

**A Review Report on
Bachelor and Master level Curriculum of T. U.
(Courses Offered by KSC)**

Submitted to

**Kathmandu Shiksha Campus
Campus Management Committee**

**Prepared By
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Preface

The forgoing review results and discussion depicts a detailed picture of how faculty at KSC feel towards different aspects of semester system under the faculty of Education. The review result revealed that most of the faculties at KSC even are not satisfied with the policy and practices adopted by the concerned authority at campus as well as with level of Faculty of Education, Dean Office. Moreover, majority of faculties at KSC perceive continuous evaluation in semester system as burden as they respond that frequent examination can creates anxiety among the students and an additional burden to the faculties. Surprisingly, faculties at KSC have negative attitude towards the educational management of concerned authority, even though they have positive attitude towards semester system. Another area that needs immediate attention for KSC authority as identified from the findings is the availability and use of ICT and audio-visual aids in classroom teaching. Most of the faculties expressed their dissatisfaction regarding the availability of ICT and audio-visual aids, insufficient number of books and journals in the library, policy of the campus and facilities provided to the teachers.

The analysis and interpretation of the experience of the faculties at KSC also shows that there is no significant difference between the annual and semester program as it is failure to publish the results in timely manner. Besides, the achievements level in semester program is also not so encouraging in comparison to the annual program. The students are crying for the timely completion of the semester program. The hidden cost of the semester program is very high than the outcomes. Not only this, the intake attitude, mass admission and the evaluation of students without monitoring the regularity is a big obstacles for the success of the system.

However, some significant difference was found about the physical facility, human resource management, policy and guideline for the implementation of semester, relevancy of the curriculum, completion of courses in time and effect of continuous assessment and testing in students' achievement.

- Core Review Team

M.Ed Course Revision-First Semester

1.1. Background

Worldwide, universities play a vital and critical role in the development and evolution of societies. Universities educate young minds and create aware and dynamic citizens; but much more than this, universities generate new ideas and encourage innovation. Through different system of schooling universities in the world are educating their graduates. Generally, there are three types of schooling system in practice: annual, semester and trimester. An annual system is a traditional method that provides students ample opportunities of two years to understand and grasp concepts and sit for a comprehensive exam at the end of two years. This system includes both subjective and objective portions but it predominantly tests on subjective or comprehensive exam.

The semester system in Nepal has been in practice through different university education, particularly Tribhuvan University, Kathmandu University, Pokhara University, Kathmandu University and other universities. In this report, the main concern is on the semester system practices under Tribhuvan University, particularly in Masters' Programme. In the semester system, a new dynamism is supposed to be evident which may release powerful forces of change, innovation and development in the practices of education than the former annual system.

1.1.1. Annual System VS Semester System

There are very limited research which focuses on the comparison between semester and annual systems. Both the systems have its merits and demerits. As traditional system of learning, annual system covers more syllabuses at a stretch and compels the student to remember all this till the end of the year. Sometimes, two or more topics will be included in the same paper, when specializations are there. Otherwise, certain topics will be omitted and the syllabus diluted. Since at the end of the year only the public examinations are conducted and University gets enough time to prepare question papers and value answer papers. The other advantage of this system is also concerned with the examination procedures where number of examiners and examinations also can be reduced, which become more economical for Universities. Results can be announced in time and the schedule can be kept.

On the other hand, in the semester system, the students get more advantage; since examinations are held within months or set up time frames within six months. There are several

mid-term exams where the students have ample opportunity to explore their ideas about the both content and pedagogy. The syllabus load is also found to be extended with contents and specific on the discussion. As a result, Students get more chances to improve also. Since examinations come within a few months student unrest also will be less in a semester system. There were many challenges to be faced by the under-graduate colleges in preparing the students for the semester system. The semester system is a very proactive system as it engages both the faculty and the students throughout the year in academic activity. While, in the annual system once the student enters the college s/he feels free and thinks about studying only during the exam time. Semester system not only involves students more throughout the year but also reduces examination burden. The semester system is the need of hour and a very effective one.

1.2. Scope of the study

Semester System has been a new paradigm shift in the Nepalese education system, particularly in Tribhuvan University. Kathmandu Shiksha Campus has conducting the semester system in Master level in education and annual system of imparting education to its graduates in Bachelors level in education. Since its adoption of semester system under the faculty of Education. . In this review, semester syllabus were assessed through different dimensions and sub-dimensions – content appropriateness: time appropriateness, horizontal and vertical linkage, availability of text books and reference books, teaching learning environment and the availability of teaching equipment for semester program; methodology of classroom teaching : assignments, timely completion of courses, examination system, monitoring and evaluation system ; student participations and etc. The purpose of this review was to assess the courses offered under semester program, and availability of teaching-learning materials to help inform the Faculty of Education, office of Dean, in order to review and implement the program effectively.

1.3. Objectives of the Study

The general objective of this study was to review the courses offered by Kathmandu Shiksha Campus under graduate program in education that was design and developed by the faculty of education, Dean Office. However, the specific objectives of the review were as follows:

- a) To identify the appropriateness of the contents of graduate program under faculty of education in terms of time appropriateness, horizontal and vertical linkage of courses, availability of text books and reference books, teaching learning environment and the

availability of teaching equipment for semester program; methodology of classroom teaching, student assignments, timely completion of courses, examination system, monitoring and evaluation system; and student participations.

- b) To find out the stakeholders attitude towards semester system and course offered
- c) To assess the evaluation and monitoring, achievements, cost and time management
- d) To suggest the concerned stakeholders for the further improvements of the program

1.4. Dimensions (Scope) of the Study

The dimensions of the study as stated in the ToR were as following:

- a) Review of Graduate Courses offered by KSC in close consultation with the Faculty of Education. It included review of the following materials:
 - All graduate syllabus offered by KSC under Faculty of Education will be reviewed
 - Availability of the text books and the reference books for the required courses
 - All available teaching equipment's available at KSC for semester program
 - All available teaching learning materials such as teaching lab, computer lab, multi medias, classroom facilities, and other facilities available at KSC
- b) Review of the materials in terms of the following dimensions:
 - Content Appropriateness
 - Time Appropriateness
 - Evaluation system and time management, and academic calendar

1.5. Methods and procedures of the review

As the purpose of the study was to review and analyze the graduate course offered by KSC and design and implemented with by Faculty of Education, Dean office and used for B,Ed and M.Ed level of education, the task was done in cooperation and collaboration with the FOE.

It was a descriptive study with interpretive approach based on the experiences of the faculties of KSC. The study was of quantitative type from the perspective of the 'type of information sought'; and it applied qualitative techniques to dig out information through the review and analysis of the graduate courses offered by KSC.

