

Master of Education (M.Ed.) Programs

Introduction

Education plays key role in the development of a society and a country. The extent to which education is able to contribute to the process of socio-economic development and transformation of the nation depends on the trained and qualified human resources developed by the academic institutions and universities. In order to produce the qualified human resources required for the country, university and academic institutions should be equipped with adequate resources, competent and committed teaching faculties and staff, and properly designed courses.

Kathmandu Shiksha Campus (KSC) has been producing and supplying trained and qualified teachers, teacher educators, educational planners and administrators in the country for more than two decades through the Master Programs in Education. It is a two-year ie 4th Semester based course. It consists of professional/pedagogical core courses and specialization courses.

Specialization courses include **Curriculum and Evaluation, Educational Planning and Management, English Education, Nepali Education, Mathematics Education, Health Education**. At KSC, Students can specialize in any one of these above courses.

Objectives of the Programs

The overall objective of the M.Ed. program is to produce higher level academic manpower such as teachers, teacher educators, educational planners and administrators, system analysts and experts in the field of education. The specific objectives of the program are to:

- produce qualified and competent teacher educators,
- produce efficient educational planners, administrators, managers, supervisors and other educational experts,
- promote innovative practices in the field of education,

- develop educational leadership and experts that can transform the educational systems of the country.

Course Structure

The M.Ed. courses can be put under three major categories, viz. Core Courses which carry 350 full marks including teaching practice, Specialization Courses (600 full marks) and Thesis Writing, which carry 50 marks each. The following table shows the courses with their full marks distribution. One Course carrying 50 marks is offered in the second year as Elective course as prescribed by the concerned subject committee.

S.N.	Nature of the Course	Full Marks	1 st Year	2 nd Year	Weightage
1	Professional (Core Course) including teaching practice/practicum	350	200	150	35%
2	Specialization including thesis writing	600	300	300	60%
3	Elective	50	-	50	5%
	Total	1000	500	500	100%

Three courses such as i) Foundation of Education, ii) Psychology in the classroom and iii) Curriculum and practices are offered in the first year as core courses are obligatory for all students irrespective what subject they take as specialization. Three to four courses carrying 300 marks are offered in the same year as specialization courses as approved by the concerned subject committee. In the second year, Measurement and Evaluation, Research methodology, and Teaching Practice are offered as core courses. Courses of 300 marks are offered as specialization subjects and one course is offered as elective one in the second year.

Course Cycle

Area	First Year	Full Marks	Second Year	Full Marks
Core area	Core courses	200	Core courses	100
	i. Foundation of Education	100	i. Measurement and Evaluation	50
	ii. Psychology in the classroom	50	ii. Research Methodology	50

	iii. Curriculum planning and practices	50	iii Teaching Practice	50
<i>Specialization</i>	As approved by the concerned subject committee	300	As approved by the concerned subject committee	300
<i>Elective</i>			As approved by the concerned subject committee	50
<i>Total</i>		500		500

As KSC is offering the subjects mentioned below, students can specialize in any one of the following subjects provided that they have basic background knowledge in that subject:

1. Curriculum and Evaluation
2. English Language Education
3. Educational Planning and Management
4. Health Education
5. Mathematics Education
6. Nepali Language Education

In addition to specializing in any one of these subjects, the students of this programs are required to conduct independent research work and participate in teaching internship and the each related activities (practicum). Both the thesis writing and practicum have to be related to the specialization subjects of the student.

Entry Requirement

Students with Bachelor's degree in Education from TU or equivalent are eligible for the admission to the M.Ed Programs at KSC. However, they need specific qualification for the admission in different specialization subject which are as follows:

<i>Sn</i>	<i>Subject areas</i>	<i>Admission Requirements</i>
1	M.Ed In Nepali Education	Bachelor's Degree in Education with major Nepali or Bachelor of Arts or equivalent to B.A. with major Nepali with (one-year, two-year and three-year, Four Year) B.Ed from T.U. or an Equivalent

2	M.Ed In English Education	Bachelor's Degree in Education with major English or Bachelor of Arts or equivalent to B.A. with major English and with year (one-year, two-year and three-year, Four Year) B.Ed from T.U. or an Equivalent
3	M.Ed In EDPM (Educational Planning and Management)	Bachelor's Degree in Education (one-year, two-year and three-year, Four Year) B.Ed in any discipline from T.U. or an equivalent
4	M.Ed In Curriculum and Evaluation	Bachelor's Degree in Education (one-year, two-year and three-year, Four Year) B.Ed in any discipline from T.U. or an Equivalent
5	M.Ed In Math Education	Bachelor's Degree in Education (one-year, two-year and three-year, Four Year) B.Ed with major Mathematics from TU or an Equivalent
6	M.Ed In Health Education	Bachelor's Degree in Education (one-year, two-year and three-year, Four Year) B.Ed with major Health from TU or an Equivalent

Course Structure

1 M.Ed In English Education

<i>First Semester (12 Credits)</i>	
<i>Eng.Ed. 515</i>	Phonetics and Phonology
<i>Eng.Ed. 516</i>	English Usage and Use
<i>Eng.Ed. 517</i>	Interdisciplinary Readings
<i>Eng.Ed. 518</i>	Second Language Acquisition
<i>Second Semester (12 Credits)</i>	
<i>Eng.Ed. 525</i>	Linguistics in Application
<i>Eng.Ed. 529</i>	Language, Society and Power
<i>Eng.Ed. 527</i>	Critical Discourse Analysis
<i>Eng.Ed. 528</i>	Readings in English
<i>Third Semester (12 Credits)</i>	
<i>Eng.Ed. 535</i>	English Language Teaching Pedagogy and Materials
<i>Eng.Ed. 536</i>	Readings in Literary Genres
<i>Eng.Ed. 538</i>	ELT Research and Testing
<i>Eng.Ed. 539</i>	Dimensions of Teacher Development
<i>Fourth Semester (12 Credits)</i>	

<i>Eng.Ed. 547</i>	Translation Studies (Elective)
<i>Eng.Ed. 549</i>	ELT Seminar and Report Writing (Elective)
<i>Eng. Ed. 548</i>	Academic Writing
<i>Eng. Ed. 546</i>	English Language Teaching (ELT) Curriculum and Syllabus Designing (Elective)
<i>Ed. 422</i>	Teaching Practice
<i>Ed. 525</i>	Thesis

Course Title: Phonetics and Phonology

This course explores speech sounds as physical entities (phonetics) and as linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description: How are speech sounds made? What types of movements and configurations of the vocal tract are used to produce sounds in the world's languages? In this part of the course, the goal is to equip students with the knowledge and skills required to produce and analyze both segmental sounds and supra segmental features of language in general and English in particular. In the next part of the course, the focus is on dealing with different theories of phonology and their importance, phonological processes in English and formulation of different phonological rules. Moreover, great focus is given to English phonetics and phonology, exclusively concentrating on English phonology. The last section focuses on the techniques and activities of teaching English pronunciation in association with the problems which arise in the Nepalese teaching English situations.

Course Title: English Usage and Use

English in Usage and Use is an advanced-level course on English syntax that is directly interfaced with semantic and pragmatic dimensions. The Course is integrated in nature that begins with the broader theoretical perspective on the syntactic aspects of grammar and moves through English usage and its use in action and finally ends with their pedagogical extension.

Course Title: Interdisciplinary Readings

Interdisciplinary reading is a thematically organized course which exposes the students to content knowledge and linguistic resources employed in communication to the wider readership. Content knowledge draws on such diverse disciplines as philosophy, humanities and social sciences, science and technology and ecology, education, and so on. This course seeks to explore the cross-disciplinary links and their relevance to the contemporary world. This course consists of seven unit's altogether, each containing varied selection of reading texts anchored to a broader theme.

Course Title: Second Language Acquisition (SLA) Theories and Research

This course is aimed at exposing the students to the sound theoretical foundations in Second Language Acquisition (SLA) theories and encourage them to engage in the SLA research. The course consists of five units. The first unit presents the fundamental concepts of SLA and related disciplines. The second unit exposes the students to the various approaches of SLA including the universal grammar and non-language factors. The third unit presents the overview of the different theories and models of SLA. The fourth unit introduces the students to the instructed second language acquisition. The last unit engages the students to the practical work of SLA research.

Course Title: Linguistics in Application

This course makes an attempt in exploring the basic ideas of applied linguistics acquainting the learners with the key issues in it so as to prepare them for continuing their studies in this field. It aims to meet the need of those wishing to apply linguistics in various professional fields; focusing upon the central aspects of the discipline and it also aims to develop learners' basic knowledge and skills in these areas. The first unit deals with the basic understanding of applied

linguistics to language teaching. The second unit is about World English's, implication of global spread of English for ELT, English as a lingua franca and the historical context of English in relation to the Nepalese context. Likewise, unit three deals with contrastive and error analysis. Unit four, is about the various intercultural approaches and their practice in ELT. The last unit deals with the various approaches and interpretations of critical pedagogy in language learning.

