतिहरूको पठन, आस्वादन र अभिव्यक्ति क्षमताको विकास गर्ने पाठ्यसामग्रीहरू समावेश गरिएका छन् ।

## २. साधारण उद्देश्य

- नेपाली वाङ्मयका विविध क्षेत्रमा प्रयुक्त शब्दहरूको स्रोत, वर्ग र वनोट पहिचान गरी वाक्यमा तिनको शुद्ध रूपको सन्दर्भपूर्ण प्रयोग गर्ने,
- नेपाली वाक्यतत्त्वको स्वरूप पहिचान गरी निर्देशित रचना (वाक्यान्तरण) र वाक्यसंश्लेषण गर्ने,
- वाङ्मयका विविध क्षेत्रका गद्यांशहरू पढी तिनमा आधारित बोधप्रश्नहरूको उत्तर दिने,
- तालिका, चित्राकृति (डायग्राम) को सूचनालाई अनुच्छेदमा रूपान्तर गर्न तथा अनुच्छेदमा रहेका सूचनालाई तालिका र चित्राकृतिमा रूपान्तर गर्ने,
- सम्बद्ध गद्यांशको बुँदा टिपोट गर्ने र बुँदाका आधारमा अनुच्छेदको रचना गर्ने,
- पाठ वा पाठांशका विषयवस्तुमा आधारित भई निर्देशित अनुच्छेद रचना गर्ने,
- निर्धारित ढाँचामा आधारित भई व्यावहारिक लेखन तयार गर्ने,
- विभिन्न विषयमा आत्मपरक तथा वस्तुपरक निबन्ध लेख्ने,
- निर्धारित कविता, गीत, गजल, निबन्ध, कथा तथा एकाङ्की/नाटक रचनाको अध्ययन तथा तिनको आस्वादन र प्रतिक्रियात्मक अभिव्यक्ति दिने ।

विशिष्ट उद्देश्य	पाठ्यविषय
<ul style="list-style-type: none"> <li>● नेपालीका विभिन्न स्रोतका शब्दको पहिचान गर्न,</li> <li>● नेपालीका विभिन्न शब्दवर्गबारे परिचित हुन,</li> <li>● शब्दवर्ग छुट्टयाई शब्दको वनोट देखाउन ।</li> <li>● वर्णविन्यासको सही प्रयोग गर्न</li> <li>● निर्देशित रचना तयार गर्न</li> </ul>	<p><b>एकाइ एक : शब्द, शब्दनिर्माण र वाक्यतत्त्वपरक रचना (१० घण्टा)</b></p> <p>१.१ शब्दस्रोत १.२ शब्दवर्ग १.३ शब्दवनोट १.४ वर्णविन्यास १.५ निर्देशित रचना (वाक्यान्तरण : लिङ्ग, पुरुष, काल, पक्ष)</p>
<ul style="list-style-type: none"> <li>● नेपाली वाङ्मयका विभिन्न क्षेत्रसँग सम्बन्धित दृष्टांश र अदृष्टांश पाठ/पाठांशबाट सामान्य बोधात्मक प्रश्नको उत्तर दिन ।</li> </ul>	<p><b>एकाइ दुई : पठनबोध (५ घण्टा)</b></p> <p>नेपाली वाङ्मयका शिक्षा, अर्थव्यवस्था, भूगोल तथा ऊर्जा, वातावरण तथा जैविक विविधता, विज्ञान तथा प्रविधि सम्बन्धी दृष्टांश र अदृष्टांश पाठ वा पाठांशमा आधारित अनुमानात्मक, निष्कर्षात्मक, तथ्यात्मक तथा समीक्षात्मक प्रकृतिका प्रतिक्रियामूलक सामान्य बोध प्रश्नहरूको अभ्यास ।</p>
<ul style="list-style-type: none"> <li>● तालिका र चित्राकृति (डायग्राम) को सूचनालाई अनुच्छेदमा र अनुच्छेदमा रहेका सूचनालाई तालिका र चित्राकृति (डायग्राम) मा रूपान्तर गर्न ।</li> </ul>	<p><b>एकाइ तीन : सामान्य सूचनाको रूपान्तर (६ घण्टा)</b></p> <p>३.१ तालिकाको अनुच्छेदमा रूपान्तर ३.२ सूचनाको तालिकीकरण ३.३ चित्राकृति (वृत्ताकार र स्तम्भ) को अनुच्छेदमा रूपान्तर ३.४ अनुच्छेदका सूचनाको चित्राकृति (वृत्ताकार र स्तम्भ) मा रूपान्तर</p>
<ul style="list-style-type: none"> <li>● विभिन्न अनुच्छेदबाट बुँदा टिपोट गर्न ।</li> <li>● बुँदाका आधारमा अनुच्छेदको रचना गर्न ।</li> <li>● विभिन्न प्रकृतिका निर्देशित अनुच्छेद रचना गर्न ।</li> </ul>	<p><b>एकाइ चार : बुँदा टिपोट र अनुच्छेद रचना (५ घण्टा)</b></p> <p>४.१ अनुच्छेदबाट बुँदा टिपोट ४.२ बुँदाका आधारमा अनुच्छेदको रचना ४.३ निर्देशित अनुच्छेद लेखन</p>