Subject teachers being the key respondents of the study. A series of meetings, presentations and focal person's discussions were made with the concerned faculties, departments and the officials of KSC.

1.5.1 Sample of review

The academic programs running in the KSC under FOE are purposively reviewed. The faculties working under graduate program are interviewed and asked to provide their experiences on the course they taught at KSC.

1.5.2. Sampling Procedure

The sample was selected using proportionate stratified random sampling method. For this purpose the KSC, was divided in to two strata i.e B.Ed and M.Ed Level. From each strata the teachers were selected in proportion of the number of teachers. The selected teachers from are presented in the table below.

Level	B.Ed level	M.Ed Level
No. of course reviewed	3	7

Furthermore, the interview was conducted with the faculties, staffs, officials as per their needs and availability.

1.6. Data Collection Instruments

In this study, two types of data collection instrument were used. The first instrument was an oral interview and the other was the attitude of the stakeholder's towards semester system. Required information's regarding the attitude towards the semester system were collected through the focal group discussions and sharing their experiences. Few information's were also collected through the consultations with the FOE dean office.

1.7. Data Collection Procedure

All the faculties are requested to provide the SWOT analysis of the syllabus that they are teaching under the graduate program at KSC.

1.8. Limitation

The review is limited in its scope due the availability of time, resources and the course offered by KSC.

1.9. SWOT Analysis Procedure

The attitude of faculty members and the students working at KSC towards semester system were also reported on the basis of their experiences and the response based on; attitude towards semester system, implementation, management and facilities provided by KSC for the semester program. While performing the SWOT analysis, the following questions regarding the different attitude towards the semester program are also taken into account.

S.N.	Statements
1.	I prefer semester system to the annual system in graduate level
2.	I prefer annual system to the semester system in graduate level
3.	The semester system is contributive to increase necessary competencies on students compare to the annual system
4.	There is a pedagogical shifting from annual system to the semester system.
5.	There is a clear policies and guidelines to implement semester system.
6.	The curriculum of semester is relevant with the present needs of students and context.
7.	There is provision of project work, field study, tutorial and seminar as learning approach in curriculum.
8.	The distribution of credit hour of curriculum in each semester is appropriate.
9.	The semester system reduces the subjective biasness in assessment and evaluation.
10.	The frequency of assessments and testing creates anxiety and fear among the students.
11.	It is easy to manage regular class in semester system.
12.	There are challenges to implement the semester system.
13.	The courses can be completed within the allocated time.
14.	It is possible to publish result on time in semester system.
15.	In semester system, the assessment and over all evaluation is transparent.
16.	Students are made examination orientated in semester system than annual system.
17.	The teachers feel more stressed but responsible and accountable to students teaching and learning in the semester system compare to the annual system.
18.	The problems are created in the implementation of semester system due to the unionized attitude of the students.
19.	More weightage to internal assessment create positive incentive to the students for their continued study.
20.	Semester system helps to improve students' achievement to annual system.
21.	There is sufficient number of human resources to lunch semester program.
22.	The physical facilities, such as: classroom, seminar hall, counseling room, teachers' cabin, etc. and other facilities available are adequate.
23.	Ratio of students and infrastructures in the classroom are appropriate.
24.	ICT facilities and audiovisual aids in the classroom are available.
25.	The facilities of library and reading room for students as well as teachers are well managed.
26.	There is easy access of books, journals and other reading materials in the library to the students and teachers.

27.	There is adequate financial support for necessary equipment's and other resources.
28.	Computer and internet facility for teachers and students are available.
29.	The management provides pre training and program orientation for the teachers.
30.	The management ensures the professional development of teachers.
31.	Teachers provide regular reflective feedback on students' assignments, examination and reduce their negative washback effect.
32.	KSC authority provides professional supports like; workshop, training, orientation for teachers.
33.	There is provision of extra incentive to increased workload to the faculties
34.	Lack of clear vision of authority for the implementation of semester creates confusion and dissatisfaction
35.	The teachers' expectation to the facilities to be provided to them under semester system met satisfactorily.
36.	The semester system is running with the confusion among the teachers regarding the role and responsibilities.
37.	There is provision of reward and punishment on teachers' performance at KSC
38.	The remuneration and facilities provided to the faculties is good to meet their needs.

Name of the Courses : Ed. 551 Subject: Foundation of Education

Level : M.Ed.

Course Duration: 48 Cr Hours

Strength:	Weaknesses:
<p>The course has been provided the philosophical and sociological knowledge for the students.</p> <p>The students are able to gain the knowledge of western and eastern philosophies.</p> <p>Appropriate continuity, sequence and organization of contents from 10+2 level to M. Phil. It means that there is the good horizontal and vertical relations in subject matter in stated level.</p> <p>The recent trend and thought such as modernism and post modernism are mentioned.</p> <p>The interesting symbolic interaction theory and its educational implications are mentioned. This helps the teacher to identify the individual and structure of society.</p> <p>The contents are sound in the comparison of other national universities.</p> <p>Only focused on cognitive domain.</p>	<p>Does not address the continuity, sequence, integration and evaluation appropriately in the course titled.</p> <p>There are limited opportunities for the students after completion of this course.</p> <p>This course is away from human resource management perspectives.</p> <p>Not address the recent trend of the Nepalese society.</p> <p>Course is too much theoretical but not vocational and technical.</p> <p>The content of student's supports and public relations are weak.</p> <p>The knowledge, skills and attitudes are not linked to the daily life of the learners.</p> <p>Course is narrow down.</p> <p>The historical and comparative are lack.</p> <p>The contents are not linked to the research problems.</p> <p>Course is superficial</p> <p>Learner related sequence is not arranged.</p>
Opportunities	Threats
	<p>This course does not get the market value.</p> <p>The course contents are not successful to meet the social and individual needs of Nepalese society.</p> <p>The course is not directed the way of international market.</p> <p>It is found weak in contents knowledge in semester system in the comparison of yearly system.</p> <p>Irrelevant curriculum dissemination</p> <p>The course couldn't go beyond the structure for a long period of time.</p>

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Suggestions for improvements

- In student's evaluation there need to be 60% practical and 40 theoretical.
- The course needs to be developed vertical relation through school level curriculum to tertiary level curriculum.
- The strong suggestion of this course is that the course need to be addressed the social and individual related problems to develop the nation state rapidly.

