



# **LUMBINI BUDDHIST UNIVERSITY**

## **COURSES OF STUDY**

B.A. in Buddhist Studies and Humanities

Lumbini Buddhist University

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## B.A. in Buddhist Studies and Humanities

### Introduction

The course of study is designed to provide a Academic knowledge of Bachelor Level in Buddhist Studies and Humanities (Economics, Major English and Rural Development) to the students who passed the Intermediate Level or Higher Secondary Level. The courses are of 14 Papers. Each of the paper holds 100 Marks. The duration of the course is of three academic years. There will be four papers in first year, five papers in second year and five papers in third year. At the end of each academic year students will have to appear the final examination conducted by University Examination Board.

### Description Three Years Course Cycle

#### First Year

Paper	Code	Subjects	Full Marks
I	ENG202	Compulsory English	100
II	NEP 221	Compulsory Nepali	100
III	BSS231	History of Buddhism and Buddhist Literature	100
IV	ECO221	Micro Economics	100
	ENG321	Western Tradition and Literary Theory	
	RD331	R.D. Theories and Approaches of Rural Development	

#### Second Year

Paper	Code	Subjects	Full Marks
V	ENG	Compulsory English	100
VI	NEP	Buddhist Philosophy	100
VII	BSS	Buddhism in Nepal	100
VIII	ECO	Math and Statistics for Economics	100
	ENG	Essay and Short Stories	
	RD	Rural Economy of Nepal	
IX	ECO	Macro Economics	100
	ENG	Drama and Film	
	RD.	Rural Resources and Environment Management	

#### Third Year

Paper	Code	Subjects	Full Marks
X	BSS	i) New Buddhist Subjects	50
		ii) Buddhist Tourism in Nepal	50
XI	BSS	Buddhist Art and Architecture	100
XII	ECO	Public Finance and International Trade	100
	ENG	English Poetry	
	RD	Rural Sociology and Development	
XIII	ECO	Nepalese Economy and Development Economy	100
	ENG	Critical Thinking and Practical Criticism	
	RD	Government , Institutions and Local Rural Governess	
XIV	<b>(Functional Paper – selective one)</b>		100
	ENG	Functional English	
	ECO	Business Finance	
	RD	Rural Development Practice in Nepal	
	RD	Rural Development Practice in SAARC Countries	
	LAN	Language – Chinese or Korean	

# Paper I

## Compulsory English

**Year: I**  
**Course Code: ENG 202**

**Full Marks: 100**  
**Lecture Hours (LH): 150**

### Compulsory English (Part I)

**Lecture Hours: 75**

#### Course Description

The first semester General English course is a contemporary English course for middle level language learners or undergraduate level students to help develop their English language skills. It is designed to cover the major English language skills. Lively and up-to-date texts taken from authentic sources and engaging topics will be included to stimulate interest and provoke discussion. This course aims at providing a coherent and integrated course of study that will teach core skills in analyzing texts and to develop knowledge of different types of writing and verbal communication, to learn, to analyze and interpret meaning through the study of English language, form and style in various forms of discourse. Upon completion of the course, students will come to understand the structure of English and how it is used for communication and other purposes.

#### Course Objectives

The general objective of the course is to allow students to study texts and authors from a wide range of English writings in order to develop their core skills in reading and writing varieties of English texts. The specific objectives are to enable students to:

- develop critical thinking skills;
- acquire a range of intellectual and interpersonal skills;
- evaluate and interpret text materials;
- explain the materials logically, orally or on paper; and
- work independently and as a member of a group.

#### Course Components

The course consists of 12 sections, each of which deals with the following components:

*Lead in Reading Vocabulary Grammar Listening*  
*Speaking Use of English Vocabulary Writing Review*

The Lead in sections are designed to introduce, through a variety of skills input and activities, the various sub-topics and key vocabulary of the unit.

The Vocabulary sections draw on and expand topic or lexico-grammatical vocabulary from the Lead in, Reading or Use of English pages, and encourage students to use the vocabulary in context.

The Grammar sections adopt a holistic approach to practice newly acquired knowledge.

The Listening sections introduce the topic in question and encourage students to react to what they have heard.

The Speaking sections encourage students to interact with one another and with the whole class.

The Use of English sections are carefully designed to stimulate interests.

The Writing sections give students ample practice in expressing ideas and opinions and write connected paragraphs and essays.

The Review sections mainly test the key vocabulary and grammar studied in then unit.

### **Learning Outcomes**

After completion of the course students will be able to:

- use the vocabulary in context.
- adopt a holistic approach to practice grammatical items.
- to react to what they have heard.
- interact with one another and with the whole class.
- express ideas and opinions and write connected paragraphs and essays.
- plan writing and presentations in a given situation.

### **Course Structure**

The 12 sections are divided in the following 4 units:

Unit I	The circle of life, Wild, What's so funny	(LH 20)
Unit II	Inspired, Real or fake, Journeys	(LH 20)
Unit III	I get the message, A matter of taste, Going to extremes	(LH 20)
Unit IV	All in the mind, Man and machine, Make a difference	(LH 15)

In addition to these units the *Workbook* is an additional material to be used for more class exercises. The *Teacher's Pack* helps teachers to understand overall aspects of the Student's Book and run the class accordingly.

Apart from the textual exercises students can develop their language skills through website materials **Online Skills Practice** which can be accessed through the code provided in the Student's Book and Teacher's Pack.

### **Evaluation Procedure**

The evaluation procedures will be as prescribed by the university.

The internal assessment will comprise of *class tests, quizzes, home assignments, class presentations*, one *mid-term* and *end-term* examinations which will be followed by semester's *end-term* of 3 hrs written examination.

### **Prescribed Text Book**

Davies, Paulla A., and Tim Falla. *FCE Result Student's Book*. Oxford University Press, 2011.

