A FINANCING PROPOSAL

FOR

CONDUCTING THE SEMESTER PROGRAM IN M.Ed LEVEL

UNDER DLE-5

SUBMITTED TO:

UNIVERSITY GRANTS COMMISSION

SANOTHIMI, BHAKTAPUR

BY:

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Section A: Academic Strength

1.1. Introduction

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. Faculty of Education (FoE) has been producing and supplying trained and qualified teachers, teacher educators, educational planners and administrators in the country for more than five decades through the Master Programme in Education (http://tufoe.edu.np/academic_program/3).

Master of Education is a two-year programme offered in constitutional and affiliated campuses under FoE scattered in different parts of the country. This programme consists of professional/pedagogical core courses and specialization courses. Specialization courses include Curriculum and Evaluation, Educational Planning and Management, English Education, Nepali Education, Science Education, Mathematics Education, Health Education, Physical Education, Economics Education, Geography Education, History Education and Political Science Education. Students can specialize in any one of these courses. Both professional and specialization courses have been revised and implemented since 2009.

1.2. Objectives of the Program

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.

1.3. 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.

Table 1.1. Course Structure

S.N.	Nature of the Course	Full Marks	1st Year	2nd Year	Weightage
1	Professional (Core Course) including teaching practice/practicum	350	200	150	35%
2	Specialization including thesis writing	600	300	300	60%
	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.

1.2. Course Cycle

Area	First Year	FM	Second Year	FM
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
Specialization	As approved by the concerned subject committee	300	As approved by the concerned subject committee	300
Elective			As approved by the concerned subject committee	50
Total		500		500

Students at KSC can specialize in any one of the following subjects provided that they have basic background knowledge in that subject:

- Curriculum and Evaluation
- English Language Education
- Educational Planning and Management
- Health Education
- Mathematics Education
- Nepali Language Education

In addition to specializing in any one of these subjects, the students of this program 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.

1.5. Entry Requirement at KSC

Students with Bachelor's Degree in Education from TU or recognized by TU are eligible for the admission to the Master's Program. However, they need specific qualification for the admission in different specialization subject which are as follows:

1. Nepali Language Education
   - Bachelor's Degree in Education with major Nepali or Bachelor of Arts or equivalent to B.A. with major Nepali with one year B.Ed. from T.U. or a university recognized by T.U.
2. English Language Education
   - Bachelor's Degree in Education with major English or Bachelor of Arts or equivalent to B.A. with major English and with year B.Ed. from T.U. or a university recognized by T.U.
4. Curriculum and Evaluation
   - Bachelor's Degree in Education (one-year, two-year and three-year B.Ed.) in any discipline from T.U. or a university recognized by T.U.
5. Educational Planning and Management
   - Bachelor's Degree in Education (one-year, two-year and three-year B.Ed.) in any discipline from T.U. or a university recognized by T.U.
6. Math Education
   - Bachelor's Degree in Education (one-year, two-year and three-year B.Ed.) with major Mathematics from Tribhuvan University or a university recognized by T.U.
8. Health Education
   - Three-year B.Ed. with major Health and Physical Education

1.6. Syllabus

1.6.1. Course Title: **Foundations of Education**

Course No. : Ed 511	Nature of Course: Theoretical
Level: M.Ed.	Credit Hours: 3 cr.hrs.
Semester: First	Total teaching hours: 48 hours

1. **Course introduction**

    This is a core and compulsory course designed for the students of the Master Degree in education. It enables students to develop a comprehensive theoretical knowledge and profound understanding related to different philosophical approaches. It also orients students about the social foundation and different power perspectives in education, role of state in education, and educational development in Nepal at various historical times.

2. **General objectives of the course**

    - To assist the students to analyze the philosophical base of education within different schools of philosophy.
    - To analyze the sociological basis of knowledge and identify its possible use in education.
    - To explore the role of state in education.
    - To link power perspectives in relation to political, economic, cultural and global context
    - To review the politics of education in Nepal at various historical periods and draw implications for future.