Subject measurement and evaluation in education**Ed.531. Level: M. Ed. Third semester.**

Strengths:	Weaknesses:
<ul style="list-style-type: none">• Contents of this course are automatically practical nature.• Course is based on scientific theory and principle.• Course is focused objective knowledge.• Provided knowledge from prescribed course is more useful in every day live or in day to day life.• The nature course is realistic.• The entitled subject matter is the heart of the social science discipline.	<ul style="list-style-type: none">• The aim of this course is mentioned only one it needs to be mentioned two or more aim.• The course titled unit one to five the time boundary is insufficient. 48 hours is too few for the mentioned contents. It should be enlarging the time frame for the students and teachers sufficiency.• Internal evaluation need to be 60% and the external evaluation need to be 40% because• In the final examination the role of external evaluation need to be monitored regularly by any other agencies.• In the instructional techniques there need to be focused on individual presentation.
Opportunity	Threats
<ul style="list-style-type: none">• It is difficult to express the objective behavior of the students in subjective nature.• Teachers and students behavior are subjective but we are trying to express them in objective nature it is the difficulty in student's evaluation.• There is the lack of transparency in student's evaluation.• There is the domination of paper pencil test for a long period of time.• The alternative approaches of evaluation are not well managed.	

Suggestions for further improvements

- The contents need to be provided in deeper knowledge or it need to be widened the scope of knowledge in semester system curriculum.
- Paper pencil test need to be displaced by objective type questions.

- Test items need to be SMART or specific, measurable, attainable, reliable and testable.
- We need to be provided the test construction training for the subject teachers in each and every year.

Course no: 521

Subject title: curriculum practice (M.Ed.), second semester

The review of curriculum

Strengths:	Weaknesses:
<ul style="list-style-type: none"> • There is the relevancy between general and specific objectives. • Significant content organization, horizontal and vertical relations are established in some units. • Allocated time 48 hour is suitable in the mentioned contents unit one to five. • The Course has provided the enough theoretical knowledge • Contents are specific and easy to learn. • Contents are well defined as model of curriculum development. 	<p>The aforementioned entitled course is too much theoretical but not practical therefore this course need to be developed in the nature of practical contents as learning.</p> <ul style="list-style-type: none"> • General objectives are termed as weak. • The ICT skills of the twenty first century are not addressed • The time frame is not stated in each units. • The scope of contents is narrowed down. • Course contents need to be enlarged. • The contents need to be linked in the context of Nepal. • Transparent dissemination and the implementation • In curriculum development and implementation there is not clear direction. • The area of local curriculum related knowledge is absence. • Not addressed inclusive and secular perspective in education. • Local curriculum development models and theories are required. • the objective questions focused • Curriculum is not termed as higher level thinking order. • Cultural perspectives are not addressed
Opportunity	Threats/ challenges:
	<ul style="list-style-type: none"> • Twenty first century skills are not addressed the course.

	<ul style="list-style-type: none"> • There is the insufficient contents in the comparison of yearly system. • The aforementioned course did not clear the way of national and internal market value. • Contents are not inclusive in the context of Nepalese society. • The course couldn't address the individual and social needs. • The aim of the M. Ed. Is to develop competent teacher, supervisor, evaluator, curricularist and administrator but the course didn't match with the aim of M. Ed. In education. • How can be the competent teacher ? supervisor ? administrator ? there is no agreement between aims goals and contents.
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Suggestions for further improvements:

- First the course need to be linked with aims of M. Ed. In education.
- It is necessary to enlarge the contents on the basis of higher level knowledge.
- Course is needed to deepen or large scope of knowledge.
- ICT skills are not mentioned in the course.
- New innovation in the curriculum development of international context is not linked up.
- Course is essential to linked to Nepalese context. As local, federal and central level concept of Nepal.
- In this course only mentioned the late theories and models of curriculum development.

Course title: Advanced Educational Psychology:

Course no: Ed. 513 Level: M.Ed. third semester.

Nature of the course: theoretical and practical

Teaching hours: 48 hours.

This course is prescribe as a compulsory course. For the students of masters of education. There are two major parts of this course. The first part introduces the physical changes, mental development, emotional development, social development, development of self, moral and personality development during adolescents from educational perspectives. The second parts

deals with psychology of learning which seeks out how a child learns in his / her everyday life, judged from different learning theories. The learning theories and paradigms ranging from the behaviorism to cognitivist. Students can apply the different theories in their teaching process in the classroom delivery.

Strengths:	weaknesses:
<ul style="list-style-type: none"> • The chapters are focused in each general objectives • There is the balance between general objectives and chapters. • Enough knowledge is focused about learning theories. • Among twenty first century skill critical thinking is mentioned. • Including socio-cultural dimension of learning • Included human development approaches and issues in the course. • Mentioned the modes of instructional delivery • Being balanced between specific objectives and contents and general objectives. • Tried to develop trained teachers 	<ul style="list-style-type: none"> • Horizontal and vertical relation is not properly established linking with bachelors level psychology and M.phil level • Evaluation scheme of the students is very poor. • Interactive teaching methods are not focused • Still the teacher initiative and assessment burden for the students. • Lack of content knowledge. • The course is termed as surficial in context of higher education. • The course did not address the psychomotor skills in the as in the learning contents. • Only focused the mental cognitive and mental skills. • Recommended reference books are not easily available in the market. •
Opportunity	Threats/ Challenges:
	<ul style="list-style-type: none"> • If the teachers and students feels difficulty in contents and then the teacher helps to avoid that difficult content from the course and advocates the easy content in curriculum dissemination this is the bitter real problem of the course. • Only focused the foreign weak theories in learning but not included strong theories of indigenous knowledge of Nepal. • Nepalese theories and philosophies are not mentioned in the course.

	<ul style="list-style-type: none"> • Learning experiences are not properly organized.
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Basic Research Methodology in Education(M.Ed.)

Course no: Ed. 532

Strengths:	Weaknesses:
<ul style="list-style-type: none"> • The course is being focused both theory and practice. • Contents scope is widened. • The course addressed the research paradigm and philosophies such as metaphysics, epistemology, ontology and axiology. • Established the horizontal relationship • There is the relevancy between objective and contents. • There is the relevancy between assignment task and contents. • Enough assignment task for students are provided. • Linked up with B.Ed. and in M. Phil. Modular research or established the vertical relationship. • It is based on pre-requisite learning principle. • Curriculum is developed on the basis of utility based. 	<ul style="list-style-type: none"> • Unable to make field based to the students • More theoretical domination • Contents couldn't go in depth because mixed methods, qualitative methodologies and action research etc. are vaguely mentioned. • It seems as a pile of contents but not specific contents. • Knowledge delivery strategy termed as in traditional way. • There is no optional contents between qualitative, quantitative and in mixed methods. • There is not special units or chapters indicated for as focused units or as repetitive units or as more focused contents.
Opportunity	Threats:
	<ul style="list-style-type: none"> • Aforementioned contents of Basic Research Methodology in Education are not tie up in the classroom delivery as a contents. • The ways of ethical and moral issues problems solving measures are not mentioned in the contents sufficiently. • There is the lack of research field donation for the master's level students. • Research itself is a costly business it is not for students affordable. • Plagiarism is the great threat of higher education it couldn't be controlled.