<ul style="list-style-type: none"> <li>● विज्ञापन, शुभकामना, बधाई ज्ञापन, व्यक्तिवृत्त र प्रतिवेदनका नमुना तयार गर्न</li> <li>● विभिन्न विषयसँग सम्बद्ध आत्मपरक र वस्तुपरक निबन्ध सिर्जना गर्न ।</li> </ul>	<p><b>एकाइ पाँच : व्यावहारिक र निबन्ध लेखन (८ घण्टा)</b></p> <p>५.१ व्यावहारिक</p> <p>५.१.१ विज्ञापन लेखन      ५.१.२ शुभकामना, बधाई ज्ञापन</p> <p>५.१.३ व्यक्तिवृत्त लेखन      ५.१.४ प्रतिवेदन लेखन</p> <p>५.२ निबन्ध लेखन</p> <p>५.२.१ आत्मपरक र वस्तुपरक, निबन्ध सिर्जना</p>
<ul style="list-style-type: none"> <li>● कविता, गीत, गजल, निबन्ध, कथा र नाटकको सरसर्ती अध्ययन गरी तिनको आस्वादन गर्न ।</li> </ul>	<p><b>एकाइ छ : साहित्यिक कृतिको अध्ययन (१४ घण्टा)</b></p> <p>६.१ कविता/गीत/गजल (४ घण्टा)</p> <p>६.१.१ माधव घिमिरे : सगरमाथा महान हेर</p> <p>६.१.२ विमल निभा : टोल</p> <p>६.१.३ अमर गिरी : साधारण सपना</p> <p>६.२ नेपाली निबन्ध (३ घण्टा)</p> <p>६.२.१ लक्ष्मीप्रसाद देवकोटा : भलादमी</p> <p>६.२.२ राजेन्द्र सुवेदी : खाली बोटल</p> <p>६.३ नेपाली कथा (४ घण्टा)</p> <p>६.३.१ भवानी भिक्षु : सावित्रीको बाखो</p> <p>६.३.२ भूमक घिमिरे : पर्दा, समय र मान्छेहरू</p> <p>६.३.३ महेश विक्रम शाह : गाउँमा गीतहरू गुन्जिँदैनन्</p> <p>६.४ नेपाली नाटक (३ घण्टा)</p> <p>६.४.१ विजय मल्ल : मानिस र मुखुण्डो</p>

#### ४. शिक्षण प्रक्रिया

प्रत्येक पाठ्य एकाइमा पाठ्यवस्तुको प्रकृति र आवश्यकता अनुसार व्याख्यान, प्रश्नोत्तर, छलफल, उदाहरण, प्रदर्शन, गृहकार्य, सामूहिक कार्य, अभ्यास र प्रस्तुतीकरण विधिहरूको उपयोग गरिनेछ। व्याख्यान विधिलाई कमभन्दा कम उपयोग गरी विद्यार्थी सहभागितामूलक शिक्षण कार्यकलापहरूलाई बढी महत्त्व दिइनेछ। यसै गरी पाठ्यपुस्तक, सन्दर्भपुस्तक, पाठपत्र, आरेख, तालिका, सूची आदि समेतको उपयोग गरेर योजनाबद्ध शिक्षण गर्नमा जोड दिइने छ।