3. **Course outlines**

Specific Objectives	Contents
- Conceptualize the fields of philosophy. - Elaborate the eastern philosophical thought with their educational implications - Draw implications of each philosophies in terms of objective, curriculum and pedagogy - Identify the channel of eastern education system and its educational implications - Critically analyze the above eastern philosophies	**Unit I: Introduction to Eastern Philosophies of education (12 hours)** 1.1 Fields of philosophy (Metaphysics, Epistemology, Axiology, and Logic) 1.2 Linking above fields of philosophy with indigenous knowledge. 1.3 Introduction to Vedic Philosophy and its educational implications - Sankhya, - Yoga, - Vaishesika, - Nyaya, - Mimamsa, - Vedanta 1.3.1 Gurukul education system 1.4 Introduction to Buddhist philosophy and its educational implication 1.4.1 Monastic education system

	1.5 Introduction to Islam and its educational implications 1.5.1 Madarsa education system 1.6 The critique of eastern philosophies

• Identify relationship of indigenous knowledge with the fields of philosophy
• Explore philosophical elements like Metaphysics, Epistemology, Axiology and Logic embedded in different isms.
• Compare the four philosophies and draw lessons for contemporary educational development.
• Analyze Reconstructionism, Modernism and Postmodernism in terms of their philosophical premises and draw lessons for educational implications.
	Unit II: Introduction to Western Educational Philosophies (10 hours)
	2.1 Introduction to and implications (in terms of objectives, curriculum and pedagogy) of Western Educational Philosophies
	    • Perennialism
	    • Essentialism
	    • Progressivism
	    • Existentialism
	2.2 Reconstructionism (philosophical premises and educational implications)
	2.3 Modernism and Postmodernism (philosophical premises and educational implications)

• Elaborate the origin, development, theories and methodologies of sociological foundations of education
• Clarify the contents and the scope of the sociology of education.
• Discuss the theories and the methodologies such as structural and functional, conflict, and symbolic Interactionism)
	Unit III: Theories of sociological foundation of education (8 hours)
	3.1 Sociological theories and their implications in education
	    • Structural-functional
	    • Conflict theory,
	    • Critical theory,
	    • Symbolic interaction theory
	3. 2 Integralism from eastern philosophy to above theories in contemporary society

• Clarify the concepts of social stratification, change, mobility and transformation
• Analyze the elements, process and characteristics, of social stratification in education
• Elaborate theories related to social change, types and measures of social mobility
• Explain factors affecting mobility with reference to Nepal.
• Specify the multicultural perspective of education and social transformation.
• Analyze the role of education in social transformation in Nepalese context
	Unit IV: Social Transformation (10 hours)
	4.1. Concept of social stratification, change, mobility, and social transformation
	4.2. Social stratification
	  • Basic elements, processes, and characteristics of social stratification
	  • Linking sociological theories (functional and conflict) to social stratification
	  • Impact of social stratification on education
	4.3. Social change
	  • Theories related to social change (Evolutionary, conflict, cyclic)
	4.4. Social mobility
	  • Types and measures of social mobility
	  • Factors affecting mobility: socio-economic status (culture, caste/ethnicity, family status, demography, gender, income, property and resource), intelligence, education
	  • Role of education for social mobility with reference to Nepal
	4.5. Social transformation and education in Nepalese Society

• Clarify the concept of politics and power • Explore different power perspectives in education • Explain the role of state in education • Analyze the educational development in Nepal in various historical times from political perspectives	**Unit V : Politics of education (8 hours)** 5.1 Concept of power, politics and politics of education 5.2 Different power perspectives(functional, conflict, elite and plural) in education 5.3 Linking power perspectives in relation to political, economic, cultural, gender and global context 5.4 Role of state in education 5.5 Politics of education in Rana, Panchyat, Multi-party democracy systems and their implications in education in Federal Nepal

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. **Modes of Instructional Delivery**
   The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 **General instructional strategies**
   - Lecture
   - Discussion
   - Question answer
   - Guest lecture