Suggestions for further improvements:

- First we need to clarify the field of research and the input of that research and then only we can send the students researcher in the field. Otherwise we cannot conduct the research significantly
- The educational policy for the university students need to be developed including enough input for student's researcher.
- Enough seminar, work-shop, and other academic sessions need to be conduct to avoid plagiarism in research in higher education.

Philosophical and sociological foundation of education (B.Ed.)**Course no: 412**

Strength:	Weaknesses:
<ul style="list-style-type: none">• Contents are mentioned in simple to complex form• Addressed new innovations in teaching• Provided basic knowledge of education and philosophy• Provide the knowledge of educational delivery.• Contents for teachers proficiency development• Provided knowledge for micro-teaching, models of teaching• Linked up school and society.• Provided knowledge for social policy and social system• Contents are inclusive such as recent movements in education and social justice education are mentioned.• Course is strong in the perspective of human right.• Curriculum advocated about the national integrity.	<ul style="list-style-type: none">• Insufficient time limit.• Students comment for time• Course is more theoretical• Teaching methods are teacher centered• Less practical activities• Weak in horizontal and vertical relation.
Opportunity	Threats

Suggestions for further improvements

- Evaluation scheme need to be change
- Formative evaluation is less focused.
- Reliable test construction and scoring for fair evaluation.
- More focus on objective questions rather than subjective.

B. Ed. Curriculum and evaluation**Course no: 431**

Strength:	Weaknesses:
<ul style="list-style-type: none">• The scope of contents are widened.• Mentioned general and specific objectives• Enough theoretical knowledge.• Course is divided into two parts.• Provided basic concepts of curriculum and its implications.• Contents stated the test construction process and evaluation systems.• Teachers can develop test items, curriculum designing process and specification chart.• Provided professionals skills.• Teacher students can gain the technical qualities.	<ul style="list-style-type: none">• Contents are not properly organized.• Does not follow the pre-requisite learning principles.• 150 periods are insufficient• Course is more theoretical rather than practical.• Teacher initiative contents and teaching methods,• Interactive teaching methods are not addressed.• Horizontal and vertical relationship is weak.
Opportunity	Threats

Suggestions for further improvements

- It is necessary to enlarge the time for total teaching hour.
- Objective test is more reliable therefore the test need to be focused in objective test.
- More focused on internal evaluation and formative evaluation.
- Recent innovation in ICT is essential to address as contents.
- Horizontal and vertical relations need to be addressed.

The review of Bachelor and Master level English curriculum implemented at Kathmandu Shiksha Campus

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Introduction

We know that curriculum is a broader framework that incorporates planning, organization, implementation and evaluation. Curriculum includes course description, objectives, contents, instructional strategies, evaluation scheme and prescribed and reference sections as the core part of components. Kathmandu Shiksha campus as one of the affiliated campuses of Tribhuvan University run by the community has been implementing the curriculum designed and prescribed by Tribhuvan University.

Overview

The structure of Bachelor level English curriculum has included four specific domains as: Courses related to communication skills, courses related to professional core areas, courses for specialization major and courses for specialization minor. On the other hand, the structure of master level English curriculum has included the courses related to the domains of: Linguistics (e.g. Phonetics and Phonology, English Usage and Use), Applied Linguistics (e.g. Linguistics in Application, Language, Society and Power, Critical Discourse Analysis, Second Language Acquisition, Translation Studies) Professional (e.g. Directions to teacher Development, ELT Pedagogy and Materials, ELT Curriculum, Materials and Management, Advanced Academic Writing) Literature (e.g. Interdisciplinary readings, readings in Literary Genre), and Practical (e.g. Seminar and Report Writing, Translation Studies).

T.U. has recently implemented semester system of education at master degree for all subjects. It introduced at first in 2071 B.S in the Departments of University Campus. Soon then, the extension was made available in the campuses at Kathmandu valley and the beyond. Altogether the two years yearly programmes has been changed into 4 semesters and the courses are revised into credit basis where the primary goal was to improve the quality of students' academic experiences and to increase their educational gain. However, the programmes at Bachelor level have been put into the practice in annual system. The duration of Bachelor programme in the Faculty of Education (B. Ed) has been made four years by adding one more year with two specialization subject areas (specialization major and specialization minor subjects right from 2072 BS instead of offering single specialization area like in three year B.Ed. Four-year B.Ed. with annual

examination system is a professional as well as academic programme designed for preparing competent teachers of English who can teach two subjects at secondary level.

Strengths

- Since the pedagogy of English at B. Ed and M. Ed programmes is a part of teacher education, the objective of the motto of the curriculum as “to enhance pedagogical and academic skills of the prospective/becoming teachers of English” is relevant and attainable.
- The provision of studying one subject area as specialization major and the next as specialization minor area at bachelor level has made the curriculum interdisciplinary and integrated. It has also avoided the disciplinary boundary in learning.
- The courses included in the curriculum seem to be recent, relevant, innovative and timely.
- The contents included in the courses at both the Bachelor and master level have incorporated linguistic, literary, cultural, pedagogic, theoretical and practical domains of learning. So, it is expected that the knowledge base of the learners will be enhanced by the study of those courses.
- Despite a few cases of repetition, the organization and sequence of contents in the curriculum seems hierarchical and systematic.
- The curricular domains like: Communication skills, professional input, theoretical insights, applied areas and the practical activities included in the curriculum are needful.
- Though the courses seem to be more theoretical, the practical activities like project works, field works, tutorials, seminar, and small scale research activities are really appreciating.
- Though not proportional in its true sense, the evaluation system has been revised including both the theoretical and practical examinations.
- Some efforts have been seem to be made for the quality enhancement and the viability of academic programmes.
- The prescribed and reference sections given at the end of each course cover almost all the information sought for the fulfillment of the objectives.

Limitations

- Despite the strengths discussed above, the curriculum implemented at both the levels lacks through integration of contents required for the academicians in the twenty first century as the emphasis is seen to be given in accuracy and proficiency based courses.
- The contents are excessively repeated in the courses included in different years and semesters of the both levels respectively. For example, language teaching approaches, methods and activities, error analysis, literary texts and so on in both of the levels.
- Some problems are prevailed in the organization and sequencing of the contents.
- The 21st century education system has been guided by the affluence of technology, however, the contents related to educational technologies in learning English are still lacking in the curriculum.