#### ५. मूल्याङ्कन प्रक्रिया

मूल्याङ्कन दुई प्रकारले गरिनेछ : (१) आन्तरिक मूल्याङ्कन, यसका निम्ति ४० प्रतिशत अङ्क निर्धारण गरिएको छ, (२) बाह्य मूल्याङ्कन, यसका निम्ति ६० प्रतिशत अङ्क निर्धारण गरिएको छ। आन्तरिक मूल्याङ्कन कक्षा शिक्षण सँगसँगै गरिनेछ र बाह्य मूल्याङ्कन सेमेस्टरका अन्त्यमा विश्वविद्यालय परीक्षा प्रणालीले निर्धारण गरेअनुसार हुनेछ। यसका लागि निम्नानुसारको प्रश्नयोजना रहनेछ :

##### आन्तरिक मूल्याङ्कन (४० प्रतिशत)

कार्य	अङ्क
हाजिरी उपस्थिति	५%
गृहकार्य (पटकपटक)	१०%
कक्षा प्रस्तुतीकरण	१०%
परियोजना कार्य	५%
लिखित परीक्षा	१०%

१० अङ्क शिक्षकले कक्षा कार्यकलापभित्र लिखित, मौखिक, प्रयोगात्मक, गृहकार्य, कक्षाकार्य वा परियोजना कार्यका रूपमा सञ्चालन गर्न सक्नेछन्।

##### बाह्य परीक्षा (६० प्रतिशत)

वस्तुगत प्रश्न	७×१=७	७ वटा प्रश्न	वस्तुगत प्रश्न : समग्र पाठयांशबाट
बोधात्मक प्रश्न	४×२=८	४ वटा प्रश्न	बोधात्मक प्रश्न : पठनबोधबाट र
सङ्क्षिप्त उत्तरात्मक प्रश्न	५×५=२५	२ विकल्पसहित ६ वटा प्रश्न	सङ्क्षिप्त उत्तरात्मक प्रश्न : समग्र पाठबाट
विवेचनात्मक प्रश्न	२×१०=२०	१ विकल्पसहित ३ वटा प्रश्न	विवेचनात्मक प्रश्न : साहित्यिक पाठ र निबन्ध लेखनबाट

## सन्दर्भ सामग्री

- अधिकारी, हेमाङ्गराज (२०७१). *समसामयिक नेपाली व्याकरण*. (पाचौं सं.) काठमाडौं : विद्यार्थी पुस्तक भण्डार ।
- गिरी, अमर, (२०७६ चैत्र २८). *अमर गिरीका चार कविता*. <https://rb.gy/iwvixc>
- घिमिरे, भूमक, (२०६२). *समय, पर्दा र मान्छेहरु*. विवेक सिर्जनशील प्रकाशन प्रा.लि।
- घिमिरे माधव (२०१७ जुन २८). *सगरमाथा महान हेर* । <https://rb.gy/9hsbqc>
- देवकोटा, लक्ष्मीप्रसाद, (२०६४). *लक्ष्मी निबन्ध सङ्ग्रह*. (संस्क. सत्रौं), साभ्ना प्रकाशन । <https://rb.gy/03ahl4>
- निभा, विमल, (२०२० जुन १७). *टोल* । <https://rb.gy/x5yhjh>
- पौडेल, हेमनाथ, भट्टराई, रामप्रसाद र चौलागाईं प्रेमप्रसाद (२०७७), *प्रज्ञा नेपाली शैक्षणिक व्याकरण*, नेपाल प्रज्ञा- प्रतिष्ठान ।
- बन्धु, चूडामणि (२०४६). *देवकोटा* (दोस्रो संस्क.). साभ्ना प्रकाशन ।
- भिक्षु, भवानी, (२०३८). *आवर्त*. (संस्क. तेस्रो) साभ्ना प्रकाशन ।
- मल्ल, विजय, २०४०. *मानिस र मुखण्डो*. काठमाडौं : नेपाल राजकीय प्रज्ञा प्रतिष्ठान ।
- लम्साल, रामचन्द्र (२०६८). *नेपाली भाषा र व्याकरण*. काठमाडौं : सनलाइट पब्लिकेसन ।
- शर्मा, मोहनराज (२०७१). *प्रज्ञा नेपाली सन्दर्भ व्याकरण*. नेपाल प्रज्ञा प्रतिष्ठान ।
- सुवेदी, राजेन्द्र (२०७१). *जीवन गोप्य सिलवन्दी खाम (खाली बोटल)*. पाठ्यसामग्री प्रकाशन ।
- सिमोन, सि. डिक (सन् १९७८). *फड्सनल ग्रामर*. आम्स्टडम : नर्थ हल्यान्ड पब्लिसिङ कम्पनी ।