4.2 **Specific Instruction Techniques**

Unit	Activity and Instructional Techniques
III	• Individual or group of students will be assigned to work on educational implications of different philosophies • Paper will be presented in the classroom for discussion.
V	• Students will study and analyze given problems and issues of social transformation with respect to socio-cultural context on Nepal. • They will prepare report and present in the classroom for discussion.
VI	• Students will study and analyze different power perspectives in education and role of state in Nepalese context • They will prepare report and present in the classroom for discussion

5. **Evaluation**

   5.1 Internal Evaluation 40%
   Internal Evaluation will be conducted by course teacher based on following activities.
   1) Attendance   5 points
   2) Participation in learning activities   5 points
   3) First assignment   10 points
   4) Mid-term examination   10 points
   5) Second assignment/ assessment (1 or two)   10 points
      Total   40 points

   5.2 External Evaluation (Final Examination) 60%
   Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.
   1) Objective type question (Multiple choice 10x1)   10 points
   2) Short answer questions (6 questions x 5 points)   30 points
   3) Long answer questions (2 questions x 10 points)   20 points
      Total   60 points

6. **Recommended and Supplementary Books**
   6.1 Recommended Books

Banks, J. A. (2006). *Cultural diversity and education: foundation, curriculum and teaching.* New York: Boston (Unit V).

Brannigan, M.C. (2000). *The pulse of wisdom* (2nd ed.). United State: (Unit III)

Wingo, G. Max(1947). Philosophies of education. New Delhi: Sterling Publishers Pvt. Ltd.

Giddens, A. (2006). *Sociology* (5th ed.). Delhi: AITBS Publishers and Distributers (Unit IV, V)

Ozmon, H. A. and Craver, S. M. (1999, sixth edition). *Philosophical foundation of education.* New Jersey: Prentice Hall Inc. (Unit II)

Morris, I. (1972). *Sociology: an introduction.* London: George Allen & Unwin Publisher. (Unit V)

Mrudalini, T. (2008). *Philosophical foundations of education.* New Delhi: Neelkamal Publication Pvt. Ltd. (Unit II)

Sharma, P. R. (2006). *The state and the society in Nepal.* Lalitpur, Nepal: Himal Books (VI)

Siderits, M. (2007). *Buddhism as philosophy: an introduction.* UK: Ashgate Publishing Limited. (Unit III).

Tunim, M. M. (2009). *Social stratification: the forms and functions of inequality.* New Delhi: Prentice Hall (Unit V)

Harlambos, M. (2007). *Sociology: themes and perspectives.* New Delhi: Oxford University Press. (Part Three all units)

Ornstein, A. C. & Levine, D.U. (1989). Foundations of education (4th ed.). USA: Houghton Mifflin Company. (Unit I)

Worths, W.T. (2002). *Philosophy* of education: *the pulse of wisdom of philosophy. India, China and Japan*(Unit I)

6 .2 Supplementary books

Abraham, M.F. (2006). *Contemporary sociology: an introduction to concepts and theories.* New Delhi: Oxford University Press.

Adams, B.N. & Sydie, R.A. (2003). *Sociological theory.* New Delhi: Vistaar Publications

Brubacher, J.S. (2007). *Modern philosophies of education.* New Delhi: Surjeet Publication

Nodding (1998).*Philosophy of education: dimension of philosophy series.*Prentice Hall

Pojman, L. P. (2003). *Classics of philosophy* (2nd ed.). New York: Oxford University Press

Rao, C.N. (2010). *Sociology: principles of sociology with an introduction to social thought.* India: Chand and Company Limited

Ritzer, G.C. (2000). *Sociology: theory.* Singapore: Mc Graw Hill

Velasquez, M. (2007). *Philosophy.* New Delhi: Cengage Learning Indian Private Limited

Sarup, M. (1993). An introductory guide to post-structuralism and post modernism. England: Pearson Education Limited

1.6.2. Course title: Phonetics and Phonology   **Nature of course**: Theory
Course no: 515   **Credit hours**: 3
Level: M.Ed.   **Teaching hours**: 48 hrs
Semester: First

1. Course Description:

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 suprasegmental 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.