Course Title: Language, Society and Power

This course aims at exposing the students to the sound theoretical and empirical knowledge on language, society, and power and also encourage them to engage in sociolinguistic research. The course comprises five units. The first unit deals with some major concepts related to language and society. The second unit is on language and power with special focus on linguistic imperialism. The third unit exposes the students to the issues of language planning, policy and literacy. The fourth unit is about various factors related to language and culture. The last unit makes an overview of various sociolinguistic researches in different parts of the world and it also engages the students to carry out small scale sociolinguistic research in the local context.

Course Title: Critical Discourse Analysis (CDA)

This course aims at equipping the students with the knowledge and skills of analyzing discourse in different social contexts critically. This course is organized into four units. The first unit introduces the basic concepts of discourse analysis along with its relation to ideology and its discursive structure. The second unit reviews the history, principles, objectives, role of analyst and engages students in discussions about how CDA differs from discourse analysis. The third unit deals with the commonly used methodologies for critical discourse analysis. The fourth unit that is the application of critical discourse analysis provides the students with opportunity to analyze different types (genres) of discourses critically.

Course Title: Readings in English Part-I

Readings in English Part-I is an advanced level reading course which builds on Interdisciplinary Readings (Eng Ed 517) of the first semester. The course has eight units. It consists of Advanced Academic Texts, which are organized under various themes, namely Education, Literature, Art and Culture, Contemporary Issues, Human Conditions, while Literary Texts organized under major genres of literature. Both types of texts expose the students to content knowledge and strengthen their linguistic resources useful for communication to the wider readership. The course presents the best of authentic academic and literary texts by the prominent authors from diverse geo-cultural and political backgrounds. The course seeks to explore the cross-disciplinary links and their relevance to the contemporary world.

Course Title: ELT Research and Testing

This course is divided into two sections: Research and Testing in ELT. The first section presents glimpse (what, why and how) of different research designs in ELT. It aims at providing the students with overall understanding of research works in general, and the specific research activities carried out in English language teaching and learning in particular. This section is divided into two units. The first unit focuses on developing theoretical perspective of different research designs. For this different research articles will be used as resources. The second unit emphasizes the application of different research design discussed in the first unit. For this the students are required to produce a research article by using one of the designs discussed in the first unit.

Course Title: Dimensions of Teacher Development

‘Dimensions of Teacher Development’ is a course beyond methodology and it covers the key concepts of English language teaching as a professional and various dynamics of teacher development. It addresses the fundamentals of teacher development such as beliefs, maxims and identities. It also discusses the teacher learning theories, their features and their applications to English language teaching. The course makes an attempt to empower the students to operationalize various teacher learning models and approaches. It also enables them to design and deliver training sessions. Thus, the course aims at producing professionally competent English language teachers and trainers.

Course title: Readings in Literary Genres

Readings in Literary Genres is an advanced literature-based course which builds on Readings in English Part-I (Eng Ed 517) of the second semester. This course follows the genre-based classification of literature and its analysis and interpretation from different critical perspectives. Units from first to fifth comprise long fictions, short fictions, poetry, prose and dramas, whereas the last unit entails major schools of literary criticisms. The course offers some carefully selected fiction and non-fiction writings in English that enrich students with critical insights in varieties of the English language, its cultures, and that motivate them in creative writing.

Course Title: English Language Teaching (ELT) Pedagogy and Materials

The intent of this course is to expose the students to the theories and practices of English language teaching and help them develop materials to teach English at various levels of education. The course consists of five units. The first unit familiarizes the students with the broader and specific contexts of English language teaching while the second unit presents the overview of the ELT methodology. The third unit deals with the techniques and activities of teaching English

language aspects and skills. The fourth unit is about the planning and assessment in ELT while the fifth unit provides the critical perspectives of language education and its pedagogy.

Course Title: Translation Studies

This course is aimed at exposing students to various theories and practices of translation studies. The course consists of six units. The first unit overviews basic concepts of the discipline and the second unit deals with concepts of translation equivalence. Likewise, the third unit relates translation theories with some contemporary issues and the fourth unit gives a brief account of translation tradition with reference to the Nepali–English languages pair followed by different kinds of texts for practical activities. The fifth unit sheds light on various approaches in researching translation and the last unit tries to seek the application of translation in language pedagogy.

Course Title: ELT Seminar and Report Writing

The intent of this course is to provide students with opportunities to present and participate in the ELT seminars. This is a fully student-centered course in which the students take the full charge of their learning. Teacher will facilitate them to conduct and participate in the seminar. The course, first of all, introduces the students to the theoretical aspects of ELT seminars by engaging them in the process of identifying contemporary ELT issues that they would like to explore as a part of their course work. They will analyze the issue from multiple perspectives and present their observations in a class seminar.

Course Title: Academic Writing

This course is designed to introduce the knowledge and skill of academic writing to the students so that they can enter into this genre comfortably and come out with end products like abstracts, seminar papers, research articles, dissertation, etc. The course is divided into three units. The first unit introduces the academic writing, while the second unit takes the students into this

genre equipping the students with various skills. Finally, the third unit involves them in writing various texts creatively and academically.

Course Title: English Language Teaching (ELT) Curriculum and Syllabus Designing

The intent of this course is to expose the students to the theories and practices of English language teaching curriculum and syllabus designing and help them develop syllabus to teach English at various levels of education. This is an elective course which can be taken instead of translation studies. The course consists of four units. The first unit familiarizes the students with the broader and specific process of English language teaching curriculum design while the second unit presents the process and approaches required for developing ELT materials. The third unit deals with the techniques and activities of preparing ELT courses and syllabus. The fourth unit is about the planning and designing ELT curriculum and Syllabus.

2. Educational Planning and Management (EDPM)

Course Structure

First Semester (12 Credits)	
Ed. 511	Foundations of Education
Ed. 513	Advanced Psychology
Ed. PM 515	Planning Education for Change
Ed. PM 516	Theories of Educational Management and Leadership
Ed. PM 517	Educational Administration and Supervision
Ed. 518	PM Organizational Behavior in Education
Second Semester (12 Credits)	
Ed. 521	Curriculum Practice
Ed. 522	Education Development
Ed PM 525	Recent Trends in Educational Planning and Management
Ed. PM 526	Educational Resource Management
Ed. PM 527	Theories and Practice of Non Formal Education

Ed. PM 528	Financing of Education
Third Semester (12 Credits)	
Ed. 531	Measurement and Evaluation
Ed. 532	Research Methodology in Education
Ed.PM 536	Financing of Education
Ed. PM 537	Managing Diversities in Education
Ed. PM 539	Social Justice in Education
Fourth Semester (12 Credits)	
Ed. 541	Contemporary Issues
Ed. PM. 542	Monitoring, Evaluation and Research in EPM
Ed. PM 543	Practicum in EPM
Ed. 545	Thesis Writing

Courses and Description

Course Title: Planning Education for Change

This course is designed for the Master degree (M.Ed.) students to provide them with general knowledge about planning education for change. Its aim is to help the students develop knowledge and skills which are necessary to formulate and implement the plan and policy of education that aims at bringing educational change and addressing the issues of national development. Education as a dynamic process has to be made possible by planning it for bringing the desired result i.e. changes in the status of people. Students, under this course, are, therefore, encouraged to have a broader conceptual clarity about latent force of education which is brought out to the fore through its planning.

Course Title: Theories of Educational Management and Leadership

This course is designed for those students who specialize in Educational Planning and Management at the M.Ed. level. The main intention of this course is to provide in-depth understanding of theories of educational management and leadership. The course also deals with

the interface between theories of management and leadership. Moreover, this course enriches the students' thinking on ways and measures to apply management and leadership theories in operating educational institutions. The course, therefore, intends to engage the students in brief case studies and field studies to get a feel of the operating educational organizations

Course Title: Educational Administration and Supervision

This course aims at providing general knowledge about educational administration and supervision to Master degree (M.Ed.) students. It intends to orient the students to theoretical bases of educational administration and supervision by relating them to some established practices. Educational administration and supervision is an applied discipline for bringing the desired result i.e. efficient and effective educational organization and the students are therefore encouraged to have a broader conceptual clarity about its different facets that work in tandem to drive the organization to deliver quality education services to the people.

Course Title: Organizational Behavior in Education

This course is designed for those students who specialize in educational planning and management at Master of Education (M.Ed.). The aim of this course is to provide an in-depth understanding of theory and practice of organizational behavior (OB) and change relating to educational institutions. This course enriches the students' understanding and thinking and stimulates them to apply the knowledge of organizational behavior and change gained through classroom interaction and experiential exercises in operating educational institutions.

Course Title: Recent Trends in Educational Planning and Management

This course acquaints the students with recent trends and developments that have shaped educational planning and management in the beginning of the third millennium. Its aim is to help the students to be familiar with the changes that have occurred over the years and relate them to

the present day planning and management practices. It further intends to place the students on a new footing of trends that give meaning to this discipline along the changed context of the world.