**Mid-West University**  
**Graduate School of Education**  
**B.Ed. in English Education**

Course Title: Foundation of Education  
 Level: B.Ed.  
 Semester: First

Course code: EDU413  
 Nature of Course: Theoretical  
 Credit Hours: 3

**1. Course Description**

This course is a core course designed for the students of Bachelor in Education .The course categorized into two parts. The first part of this course is philosophical-foundation which deals with the concept and fields of philosophy and importance of philosophy in education. Along with this philosophical part also incorporates basic and educational philosophies with their concept, major principles and educational implication. The second part of this course is sociological foundation which attempts to develop sociology of education and their implication in education. Similarly, this part also deals with concept of socialization, different agencies and modes of socialization. And education for national integration .Thus the overall focus of this course is to inform students about how the philosophy and society is the foundations of education.

**2. Competencies**

Upon completion of this course, students will be able to:

1. Introduce the concept and the fields of philosophy in brief.
2. Explain the relationship between philosophy and education.
3. Introduce the western educational philosophies and its educational methods in education.
4. Apply the educational implications of educational philosophies.
5. Clarify the concept of religious philosophy in education
6. Discuss role of religious philosophy in curriculum development
7. Illuminate the meaning and importance of socialization
8. State the different agencies of socialization
9. Explain the modes of socialization and their impact in education
10. Describe the meaning of national integration and its importance in education
11. Elaborate the measures and obstacles of national integration.

**3. Course Content**

<b>Unit/Content/Teaching Hours</b>	<b>Learning Outcomes</b>	<b>Detailed contents/Depth of content</b>
<b>Unit 1: Introduction to Philosophy (7 Hrs)</b> 1.1 concept of philosophy 1.2 Fields of philosophy 1.3 Relationship between philosophy and education.	-Explain concept and fields of philosophy. -Show the relationship between philosophy and education.	1.1. concept of philosophy 1.2 Fields of philosophy - Ontology - Epistemology - Axiology 1.3 Relationship between philosophy and education.
<b>Unit 2: Introduction to Western Educational Philosophies (16 Hrs)</b> 2.1- Idealism in education 2.2- Naturalism in education 2.3- Realism in education 2.4- Pragmatism in education 2.5- Progressivism in education 2.6- Reconstructionism in education	Explain the meaning of idealism and discuss its principles. -Discuss the concept of naturalism and its methods of teaching. -Explain the concept of progressivism and reconstructionism.	2.1- Idealism in education - Idealism and methods of teaching -Idealism and curriculum 2.2- Naturalism in education - Naturalism and methods of teaching - Naturalism and curriculum 2.3- Realism in education - Realism and methods of teaching

	<ul style="list-style-type: none"> <li>- Discuss the role of progressivism in curriculum.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Realism and curriculum</li> <li>2.4- Pragmatism in education <ul style="list-style-type: none"> <li>-Pragmatism and methods of teaching</li> <li>Pragmatism and curriculum.</li> </ul> </li> <li>2.5- Progressivism in education <ul style="list-style-type: none"> <li>- Progressivism and methods of Teaching</li> <li>- Progressivism and curriculum</li> </ul> </li> <li>2.6- Reconstructionism in education <ul style="list-style-type: none"> <li>- Reconstructionism and methods of teaching</li> <li>- Reconstructionism and curriculum</li> </ul> </li> </ul>
<p><b>Unit 3: Religious philosophy (10 Hrs)</b></p> <p>3.1- Introduction to Hindu philosophy</p> <p>3.2- Introduction to Buddhist philosophy</p>	<ul style="list-style-type: none"> <li>-Clarify the concept of Hindu and Buddhist philosophy.</li> <li>- Discuss the educational implication of Hindu philosophy in education.</li> <li>-</li> </ul>	<p>3.1-Introduction to Hindu philosophy</p> <ul style="list-style-type: none"> <li>- Aims of Hindu philosophy</li> <li>- Educational implication of Hindu philosophy</li> <li>- Hindu philosophy and curriculum</li> </ul> <p>3.2-Introduction to Buddhist philosophy</p> <ul style="list-style-type: none"> <li>- Aims of Buddhist philosophy</li> <li>- Educational Implication of Buddhist Philosophy</li> <li>- Buddhist philosophy and curriculum</li> </ul>
<p><b>Unit 4: Socialization of the Learners (8 Hrs)</b></p> <p>4.1 Concept of socialization</p> <p>4.2 Main process of socialization</p> <p>4.3 Agencies of socialization</p> <p>4.4 modes of socialization and their impact on education</p>	<p>Explore the concept of socialization.</p> <p>List out the main process of socialization.</p> <ul style="list-style-type: none"> <li>-Discuss the agencies of socialization.</li> </ul>	<p>4.1 Concept of socialization</p> <p>4.2 Main process of socialization</p> <p>4.3 Agencies of socialization</p> <p>4.4 modes of socialization and their impact on education</p>
<p><b>Unit 5: National Integration (7 Hrs)</b></p> <p>5.1 Concept of national integration</p> <p>5.2 measures of national integration</p> <p>5.3 Obstacles of national integration</p> <p>5.4 Role of education for national integration</p>	<p>Elaborate the concept of national integration.</p> <ul style="list-style-type: none"> <li>-Point out the measures of national integration.</li> </ul> <p>Discuss the role of education for national integration.</p>	<p>5.1 Concept of national integration</p> <p>5.2 measures of national integration</p> <p>5.3 Obstacles of national integration</p> <p>5.4 Role of education for national integration</p>