2. **The General Objectives of the Course:**
   The general objectives of the course are as follows:
   - To make the students able to identify, describe, classify and produce the sounds of the languages including English.
   - To introduce the students to the major theories of phonology.
   - To acquaint the students with phonological rules inherent in phonological processes in English.
   - To equip the students with the techniques of teaching English pronunciation.

3. **Course Outlines:**

Specific Objectives	Contents

- Define phonetics and explain its branches - Explain different processes of speech production - Produce IPA chart and cardinal vowels - Properly use suprasegmental features	**Unit I: General Phonetics (12 hrs)**
	1.1 Introduction
	   1.1.1 Definition of phonetics, and its branches: articulatory, acoustic and auditory
	   1.1.2 History of phonetics
	   1.1.3 Whys and wherefores of phonetics
	   1.1.4 Organs of speech
	1.2 Process of speech production: airstream mechanism, phonation process, oro-nasal process, articulatory process
	1.3 Production of consonants and vowels
	   1.3.1 IPA consonants
	   1.3.2 Cardinal vowels
	1.4 Syllables and supra-segmental features

	1.4.1 Syllables, stress, length, rhythm, intonation and tone

• Define phonology and differentiate it with phonetics
• Differentiate classical with generative phonology
• State different views of phoneme
• Formulate different phobilogical rules
• Explain recent developments in phonology
	Unit II: General Phonology (12 hrs)
	2.1 Definition phonology
	2.2 Interface between phonetics and phonology
	2.3 Concepts of phone, phoneme and allophone
	2.4 Different views of the phoneme
	    2.4.1 Phoneme as a phonetic reality
	    2.4.2 Phoneme as a phonological reality
	    2.4.3 Phoneme as psychological reality
	2.5 Phonological process in English: Assimilation, , addition, deletion, neutralization, reordering
	2.7 Phonological rules
	    2.7.1 Formulization of rules (rule writing)
	    2.7.2 Underlying representations
	    2.7.3 Types of derivational rules
	    2.7.4 Rule collapsing/combining rules
	    2.7.5 Rule ordering
	2.6 Classical and generative phonology
	2.7 Recent developments in phonology
	    2.7.1 Auto-segmental phonology
	    2.7.2 Metrical phonology
	    2.7.3 Lexical phonology

• Produce English consonants and give their three term definitions
• Produce and describe English vowels and diphthongs
• Describe the phonological features and the basic vowel system
• Describe syllable and its structures
	Unit III: English Phonology (20 hrs)
	3.1 The consonant phonemes of English
	    3.1.1 The basic inventory
	    3.1.2 Articulation in detail: place of articulation, manners of articulation and voicing
	3.2 Vowel systems of English
	    3.2.1 Monophthongs and diphthongs: descriptions and classifications
	    3.2.2 A choice of reference accents
	    3.2.3 Three inventories

• Describe phonetic representations and allophony in the obstruent system
• Make phonological analysis of the connected speech
	3.2.3.1 The Southern British Standard vowel phonemes
	3.2.3.2 The vowel phonemes of Scottish Standard English
	3.2.3.3 The vowel phonemes of General American
	3.2.4 Vowels and /r/: Rhotic and nonrhotic accents
	3.3 Phonological features: the classification of English vowel phonemes
	  3.3.1 The role of features in phonology
	  3.3.2 Phonological features and the basic vowel system
	    3.3.2.1 Major classes: [Sonorant], [Continuant] and [Consonantal]
	    3.3.2.2 Pairs of vowels revisited: the feature [Tense]
	    3.3.2.3 Tenseness and length
	    3.3.2.4 Tongue-body features: [Back], [High] and [Low]
	    3.3.2.5 The feature [Round], and more on redundancy
	3.4 Phonological features : the consonant system
	  3.4.1 Why new features?: 'Vowel features' and 'consonant features'
	  3.4.2 Replacing place features: [Anterior], [Coronal] and [Strident]
	  3.4.3 [Round], [High], [Low] and [Back] revisited
	  3.4.4 Pairs of obstruents: [Voice] and [Tense]
	  3.4.5 [Nasal] and [Lateral]
	3.5 Syllables
	  3.5.2 The structure of monosyllabic words
	    3.5.2.1 The onset
	    3.5.2.2 The coda
	    3.5.2.3 The peak
	    3.5.2.4 The rhyme
	  3.5.3 The syllable templates and phonotactics