Course Title: Educational Management Information System (EMIS)

This course is designed for those students who intend to be program personnel or practitioners of education management information system (EMIS). It aims to help the students develop the knowledge and skills which are necessary to formulate and implement EMIS trends. Students are encouraged throughout the course to consult libraries, education related institutes, relevant we-sites and participate in classroom discussion. This course is related with planning, various aspects of EMIS development as latest concept of management information system MIS, EMIS system indicators of education system, EMIS in Nepalese education system.

Course Title: Educational Resource Management

Educational Resource Management aims at providing general knowledge about educational resource management to Master degree (M.Ed.) students. It intends to orient the students about theoretical bases of human resource in particular and other educational resources in general, and their management by relating them to some established practices. Contents of the course are primarily dealt in reference to school education. Educational resource management as an applied discipline supports effective and efficient implementation of the plans and programs. Therefore, this course encourages students to have a broader conceptual clarity about the importance of effective resource management to make the education system efficient and thereby ensure equitable quality education.

Course Title: Theory and Practices of Non Formal Education

Theory and practices of Non Formal Education (NFE) aims at orienting about conceptual basis and modes of education that do not necessarily subscribe to the traditional mainstream education to the Master degree (M.Ed.) students. It intends to provide knowledge about the way NFE is approached in different settings. While doing so students will be oriented about theoretical bases of different learning approaches. Another significant feature of the course is introduction to lifelong learning. Therefore this course encourages students to gain a broader knowledge about NFE to ensure equitable quality education for all, particularly for adults.

Course Title: Financing of Education

This course on Financing of Education aims at orienting about conceptual basis and modes of education financing with particular reference to school education to higher education students. It intends to provide knowledge about the way education in general and school education in particular are financed and regulated. The course also orients students about different practices of ensuring financial accountability in education sector. Thus this course encourages students to have a broader conceptual clarity about financing of education.

Course Title: Managing Diversities in Education

This course is designed to provide students with perspectives of diversities that are to be managed in education. It particularly acquaints the students with the performance, practices and factors of diversity management with emphasis on multicultural perspectives. Diversity technology, sources of diversity and managing diversities of people that result from different backgrounds that they come from are the focus of the course.

Course Title: School Management

This course is designed to provide the students with the recent approaches of managing public/community schools. This course specifically deals with theoretical and practical perspectives of school-based management and enriches the students' understanding of improving school effectiveness. The course also deals with school emergency management plan. Through experiential exercises the students gain insight into practical know-how of school-based management.

Course Title: Social Justice Education

This course is designed to assist the potential educators to understand, appreciate and practice the essence of social justice in real life situation. It also intends to generate multiplier effect of social justice education extending from the master's level classroom to the realities of the households. It will assist students in familiarizing themselves with the issues of social justice by exploring their own assumptions and beliefs.

The students are supposed to identify not only the local social justice issues but also relate and explore them at the national and international context. In this sense, the course intends to help the students situate themselves in the lived reality and connect with the macro environment around them with a critical perspective.

Course Title: Monitoring, Evaluation and Research in Planning and Management

This course is designed to provide students with perspectives of monitoring, evaluation and research in planning and management in education. It particularly acquaints the students with the performance and practices in educational planning and management with emphasis on monitoring, evaluation and research perspectives. Dynamics of monitoring and evaluation, research development results, use of qualitative and quantitative research in Educational Planning and Management, and planning educational research are the foci of this course.

Course Title: School Culture and Change

This course has a key focus on school culture and educational change with reference to school reform. Emphasis is laid on the learning experiences to reflect on the meaning and importance of school culture and to develop and use appropriate tools to diagnose and assess the school culture. Students through this course develop critical understanding of the issues and problems of improving school culture at both public and private schools in Nepal. In addition, opportunities for learning about the meaning and importance of inclusive school culture with a broader perspective on educational change and school effectiveness are provided through this course.

Course Title: Contemporary Issues in Educational Planning and Management

This course is designed to provide students with an orientation to contemporary issues in educational planning and management. It makes an attempt to particularly acquaint the students with discourses on current issues of educational planning and management in order to help them develop dynamic perspectives to identify and look into cross cutting issues of planning and management of education with a reference to Nepalese education system. The foci of the course are: Access to the use of technology, sources, trends and development of planning along with managing of contemporary issues of education.

3. M.Ed. in Health education**Course Structure**

First Semester (12 Credits)	
Ed. 511	Foundations of Education
Ed. 513	Advanced Psychology
Ed. HE 515	Advanced Health Education
Ed. HE 516	Fundamentals of Epidemiology

Ed. HE 517	Health Sexuality and Reproductive Health
Ed. HE 518	Health Promotion
Second Semester (12 Credits)	
Ed. 521	Curriculum Practice
Ed. 522	Education Development
Ed. HE 526	Nutrition Education
Ed. HE 527	Community Health
Ed. HE 528	Community Organization
Ed. HE. 529	Health Promoting School
Third Semester (12 Credits)	
Ed. 531	Measurement and Evaluation
Ed. 532	Research Methodology in Education
Ed.HE 535	Instructional Technology in Health Education
Ed. HE 537	Seminar Issue of Health Education
Ed. HE 538	Applied Research in Health Education
Ed. HE 539	Health Education Planning and Management
Fourth Semester (12 Credits)	
Ed. 547	Physical Exercise and Sports in Health Promotion/Health Psychology
Ed. PM. 542	Monitoring, Evaluation and Research in EPM
Ed. PM 543	Practicum in EPM
Ed. 545	Thesis Writing

Course Description

Course Title: Advanced Health Education

This course is designed to enhance the advanced knowledge and in-depth understanding of health education among students. It provides an opportunity for students to explore, apply and critique the principles, philosophy, theories, foundations and professionalization of health education, and to learn more about their applications in varied health education settings.

Course Title: Fundamentals of Epidemiology

This course is designed to provide the students with in-depth knowledge of epidemiologic measures and methods which are applied in health research. Moreover, emphasis is placed on epidemiologic approach, measures, methods/designs, causation, and epidemiology of infectious and non-communicable diseases. Students will gain knowledge and experiences in epidemiologic measures and methods. The aim of this course is to widen the horizon of knowledge and understanding of the students with a view to making them able to design epidemiologic study and apply epidemiologic methods in diseases prevention and health promotion.

Course Title: Human Sexuality and Reproductive Health Education

This course is designed to equip students with deeper knowledge and understanding on conceptualization of sexual and reproductive health education, development of human sexuality, sexual behavior, and problems of sexuality, social aspects of human sexuality and recent reproductive health goals and strategies. This course also builds capacity in students to work as an expert in designing, implementing and monitoring program for the formal as well as non-formal educational sectors.

Course Title: Health Promotion

This course is designed to provide the students with the knowledge and understanding of health promotion in modern context. The emphasis is on the critical understanding of the theory, models, strategies and methods of health promotion. It aims to develop critical understanding and

appraisal of the nature of the relationship between people and their social-ecological contexts in terms of its impact on the health of individuals and community. It provides students in depth understanding of methods for planning, implementing and evaluating health promotion interventions which aimed at promoting health at different focus areas and settings for health.

Course Title: Nutrition Education

This course deals with the fundamental issues of nutrition and nutrition education. Students will gain deeper understanding on nutrition requirement for different age groups and determinants of food choices and food habits. It examines nutrition education including emerging education models for promoting healthy eating and an active lifestyle. Emphasis is given on a stepwise procedure for designing nutrition education. Focus of this course is designing and implementing theory based nutrition education in school and community by linking theory, research and practices. The students will learn about the impact of marketing and communication on the food and lifestyle choices that are made by consumers.

Course Title: Community Health

This course is designed to provide an overview of community/public health and some of its main components. It is particularly directed towards health problems in developing countries including Nepal. It also deals with environmental health, community-based health intervention, mental health, drug abuses and health care systems. This course emphasizes the importance of creating and applying an evidence base to finding solutions to the health problems facing populations.

Course Title: Community Organizing for Health Education

This course is designed to develop a broader understanding of community structure, community organization, community participation and community development, and group

process for community health education among students. It equips students with practical knowledge and skills in organizing community, doing survey, analyzing community health needs and problems, writing report of community organization and planning action program for community health education and promotion.

Course Title: Health Promoting Schools

This course is designed to provide students with an understanding of health promoting school as a setting based concept of school health program. It deals with school health program, development of school ethos and environment, curriculum materials and evaluation of school health promoting school.

Course Title: Instructional Technology in Health Education

This course is designed to equip the students with essential knowledge and skills pertaining to the innovative teaching strategies, communication in teaching and use of technology in health education. It enables the students in designing, selecting and using appropriate teaching materials and media in health education.

Course Title: Seminar in Issues of Health and Health Education

This course has been designed to equip the students with in-depth knowledge on issues and challenges of health and health education. It has been developed with a view to enhance their skills for identifying issues pertinent to health education, writing seminar papers on health issues and challenges and present in a seminar. It also provides them an opportunity to organize a seminar effectively.