- Though the curriculum is said to be interdisciplinary, interdisciplinarity in the curricular innovation and the contents is not visible in the courses included in both of the levels.
- The literary and intercultural contents are still in periphery.
- Writing and research skill based courses are marginal in the curriculum.
- Practical courses and the activities are few in number.
- The instructional strategies included in the curriculum are not much innovative, learner centered, creative and autonomous.
- Literary criticism based theories and recent developments in learning psychology and theories have not been seen in the overall spectrum of the curriculum.
- Computer literacy has become a cry of day. However, the contents included in the English curriculum rarely promote computer literacy and ICT skills.
- Almost all the courses are credit based but no consideration has been made regarding the provision of non-credit based courses in the curriculum.

Suggestions

- The instructional strategies included in the curriculum are not much innovative, learner centered, creative and autonomous. So the instructional techniques and strategies should focus on student led presentation, project work, small group discussion, viva and other practical works for academic excellence of the students which in turn, could promote learner autonomy and collaborative learning environment.
- Still there are many rooms for the amendment of the curriculum with an integration of ICT based resources.
- The curriculum should not be taken as the full-fledged and comprehensive itself, rather there is a call for innovative contents and practices.
- There must be the provision of academic writing and research methodology based courses in the first year of academic discussion at the both levels.
- The provision of non-credit based courses is also sought.
- The objectives and evaluation schemes of the curriculum should promote research skills, communication skills, pedagogical and professional skills, critical interpretative skills, IT skills, and English for twenty first century skills.
- In order to enhance the quality of higher education, the curriculum should be revised in a time basis incorporating the recent, innovative and life-long learning skills.

त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र संकाय अन्तर्गतको चार बर्से बिएड नेपाली विषयको पाठ्यक्रम अध्ययन गर्दा निम्न अनुसारका सबल र दुर्बल पक्षहरु पाइयो :

सबल पक्ष

- प्रत्येक तहका नेपाली विषयका लागि अलग अलग पाठ्यक्रम निर्माण गरिएको पाइयो ।
- पाठ्यक्रमलाई परिचय, साधारण उद्देश्य, विशिष्ट उद्देश्य, पाठ्यवस्तु, शिक्षण प्रविधि, मूल्यांकन र सन्दर्भ सामग्री आदि स्तम्भमा संगठित गरिएको देखियो ।
- प्रत्येक एकाइका भित्रका उद्देश्य र पाठ्यवस्तुलाई एकै ठाउँ प्रस्तुत गरिनाले तुलनात्मक अध्ययनको अवसर मिलेको छ ।
- एकाइमा विन्यस्त विषयवस्तु र पाठ्यभारलाई तालमेल मिलाउन खोजिएको छ ।
- स्नातक तहमा व्यावहारिक लेखन तथा सम्पादन र अनुसन्धानसँग सम्बन्धित पाठ्यांश समावेश गरिनु प्रशंसायोग्य कार्य मान्न सकिन्छ ।

दुर्बल पक्ष

- स्नातक प्रथम वर्षको अनिवार्य नेपाली विषयको पाठ्यक्रम मानविकी र शिक्षाशास्त्र संकायका लागि एउटै निर्धारण गरिएको छ । उक्त पाठ्यक्रम शिक्षाशास्त्रीय मूल्य र मान्यता अनुकूल देखिँदैन, मानविकी क्षेत्रका विषयवस्तुको बाहुल्य देखिन्छ । शिक्षाशास्त्र अन्तर्गतका अन्य विषय अलग अलग भएको तर अनिवार्य नेपाली विषयको पाठ्यक्रम एउटै हुनु किन जरुरी भयो ? यो कुराको पुष्टि हुन सकेको छैन । तसर्थ शिक्षाशास्त्र संकायको अनिवार्य नेपाली विषयको पाठ्यक्रम अलग्गै बनाउनु उपयुक्त हुन्छ ।
- अनिवार्य नेपाली विषयको विशिष्टीकरण तालिका असाध्यै जटिल छ । यो तालिका अनुसार निर्मित प्रश्नपत्र ८ पेज लामो हुने भएकाले विद्यार्थीको अधिकांश समय प्रश्नपत्रको अध्ययनमै बित्ने भएकाले यसलाई विशिष्ट र वस्तुपरक बनाउनु आवश्यक छ ।
- माइजर विषयका रुपमा नेपाली विषयहरु पनि पढ्न पाउने कुरा स्वागतयोग्य भए पनि भाषाविज्ञान जस्तो जटिल विषय गैरनेपाली पृष्ठभूमिका विद्यार्थीका लागि दुर्बोध्य सावित भएको छ । जसलाई संशोधन गरी साहित्यिक आस्वादन गराउने किसिमको पाठ्यक्रम समावेश गर्नु आवश्यक देखिन्छ ।
- यस तहका पाठ्यांशलाई समतलीय सन्तुलन मात्र मिलाइएको छ, क्षितिजीय सन्तुलन मिलाइएको छैन । जसलाई सुधार गर्न कक्षा ११ र १२ तथा स्नातकोत्तर तहका पाठ्यांशलाई जोड्न सक्ने गरी पाठ्यक्रम निर्माण गर्नु पर्ने देखिन्छ ।
- स्नातक तह उच्च शिक्षा अध्ययनको प्रारम्भिक तह भएकाले यस तहको प्रारम्भबाटै अनुसन्धान, लेखन र सम्पादन सम्बन्धी ज्ञान विद्यार्थीलाई दिनु आवश्यक देखिन्छ । जसका लागि व्यावहारिक लेखन तथा सम्पादन विषयलाई स्नातक प्रथम वर्षमा र भाषिक अनुसन्धान विषयलाई स्नातक

दोस्रो वर्षमा समावेश गर्नु उपयुक्त हुने छ । प्रथम वर्षबाटै आवश्यक यी विषयलाई चौथो वर्षमा समावेश गर्नु उपयुक्त हुँदैन ।