### **References**

Baker, David. *FCE Result Teacher's Pack*. Oxford University Press, 2011

Davies, Paulla A., and Tim Falla. *Result Workbook*. Oxford University Press, 2011.

Carter Ronald, and Michael McCarthy. *Cambridge Grammar of English*. Cambridge University Press, 2006.

*Cambridge Advanced Learner's Dictionary*. 4<sup>th</sup> edition. Cambridge University Press.

### **On line Resources**

Exams Result Student's website: [www.oup.com/elt/result](http://www.oup.com/elt/result).

FCE Result Teacher's Pack: [www.oup.com/elt/teacher/result](http://www.oup.com/elt/teacher/result).

**Evaluation format and model question paper will be provided later in the teacher orientation program.**

## **Compulsory English (Part II)**

**Lecture Hours: 75**

### **Course Description**

The second semester General English course is a contemporary English course for middle level language learners or undergraduate level students to help develop their English language skills. It is designed to cover the major English language skills. Lively and up-to-date texts taken from authentic sources and engaging topics will be included to stimulate interest and provoke discussion. This course aims at providing a coherent and integrated course of study that will teach core skills in analyzing texts and to develop knowledge of different types of writing and verbal communication, to learn, to analyze and interpret meaning through the study of English language, form and style in various forms of discourse. Upon completion of the course, students will come to understand the structure of English and how it is used for communication and other purposes.

### **Course Objectives**

The general objective of the course is to allow students to study texts and authors from a wide range of English writings in order to develop their core skills in reading and writing varieties of English texts. The specific objectives are to enable students to:

- develop critical thinking skills;
- acquire a range of intellectual and interpersonal skills;
- evaluate and interpret text materials;
- explain the materials logically, orally or on paper; and
- work independently and as a member of a group.

### **Course Components**

The course consists of 12 sections, each of which deals with the following components:

*Lead in Reading Vocabulary Grammar*  
*Use of English Writing Review*

The Lead in sections are designed to introduce, through a variety of skills input and activities, the various sub-topics and key vocabulary of the unit.

The Reading sections deal comprehensively with all the reading task types.

The Vocabulary sections draw on and expand topic or lexico-grammatical vocabulary from the Lead in, Reading or Use of English pages, and encourage students to use the vocabulary in context.

The Grammar sections adopt a holistic approach to practice newly acquired knowledge.

The Use of English sections are carefully designed to stimulate interests.

The Writing sections give students ample practice in expressing ideas and opinions and write connected paragraphs and essays.

The Review sections mainly test the key vocabulary and grammar studied in then unit.

### **Learning Outcomes**

After completion of the course students will be able to:

- develop awareness and control of grammatical and lexico-grammatical items.
- use phrases, idioms, collocations etc. in context.
- adopt a holistic approach to practice grammatical items.
- interact with one another and with the whole class.
- understand text structure and development and global meaning.
- express ideas and opinions and write connected paragraphs and essays.
- plan writing and presentations in a given situation.

### **Course Structure**

The 12 sections are divided in the following 4 units:

Unit I	What are you like, Customs and traditions, Looking ahead	(LH 20)
Unit II	Into the wild, Health matters, Would you believe it	(LH 20)
Unit III	Traces of the past, The big issues, It's a crime	(LH 20)
Unit IV	Buying and selling, Entertainment or art, A changing world	(LH 20)

In addition to these units the *Workbook* is an additional material to be used for more class exercises. The *Teacher's Pack* helps teachers to understand overall aspects of the Student's Book and run the class accordingly.

Apart from the textual exercises students can develop their language skills through website materials **Online Skills Practice** which can be accessed through the code provided in the Student's Book and Teacher's Pack.

### **Evaluation Procedure**

The evaluation procedures will be as prescribed by the university.

The internal assessment will comprise of *class tests, quizzes, home assignments, class presentations*, one *mid-term* and *end-term* examinations which will be followed by semester's *end-term* of 3 hrs written examination.

### **Prescribed Text Book**

Gude, Kathy, and Mary Stephens. *Cambridge English Advanced Result Student's Book*. Oxford University Press, 2015.

### **References**

Ludlow, Karen. *CAE Result Teacher's Pack*. Oxford University Press, 2015

Gude, Kathy. *Cambridge English Advanced Result Workbook*. Oxford University Press, 2015.

Carter Ronald, and Michael McCarthy. *Cambridge Grammar of English*. Cambridge University Press, 2015.

*Cambridge Advanced Learner's Dictionary*. latest edition. Cambridge University Press.

### **On line Resources**

Advanced Result Student's website: [www.oup.com/elt/result](http://www.oup.com/elt/result).

CAE Result Teacher's Pack: [www.oup.com/elt/teacher/result](http://www.oup.com/elt/teacher/result).

**Evaluation format and model question paper will be provided later in the teacher orientation program.**

## Paper II अनिवार्य नेपाली

Year: I  
Course Code: NEP 221

Full Marks: 100  
Lecture Hours (LH): 150

### १. पाठ्यांश परिचय

यो पाठ्यक्रम लुम्बिनी बौद्ध विश्वविद्यालय अन्तर्गत बौद्ध तथा मानविकी सङ्कायका स्नातक तहमा अध्ययन गर्ने विद्यार्थीहरूलाई नेपाली भाषामा विशिष्ट बोध, अभिव्यक्ति र रचना कौशलको विकास गर्न तयार पारिएको हो । यस पाठ्यक्रममा नेपाली भाषाको कथ्य र लेख्य स्वरूप, शब्द भण्डार, वाक्यान्तरण, वाक्यतत्वपरक रचना, नेपाली वाङ्मयका विभिन्न क्षेत्रका गद्यांशको पठनबोध, व्यावहारिक लेखन तथा निबन्धात्मक अभिव्यक्तिका साथै निर्धारित साहित्यिक कृतिहरूको पठन, आस्वादन र अभिव्यक्ति क्षमताको विकास गर्ने पाठ्यसामग्रीहरू समावेश गरिएका छन् ।