## 6. Teaching Learning Strategies

Discussion, Lecture, Project method, presentation, note making, individual study, demonstration, and seminar session will be used to clarify the suggested contents with this course.

## 7. Assessment and Evaluation

40% Internal and 60% External

**Reference:**

Brannigan,M.C.(2002).The pulse of wisdom: The philosophies of India,China,and Japan (2<sup>nd</sup> ed.).Belmont,CA.Thomson Learning,Inc.

Chaube, S.P. and Chaube.A. (2002).Foundations of education (2<sup>nd</sup>ed.).New Delhi: Vikas publishing House pvt. Ltd.

Kneller,G.F.(1971).Foundations of Education.New York:John wiley and Sons ,Inc Morrish,I.(1978).The sociology of education: An introduction London: George Allen and Unwin.

Ozmon,A.H.and craver,S.M. (1999).Philosophical Foundation of Education (6<sup>th</sup> ed.) New Jersey: Prentice Hall,Inc.

Purkait,B.R. (2004).Principles and practices of education.India:New Central Book Agency(P.) Ltd.

**Mid-West University**  
**Graduate School of Education**  
**B.Ed. in English Education**

Course Title: Linguistics for Language Teachers  
 Level: B.Ed.  
 Semester: First

Course Code: ENG 414  
 Nature of Course: Theoretical  
 Credit Hours: 3

**Course Description**

This course covers the scientific study of language and provides essential linguistic knowledge for language teachers. It examines how language is structured, used, and evolves over time, focusing on key areas such as phonology, morphology, syntax, semantics, and pragmatics. The course also examines language variation, change, and planning, highlighting their implications for English language teaching in multilingual contexts such as Nepal.

**Competencies**

Upon successful completion, students will be able to:

**CO1:** Describe the nature, origin, and characteristics of human language and distinguish it from animal communication.