- चौथो वर्षका व्यावहारिक लेखन तथा सम्पादन र भाषिक अनुसन्धान विधि पाठ्यांशमा २० प्रतिशत भार प्रयोगात्मक परीक्षाका रूपमा लिने व्यवस्था गरिएको छ । यस्तो प्रयोगात्मक परीक्षाको व्यवस्था अन्य पाठ्यांश जस्तै : भाषा शिक्षण, गद्य र नाटक, आख्यान, समालोचना आदि विषयमा पनि आवश्यकता अनुसार थप गर्नु उपयुक्त हुन्छ ।
- नेपाली भाषा शिक्षणमा सूचना र प्रविधिको प्रयोगलाई प्रवर्धन गर्ने कुरामा यो पाठ्यक्रम मौन छ । अहिलेको समय सूचना र प्रविधिको भएकाले यसलाई सम्बोधन गर्नु जरुरी छ ।
- ऐच्छिक नेपाली विषयका पाठ्यांशहरूको विशिष्टीकरण तालिका निर्माण गरिएको पाइँदैन । जसले गर्दा प्रश्नपत्र निर्माणमा लापरवाही भएको छ । जसले गर्दा एउटै एकाइबाट अनेकौँ प्रश्न आउने तर कुनै कुनै एकाइहरू नै छुट्ने अवस्था सिर्जना भएको छ । यस्तो अवस्था अन्त्य गर्नका लागि विशिष्टीकरण तालिका निर्माण गरी सोही आधारमा मात्र प्रश्नपत्र निर्माण गर्ने परिपाटीको सुरुवात गर्नु आवश्यक छ । साथै उत्तरकुञ्जिका निर्माण गरी सोही आधारमा मात्र उत्तरपुस्तिका परीक्षणको व्यवस्था गर्नु आवश्यक छ ।

त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र संकाय अन्तर्गतको स्नातकोत्तर नेपाली विषयको पाठ्यक्रम अध्ययन गर्दा निम्न अनुसारका सबल र दुर्बल पक्षहरू पाइयो :

सबल पक्ष

- स्नातकोत्तर तहमा सत्र प्रणाली लागु गरी प्रत्येक तहका नेपाली विषयका लागि अलग अलग पाठ्यक्रम निर्माण गरिएको पाइयो ।
- पाठ्यक्रमलाई परिचय, साधारण उद्देश्य, विशिष्ट उद्देश्य, पाठ्यवस्तु, शिक्षण प्रविधि, मूल्यांकन र सन्दर्भ सामग्री आदि स्तम्भमा संगठित गरिएको देखियो ।
- प्रत्येक एकाइका भित्रका उद्देश्य र पाठ्यवस्तुलाई एकै ठाउँ प्रस्तुत गरिनाले तुलनात्मक अध्ययनको अवसर मिलेको छ ।
- एकाइमा विन्यस्त विषयवस्तु र पाठ्यभारलाई तालमेल मिलाउन खोजिएको छ ।
- स्नातकोत्तर तहमा प्राज्ञिक लेखन तथा सम्पादन र अनुसन्धानसँग सम्बन्धित पाठ्यांश समावेश गरिनु प्रशंसायोग्य कार्य मान्न सकिन्छ ।
- शिक्षण विधि प्रविधिका अतिरिक्त विषयवस्तुको ज्ञान र सिप हासिल गराउने किसिमका विषयवस्तुहरू पनि समावेश गरिएको पाइयो ।

दुर्बल पक्ष

- स्नातक तहमा माइनर विषयका रूपमा नेपाली विषय पनि पढ्न पाउने व्यवस्था गरिएकोमा स्नातकोत्तर तहमा त्यो व्यवस्थालाई हटाइएको पाइयो । जसलाई थप गर्नु आवश्यक देखिन्छ ।
- यस तहको पाठ्यांश अन्तर्गत तेस्रो सत्रमा पढाइ हुने भाषा शिक्षण र विधा शिक्षण दुई विषयहरूको प्रकृति एकै किसिमको रहेको देखिन्छ । जसलाई एकीकृत गर्नु आवश्यक देखिन्छ । यी अलग अलग विषय हुन सक्दैनन् । किनकि भाषा शिक्षणका सिप सिकाउनलाई साहित्यका विधाको ज्ञान आवश्यक छ । विधाको ज्ञान विना भाषा शिक्षण सफल हुन सक्दैन । तसर्थ यस्तो अन्योललाई चिर्नका लागि यी दुई विषयलाई एउटै बनाउने र यसका सट्टामा अर्को नयाँ विषय थप गर्नु पर्ने देखिन्छ ।
- यस तहका पाठ्यांशको समतलीय सन्तुलन मिलेको पाइए पनि क्षितिजीय सन्तुलन मिलेको छैन । जसलाई सुधार गर्न स्नातक तह र एमफिल तहका पाठ्यांशलाई जोड्न सक्ने गरी पाठ्यक्रम निर्माण गर्नु पर्ने देखिन्छ ।
- स्नातकोत्तर तह अध्ययनको उच्च तह भएकाले यस तहको प्रारम्भबाटै अनुसन्धान, लेखन र सम्पादन सम्बन्धी ज्ञान विद्यार्थीलाई दिनु आवश्यक देखिन्छ । जसका लागि प्राज्ञिक लेखन तथा सम्पादन विषयलाई स्नातकोत्तर प्रथम वर्षमा र भाषिक अनुसन्धान विधि विषयलाई स्नातकोत्तर दोस्रो वर्षमा समावेश गर्नु उपयुक्त हुने छ । प्रथम वर्षबाटै आवश्यक यी विषयलाई चौथो वर्षमा समावेश गर्नु उपयुक्त हुँदैन ।
- चौथो वर्षका प्राज्ञिक लेखन तथा सम्पादन र भाषिक अनुसन्धान विधि पाठ्यांशमा प्रयोगात्मक परीक्षाको व्यवस्था गरिएको छ । यस्तो प्रयोगात्मक परीक्षाको व्यवस्था अन्य पाठ्यांश जस्तै : भाषा शिक्षण, गद्य र नाटक, प्रायोगिक भाषा विज्ञान, आख्यान, समालोचना आदि विषयमा पनि आवश्यकता अनुसार थप गर्नु उपयुक्त हुन्छ ।
- नेपाली भाषा शिक्षणमा सूचना र प्रविधिको प्रयोगलाई प्रवर्धन गर्ने कुरामा यो पाठ्यक्रम मौन छ । अहिलेको समय सूचना र प्रविधिको भएकाले यसलाई सम्बोधन गर्नु जरुरी छ ।
- स्नातकोत्तर तहमा नेपाली विषयका पाठ्यांशहरूको विशिष्टीकरण तालिका निर्माण गरिएको पाइँदैन । जसले गर्दा प्रश्नपत्र निर्माणमा लापरवाही भएको छ । जसले गर्दा एउटै एकाइबाट अनेकौँ प्रश्न आउने तर कुनै कुनै एकाइहरू नै छुट्ने अवस्था सिर्जना भएको छ । यस्तो अवस्था अन्त्य गर्नका लागि विशिष्टीकरण तालिका निर्माण गरी सोही आधारमा मात्र प्रश्नपत्र निर्माण गर्ने परिपाटीको सुरुवात गर्नु आवश्यक छ । साथै उत्तरकुञ्जका निर्माण गरी सोही आधारमा मात्र उत्तरपुस्तिका परीक्षणको व्यवस्था गर्नु आवश्यक छ ।
- स्नातकोत्तर तहमा शिक्षाका अनिवार्य विषयहरूको व्यवस्था गरिएको छ । यी विषयहरू अंग्रेजी माध्यममा पढाइ हुने र परीक्षामा पनि अंग्रेजी माध्यमबाटै प्रश्नपत्रहरू सोध्ने गरिएको अवस्था छ । जसले नेपाली मूल विषय लिएर अध्ययन गरिरहेका विद्यार्थीहरूलाई अंग्रेजी भाषाको बोधमा कठिनाई उत्पन्न भएको छ । नेपाली मूल विषय लिएर पढ्ने तर अनिवार्य विषयहरूका पठन सामग्री अंग्रेजीमा पढेर बुझ्नु पर्ने तथा अंग्रेजी भाषामा सोधिएका प्रश्नपत्रहरू बुझेर नेपाली