### २. साधारण उद्देश्य

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

- अक्षर संरचनाको पहिचान गरी नेपाली शब्दहरूको सही वा मानक उच्चारण गर्न,
- नेपाली शब्दहरूको उच्चार्य वर्णविन्यास र लेख्य विन्यासबीचको भिन्नता ख्याल गरी शुद्ध रूपमा नेपाली वर्णविन्यासको प्रयोग गर्न,
- नेपाली शब्दहरूको स्रोत र वर्गको पहिचान तथा तिनको निर्माण प्रक्रिया, रूपायन र सन्धि प्रक्रिया समेत पहिल्याउन
- तालिका, चित्राकृति (डायग्राम), रेखाचित्र (ग्राफ) र आरेखको सूचनालाई अनुच्छेदमा रूपान्तर गर्न तथा अनुच्छेदमा रहेका सूचनालाई तालिका, चित्राकृति आलेख र आरेखमा रूपान्तर गर्न,
- नेपाली वाक्यतत्वको स्वरूप पहिचान गरी वाक्यान्तरण, वाक्यसंश्लेषण/वाक्यविश्लेषण र वाक्यतत्वपरक रचना गर्न,
- वाङ्मयका विविध क्षेत्रका गद्यांशहरू पढी तिनमा आधारित बोध प्रश्नहरूको उत्तर दिन,
- सम्बद्ध गद्यांशको बुँदाटिपोट र सङ्क्षेपीकरण गर्न,
- पाठ वा पाठ्यांशको विषयवस्तुमा आधारित भई स्वतन्त्र अभिव्यक्ति दिन,
- निर्धारित ढाँचामा आधारित भई व्यावहारिक लेखन र प्रतिवेदन तयार गर्न,
- विभिन्न विषयमा आत्मपरक तथा वस्तुपरक निबन्ध लेख्न,
- निर्धारित कविता, गीत/गजल, कथा, निबन्ध, नाटक र उपन्यासको सरसर्ती अध्ययन तथा तिनको आस्वादन गर्न र प्रतिक्रिया दिन ।

### ३. विशिष्ट उद्देश्य तथा पाठ्यविषय

खण्ड क : व्याकरण (अङ्कभार : ४० पाठ्यभार : ६०)

एकाइ एक : अक्षरीकरण र वर्णविन्यास (अङ्कभार : १० पाठ्यभार : १५)

#### विशिष्ट उद्देश्य

- शब्दहरूको अक्षरीकरण गर्न,
- नेपाली वर्णविन्यास प्रयोग गर्न ।

#### पाठ्यविषय

क) शब्दहरूको अक्षरीकरण



ख) नेपाली वर्णविन्यास

एकाइ दुई : नेपाली शब्दभण्डार (अङ्कभार : १५ पाठ्यभार : २२)

विशिष्ट उद्देश्य

- नेपालीका विभिन्न स्रोत र वर्गका शब्दको पहिचान गर्न,
- शब्दको बनोट तथा शब्दमा देखापर्ने ध्वनिविकारको पहिचान र अभ्यास गर्न
- विकारी वर्गको व्याकरणात्मक कोटिका आधारमा रूपायन गर्न

पाठ्यविषय

- क) शब्दस्रोत र शब्दवर्ग : मौलिक र आगन्तुकजस्ता शब्दस्रोत तथा वाक्यात्मक कार्यका आधारमा नौ प्रकारका शब्दवर्ग
- ख) शब्दबनोट र सन्धि : उपसर्ग, प्रत्यय, समास र द्वित्व प्रक्रिया तथा सन्धि
- ग) शब्द रूपायन : नाम, सर्वनाम र विशेषणको रूपायन (लि., वचन, पुरुष, आदर र विभक्तिगत आधारमा) क्रियाको रूपायन -काल, पक्ष, भाव, वाच्य, करण-अकरण, लि. वचन, पुरुषका आधारमा)

एकाइ तीन : वाक्यतत्त्वपरक रचना (अङ्कभार : १५ पाठ्यभार : २३)

विशिष्ट उद्देश्य

- वाक्यान्तरण गर्न
- वाक्यसंश्लेषण र विश्लेषण गर्न
- वर्णनात्मक प्रकृतिका स्वतन्त्र रचना निर्माण गर्न,

पाठ्यविषय

- क) काल, पक्ष, भाव, वाच्य, करण-अकरण, कथन र प्रेरणार्थकताका आधारमा वाक्यहरूको पारस्परिक वाक्यान्तरण
- ख) सरल र जटिल वाक्यहरूको पहिचान गरी आपसमा संश्लेषण र विश्लेषण
- ग) स्वतन्त्र रचना (लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य, करण, अकरणका आधारमा वर्णन)

खण्ड ख : बोध तथा अभिव्यक्ति (अङ्कभार : ४० पाठ्यभार : ६०)

एकाइ चार : पठनबोध (अङ्कभार : १० पाठ्यभार : १५)

विशिष्ट उद्देश्य

- नेपाली वाङ्मयका विभिन्न क्षेत्रसँग सम्बन्धित दृष्टांश र अदृष्टांश, पाठ/पाठांश तथा बोधात्मक प्रश्नको अभ्यास गर्न ।