**CO2:** Explain the major branches, levels, and analytical concepts of linguistics

**CO3:** Analyze word formation, grammatical structures, and sentence patterns in English.

**CO4:** Interpret meaning in context through semantic and pragmatic analysis.

**CO5:** Discuss language variation, change, and planning in relation to English language teaching in Nepal.

**Course Structure and Content**

Unit	Specific Outcomes	Detailed Content
<b>1. Foundations of Language and Linguistics ( 11hrs)</b>	<ul style="list-style-type: none"> <li>• Explain the nature, origin, and characteristics of language.</li> <li>• Identify varieties and levels of language.</li> <li>• Define linguistics and describe its major branches.</li> </ul>	1.1 Definition, origin, and characteristics of language 1.2 Human vs. animal communication 1.3 Language varieties: dialect, register, idiolect, pidgin, creole 1.4 Levels of language 1.5 Definition, scope, and branches of linguistics (general, applied, sociolinguistics, psycholinguistics, etc.)
<b>2. Morphology and Syntax (14 hrs)</b>	<ul style="list-style-type: none"> <li>• Describe the structure and formation of words and sentences.</li> <li>• Identify grammatical categories and transformations in English.</li> <li>• Apply morphological and syntactic analysis to language teaching.</li> </ul>	2.1 Morphs, morphemes, and allomorphs 2.2 Word formation processes and affixation 2.3 Word classes: content and function words 2.4 Phrases, clauses, and sentences: types and functions 2.5 Grammatical functions: subject, object, complement, adverbial 2.6 Grammatical transformations: negation, passivization, question formation, contraction
<b>3. Semantics and Pragmatics (13 hrs)</b>	<ul style="list-style-type: none"> <li>• Define and differentiate semantics and pragmatics.</li> <li>• Explain meaning relations and features of context-dependent meaning.</li> <li>• Analyze speech acts and inferential meaning in communication.</li> </ul>	3.1 Concepts and scope of semantics and pragmatics 3.2 Conceptual and associative meaning 3.3 Sense relations: synonymy, antonymy, hyponymy, polysemy, homonymy, homophony, homography 3.4 Metonymy, collocation, and context 3.5 Reference, inference, deixis, anaphora, presupposition, speech acts, politeness

<b>4. Language Variation, Change, and Planning (10)</b>	<ul style="list-style-type: none"> <li>• Identify language families and types of language variation.</li> <li>• Discuss the historical development and change in languages.</li> <li>• Examine standard vs. vernacular varieties and issues of language planning in Nepal.</li> </ul>	4.1 Language families and classification 4.2 Language change and evolution 4.3 Standard and vernacular language varieties 4.4 Language planning and policy in Nepal
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### Teaching and Learning Strategies

- Interactive lectures and guided discussion
- Group and pair activities
- Class presentations and case analyses
- Project work and mini research tasks
- Self-study and reading assignment

### Assessment Scheme

#### Internal Assessment - 40%

Component	Assessment Description	Weight (%)
Class Participation & Attendance	Active engagement (minimum 80%)	5%
Continuous Assessment	Low-stakes tasks: reading logs, note portfolios, reflections	10%
Mid-Term Assessment	Written test on study and writing principles	10%
Major Academic/Professional Writing Project	Argumentative essay or research proposal with reflection	15%
<b>Total Internal Assessment</b>		<b>40%</b>

#### External Examination- 60%

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

### Recommended Reading

1. Cavallaro, J. (2023). *Everyday linguistics: an introduction to the study of language*. Routledge.
2. Crystal, D. (2010). *The Cambridge Encyclopedia of Language (3rd ed., Paperback, 3 June 2010)*. Cambridge : Cambridge University Press
3. Lyons, J. (2009). *Language and Linguistics*. Cambridge University Press.
4. Lieber, R. (2009). *Introducing Morphology*. Cambridge University Press.
5. McGregor, W. B. (2024). *Linguistics: an introduction*. Bloomsbury Publishing.
6. McEnery, T., & Wilson, A. (2001). *Corpus Linguistics: An Introduction*. Edinburgh University Press.
7. Park-Johnson, S. K., & Shin, S. J. (2020). *Linguistics for language teachers: Lessons for classroom practice*. Routledge
8. Stibbe, A. (2015). *Ecolinguistics: Language, Ecology and the Stories We Live By*. Routledge.
9. Yule, G. (2020). *The Study of Language (7th ed.)*. Cambridge University Press.

**Mid-West University**  
**Graduate School of Education**  
**B.Ed. in English Education**

Course Title: Study Skills and Academic Writing  
 Level: B.Ed.  
 Semester: First

Course code: ENG415  
 Nature of Course: Theoretical  
 Credit Hours: 3

**Course Description**

This course offers fundamental knowledge and practical skills in academic study, critical thinking, writing, and professional communication for future educators. It provides students with the intellectual and hands-on tools needed to succeed in educational programs and careers in education, research, and development organizations. Students explore the recursive process of writing—pre-writing, drafting, revising, and editing—while building proficiency in various academic and professional formats, including essays, reflective journals, policy briefs, research proposals, and institutional reports. The course directly supports the labor-market-driven vision of the B.Ed., serving as a program that prepares students for roles requiring strong communication, analytical reasoning, and digital literacy in teaching, administration, research, and educational development.