भाषामा उत्तर लेख्नु पर्ने बाध्यताले समग्र विद्यार्थीहरू अनिवार्य विषयमा अनुत्तीर्ण हुने दर बढ्दो छ । यो प्रावधानले नेपाली विषय पढ्ने विद्यार्थीको अंग्रेजी भाषाको ज्ञान परीक्षण गर्न खोजेको देखिन्छ । यसलाई हल गर्न नेपाली भाषामा तयार गरिएका अध्ययन सामग्रीहरू उपलब्ध गराउने र परीक्षामा पनि नेपाली र अंग्रेजी दुवै माध्यममा प्रश्नहरू सोध्ने गर्नु आवश्यक छ ।

- साहित्यिक विधाका पाठहरू चयन गर्दा आवश्यकता, साहित्यिक मर्म, पाठ्यक्रमको अपेक्षाभन्दा पनि व्यक्तिगत चिनजान, राजनैतिक दृष्टिकोण आदिका आधारमा निर्णय गरेको पाइन्छ । अग्रज स्रष्टालाई सम्मान गर्ने र साहित्यिक गरिमा भत्काउने पाठहरू ओभरलुडमा पर्नुले यस कुराको पुष्टि हुन्छ । जसलाई सन्तुलन मिलाउनु आवश्यक छ ।
- भाषिक अनुसन्धान विधि विषयलाई समयसापेक्ष बनाउन गुणात्मक अनुसन्धानका विधि र प्रक्रियाहरू थप गर्नु आवश्यक देखिन्छ ।

Review and Reflection on Curriculum of Masters in Health Education, Tribhuvan University

Health Education programs make available a setting in which teachers, parents, and community members partner to help students focus on health prevention concepts and to practice life skills in a safe and supportive environment. According to CDC (2019), less effective curricula often overemphasize teaching scientific facts and increasing student knowledge. Today's state-of-the-art health education curricula reflect the growing body of research that emphasizes:

- Teaching functional health information (essential knowledge);
- Shaping personal values and beliefs that support healthy behaviors;
- Shaping group norms that value a healthy lifestyle;
- Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors (<https://www.cdc.gov/healthyschools/sher/characteristics/>)

Among the 17 Sustainable Development Goals (SDGs), goal no. 3 is “**Good health and wellbeing**”. It aims to “*ensure healthy lives and promote wellbeing for all at all ages*”. All the targets under this goal are somehow related to health education, awareness and prevention strategies. Some related targets in SDG 3 for example are as follows:

- 3.3. By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.
- 3.4. By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.
- 3.5. Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.
- 3.6. By 2020, halve the number of global deaths and injuries from road traffic accidents.
- 3.7. By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programs.
- 3.9. By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.
 - 3.a Strengthen the implementation of the WHO Framework Convention on Tobacco Control in all countries, as appropriate.
 - 3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.

Similarly, SDG no. 4 is “**Quality education**”. It aims to “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*”. Its further targets in 4.7 as “by 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable

development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development". It is said that education can make a critical difference to a range of health issues, including early mortality, reproductive health, spread of disease, healthy lifestyles and well-being.

We found critical observations as "Is the present Health Education curriculum at Tribhuvan University practically helpful in fulfilling the aims of the nation and international context? Are the courses addressing the SDG?" After a desk-review of the courses and practical experiences of the teachers at Kathmandu Shiksha Campus while teaching the courses in the classroom, it is conceptualized that the curriculum of Master in Health Education at Tribhuvan University needs revisions.

Course specific impression and ways forward:

Course	Existing problem	Correction	Remarks
H.Ed. 515: Advanced health education			Philosophical foundation must be enriched.
H.Ed. 516: Fundamentals of epidemiology			
H.Ed. 517: Human sexuality and reproductive health	In Unit 5 Issues of girls trafficking and commercial sex and Issues of sexual harassment/ violence are kept.	Girls trafficking and sexual harassment/violence are not issues, but real problems	Add other social issues.
	Unit 6 has Concept of MDGs but no SDGs	SDG related information is needed	Link with SDG goals 3 and 4
		An unit on methods of teaching SRH Ed is needed	
H.Ed. 518: Health Promotion	In Unit 4, PRECEDE-PROCEED model and Dignan and Cars' model is kept which is repeated in 3 rd semester in Unit 1 of course 'Health education planning and management'.	Repetition must be checked.	Need to check vertical organization.
H.Ed. 525: Health promoting school	Course is named HPS but it includes components of Comprehensive school health program. It is	Specify HPS and if needed other models of school health, can be kept separately.	

	deliberately modified into CSHP context. WHO's HPS is less revealed by the course.		
		The course could be made theory + practical. A twenty marks project work for “planning, implementing and evaluating a component of HPS” could be included in the course.	
		It is better to exclude present Unit 5 ‘Evaluation of HPS’ as these concepts are repeatedly coming in other places.	
H.Ed. 526: Nutrition education			
H.Ed. 527: Community health			
H.Ed. 528: Community organization for health promotion			
H.Ed. 535: Instructional technology in health education	In Unit 3, Diffusion of innovation and Social marketing theories are kept which is in 1 st semester's course Advanced health education in unit 3.	Repetition must be checked.	
	In Unit 4, higher secondary is used.	Secondary	Must be contextualized.
		This course could be made Theory + Practical. “Practice of any innovative teaching strategy and report writing” could be included.	
H.Ed. 536: Health education	In Unit 1, PRECEDE-PROCEED model is repeated.	Repetition must be checked.	