पाठ्यविषय

नेपाली वाङ्मयका शिक्षा, अर्थव्यवस्था, भूगोल, ऊर्जा, वातावरण, जैविक विविधता, विज्ञान, प्रविधि, स्वास्थ्य, खेलकुद, भाषा साहित्य, सूचना, सञ्चार, समाज, संस्कृति, दर्शन, मनोविज्ञान, कानून, कृषि, वन, जीवजन्तु र वनस्पति आदि क्षेत्रसँग सम्बन्धित सामान्य तथा विशिष्ट दृष्टांश र अदृष्टांश पाठ वा पाठांशमा आधारित बोध प्रश्नहरूको अभ्यास ।

एकाइ पाच : बुँदाटिपोट र सङ्क्षेपीकरण (अङ्कभार : ५ पाठ्यभार : ७)

विशिष्ट उद्देश्य :

- विभिन्न अनुच्छेदबाट बुँदाटिपोट र सङ्क्षेपीकरण गर्न ।

एकाइ छ : सन्दर्भपूर्ण सूचनाको रूपान्तर तथा अनुच्छेद रचना (अङ्कभार : ५ पाठ्यभार : ७.५)

विशिष्ट उद्देश्य

- तालिका, चित्राकृति (डायग्राम) रेखाचित्र (ग्राफ) र आरेखको सूचनालाई अनुच्छेदमा र अनुच्छेदमा रहेका सूचनालाई तालिका, चित्राकृति (डायग्राम), रेखाचित्र (ग्राफ) र आरेखमा रूपान्तर गर्न ।
- विभिन्न प्रकृतिका स्वतन्त्र अनुच्छेद रचना गर्न ।

पाठ्यविषय

- क) तालिकाको अनुच्छेदमा रूपान्तर र सूचनाको तालिकीकरण
- ख) चित्राकृति (वृत्ताकार र स्तम्भ) को अनुच्छेदमा रूपान्तर र सूचनाको चित्राकृति (वृत्ताकार र स्तम्भ) मा रूपान्तर
- ग) रेखाचित्रको अनुच्छेदमा रूपान्तर र अनुच्छेदको रेखाचित्रमा रूपान्तर
- घ) आरेखको अनुच्छेदमा रूपान्तर र अनुच्छेदका सूचनाको आरेखमा रूपान्तर
- ङ) स्वतन्त्र तथा निर्देशित अनुच्छेद लेखन

एकाइ सात : व्यावहारिक लेखन (अङ्कभार : ५ पाठ्यभार : ७.५)

विशिष्ट उद्देश्य :

- विज्ञापन, सम्पादकलाई चिठी, शुभकामना, बधाई ज्ञापन, श्रद्धाञ्जली, समवेदना र व्यक्तिवृत्तका नमुना तयार गर्न ।

पाठ्यविषय

- क) विज्ञापन र सम्पादकलाई चिठी
- ख) शुभकामना, बधाई, श्रद्धाञ्जली/समवेदना
- ग) व्यक्तिवृत्त

एकाइ आठ : प्रतिवेदन (अङ्कभार : ७ पाठ्यभार : ११)

विशिष्ट उद्देश्य :

- घटना, समारोह, भ्रमण र निरीक्षणलगायतका विभिन्न विषयमा प्रतिवेदन तयार गर्न

पाठ्यविषय

घटना, समारोह, भ्रमण र निरीक्षणमा आधारित प्रतिवेदन लेखन

एकाइ नौ : निबन्ध लेखन (अङ्कभार : ८ पाठ्यभार : १२)

विशिष्ट उद्देश्य

- विभिन्न विषयसँग सम्बद्ध आत्मपरक र वस्तुपरक निबन्ध सिर्जना गर्न ।

पाठ्यविषय

- क) आत्मपरक तथा वस्तुपरक निबन्ध सिर्जना

खण्ड ग : साहित्यिक कृतिको आस्वादन (अङ्कभार : २० पाठ्यभार : ३०)

एकाइ दस : साहित्यिक कृतिको अध्ययन

विशिष्ट उद्देश्य

- कविता/गीत/गजल, कथा, निबन्ध/नियात्रा, एकाङ्की/नाटक र उपन्यासको सरसर्ती अध्ययन गरी तिनको आस्वादन गर्न ।

### पाठ्यविषय

क) कविता/गीत/गजल

- माधव घिमिरे : कालीगण्डकी
- भूपि शेरचन : हामी
- दुर्गालाल श्रेष्ठ : फूलको आँखामा
- बूद राना : सुनभै हजारचोटि ....
- कृष्णहरि बराल : सानै हुरीमा पनि

ख) कथा

- गुरुप्रसाद मैनाली : परालको आगो
- विश्वेश्वरप्रसाद कोइराला : एकरात
- पारिजात : सिटी हलको एउटा बूढो ज्यामी
- इन्द्रबहादुर राई : ब्याक आउट, काजु बदाम, छोरा
- राजेन्द्र विमल : लड्का काण्ड

ग) निबन्ध/नियात्रा

- लक्ष्मीप्रसाद देवकोटा : शिक्षा
- भैरव अर्याल : महापुरुषको सन्त
- घनश्याम राजकर्णिकार : बुद्धको शान्तिसन्देश : अङ्गुलीमाललाई
- कृष्ण बजगाईँ : बरफको दरवार घुमेर फर्कदा

घ) नाटक/एकाङ्की

- विजय मल्ल : सत्ताको खोजमा
- कृष्ण शाह यात्री : पीडा आरोहण

ङ) उपन्यास

- रोशन दाहाल : काँचुली

४. **शिक्षणविधि** : कक्षागत व्याख्यान, प्रश्नोत्तर, छलफल, कक्षाकार्य, समूहकार्य, गृहकार्य, परियोजना कार्य आदिद्वारा अभ्यास गराइनेछ ।

५. **मूल्याङ्कन पद्धति** : विद्यार्थीहरूले १०० पूर्णाङ्कको वार्षिक परीक्षा दिनेछन् । विशिष्टिकरण तालिका (ग्रिड) मा दिइएअनुसार विभिन्न एकाङ्कगत सन्तुलन हुने गरी १०० पूर्णाङ्कका विभिन्न प्रश्नहरू सोधिनेछन् ।