**Competencies**

- CO1:** Identify and explain effective study strategies, time management principles, and critical reading techniques suitable for academic and professional settings.
- CO2:** Use structured writing techniques to produce clear, coherent, and grammatically correct essays, reports, and reflections following APA 7th edition citation standards.
- CO3:** Analyze and interpret diverse academic and policy texts to critically evaluate arguments, evidence, and assumptions.
- CO4:** Assess and ethically integrate external research sources to create evidence-based written work that demonstrates academic integrity.
- CO5:** Create and develop original academic or professional outputs—such as research proposals, e-portfolios, and digital submissions—using suitable digital tools, ethical standards, and reflective practices.

**Course Structure and Content**

Unit	Specific Learning Outcomes	Detailed Content
1: Academic Foundations and Critical Engagement (16 Hours)	<ul style="list-style-type: none"> <li>• Demonstrate effective academic self-regulation through goal-setting and time management.</li> <li>• Employ appropriate note-taking and summarizing strategies to capture information from diverse sources.</li> <li>• Critically analyze academic and policy texts for argument quality, evidence, and assumptions.</li> </ul>	1.1 Academic Culture & Self-Regulation (goal setting; time/attention; study planning; metacognition) 1.2 Information Capture & Note-Systems (Cornell, mapping, split-page; summary/abstracting; listening for gist/detail) 1.3 Critical Reading & Source Deconstruction (claim/evidence/assumptions; bias; structure; warrants; context)
2: Academic & Professional Writing (16 Hours)	<ul style="list-style-type: none"> <li>• Apply process writing techniques to academic and workplace documents.</li> <li>• Produce coherent and cohesive paragraphs using appropriate structural patterns.</li> <li>• Compose texts suited to specific genres and audiences in</li> </ul>	2.1 Process Writing & Style (pre-write → draft → revise/edit; tone/register; sentence economy; clarity) 2.2 Coherence, Cohesion & Paragraphing (topic focus; TEEL; transitions; flow; parallelism) 2.3 Genres & Audiences (argumentative &

	educational and professional settings.	expository essays; reflective journals; email etiquette; policy brief basics)
3: Research, Documentation & Ethics (16 Hours)	<ul style="list-style-type: none"> <li>• Locate, evaluate, and synthesize research sources relevant to educational contexts.</li> <li>• Develop small-scale research proposals or concept notes aligned with ethical standards.</li> <li>• Demonstrate academic integrity and proper documentation using APA 7 guidelines.</li> </ul>	3.1 Research Literacy & Synthesis (database search; grey literature; triangulation; synthesis paragraphs) 3.2 Literature Review & Proposal Basics (problem framing; research questions; literature review, methodology, ethics) 3.3 Academic Integrity & APA 7 (plagiarism forms; paraphrase vs. patchwriting; citation and referencing mechanics)

### Teaching – Learning Activities

- **Flipped Learning:** Pre-class readings/videos; in-class workshops on applying writing concepts.
- **Peer Review & Collaboration:** Guided peer feedback on drafts using structured rubrics.
- **Reflective Journals:** Weekly reflective writing on challenges, strategies, and growth.
- **Project-Based Learning (PBL):** Writing and research tasks based on real-world educational and community issues.

### Assessment Scheme

Component	Assessment Description	Weight (%)
Class Participation & Attendance	Active engagement (minimum 80%)	5%
Continuous Assessment	Low-stakes tasks: reading logs, note portfolios, reflections	10%
Mid-Term Assessment	Written test on study and writing principles	10%
Major Academic/Professional Writing Project	Argumentative essay or research proposal with reflection	15%
<b>Total Internal Assessment</b>		<b>40%</b>
<b>Final Examination (External)</b>	University exam testing analytical and applied writing skills	<b>60%</b>

### External Evaluation – 60%

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

## Core Reading

Mid-West University. (Forthcoming). *Manual for Study Skills and Academic Writing*

### *Reading Resources*

- Cottrell, S. (2019). *The Study Skills Handbook* (5th ed.). Red Globe Press.
- Wallace, M., & Wray, A. (2016). *Critical Reading and Writing for Postgraduates*. Sage.
- Gyawali, Y.P., ( 2023) . *Piloting the Academic Landscape: A Guide to Academic Reading, Writing, and Critical Thinking*. Notion Press. <https://www.amazon.in/Piloting-Academic-Landscape-Critical-Thinking/dp/B0CGLXC9RR>
- Selected articles from *the journals*
- Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.
- Oshima, A., & Hogue, A. (2017). *Introduction to Academic Writing* (4th ed.). Pearson.
- Selected articles from *the journals*
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage.

Purdue OWL. *APA Style Guide* – <https://owl.purdue.edu>