	3.5.3.1 Onset phonotactics
	       3.5.3.2 Rhyme phonotactics
	3.6 Word stress
	    3.6.1 Stress and syllable structure
	       3.6.2.1 Final stress
	       3.6.2.2 Nonfinal stress
	3.7 Phonetic representations: the realizations of phonemes
	    3.7.2 Allophony: the principles
	       3.7.2.1 Complementary distribution of allophones: clear and dark [l]
	       3.7.2.2 Parallel distribution of allophones: unreleased stops
	    3.7.3 Allophony in the obstruent system
	       3.7.3.1 The allophony of voiceless stops: aspiration and glottalisation
	       3.7.3.2 Allophony of voiced obstruents: devoicing
	       3.7.3.3 Glottal stops, taps and some problems
	3.8 Phrases, sentences and the phonology of connected speech
	    3.8.1 Stress beyond the single word
	       3.8.1.1 Phrasal stress
	       3.8.1.2 Compound stress
	    3.8.2 The phonology of rhythm
	       3.8.2.1 Stress-timing in English
	       3.8.2.2 Metrical structure and the foot
	       3.8.2.3 Eurhythmy: the rhythmic adjustment of stress patterns

• Teach English pronunciation using appropriate activities	**Unit IV: Teaching English Pronunciation (4 hrs)** 4.1 Why pronunciation teaching 4.2 Problems and approaches in teaching English pronunciation 4.3 Techniques and activities of teaching pronunciation

4. **Instructional Techniques:**

Class sessions will consist of lectures, discussion, explanation and illustration and phonetic practice of phonological data sets.

5. **Specific Instructional Techniques**

Unit	Activity and Instructional Techniques
Unit I	Mini-project (theoretical survey of fundamental concepts of phonetics, and phonetic symbols) Instructor-guided self study, open class discussion
Unit II	Mini-project (survey of phonological theories, and formulation of different phonological rules) Instructor-guided self study, open class discussion
Unit III	Mini-project (preparing the inventory, compare and contrast chart) Demonstration and production of English sounds Instructor-guided self study, open class discussion
Unit IV	Instructor guided lesson plan preparation/peer teaching

6. **Evaluation:**

   6.1   Internal Evaluation 40%

   Internal evaluation will be conducted by the instructor based on the following activities:

   - Attendance   5 points
   - Participation in learning activities   5 points
   - First assignment/midterm exam   10 points
   - Second assignment/assessment (1 or 2)   10 points
   - Third assignment/assessment   10 points

   Homework assignments will be due nearly every class period. If students miss class, they will make sure to 1) get their homework to the instructor by class time some other way and 2) find out what assignment is due and complete it before the next class meeting so that they can turn their homework in on time.

   6.2 External Evaluation (Final Examination) 60%

   Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

   1. Objective type questions (10 x 1)   = 10 points
   2. Short answer questions (6x 5)   = 30 points
   3. Long answer questions (2 x 10)   = 20 points

7.   Recommended books

Ashby, M. and Maidment, J. (2008).*Introducing phonetic science*. Cambridge: CUP.

Clark, J., Yallop, C. &Flether, J. (2006).*An introduction to phonetics and phonology*. New York: Blackwell.

Collins, B. and Mees, I. M. (2008).*Practical phonetics and phonology.*Routledge: London and New York.

Dalton, C. and Seidlhofer, B. (2001).*Pronunciation*. Oxford: OUP.

Giegerich, H. J., (2009). *English phonology: An introduction.* Cambridge: CUP.

Gussman, E. (2002). *Phonology: Analysis and theory.* Cambridge: CUP.

Hyman, L. M. (1975). *Phonology: Theory and practice*. New York: Holt, Rinehart and Winston.

Joshi, K. R. (2013). Challenges of Nepalese learners of English in learning English pronunciation.*Discovery: A journal of research and development.*vol. II (1), pp.50-55.