Course Title: Applied Health Education Research

This course has two prongs; applied research methods and statistics. Upon completing the course students will understand the basics of health education research methods and statistics. They will develop an understanding of various research methods and statistical methods and tools that are applied in health education research. The students will be able to apply their knowledge and skills to developing research tools both in quantitative and qualitative research, and collect and analyze qualitative and quantitative data. They will also be able to generate research questions, formulate, and test hypothesis based on the data they generate or given to them. Students will be introduced to basic procedures of SPSS for windows and have opportunity to practice data processing in SPSS software. The students will develop their understanding on qualitative data analysis programs. The students will be able to use their research-related knowledge and skills in developing a research protocol, write research report and papers, and undertake research in future.

Course Title: Health Education Planning and Management

This course is designed to provide students with concepts, theories and experiences of health education planning (HEP), health service planning, management of health services and health education program. It also emphasizes on planning, implementation and supervision of school health education program. Moreover, it enables the students to analyze existing health policy, planning and organization of health services and school health education programme of Nepal.

Course Title: Health Psychology

This course is designed to introduce the basic concepts of health psychology. It deals with psychological basis of health, bio-psychosocial models and approaches to health, health-risk behavior, illness perceptions and illness behavior, health enhancing behavior, pain management and improving quality of life. The course helps the students to develop better understanding on

various approaches of health psychology that to apply concepts and approaches of health psychology in health education and promotion programme.

Course Title: Physical Exercise and Sports for Health Promotion

This course is designed to provide students with the experience of physical exercise and sports to enhance their health. The course is divided into two parts: theoretical and practical. Theoretical part deals nature of physical activities and sports as well as their importance in relation to health promotion. The second part is in practical nature under which the students have to practice some exercise and sports to promote their health.

4. Curriculum and Evaluation**Introduction**

Department of Curriculum and Evaluation (DCE) has a unique identity in KSC. The importance of DCE lies in the very existence of Campus itself as curriculum, in its broadest sense, comprises the live situation of the teaching-learning process. Thus, curriculum signifies the meanings of education in the context of the world of action rather than limiting its activities on planning endeavors since this idea is supported by a root of the word curriculum, that is, ‘currere’ meaning running of the race.

In larger perspectives, the relevance of DCE has been linked to the need for curriculum development and its implementation and evaluation for the betterment of formal education as well as non-formal education system. DCE is always guided by the educational needs of our country

DCE offers a four-semester-based Master’s degree with a specialization in curriculum and evaluation. The department offers the courses to prepare human resources such as curriculum designer, curriculum evaluator, curriculum researcher, test developer, test analyst, and test researcher. These courses equip graduate students with the fundamental knowledge and skills

required in the areas of curriculum development and assessment practices. Considering various designs and approaches of curriculum development, we engage our students in preparing an appropriate framework for designing curricula of different levels of education. In addition, the department provides the graduates with required knowledge and skills for constructing, validating and standardizing tests. Furthermore, our graduates are equipped with the knowledge and skills for pedagogy and evaluation of educational programs.

Course Offered

Students complete two years course cycle divided into four semesters during which they will earn 69 credit hours. Out of 69, 21 credit hours are devoted to the core courses and 48 credit hours to the major courses. Here are the lists of core and major courses:

Course Structure

First Semester (12 Credits)	
Ed. 511	Foundations of Education
Ed. 513	Advanced Psychology
Ed. CE 515	Foundations of Curriculum
Ed. CE 516	Programme Evaluation
Ed. CE 517	Psychological Testing
Ed. CE 518	Curriculum Diversity in Education
Second Semester (12 Credits)	
Ed. 521	Curriculum Practice
Ed. 522	Education Development
Ed. CE 525	Curriculum Theory
Ed. CE 526	Test Theory
Ed. CE 527	Test Development
Ed. CE 528	Curriculum Evaluation and Research
Third Semester (12 Credits)	

Ed. 531	Measurement and Evaluation
Ed. 532	Research Methodology in Education
Ed. CE 535	Classroom Instruction
Ed. CE 536	Emerging Perspectives in Education
Ed. CE 537	Project on Program and Curriculum
Ed. CE 538	Application of Statistics in Education
Fourth Semester (12 Credits)	
Ed. 547	Physical Exercise and Sports in Health Promotion/Health Psychology
Ed. CE 546	Management of Open and Distance Learning
Ed. CE 547	Qualitative Research
Ed. 545	Thesis Writing

Courses and Description

Course Title: Foundations of Curriculum

This course is designed for the students who specialize in curriculum and evaluation. The course is primarily devoted to the foundations of curriculum. It deals with different conceptions, issues and four foundations of curriculum. While developing a curriculum, we depend primarily on ideas that stem from four major fields: philosophy, sociology, psychology and knowledge. An understanding of these fields is crucial to the study of curriculum since they have traditionally been and still are considered its foundations.

Course Title: Program Evaluation

This course is designed for those students who intend to specialize Curriculum and Evaluation in Master's Degree. The course deals with main concepts, aspects, designs, models and

planning of program evaluation. Hence, the course aims to enable students in planning and preparing an evaluation study of an educational program, a curriculum, or an educational project.

Course Title: Psychological Testing

This is a specialization course designed for the M. Ed. students who specialize in curriculum and evaluation. This course deals with various psychological tests. The course also aims to enable the students in designing psychological tests. The students are also required to perform the activities mentioned in the course.

Course Title: Curriculum for Diversity in Education

This course deals with emerging issues, dimensions and challenges of diversity in education. In addition, vectors of education as key vector of cultural diversity, and approaches to and models of diversity are also the focus of the course. This course aims at developing democratic vision in student towards diversity and helping them explore ways to tackle the issues therein.

Course Title: Curriculum Theory

This is a specialization course in curriculum and evaluation designed for M. Ed. Program. This course aims to equip students with deeper knowledge and theoretical understanding of curriculum phenomena. This course deals with theorizing curriculum and theorizing curriculum development, gender and curriculum, postmodernism and curriculum and curriculum in 21st century.

Course Title: Test Theory

This is a specialization course designed for M. Ed. program. This course aims to equip students with deeper knowledge and understanding of various concepts and process of test development. It covers the issues related to testing along with the concept of classical and modern

test theories. This course also covers the practice and use of both classical and modern test theories and acquaints the students about different models of modern test theory.

Course Title: Test Development

This is a specialization course of M.Ed. designed for the students specializing in Curriculum and Evaluation. This is a practical course covering the process of test development. It covers major considerations for developing a test to measure specific traits and standardization process

Course Title: Curriculum Evaluation and Research

This course is designed for the students of Master of Education specializing in Curriculum and Evaluation. This course aims to develop knowledge on curriculum evaluation and research. There are two parts in this course. The first part deals with models, aspects and forms of curriculum evaluation with evaluation criteria, designs and tools. The second part is about historical background, dimension and trends of curriculum research. This course intends to shape the perspectives of students towards the new trends of curriculum evaluation and research.

Course Title: Classroom Instruction

This course is designed to provide students the conceptual foundations of effective classroom instruction and enabling them with essential pedagogical skills useful to transform classroom instructional practices. This course would enable the students to apply theoretical/conceptual understandings at the classroom level both at creating conducive classroom environment and applying appropriate instructional strategies to maximize students' learning. In order to craft instructional skills, instructional strategies will be covered in demonstration, practice and feedback modality as far as possible.

Course Title: Emerging Perspectives in Curriculum

This is an elective course designed for students specializing in ‘Curriculum and Evaluation’. The course aims at exposing to develop the skills of critical analysis. Basically the course will deal the curriculum from child right perspective, peace and nonviolence perspectives, sustainable development perspectives, and diversified or differentiated perspectives. This course requires students to search various resources, critically analyze and prepare notes and presentation rather than depends upon prescribed or established content.

Course Title: Project on Program and Curriculum Evaluation

This is a practical course which aims at providing students with an opportunity to apply their theoretical knowledge in the evaluation of educational programs and curriculum of different levels. In this course, students will be fully engaged in identifying problems and issues related to educational programs and curriculum and in developing study design and tools as well as in collecting and analyzing data and writing report. The students will carry out the project work individually.

Course Title: Management of Open and Distance Learning

This is an elective course designed for the students specializing in Curriculum and Evaluation. This course deals with the concepts of open and distance learning (ODL), creating learning materials for ODL, tutoring and supporting students, and assessing the students in ODL. In this course, students' knowledge in ODL will be enriched through different instructional approaches. The course aims to enable the students in planning and implementing the ODL programs.

Course Title: Qualitative Research

This course deals with the qualitative research methods. The course aims to enable the students to design and use qualitative research tools in conducting research through qualitative methods.

5. Mathematics Education

Introduction

Mathematics education is becoming more dedicated to contents and pedagogy based stream of education. It relates the courses from new perspectives with influences from the different disciplines as diverse as psychology, philosophy, sociology, anthropology, feminism and mathematical sciences.

The distinction between mathematics and mathematics education lies on the nature of enquiry is made by mathematicians and mathematics education researchers. Mathematicians established the pattern, structure and theory in the physical world and the mental world of forms, relationships, and try to convince others that they too can see the same things whereas Mathematics Education researchers established pattern and structure in the socio-psychological behavior of students and the teachers of mathematics explore whether the phenomenon directs the future actions, and try to provide frameworks for enabling others to notice the same as well.