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इन्द्रबहादुर राई, **कथास्था**, ललितपुर: साभा प्रकाशन, ....।

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त्रि.वि, **पाठ्यक्रम, स्नातनकोत्तर तह शिक्षाशास्त्र**, काठमाडौँ: त्रि.वि, ।

दाहाल, रोशन, **काँचुली**, काठमाडौँ: मञ्जरी प्रकाशन, २०७१ ।

देवकोटा, लक्ष्मीप्रसाद, **लक्ष्मी निबन्धसङ्ग्रह**, ललितपुर: साभा प्रकाशन ।

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पारिजात, पारिजातका सङ्कलित रचनाहरू ग्रन्थ ३, काठमाडौं २०५४ ।  
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मैनाली, गुरुप्रसाद, *नासो*, ललितपुर: साभा प्रकाशन ।  
यात्री, कृष्ण शाह, *अतिरिक्त यात्रा*, काठमाडौं: डिकुरा पब्लिकेशन : २०४० ।  
राजकर्णिकार, घनश्याम, *बुद्धज्योतिका केही रश्मि*, काठमाडौं: बौद्ध प्रवचन समाज, २०५८ ।  
राना, बूँद, *चल्दै छ जिन्दगी*, काठमाडौं: अनाम मण्डली, २०६४ ।  
श्रेष्ठ, दुर्गालाल, *शारदा*, वर्ष १, वैशाख, २०७१, काठमाडौं ।  
शेरचन, भूपि, *घुम्ने मेचमाथि अन्धो मान्छे*, ललितपुर: साभा प्रकाशन, २०२५ ।  
*द्रष्टव्य : कविता, कथा, निबन्ध, एकाङ्की र नाटकका पाठ्यांशहरूको संयुक्त सङ्कलन पछि तयार गर्न सकिने ।*

#### सहायक सामग्री

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काठमाडौं: साभा प्रकाशन।  
निरौला, फणीन्द्रराज र लेखप्रसाद निरौला, *अनिवार्य नेपाली*, काठमाडौं, प्रधान बुक्स हाउस ।  
शर्मा, मोहनराज, *शब्दरचना र वर्णविन्यास*, काठमाडौं, नवीन प्रकाशन ।  
सुवेदी, लालानाथ, *नेपाली बोध र रचना कौशल*, काठमाडौं: हिमालय बुक्स स्टल ।

**Paper III**  
**History of Buddhism and Buddhist Literature**

**Year: I**  
**Course Code: BSS231**

**Full Marks: 100**  
**Lecture Hours: 150**

**Course Objectives**

This paper is divided into two parts i) History of Buddhism and ii) Buddhist Literature. The objectives of first part are to impart the knowledge about origin of Buddhism, emergence of various Buddhist sects and expansion of Buddhism in Asia. Similarly the second part of this paper aims to impart knowledge on origin, development and nature of Buddhist Pali and Sanskrit literature.

**Part I : History of Buddhism**

**Unit 1 Introductory background (10 LH)**

- 1.1 Pre Buddhist context – Factors responsible for the rise of Buddhism  
Caste discrimination, Violence and Gender issues
- 1.2 Buddha's period- Birth of Buddha and Evolution of Buddhism
- 1.3 Historical importance of Kapilvastu, Devadaha, Ramgram, Gotihawa, Niglihawa
- 1.4 Sources to study of the history of Buddhism: i) Archaeological, ii) Literary and iii) Rituals, etc.

**Unit 2 Major events in the life of Buddha (15 LH)**

- 2.1 Early life, Renunciation and Enlightenment
- 2.2 Buddha's first sermon and its importance
- 2.3 Formation of Buddhist Order and its role in the propagation of Buddhism
- 2.4 Mahāparinirvāna and distribution of relics

**Unit 3 Buddhism after Mahāparinirvāna (20 LH)**

- 3.1 Buddhist Councils in the promulgation of Buddhist Canons
  - 3.1.1 Introduction of Buddhist Councils
  - 3.1.2 First Buddhist Council
  - 3.1.3 Second Buddhist Council
  - 3.1.4 Third Buddhist Council
  - 3.1.5 Buddhist Council under the patronage of Kanishka
- 3.2 Emergence of 18 different Buddhist sects
- 3.3 Evolution of Mahāyāna
- 3.4 Evolution of Vajrayāna

**Unit 4 Major Buddhist Institutions (5 LH)**

Nalanda, Vikramsila, Odantapuri, Jagadala, Somapuri, Vallabhi

**Unit 5 Expansion of Buddhism in Asia (10 LH)**

- 5.1 Expansion of Buddhism in South-East Asian countries (Sri Lanka, Myanmar, Thailand, Indonesia and Vietnam)
- 5.2 Expansion of Buddhism in North-East Asian countries (China, Tibet, Magnolia, Japan and Korea)
- 5.3 Expansion of Buddhism in Central Asia, Afghanistan and Pakistan.