Kelly, G. (2000). *How to teach pronunciation*. London: Longman.

Kenworthy, J. (1987).*Teaching English pronunciation.* London: Longman.

Ladefoged, P. (2006). *A course in phonetics*. Boston: Thomson Wadsworth.

Lass, R. (2010).*Phonology.* Cambridge: CUP.

Maharjan, L. B. &Dawadi, S.(2010)*. Phonetics and phonology*: Sunlight Publications: Kathmandu.

Varshney, R. L. (2008). *Introductory textbook of linguistics & phonetics.*Student Store: Bareilly.

References

Lass, R. (2010).*Phonology.* Cambridge: CUP.

Maharjan, L. B. &Dawadi, S.(2010)*. Phonetics and phonology*: Sunlight Publications: Kathmandu.

Sharma, U.N. and Banjade, G. (2014). *A course in phonetics and phonology* (Fourth Edition). Kathmandu: Sunlight Publication

Note: Students will consult the other books as well as suggested by the instructor

1.6.3. Course Title: **Planning Education for Change**
Course No: Ed. PM. 515   Nature of course: Theoretical
Level: M.Ed.   Credit hours: 3 Credit
Semester: First   Teaching hours: 48 hours

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1.   **Course Description**
        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.

2. General Objectives
        The general objectives of the course are as follows:
a. To enable students to explore the concept and evolution of educational planning.
b. To acquaint students with techniques of planning education for bringing out change in different areas of development in the country.
c. To prepare students to explore and address diversities in education.
d. To enable students to analyze the policy, mode and parameters of educational planning for change.
e. To provide students with knowledge of different trends of planning for national development in education.
f. To enable students to be knowledgeable of different crises of educational planning and issues of quality education.

3. Course Outlines

Specific Objectives	Contents	Teaching Hours (48)
• To define the concept of plan and educational plan. • To enumerate the chronology and milestones of educational planning. • To state different themes, issues and challenges of educational planning. • To describe the development and trends of educational planning.	**Unit One: Concept and Evolution of Educational Plan** 1.1.Concept of plan and educational plan 1.2 Chronology and milestones of educational planning 1.3 Prospects of educational planning 1.4 Themes, issues and challenges of educational planning 1.5 Trends and development of educational planning	6
	Unit Two: Planning Education for Change	8

• To define the concept and need of planning for people. • To plan for the universalization of basic education. • To plan for the un/under-served groups of children. • To plan education to address pluralities of the country. • To plan education for consumerism. • To assess the internal (national) and external funding process in education. • To suggest future direction for educational planning.	2.1 Concept of change in education 2.2 Planning for people 2.3 Planning for the universalization of basic education and pluralities of the country 2.4 Planning to reach the un/ under-served groups of children 2.5 Planning education for consumerism 2.6 Assessment of funding process (internal and external) in education 2.7 Future direction in educational planning.	

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• To make meaning from different perspectives of diversity planning.
• To elucidate diversity planning for ensuring access, equity and quality of education.
• To be knowledgeable of institutional culture in higher education.
• To identify the link between diversity planning and strategic planning.
• To relate the main thrusts, role and level of diversity plan with institutional plan.
• To find out ways to apply system approach to higher education.
• To identify performance measures, indicators, benchmarks, targets and trends through the use of diversity planning.
	Unit Three: Planning for Diversity
	3.1 Meaning and concept of diversity planning
	  - International perspective
	  -Population dynamics as a driver of diversity planning
	 3.2 Diversity planning as an instrument to promote access , equity and quality of education
	3.3 Institutional culture in higher education
	3.4 Planning diversity from an institutional planning perspective
	- Link of diversity plan to strategic plan
	-Main thrusts of the strategic plan
	-Role of planning information in institutional diversity planning
	3.5 Application of system approach to higher education
	-Levels of planning information at macro, meso and micro levels
	3.6 Diversity planning for identifying performance measures
	-Performance indicators
	-Benchmarks
	-Targets
	-Trends
		10

• • To state the parameters of economic, educational and dynamic changes through policy planning.	**Unit Four: Educational Policy Planning** 4.1 Parameters of policy planning -Economic parameter -Educational parameter - Parameter of dynamic change	**8**

• To explain different policy modes in relation to planning education for change. • To state the criteria of policy options with reference to planning education for change.	4.2 Policy modes -Systemic mode -The ad hoc mode -The incremental mode -The importation mode 4.3 Criteria of policy options -Desirability -Affordability -Feasibility of policy options	

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• To elucidate the concept and trends of planning for educational development.
 	