Courses Offered

First Semester (12 Credits)	
Ed. 511	Foundations of Education
Ed. 513	Advanced Psychology
Math Ed. 515	Foundation of Mathematics Education
Math Ed. 516	Abstract Algebra
Math Ed. 517	Mathematics Statistics
Math Ed. 518	History of Mathematics
Second Semester (12 Credits)	
Ed. 521	Curriculum Practice
Ed. 522	Education Development
Math Ed. 525	Trends in Mathematics
Math Ed. 526	Linear Algebra
Math Ed. 527	Projective Geometry
Math Ed. 528	Complex and Numerical Analysis

Third Semester (12 Credits)	
Ed. 531	Measurement and Evaluation
Ed. 532	Research Methodology in Education
Math Ed. 535	Teaching Undergraduate Mathematics
Math Ed. 537	Differential Geometry
Math Ed. 538	Measure and Topology
Math Ed. 538	Studies in Maths Education
Fourth Semester (12 Credits)	
Math Ed. 546	Operation Research/ (Elective)
Math Ed.547	ICT in Mathematics Education/(Elective)
Ed. 542	Teaching Practice
Ed. 544	Thesis Writing

Mathematics Education: Courses and Description

Course Title: Foundation of Mathematics Education

This course is designed to provide a broader and deeper understanding of the state of the art of mathematics education. Mathematics education draws upon three main foundations: mathematical foundation, psychological foundation, cultural foundation and recently technological foundation. This course has been updated and modified to meet the changing needs of mathematics education.

Course Title: Abstract Algebra

This is a specialization course designed for the students majoring Mathematics Education at M.Ed in ODL. This course deals with abstract algebra covering axiomatic structures such as group theory, ring theory and field theory including Galois Theory of fields. It also focuses on Sylow's Theorem and classification of finite groups as well as nilpotent and solvable groups and series of groups. This course can also be implemented in open and distance mode (ODL mode) with different instruction strategies and different assessment techniques.

Course Title: Mathematical Statistics

This course explains how statistics most accurately communicate/describe the nature of attitude, achievements and events and also explains how it condenses opinions, performances and

comparisons through summary numbers that can be understood at a glance through chart and graph. Through test of significance using the theory of probability, it also explains how statistics draws inferences, make decisions and form opinions about the events in our day-to-day life. It covers the major contents like sampling techniques, hypothesis testing (parametric and non-parametric) and correlation and regression (Partial as well as multiple).

Course Title: History of Mathematics

Mathematics begins with the history anecdote in different papyrus, in different archives and in different temples/artifacts found in different civilizations such as Hindu, Egyptian, Babylonian, Greek, Mayan, Roman, and Chinese. In different periods (from antiquity through medieval to modern) mathematicians created different branches of mathematics while they tried to answer/solve antiquity problem/puzzles/paradoxes. This course gives a comprehensive overview of ubiquitous nature of applied and applicable mathematics.

Course Title: Trends in Mathematics Education

This course deals with skill and knowledge in various aspects of mathematics education at different levels of the school and the University. Besides this, it also provides an overview on the themes, issues and the recommendations made by different international education conferences. This course deals with the present status and trends of research in mathematics education too.

Course Title: Linear Algebra

This course covers Vector spaces, Inner product Spaces, linear mapping & their algebraic properties, bilinear form & Standard operators, Spectral Theorem & primary decomposition theorem with Jordan Canonical Form and Module Theory.

Course Title: Projective Geometry

Projective Geometry examines those properties of geometric figures that remain unchanged by a central projection. Perspective in art, images of conic section under projection analyzed through point at infinity and duality are the beauty of projective geometry.

Course Title: Complex and Numerical Analysis

The topics on complex analysis deal with the basic properties of complex numbers, functions of complex variables, complex differentiations, Integration, series and residues. Furthermore, the numerical analysis deals with the numerical techniques to the solution of system of linear equations through matrix computations and solution of non-linear equations through interpolation and iterative method of differentiation and integration

Course Title: Teaching Undergraduate Mathematics

This course is designed for Master's in mathematics education. It is expected that this course shall sharpen students in content knowledge for teaching in secondary and undergraduate level and provide knowledge in pedagogies. Basically, abstract algebra, analysis and geometry are considered as the foundation for learning other advance mathematics. This course is focused especially on these foundation course of mathematics to provide meaningful content learning and pedagogical skills and competencies necessary to run the courses in higher secondary and undergraduate level. Competent mathematics teachers are those who are able to reduce the learning contents into organized and reduced form of abstraction to make the student able to understand the abstraction. Therefore, this course intends to impart the students the mathematics that is particularly necessary to the teachers who are teaching at undergraduate level as well as at secondary level. This course is an enrichment course to the teachers to make them fit into dealing contents of schools mathematics and undergraduate mathematics meaningfully. The contents for this enrichment course will be the simplified and made meaningful for the purpose of teaching.

Besides the content enrichment it provides undergraduate mathematics teaching instructional models to the students – an appropriate pedagogy for actionable learning. This course makes students able to design lessons for undergraduate courses using different instructional strategies.

Course Title: Differential Geometry

An analytical geometry is a great breakthrough in the advancement of synthetic geometry occurred through the work of Descartes and Fermat and later to differential geometry where application of calculus and vector are heavily used to study shapes and surfaces. The study of curvature for space curves and fundamental forms for surface are the complex and broad in scope in representing local and global geometry.

Course Title: Measure Theory and Topology

This course is designed to provide students with the sound knowledge of measure theory and topology. The topics on measure theory deal with the theory of measure and integration in the simple setting of Euclidean and abstract space. As a preliminary step, students study the Lebesgue measure and outer measure, measurable functions, Lebesgue integral, classes and integration in Euclidean and abstract spaces. The topics in topology deal with the definition of metric spaces as topologies, generalized topological spaces and their properties.

Course Title: Studies in Mathematics Education

This course aims at giving exposure to students about some of the books written in mathematics education that are used all over the world extensively. It also aims to let students pick up global issue which is locally important, write an essay and give seminar related to components of mathematics education, like nature of mathematics, pedagogies for mathematics, teacher development, assessment strategies and research agenda.

Course Title: Operation Research

The course is designed for the M. Ed. students in Education majoring in Mathematics Education. It provides various methods and techniques of operations research for prospective math-educators and researchers. The content intends to equip the prospective teachers of mathematics to become a good time researcher and educators.

Course Title: ICT in Mathematics Education

This course is intended for perspective mathematics teachers as well as mathematics educators who place a high value on successful students learning through the use of computer as an instructional tool. It comprises a wide range of skills varies from basic literacy to advance skills of handling instructional technology software while teaching various courses of mathematics of tertiary and graduate levels.

Nepali Education**परिचय**

वर्तमान नेपालको राष्ट्रभाषा, सरकारी कामकाजको भाषा, शैक्षिक तथा प्रशासनिक क्षेत्रको महत्त्वपूर्ण भाषा, बहुसङ्ख्यक नेपालीको प्रथम भाषा र नेपाल बाहिरका मुलुकमा पनि संवैधानिक मान्यता प्राप्त र प्रचलित भएकाले अन्तर्राष्ट्रिय तथा विदेशी भाषा समेत रहेको नेपाली भाषाको औपचारिक शिक्षाको शुभारम्भ राणाकालीन प्रधानमन्त्री देवशमशेरको छोटो प्रधानमन्त्रीत्व कालमा भएको पाइन्छ । वि.सं. १९५८ मा बझाङी राजा जयपृथ्वीबहादुर सिंहको सत्प्रयासद्वारा निर्मित अक्षराङ्क शिक्षा (वि.सं. १९५८) नामक पहिलो पाठ्यपुस्तकबाट प्राथमिक तहमा आरम्भ भएको यो नेपाली भाषाको शिक्षा विकासक्रम अहिले स्नातकोत्तर तह हुँदै विद्यावारिधि तहसम्म विस्तारित भएको छ ।

ज्ञान विज्ञानको अनवरत विस्फोटनका साथै प्राविधिक र सञ्चार क्षेत्रमा भएको अत्याधुनिक विकासले वर्तमान सन्दर्भमा नेपाली भाषा शिक्षाको आयाममा पनि विकास भएकाले तदनुरूप यसको विकास र विस्तार

गर्न यससम्बन्धी शिक्षण प्रशिक्षण, अनुसन्धान, निरीक्षण र मूल्याङ्कन कार्यका लागि अपेक्षित सक्षम जनशक्ति तयार गर्नु नितान्त आवश्यक हुन्छ । समयानुकूल यिनै आवश्यकताहरूको परिपूर्तिका निमित्त वि.सं. २०२९ मा शिक्षाशास्त्र अध्ययन संस्थानको स्थापनासँगै प्रस्तुत विभागको पनि जग बसालिएको हो । यस विषयमा बी. एड. कार्यक्रम सङ्कायको स्थापनासँगै सञ्चालित भएको हो तापनि एम. एड. कार्यक्रम चाहिँ २०४० सालमा सञ्चालित भएको हो । अहिले यो नेपाली भाषा शिक्षा विभागका रूपमा त्रि.वि. शिक्षाशास्त्र सङ्काय, शिक्षाशास्त्र केन्द्रीय विभाग अन्तर्गत विश्वविद्यालय क्याम्पस, कीर्तिपुरमा रहेर आफ्नो उद्देश्यमा निरन्तर क्रियाशील छ ।