**Unit 6 Influential Buddhist movements of modern time and evolution of Applied Buddhism (5 LH)**

**Unit 7 Historicity of Lumbini (10 LH)**

- 7.1 Lumbini as Buddha's Birthplace
- 7.2 Asokan Pillar at Lumbini
- 7.3 Lumbini in foreign account
- 7.4 Recovery of Lumbini in modern time
- 7.5 Present status of Lumbini

**Part II: Buddhist Literature**

**Unit 8 Introductory Background (10 LH)**

- 8.1 Buddha Vacana
- 8.2 Dharma Skandhas and its classification (Nine and Twelve Angas)
- 8.3 Major canonical Buddhist Literature
  - 8.3.1 Original: Pali & Sanskrit
  - 8.3.2 Translated: Chinese & Tibetan

**Unit 9 Origin and Development of Pali Literature (15 LH)**

- 9.1 Introduction to the Pali Buddhist Literature (Pali Tipitaka)
  - 9.1.1 Sutta Pitaka
  - 9.1.2 Vinaya Pitaka
  - 9.1.3 Abhidhamma Pitaka
- 9.2 Theragāthā and Therigāthā

**Unit 10 Post canonical Pali literature (10 LH)**

- 10.1 Milindapaṇha- Introduction
- 10.2 Visuddhimagga- Introduction

**Unit 11 Dhammapada (5 LH)**

- 11.1 Introduction
- 11.2 Some selected stanzas
  - YamakaVagga (stanzas 1 and 5)
  - AppamādaVagga (stanzas 21 and 22)
  - Atta Vagga (stanzas 160 and 163)

**Unit 12 Origin and Development of Sanskrit Buddhist Literature (5 LH)**

- 12.1 Introduction to the Sanskrit Buddhist Literature

**Unit 13 Sanskrit Buddhist Literature (20 LH)**

- 13.1. Mahāsāṅghika Literature
  - 13.1.1 Origin and Development of Mahāsāṅghika literature

- 13.1.2 Mahāvastu - Introduction
- 13.2 Sarvāstivāda Literature
  - 13.2.1 Origin and Development of Sarvāstivāda Literature
  - 13.2.2 Sarvāstivāda Tripitaka- Introduction
- 13.3. Mahāyāna literature
  - 13.3.1 Origin and Development of Mahayana Literature
  - 13.3.2 Impact of Mahayana Literature on Society
- 13.4 Vajrayāna (Tantra) Literature
  - 13.4.1 Origin and Development of Vajrayāna Literature

**Unit 14 Jātakas and Avadāna Literature (8 LH)**

- 14.1 Jātakamāla - Introduction
- 14.2 Selected Jātaka Story- Vyāgrijātaka
- 14.3 Avadānasataka- Introduction
- 14.3 Selected Avadān story no 27 - Nāvika

**Unit 15 Bodhicaryāvatāra (2 LH)**

- 15.1 Introduction
- 15.2 Some selected verses: Verse No. 26

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## **Paper IV Microeconomics**

**Year: I**  
**Course Code: ECO 221**

**Full Marks: 100**  
**Teaching Hour 150**

### **Course Objectives**

The module aims to develop student's understanding of the microeconomic concepts and theories in order to enhance their skill in analyzing the applications of basic microeconomics tools in economics analysis.

### **Unit 1: Introduction to Economics (10 Lectures)**

- 1.1 Concept and definition of Economics
- 1.2 Subject matter of microeconomics and macroeconomics
- 1.3 Microeconomics: Types and Uses
- 1.4 Interdependence of microeconomics and macroeconomics
- 1.5 Positive and normative economics

### **Unit 2: Theory of Demand and Supply (25 Lectures)**

- 2.1 Demand
  - 2.1.1 Demand function and types, market price and demand curve
  - 2.1.2 Elasticity: Concept, Price, Income and Cross
  - 2.1.3 Measurements of price (outlays, point and arc) income and cross elasticity
  - 2.1.4 Uses of elasticity
- 2.2 Supply
  - 2.2.1 Supply function and types, market price and supply curve
  - 2.2.2 Elasticity of supply and its' measurement
  - 2.2.3 Determination of equilibrium price and quantity
- 2.3 Cardinal utility analysis
  - 2.3.1 Meaning and assumptions
  - 2.3.2 Consumer's equilibrium (one commodity and two commodity cases)
  - 2.3.3 Derivation of demand curve
  - 2.3.4. Limitations of cardinal utility analysis
- 2.4 Ordinal utility analysis
  - 2.4.1 Meaning, assumptions and scale of preference
  - 2.4.2 Indifference curves: properties and indifference map
  - 2.4.3 Budget line and consumer equilibrium
  - 2.4.4 The effects of changes in price and income and consumer's equilibrium
  - 2.4.5 Decomposition of price effect into income and substitution effect (Hicksian approach)
  - 2.4.6 Inferior goods and Giffen goods
  - 2.4.7 Applications- tax and subsidy, income leisure choice of the worker

### **Unit 3: Theory of Production (25 lectures)**

- 3.1 Introduction to factor of production
- 3.2 Production function, meaning and its' theory
- 3.3 Short-run and long-run production function

3.4 Concept of linear programming

**Unit 4: Theory of the Firm** (10 lectures)

- 4.1 Brief introduction to the features of the various forms of market structure
- 4.2 Revenue and revenue curves: concepts, derivation of revenue curves, relationship between average and marginal revenue under perfectly competitive and imperfect markets
- 4.3 Cost curves: concepts, short-run and long-run cost curves, derivation of cost curves
- 4.4 Concepts of firms and industry
- 4.5 The profit maximization principles

**Unit 5: Pricing under perfectly competitive market** (10 lectures)

- 5.1 Price and Output Determination Under perfectly competitive market
- 5.2 Short-run equilibrium of the firm and industry
- 5.3 Adjustment of prices and quantities in disequilibrium
- 5.4 Long-run equilibrium of the firm and industry
- 5.5 Short run and long run supply curves of the firm and industry
- 5.6 Effects of imposition of sales tax and subsidy on the equilibrium position of the perfectly competitive industry

**Unit 6: Pricing under Monopoly** (10 lectures)

- 6.1 Marginal revenue curve of a monopolist
- 6.2 Price and output determination in short run and long run
- 6.3 Comparison between monopoly and competitive pricing
- 6.4 Discriminating monopoly: price and output determination
- 6.5 Applications: effects of monopoly and perfectly competitive pricing on consumer's surplus under condition of constant and increasing costs