planning and management		Thorough revision of course is needed	Unit 1: Planning concept, procedures and models in health education Unit 2: Management concept, functions and theories in health education Unit 3: Planning and management of health education instruction and programs Unit 4: Planning and management of School health program
H.Ed. 537: Seminar in issues of health and health education		Course could be made theory + practical.	
	Objective no. 3, 4, 5, 6 and 7 are not addressed by the contents.	Units regarding the process of doing seminar could be added.	Instead of separating issue wise units, they could be listed in one unit if full practical course is to be made.
	Not a single reference book, material etc. is related to “seminar”.	Reference update is needed.	
H.Ed. 538: Applied health education research	Unit 3 has complex topics like SPSS, Nvivo, Atlas ti, etc. which are not known to many teachers as well.	Delivered through guest lectures but it should be improved.	Teacher trainings on the specific contents are needed.
	The course is repetition to compulsory course ‘research methodology’ in the same semester.	Course and contents repetition in the same semester should be managed.	This course is suitable to be given in 4 th semester as an elective one.
H.Ed. 544: Thesis writing			
H.Ed. 546: Health	The course is more clinical in some units. It is more oriented towards bio-	Units related to the role of health education are needed. Contents of	The course must be made health education

psychology (elective)	medical concepts than the behavioral one.	classroom teaching psychology is necessary in this course rather than medical psychology.	psychology rather than health psychology.
H.Ed. 547: Physical exercise and sports for health promotion (elective)	Theory and practical parts are separated.	Separation of theory and practical parts is not necessary, rather synchronously come in all units.	This course could be taken to 3 rd semester.
	Unit 4 is named as 'Practice of games and sports for active life'.	Unit 4 could be renamed as 'Fitness and active life promotion through selected games and sports'.	

Overall impression and ways forward:

1. Spelling errors and formatting of the course should be expertly revised.
2. Repetitions of subject matter should be managed by making a matrix of curricular contents.
3. Name of the subject from 'Health education' to 'Health education and promotion' is necessary to be changed to address upcoming amendments in the field.
4. The courses are heavily guided by the fields of public health, medical health, and humanities. These must be made more pedagogical.
5. The Health Education Curriculum is lacking the courses on academic writing, computer literacy and research statistics. These courses are also necessary for the improvement of thesis writing among the students. It is suggested to include these courses in 1st and 2nd semesters as Non-Credit Course.

Strength and Weakness of Faculty of Education, Education Planning and Management, Master Degree (EPM) Semester System of TU Syllabus.

1. Planning Education for Change (Ed.PM. 515)

Strength:

- Helpful for students to develop knowledge and skills, which are necessary to formulate and implement the plan and policy of education.
- Encourage the students to have a broader conceptual clarity about latent force of education which is brought out to the fore through its planning.

Weakness

- More theoretical and less practical content.
- All contents are taken from others context (western) not based on our context and reality (eastern).
- This course does not provide knowledge about planning steps /process of micro level planning, mezzo level planning, macro level planning and mega level planning.

2. Theories of Educational Management and Leadership (Ed. PM.516)

- **Strength:** It has given overall over all knowledge educational leadership
- **Weakness:** more content has given but less time.
- **Suggestion:** special knowledge on the base of school management in developing countries.

3. Organizational Behaviour in Education (Ed.PM.518)

- **Strength:** It gives fundamental knowledge of OB . It point out the conflict management strategy.
- **Weakness:** There is a philosophical approach in this course bur all most course has been design only the base of management it is different management system in school.
- **Suggestion:** Better to prepare the course on the base of educational institution.

4. Educational Administration and Supervision (EdPM-517)

- **Strength:** It has given complete theoretical parts, from that learners get just theoretical knowledge.
- **Weakness:** In this section lacking of research base knowledge and competitive knowledge

5. Financing of Education (EdPM-536)

- **Strength:** It provides milestone knowledge of financing in institution.
- **Weakness:** It has included only reactive model, so it is not complete in educational institution.
- It has given just theatrical knowledge which could not be match in practical ground.
- **Suggestion:** Course should be made on the base of theoretical.

6. Education and Development (Code- EDPM -522)

Strength:

- Helpful to develop concept of development and its relation with education
- Assists the students to elaborate different perspectives of education such as sociological, economic, and cultural, in relation to their development perspectives.
- Assists the students to understand development efforts of the government in education through national periodic plans
- Acquaints the students with Nepal's efforts in peace education right based approach to education and their relation with the development of education in the country.

Weakness

- More theoretical and less practical content.
- Surface contents no deep and elaborated.
- Contents are widely dominated by western knowledge, neglect indigenous and eastern development practices.
- This course does not provide knowledge about planning steps /process of micro level planning, mezzo level planning, macro level planning and mega level planning.

7. Course Title: Contemporary Educational Issues, (Co de-EDPM541)

Strength:

- Helpful for students to assist the identification of contemporary educational issues.
- Helpful To prepare a proposal for undertaking review study and writing the seminar paper.
- Supportive for students to review the theoretical literature, policy documents and research reports.
- Development of critical perspectives about the selected educational issue(s).
- Make able to write a comprehensive seminar paper in the given format.

Weakness

- If the teachers are not capable and trained, this course is not properly conducted with the essence of its objectives.
- There is a high chance of plagiarism in the seminar paper made by students.
- Same issues are not suitable for every year.

8. School Management (EDPM-538)

- **Strength:** It provides milestone knowledge of School base Management, students can get knowledge wide knowledge .
- **Weakness:** Only very few parts has included in the context of developing countries and SARRC countries as well.
- It has included only reactive model, so it is not complete in educational institution.
- It has given just theatrical knowledge which could not be match in developing countries .
- **Suggestion:** Course should be made on the base of Developing countries.

9. Theory and Practice Non Formal NFE (EDPM-526)

10. Practicum in Educational Planning and Management (EDPM-542)

11. Managing Diversities in Education (EDPM -537)

- **Strength:** It has given the overall practical knowledge to the students knowledge about school running process.
- It has given just theatrical knowledge which could not be match in developing countries.
- **Strength:** It has given the diversity knowledge to the students having different characters and nature of students.
- **Suggestion:** Course should be made on the base of relevant contemporary issues.
- **Weakness:** It has given very little time for field study so it has not match the content and time hours. Due to time students objectives cannot be fulfill.
- **Suggestion:** Course should be made on the base of relevant contemporary issues, better to analysis teaching hours and field study, internship as well.
- **Weakness:** The course has not cover about Geography, psychological base of students.