नेपाली भाषा शिक्षाका विविध फाँटमा आवश्यक जनशक्ति विकास गर्ने दायित्व वहन गरेको प्रस्तुत नेपाली भाषा शिक्षा विभागले आफ्नो कार्यक्षेत्रमा दक्ष शैक्षिक जनशक्ति विकास गर्न स्नातकोत्तर तहको चार सेमेस्टरमा आधारित एम.एड. कार्यक्रम सञ्चालन गर्दै आएको छ । साथै शिक्षा स्नातक स्कुल कार्यक्रमसँग समन्वय गर्दै यस दिमागले एम.फिल. तथा पीएच.डी. कार्यक्रम सञ्चालन गरिएको छ । यस विभागका सबै सदस्यहरूले आ-आफ्नो क्षेत्र र रुचिअनुरूप विषयसँग सम्बन्धित क्षेत्रमा हुने शोधकार्य र अनुसन्धान तहको पिएच.डी. कार्यक्रममा सहभागी हुने शोधार्थीहरूलाई पनि सम्बन्धित विषयमा शोध परामर्श, शोध निर्देशन तथा विशेषज्ञताको सुविधा उपलब्ध गराउँदै आउनुभएको छ ।

यस विभागअन्तर्गत सञ्चालित नेपाली भाषा शिक्षाका निम्नलिखित शैक्षिक कार्यक्रम र तिनमा

रहेका पाठ्यांशहरू यसप्रकार छन्:

Course Structure

First Semester (12 Credits)	
Ed. 511	Foundations of Education
Ed. 513	Advanced Psychology
नेपा ५१५	भाषाविज्ञान
नेपा ५१६	नेपाली आख्यान र नाटक
नेपा ५१७	पूर्वीय र पाश्चात्य समालोचना
नेपा ५१८	प्रायोगिक भाषाविज्ञानका प्रमुख क्षेत्र
Second Semester (12 Credits)	
Ed. 521	Curriculum Practice

Ed. 522	Education Development
५२४	भाषिक परीक्षण
५२५	नेपाली कविता काव्य
५२६	आधुनिक नेपाली निबन्ध र समालोचना
५२९	सामाजिक तथा मनोभाषाविज्ञान
Third Semester (12 Credits)	
Ed. 531	Measurement and Evaluation
Ed. 532	Research Methodology in Education
५३५	नेपाली भाषा शिक्षण
५३७	भाषिक अनुसन्धान विधि
५३९	भाषिक विधा शिक्षण
५३८	भाषाविज्ञानका प्रमुख सिद्धान्त
Fourth Semester (12 Credits)	
५४५	भाषिक सम्पादन कला
Ed. 542	अभ्यास शिक्षण
Ed. 544	शोधपत्र

Course structure

यस विभागले शिक्षण—प्रशिक्षण, निरीक्षण, सुपरिवेक्षण र मूल्याङ्कन कार्यका अतिरिक्त विभागको विषय क्षेत्रका विविध पक्षमा हुने अनुसन्धान कार्यमा निर्देशन, तत्परता, सहभागिता, परामर्श, विशेषज्ञता तथा सहयोगको सुविधा प्रदान गर्दै आएको छ । नेपाली भाषा शिक्षा विभागले सम्बन्धित अनुसन्धानका विभिन्न क्षेत्रमा सहयोग पुऱ्याउँदै आएकोछ र निम्नलिखित क्षेत्रमा विशेष जोड दिएको छ /

१. भाषा शिक्षण
२. भाषा पाठ्यक्रम
३. भाषा पाठ्यपुस्तक
४. विभिन्न सम्बन्धित पाठ्यक्रम पाठ्यपुस्तक आदिको तुलनात्मक अध्ययन
५. भाषा र भाषिकहरूको शोधमूलक अध्ययन
६. भाषिक मूल्याङ्कन
७. द्विभाषिकता र बहुभाषिकताको अध्ययन
८. दोस्रो भाषाशिक्षण

९. व्यतिरेकी विश्लेषण, त्रुटिविश्लेषण र सङ्कथन विश्लेषण

१०. बालभाषाको अध्ययन

११. बालसाहित्यको अध्ययन

१२. मातृभाषा र दोस्रो भाषाको अध्ययन राष्ट्रभाषा र विदेशी भाषाको अध्ययन

पाठ्यांश शीर्षक र परिचय

पाठ्यांश शीर्षक : भाषाविज्ञान

प्रस्तुत पाठ्यांश त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र सङ्काय अन्तर्गत सेमेस्टर प्रणालीमा आधारित दुई बर्से स्नातकोत्तर (एम.एड.) तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशबाट भाषाविज्ञान अन्तर्गत भाषा र भाषाविज्ञानको परिचय, ध्वनिविज्ञान, वर्णविज्ञान, रूपविज्ञान, वाक्यविज्ञान र अर्थविज्ञान एवम् तत्सम्बन्धी प्रायोगिक कार्य गराउने अपेक्षा गरिएको छ ।

पाठ्यांश शीर्षक : नेपाली आख्यान र नाटक

यो पाठ्यांश त्रि.वि. शिक्षाशास्त्र सङ्काय स्नातकोत्तर (एम.एड.) कार्यक्रम अन्तर्गत सेमेस्टर प्रणालीमा आधारित नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशमा आधुनिक नेपाली साहित्यका कथा, उपन्यास, नाटक र एकाङ्की विधाको सिद्धान्त, विकासक्रम, प्रमुख मोड तथा प्रवृत्ति एवम् प्रतिनिधि साहित्यकारहरूका निर्धारित कृतिहरूको विवेचनात्मक अध्ययन गराउने अपेक्षा राखिएको छ ।

पाठ्यांश शीर्षक : पूर्वीय र पाश्चात्य समालोचना

प्रस्तुत पाठ्यांश त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र सङ्काय अन्तर्गत सेमेस्टर प्रणालीमा आधारित दुई बर्से स्नातकोत्तर (एम. एड.) तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशबाट पूर्वीय समालोचना अन्तर्गत काव्यको परिभाषा, काव्यहेतु र प्रयोजन, शब्दशक्ति, रससिद्धान्त र ध्वनिसिद्धान्त, अलङ्कार, रीति र वक्रोक्तिसिद्धान्त; पाश्चात्य समालोचना अन्तर्गत परिष्कारवाद, स्वच्छन्दतावाद, यथार्थवाद, अतिथार्थवाद, अस्तित्ववाद, उत्तर आधुनिकतावाद; पाश्चात्य समालोचना प्रणाली अन्तर्गत नीतिपरक

समालोचना प्रणाली, समाजपरक समालोचना प्रणाली, रूपपरक समालोचना प्रणाली र शैलीवैज्ञानिक समालोचना प्रणाली एवम् तत्सम्बन्धी प्रायोगिक कार्य गराउने अपेक्षा गरिएको छ ।

पाठ्यांश शीर्षक: प्रायोगिक भाषा विज्ञानका प्रमुख क्षेत्र

यो पाठ्यांश त्रि.वि. शिक्षाशास्त्र स्नातकोत्तर (एम.एड.) कार्यक्रम अन्तर्गत सेमेस्टर प्रणालीमा आधारित नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशमा प्रायोगिक भाषाविज्ञानका प्रमुख क्षेत्र अन्तर्गत पर्ने सङ्कथन विश्लेषण, शैलीविज्ञान, कोशविज्ञान र अनुवाद विज्ञानसँग सम्बन्धित सामग्रीहरू रहेका छन् ।

पाठ्यांश शीर्षक : भाषिक परीक्षण

प्रस्तुत पाठ्यांश शिक्षाशास्त्रमा 'नेपाली शिक्षा' विषय लिएर दुई बर्से स्नातक, तीन बर्से स्नातक, चार बर्से स्नातक, एक बर्से स्नातक वा सो सरहको तह उत्तीर्ण गरी स्नातकोत्तर शिक्षा (एम.एड.) कार्यक्रम अन्तर्गत मुख्य विषय 'नेपाली शिक्षा' मा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशमा भाषिक परीक्षणका सैद्धान्तिक अवधारणा, मान्यता र धार, भाषिक परीक्षणका युक्ति र साधन, भाषिक परीक्षण योजना तथा भाषिक प्रश्न निर्माण र विश्लेषणका विविध पक्षहरूको सैद्धान्तिक र प्रायोगिक सुझाव विकास गर्ने दृष्टिकोण राखिएको छ । यसबाट विद्यार्थीहरूमा नेपाली भाषा शिक्षणका सन्दर्भमा भाषिक परीक्षणको सोद्देश्यपूर्ण उपयोग क्षमता वृद्धि हुने अपेक्षा गरिएको छ ।