**Unit 7 Pricing under Imperfect Competition** (10 lectures)

- 7.1 Monopolistic competition; features and group equilibrium
- 7.2 Oligopoly: features, cartels aiming at joint profit maximization

**Unit 8: Distribution: Factor Employment Pricing** (25 lectures)

- 8.1 Input demand curve of a competitive firm and industry
- 8.2 Supply of inputs: determination of equilibrium price and employment of inputs
- 8.3 Input demand by monopoly, monopsony
- 8.4 Wage: marginal productivity theory of wage, concepts of collective bargaining and minimum wage fixation
- 8.5 Rent: Modern theory of rent
- 8.6 Interest: Liquidity preference and Modern theory
- 8.7 Profit: Innovation and Dynamic
- 8.8 Impacts of unions on equilibrium wage rate and employment

**Unit 9: General Equilibrium and Welfare Economic** (15 lectures)

- 9.1 Meaning of general equilibrium and partial equilibrium
- 9.2 Two sector model of equilibrium
- 9.3 Efficiency in exchange

- 9.4 Efficiency in production
- 9.5 The social welfare function; application

**Unit 10: Economic aspects in Buddha's Teachings (5 lectures)**

- 10.1 Buddha's inspiration on earning
- 10.2 Ethics and earning
- 10.3 Right livelihood
- 10.4 Consumption and Production in Buddha's teachings
- 10.5 Concept of Buddhist Economics

**Unit 11: Buddha's teachings and prominent modern Economist (5 lectures)**

- 11.1 Adam Smith
- 11.2 Marshall
- 11.3 Malthus
- 11.4 Keynes
- 11.5 Marx

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## **Paper V Major English**

**Year: I**  
**Course Code: ENG 321**

**Full Marks: 100**  
**Lecturer Hours: 150**

### **Course Overview**

The major English courses for the three-year Bachelor's level are designed to link up with and develop the +2 or equivalent major English courses in English. The component includes major western foundational essays from the Greeks to the modern times. The rationale of these courses is to give students tools for systematic study and understanding of texts, and help them apply the tools in appreciating literary and other texts critically and creatively. Moreover, these courses attempt at inculcating in students a spirit of inquiry, logical reasoning and a taste for reading good literature. Furthermore, the courses look forward to the M.A. courses and prepare the groundwork for a more critical and detailed study of literature and other human disciplines at the post graduate level.

### **Course Objectives**

The general objective of the course is to allow students to study texts and authors from a wide range of English literary writings in order to develop their core skills in reading and writing varieties of English texts. The specific objectives are to enable students to:

- to equip students with appropriate tools for interpreting, understanding and creating standard literary write ups;
- to develop a serious and lively interest in studying literature;
- to provide students the most updated and relevant study materials; and
- to develop students as a confident and academically well-trained young graduates for the concerned sectors.

### **Course Components**

The first year paper I is divided into two components:

- I. Western Intellectual Tradition
- II. Modern Literary Theories

### **Course Structure**

#### **Western Intellectual Tradition**

1. *Plato*: The Role of Women in the Ideal Society
2. *Aristotle*: Tragedy
3. *Niccolo Machiavelli*: The Qualities of the Prince
4. *Francis Bacon*: Aphorisms Concerning the Interpretation of Nature and the Kingdom of Man
5. *Jean Jack Rousseau*: The Origin of Civil Society
6. *Charles Darwin*: Comparison of the Mental Powers of Man and the Lower Animals
7. *James Frazer*: the Human Scapegoat in Ancient Greece

8. *Alfred N. Whitehead: Religion and Science*
9. *Virginia Woolf: How Should One Read a Book?*
10. *John Lukacs: "Fictio," or the Purposes of Historical Statements*
11. *Susanne K. Langer: Expressiveness*
12. *Sinone de Beauvoir: Woman as Other*

## **Modern Literary Theories**

### **General Background**

1. The Precritical Response
2. Textual Scholarship, Genres, and Source Study

### **Theories**

1. Historical and Biographical Approaches
2. Moral and Philosophical Approaches
3. The Formalist Approach
4. The Psychological Approach
5. Mythological and Archetypal Approaches
6. Marxist Criticism
7. Feminism and Gender Studies
8. Cultural Studies
9. The Play of Meaning(s): Reader-Response Criticism, Dialogics, and Structuralism and Post structuralism, including Deconstruction
10. Mark Twain. *Huckleberry Finn*, to be taught in conjunction with Wilfred Guerin, etc

### **Course Weightage:**

*Western Intellectual Tradition: 50 percent*

Theories, Theoretical approaches and *Huckleberry Finn: 50 percent*

### **Evaluation Procedure**

The evaluation procedures will be as prescribed by the university.

The internal assessment will comprise of *class tests, quizzes, home assignments, class presentations, one mid-term and end-term examinations* which will be followed by year-end 3 hrs written examination.

### **Prescribed Text Book**

Guerin, Wilfred, Earle Labor, Lee Morgan, Jeanne Reesman, and John Willingham. *A Handbook of Critical Approaches to Literature*. 5th/6th ed. Oxford U.Press, 2005/2010.

Lohani Shreedhar, K. C. Sharma, A. Gupto,, A. Sharma. *Western Intellectual Tradition*. Kathmandu. M.K. Publishers, 2<sup>nd</sup> ed. 2012.

### **References**

Lois Tyson's *Critical Theory Today*(recent edition)

**On line resources:**

A companion website ([www.oup.com/us/guerin](http://www.oup.com/us/guerin)) features essay assignments, self-tests, PowerPoint presentations, and helpful links

Youtube film on Huckleberry Finn

**Prerequisites**

Students are required to have completed their Intermediate or equivalent qualifications in any discipline with English (200 marks). Students who opt for major English should have studied this subject at their intermediate level.