पाठ्यांश शीर्षक : नेपाली कविता काव्य

यो पाठ्यांश शिक्षाशास्त्र सङ्काय अन्तर्गत सेमेस्टर प्रणालीमा आधारित नेपाली शिक्षा विषयमा स्नातकोत्तर (एम.एड.) विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार गरिएको हो । यस पाठ्यांशमा कविता सिद्धान्त र नेपाली कविताको विकासक्रम, निर्धारित कविहरूका फुटकर कविता र गीत गजलहरू, प्रतिनिधि कविहरूका खण्डकाव्य, नाट्यकाव्य र महाकाव्यहरू रहेका छन् ।

पाठ्यांश शीर्षक: आधुनिक नेपाली निबन्ध र समालोचना

यो पाठ्यांश शिक्षाशास्त्र सङ्काय अन्तर्गत सेमेस्टर प्रणालीमा आधारित नेपाली शिक्षा विषयमा स्नातकोत्तर (एम.एड.) विशिष्टीकरण गर्न चाहने विद्यार्थीहरूको लागि तयार गरिएको हो । यसमा दुई प्रकारका पाठ्यांशहरू रहेका छन्: आधुनिक नेपाली निबन्ध र नेपाली समालोचना । आधुनिक नेपाली निबन्ध अन्तर्गत निबन्धको परिभाषा र स्वरूप, निबन्धका प्रकार, निबन्धका तत्त्व, निबन्धको अन्य विधासँगको सम्बन्ध, नेपाली निबन्धको विकासका प्रमुख मोड तथा प्रवृत्तिहरू, प्रमुख निबन्धकार र तिनका प्रतिनिधि निबन्धको जानकारी, प्रमुख नेपाली नियात्राकार र तिनका प्रतिनिधि निबन्धको अध्ययन तथा हास्यव्यङ्ग्यको सैद्धान्तिक परिचय एवम् प्रतिनिधि हास्यव्यङ्ग्य निबन्धकारका निबन्धहरू समावेश गरिएका छन् । त्यसैगरी नेपाली समालोचना अन्तर्गत समालोचनाको परिभाषा र स्वरूप, नेपाली समालोचनाको विकासक्रम, प्रतिनिधि नेपाली समालोचनाका प्रमुख प्रवृत्ति र उत्तरवर्ती नेपाली समालोचनासँग सम्बन्धित सामग्री राखिएको छ ।

पाठ्यांश शीर्षक: सामाजिक तथा मनो-भाषाविज्ञान

प्रस्तुत पाठ्यांश त्रिभुवन विश्वविद्यालय शिक्षाशास्त्र सङ्काय अन्तर्गत सेमेस्टर प्रणालीमा आधारित तीन बर्से स्नातकोत्तर (एम.एड.) तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशमा सामाजिक भाषाविज्ञान र मनोभाषाविज्ञानसित सम्बद्ध सैद्धान्तिक कुराहरू स्पष्ट पार्ने अपेक्षा राखिएको छ । यो पाठ्यांश खण्ड 'क' र खण्ड 'ख' गरी दुई भागमा विभाजित छ । खण्ड 'क' अन्तर्गत सामाजिक भाषाविज्ञानसित सम्बद्ध पाठ्यवस्तु र खण्ड 'ख' अन्तर्गत मनोभाषाविज्ञानसित सम्बद्ध पाठ्यवस्तु रहेका छन् ।

पाठ्यांश शीर्षक: नेपाली भाषा शिक्षण

यो पाठ्यांश शिक्षाशास्त्र सङ्काय अन्तर्गत सेमेस्टर प्रणालीमा आधारित नेपाली शिक्षा विषयमा स्नातकोत्तर (एम.एड.) विशिष्टीकरण गर्न चाहने विद्यार्थीहरूको लागि तयार गरिएको हो । यस पाठ्यांशमा भाषा शिक्षणका सिद्धान्त र नेपाली शिक्षणका विविध स्वरूप, विविध भाषाकला सिप शिक्षण प्रविधि, शब्दार्थ, शब्द भण्डार, वाक्य रचना तथा व्याकरण शिक्षण, कक्षा व्यवस्था र निराकरणात्मक शिक्षण, शिक्षण सामग्री र विविध शिक्षण प्रविधिहरू, भाषा शिक्षण र अध्यापन योजना आदि पाठ्य सामग्रीहरू रहेका छन् ।

पाठ्यांश शीर्षक: भाषिक अनुसन्धान विधि

यो पाठ्यांश शिक्षाशास्त्र स्नातकोत्तर (एम. एड) कार्यक्रमअन्तर्गत सेमेस्टर प्रणालीमा आधारित नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशमा भाषिक अनुसन्धान सम्बद्ध सैद्धान्तिक र व्यावहारिक पक्षको अध्ययन गराउने अपेक्षा राखिएको छ ।

पाठ्यांश शीर्षक: भाषाविज्ञानका प्रमुख सिद्धान्त

प्रस्तुत पाठ्यांश त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित दुई बर्से स्नातकोत्तर (एम. एड.) तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशबाट पूर्व र पश्चिमको प्रमुख भाषिक चिन्तन र त्यसका उपलब्धि, संरचनात्मक भाषाविज्ञान, रूपार्थपरक व्याकरण, व्यवस्थापक व्याकरण, रूपान्तरण व्याकरण र कारक व्याकरणको पृष्ठभूमि, आधारभूत मान्यता, भाषिक विश्लेषणका प्रक्रिया र पद्धति एवम् तिनका उपलब्धिसँग विद्यार्थीहरूलाई परिचित गराउने अपेक्षा गरिएको छ ।

पाठ्यांश शीर्षक: भाषिक विधा शिक्षण

प्रस्तुत पाठ्यांश शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित 'नेपाली शिक्षा' विषय लिई स्नातकोत्तर (एम.एड.) तहमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार गरिएको हो । यस पाठ्यांशमा नेपाली भाषा शिक्षणका सन्दर्भमा भाषिक सिप विकासका दृष्टिले विधा शिक्षण तथा आस्वादनका दृष्टिले साहित्यिक विधा शिक्षण प्रविधिसम्बन्धी विविध पक्षहरूको सैद्धान्तिक र प्रायोगिक सुझ विकास गर्ने खालका भाषिक विधा र साहित्यिक विधा शिक्षणसँग सम्बन्धित सामग्रीहरू राखिएको छ ।

पाठ्यांश शीर्षक : पाठ्यांशको भाषिक सम्पादन कला

यो पाठ्यांश सम्बन्धित तहका विद्यार्थीहरूमा भाषासम्पादन कौशलसम्बन्धी क्षमता अभिवृद्धि गर्ने उद्देश्यले तयार गरिएको हो । यसमा जम्मा चारओटा एकाइहरू छन् र यी एकाइहरूमा प्रस्तुत विषयवस्तुबाट भाषा सम्पादनको सैद्धान्तिक परिचयका साथै भाषा सम्पादनका विधि र प्रक्रियासम्बन्धी प्रायोगिक सिप विकास हुने अपेक्षा गरिएको छ । यस पाठ्यांशले शिक्षण सिकाइ प्रक्रियामा विद्यार्थीहरूको सक्रिय सहभागिताको अपेक्षा गरेको छ । त्यस क्रममा कक्षाकोठामा सामुहिक छलफल, कार्यपत्र तयारी र कक्षा प्रस्तुति आदि क्रियाकलापहरूमा जोड दिइएको छ ।

पाठ्यांश शीर्षक : ऐतिहासिक भाषाविज्ञान र नेपाली भाषा

यस पाठ्यांशमा दिइएका पाठ्यवस्तुबाट ऐतिहासिक भाषाविज्ञान, भाषिक वर्गीकरण र भारोपेली भाषा परिवार, नेपाली भाषाको उत्पत्ति र विकासक्रम, नेपालमा बोलिने विभिन्न भाषा परिवारका भाषा सहित भाषिक परिवर्तनसम्बन्धी जानकारी गराउने अपेक्षा गरिएको छ । यो पाठ्यांश मूलतः पाँच एकाइमा विभाजित छ । यसमा ऐतिहासिक भाषाविज्ञानको परिचय, संसारका भाषाको पारिवारिक वर्गीकरण, नेपाली भाषाको उत्पत्ति र विकासक्रम तथा विभिन्न चरणहरूको अध्ययन र नेपालमा बोलिने भाषापरिवार र तिनका वक्ता, क्षेत्र आदिको जानकारीका साथै भाषिक परिवर्तनका कारणहरूसँग सम्बन्धित सामग्री समावेश गरिएको छ ।

पाठ्यांश शीर्षक : कोशविज्ञान पाठ्यांशको

प्रस्तुत पाठ्यांश कोशविज्ञानसम्बन्धी ज्ञान र सिपको विकास गर्ने उद्देश्यले तयार पारिएको हो । यस पाठ्यांशमा जम्मा पाँच एकाइ छन् । तीमध्ये कोशको परिचय र वर्गीकरण, कोश सम्पादन योजना र प्रक्रिया, कोशविज्ञान र अन्य विषयसँग यसको सम्बन्ध, कोश निर्माण परम्परा र कोश निर्माण परम्परा र कोश सम्पादनका समस्या जस्ता विषयवस्तुहरू रहेका छन्

Teaching Practices

Practicum is an important component of all courses in the Faculty of Education. This course has been introduced from Bachelor's to Master's degree program. The main objective of the program is to equip students with the knowledge of pedagogies and provide them with the opportunities to experience them in real teaching. This course requires the participants to prepare materials; to devise lessons and present them in simulated (micro-teaching) and actual classroom by applying the strategies and techniques they learn in their respective courses. The students are required to

present 20-40 lessons, depending on local context of the assigned schools or campuses. Before participating in actual teaching, they are required to practice in simulated (micro-teaching) classes in the campus for the two weeks' period. Their presentations are supervised 3 to 5 times by faculty members and suggestions are provided to improve their teaching. During this period, they are required to prepare an observation report, observe peers' classes, evaluate the courses, and prepare materials to prove themselves as trained teachers. The practicum/practice teaching is conducted after the completion of the theory papers in respective subjects.

Bachelors of Computer Application (BCA)

Tribhuvan University has launched Bachelor of Computer Application (**BCA**) program from the academic year 2074/75. In the first phase, this program was launched in six (6) constituent campuses of TU and are allocated 35 seats each. Currently **KSC is also** running BCA program with the affiliation from TU. The BCA program is of 4 years. The program runs on semester-system. It will be run under the faculties of Humanities and Social Sciences.

The objective of the BCA program of TU is to produce high quality computer application users and developers. The program of study for Bachelor of Arts in Computer Application (BCA) is over a period of eight semesters (four academic years). The academic year begins in the September and February of each year. The medium of instruction and examination in the Bachelor of Arts in Computer Application (BCA) program is English.

Eligibility

- Minimum D grade in each subject of grade 11 and 12 with a CGPA 1.8 or more
- Minimum score of second division marks in 10+2, PCL, or equivalent in any discipline.
- Students who have passed grade 11 and are waiting for grade 12 results can also apply.

However, they have to submit all the required documents at the time of admission.

- Minimum D grade in each subject of grade 11 and 12 with a CGPA 2.0 or more
- Minimum score of second division marks in 10+2, PCL, or equivalent in any discipline.

Job Prospects

BCA graduates can apply for a post of system analysts, system managers, project managers, database administrators, system designers and programmers in IT Companies. Information industries and manufacture industries are always seeking for BCA graduates. Students completing their Bachelor's degree in Computer Application are further eligible to study in any faculties which come under the Management and Information Technology such as MCA, MIT, MBA and many more.

Prospect Careers

- Network and Computer Systems Administrators
- Computer Support Specialists
- Computer Systems Analysts
- Computer and Information Systems Managers
- IT Officer

Curricular Structure

Semester wise breakdown of the course

First Year

Course Code	Course Title	Credit Hours	Lecture Hours	Tutorial Hours	Lab Hours
CASC101	Computer Fundamentals and Applications	4	4	-	4
CASO102	Society and Technology	3	3		-
CAEN103	English I	3	3	1	-
CAMT104	Mathematics I	3	3	1	1

CASC105	Digital Logic	3	3	-	2
Total		16	16	2	7
Course Code	Course Title	Credit Hours	Lecture Hours	Tutorial Hours	Lab Hours
CASC151	C programming	4	4	1	3
CAAC152	Financial Accounting	3	3	1	1
CAEN153	English II	3	3	1	-
CAMT154	Mathematics II	3	3	1	1
CASC155	Microprocessor and Comp. Architecture	3	3	1	2
Total		16	16	5	7
Course Code	Course Title	Credit Hours	Lecture Hours	Tutorial Hours	Lab Hours
CACS201	Data Structure and Algorithms	3	3	-	3
CAST202	Probability and Statistics	3	3	1	1
CACS203	System Analysis and Design	3	3	1	-
CACS204	OOP in Java	3	3	1	2
CACS205	Web Technology	3	3	-	3
Total		15	15	3	9
Course Code	Course Title	Credit Hours	Lecture Hours	Tutorial Hours	Lab Hours
CACS 251	Operating System	3	3	1	2
CACS 252	Numerical Methods	3	3	1	2
CACS 253	Software Engineering	3	3	1	-
CACS 254	Scripting Language	3	3	-	3
CACS 255	Database Management System	3	3	1	2

CAPj256	Project I	2	-	-	4
Total		17	15	4	13
Course Code	Course Title	Credit Hours	Lecture Hours	Tutorial Hours	Lab Hours
CACS301	MIS and e-Business	3	3	-	2
CACS302	Dot Net Technology	3	3	-	3
CACS303	Computer Networking	3	3	-	2
CAMG304	Introduction to Management	3	3	1	-
CACS305	Computer Graphics and Animation	3	3	1	2
Total		15	15	2	9
Course Code	Course Title	Credit Hours	Lecture Hours	Tutorial Hours	Lab Hours
CACS351	Mobile Programming	3	3	-	3
CACS352	Distributed System	3	3	1	-
CACS353	Applied Economics	3	3	1	-
CACS354	Advanced Java Programming	3	3	-	3
CACS355	Network Programming	3	3	-	2
CAPj356	Project II	2	-	-	4
Total		17	15	2	12
Course Code	Course Title	Credit Hours	Lecture Hours	Tutorial Hours	Lab Hours
CACS401	Cyber Law and Professional Ethics	3	3	1	-
CACS402	Cloud Computing	3	3	-	3
CAIN403	Internship	3	-	-	-
N/A	Elective I	3	3	-	-

N/A	Elective II	3	3	-	-
Total		15	12	1	3
Course Code	Course Title	Credit Hours	Lecture Hours	Tutorial Hours	Lab Hours
CAOR451	Operations Research	3	3	1	-
CAPj452	Project III	6	-	-	12
N/A	Elective III	3	3	-	-
N/A	Elective IV	3	3	-	-
Total		15	9	1	12

Bachelors of Education at KSC (B. Ed Program)

Introduction

Teacher education in Nepal was started with the establishment of Basic Teacher Training Program in 1947. As the need of teachers and teacher training was realized by the then government of Nepal, Nepal National Educational Planning Commission (NNEPC) 1954-55 recommended for College of Education which was materialized in 1956. The main objective of the College of Education (COE) was to produce trained manpower to teach at the primary and secondary schools. Thus, with the establishment of the College of Education, teacher training in the country took a definite shape. In 1971, National Education System Plan was introduced in the country and COE was renamed as the Institute of Education (IOE). A decade later in 1982, following the recommendation made by the Royal Commission on Higher Education, IOE was given the status of the present Faculty of Education (FOE).

Through its different courses which are taught in different programs viz. One Year B.Ed, Four Year B.Ed and Two Year M.Ed, KSC produces trained educational manpower as teachers, teacher trainers, educational planners and managers, educational researchers, curriculum designer and all sorts of human resources needed for the educational sector of the country. Whatever the name it might have along the time, it always helped Ministry of Education (MOE) by producing and supplying educational manpower, and helped the country to walk on the road of development

The Vision Statement

The vision of the KSC is to be the **center of excellence** in the field of teacher education and educational research in the country, and to provide Nepal with the competent human resources in order to help her take off onto the road of educational development.

KSC will work with various organizations and government agencies responsible for educational and youth development, and promote friendship and educational development amongst people of different cultural, religious, ethnical and social backgrounds by bringing them under one umbrella through its various courses correspondence and discouraging differences and animosity amongst different races.

The Mission Statement

The mission of the KSC is to serve the country through the preparation of trained and competent teachers to teach at different level, educational planner, curriculum designers, educational researchers and educational managers required for the country. A well-defined national education system is considered to be a lever to direct change towards uplifting the lives and living conditions of the people, and KSC is committed to lay solid foundation of a well-built teacher education system in the country.

The Aims

KSC aims to transcend knowledge, skills and abilities through a sound pedagogical system in order to prepare educated manpower well equipped with sound knowledge and functional capacities. KSC also aims to promote collaboration for better learning and innovation in the field of education.

The Objectives

The main objective of KSC is to develop itself as a center of excellence for teacher education, and educational development and research, and to commit itself as one of the contributing partners to the national development. In more specific terms, KSC aims at achieving the following major objectives.

- To produce trained teachers to teach at different levels of school education.
- To prepare high educational human resources such as education administrators, curriculum designer, educational planners and researchers.
- To provide the country with the teachers to teach visually impaired and hard of hearing people, and also to the differently abled pupils.
- To provide its teachers with research opportunities and refresher training for their professional development.
- To support Chandragiri and Nation in the formation of education policy, program, planning and their implementation and evaluation.
- To work as national forum to bring about debates and discussions in order to address the critical educational issues.

- To share and disseminate educational researches and innovations by linking itself with the educational communities.