**Paper VI**  
**Concept of Rural Development, Theories, Approaches, and Basic Knowledge of Quantitative Techniques**

**Year: I**  
**Course Code: RD331**

**Full Marks: 100**  
**Lecture Hours: 150**

**Objectives of the course**

The purpose of this course is to explore the inner capacity of the students and make them academically capable for the competitive market, aware about issues of rural Nepal, environment. These are the objectives of the course, to provide knowledge about:

1. Concept and objective of rural development
2. Features of rural development
3. Poverty and poverty reduction
4. Poverty and Buddhism
5. Rural development planning and evaluation of planning
6. Sustainable rural development
7. Education and health
8. Concepts, importance, and protection of rural environmental tourism
9. Religious tourism and Buddhism
10. Development theory and approaches

**Course Contents**

<b>Unit I Concept of (Development and) Rural Development</b>	<b>10</b>
1.1 Concept and Objective of Rural Development	
1.2 Definition and Features of Developing Economy	
1.3 Meaning, Objectives and Advantages of Rural Development	
<b>Unit II Rural Poverty</b>	<b>10</b>
2.1 Concept of Poverty	
2.2 Cause and Consequences and Measures of Poverty reduction	
2.3 Economic equality in Buddhism	
<b>Unit III Rural Development Planning</b>	<b>15</b>
3.1 Concept of Rural Development Planning	
3.2 Characteristics of Rural Development Planning	
3.3 Development Planning for Rural Development	
3.4 Evaluation of Planning	
<b>Unit IV Sustainability and Rural Development</b>	<b>10</b>
4.1 Concept and Role of Sustainable Development in Rural Area	
<b>Unit V Education and Health in Rural Nepal</b>	<b>15</b>
5.1 Condition of Health and Education in Rural Nepal	
5.2 Importance and Impacts of Health and Education on Rural Development	
5.3 Educational development in Buddhism	

5.4 Women Education in Buddhism

**Unit VI Rural Environment and Tourism 20**

- 6.1 Concept and Importance of Rural Tourism
- 6.2 Impacts of Tourism on Environment
- 6.3 Environmental Protection for Tourism Development in Rural Areas
- 6.4 Methods of Environmental Protection
- 6.5 Buddhism and Environmental Tourism

**Unit VII Project Management for Development 10**

- 7.1 Meaning and Importance of Project Management
- 7.2 Project Cycle of Rural Development

**Unit VIII Development Theories and Approaches 30**

- 8.1 The Doctrine of Balance and Unbalance Growth
- 8.2 Lewis Theory of Unlimited Supply of Labour
- 8.3 Buddhism and Rural/Urban Development
- 8.4 Dependency Theory
- 8.5 Rostow's Stages of Growth
- 8.6 Schultz Theory of Transformation of Traditional Agriculture
- 8.7 Basic Need Approach, Community Development Approach Integrated Rural Development

**Unit IX Quantitative Techniques for Rural Development 30**

- 9.1 Measures of Dispersion (Absolute and Relatives)**
  - 9.1.1 Range, Quartile Deviation, Mean Deviation and their Coefficient
  - 9.1.2 Standard Deviation, Variance, Coefficient of Variation, Lorenz Curve
- 9.2 Correlation and Regression Importance of Analysis**
  - 9.2.1 Karl Pearson's Correlation of Coefficient
  - 9.2.2 Rank Correlation Coefficient
  - 9.2.3 Simple Linear Regression
  - 9.2.4 Least Square Method
  - 9.2.5 Standard Error of Estimate and Properties of Regression Coefficients
- 9.3 Index Number**
  - 9.3.1 Definition, Types, Problem of Construction Index Number and their Use, Importance
  - 9.3.2 Calculation LA Speyer's Method, Paasche's Method, Fisher's Method
  - 9.3.3 Time and Factor Reversal Test, Base Shifting and Setting

**References**

- ADB's Various Publications (recent).
- Adhikari, S. (2000), *Rural Development in Nepal: Problems and Prospects*, Lalitpur, Sajha Prakashan.
- Central Bureau of Statistics (2003), *Population Monograph of Nepal, Vol. I and II*, Kathmandu.
- Gupta, C. B, *An Introduction to Statistical Methods*.



Hada, G. B. & Aryal, B. (2004), *Economics Social Development and Planning in Rural Perspective*, Kathmandu: Dikshanta Pustak Bhandar.

Kunwar, K. B. (2061 BS), *Poverty and Community Development: Theory and Practice*, Kathmandu: Meena Prakashan.

Lekhi, R. K. (2001), *The Economics of Development and Planning*, India: Kalyani Publishers.

Lele, Uma, *The Design for Rural Development*, London: John Hopkins University Press.

Monga, G. S., *Mathematics and Statistics for Economics*.

Pant, G. D. & Chaudhari, A. K, *Mathematics for Economics*.

### Teaching methods

The requirements of 21<sup>st</sup> century could not be met only through traditional one-way lecture method. For the betterment of students and better teaching and learning, these teaching methods can be implemented:

1. Class lectures
2. Class discussions
3. Questions and answers
4. Class work—individual and collective
5. Assignments
6. Field visits
7. Project works
8. Presentations

### Evaluation methods

100 marks which includes

10 marks for field visits and report writing

10 marks for internal assessment (5 from Quantitative Techniques and 5 from Theories)

80 marks for final exams

### Specification Grid (Question Plan)

S. No.	Group	Questions from Chapter	No of question	Answer only	FM
1	A	8,6, 5,4	5	4	$10 \times 4=40$
2	B	1,2,3,6,7,8	4	3	$5 \times 3=15$
3	C	9	2	1	$10 \times 1=10$
4	D	9	4	3	$5 \times 3=15$