• To define planning for development concerns from various perspectives.
 	
• To analyze dilemmas of planning for development. discourse
• To identify development issues in educational planning with reference to increasing globalization of education.
 	
• To describe educational planning practice as pluralism, delinking and globalization.
 	
• To elucidate cultural turn in educational planning including development paradigm.
	Unit Five: Trends in Planning for Educational Development
	5.1 Concept and trends of planning for educational development
	5.2 Planning for development concerns
	   -Development theory
	   -Concept of development as a social equalizer
	5.3 Dilemmas of planning for development discourse
	    - Crisis of development
	   -Evolution of planning for development
	   -Development as redemption
	   - Development planning options
	5.4 Development issues in educational planning
	   -Notions of change
	   -Modernization of educational planning
	   -Critical globalism
	5.5 Pluralism in educational planning
	   -Delinking and globalization in educational planning
	5.6 Cultural turn and development paradigm in educational planning
	   -National - local cultural bondage
	   -Culture and power
	   -Cultural aid and stir
	   -Paradigm of alternative development
	   -Main stream of development
		10

• To describe crises in educational planning from socio- cultural perspective. • To suggest ways for planning education for sustainability.	**Unit Six: Crises in Educational Planning** 6.1 Identity, management, practical information and economic crises 6.2 Action plan, communication of plan intent and human resource crunch 6.3 Hidden crisis: armed conflict and education 6.4 Planning education for sustainability	6

Note: The figures in the parenthesis indicate approximate hours allotted to each unit. Students' activities, normally, will include planning and preparation of appropriate tools/measures for information/content collection, report preparation, report presentation and discussion.

4. Instructional Techniques: A combination of general and specific techniques of instruction will be used to deliver the course. A brief of these techniques follows:

4.1 General Techniques: As this course is descriptive in nature with theoretical references, the teacher is suggested to apply techniques of engaging the students in a number of ways ranging from issue based discussion to paper based presentation in the classroom. References to the existing practices of educational planning with a focus on the disadvantaged should be brought out into the classroom by assigning the groups of students to do small scale investigation into the assigned components of the course.

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques	
Unit Three	**Planning for diversity**: Assign groups of students to review the educational plans starting from the National Education System Plan (1971-75) till the School Sector Reform Plan (2009-15). Divide the class into manageable groups to work in these different periodic educational plans so as to assess these plans from the perspective of inclusion and diversity. Make sure that each group of students prepares the review of these plans along the given format. Require each group of students to present the review reports before the class. Initiate discussion on the presentation followed by conclusion from the teacher.	
Unit Five	**Trends in Planning for Educational Development:** 5.3 Dilemmas of planning for development discourse Divide the class into manageable groups of 5 students each to review the book: Development Theory (Jan Nederveen Pieterse-2001). Ask the students to read and review the book to come up with answers on: Crisis of development, Evolution of planning for development, Development as redemption and Development planning options. The students in groups prepare the review for discussion in the class followed by critical observation from the teacher. 5.4 Development issues in educational planning The students in this group read and review the book for a different purpose under the guidance of the teacher. They prepare a brief paper on: Notions of change, Modernization of educational planning and Critical globalism to present before the class. The teacher asks the presenters for collecting feedback from the fellow students followed by his/her observation. These papers can be submitted to the teacher in the form of internal assessment.	
Unit Six	**Crisis in Educational Planning** 6.3 Hidden crisis: armed conflict and education	`

6.4 Planning education for sustainability: Arrange a visit of the class to an educational institution/organization to observe and study it from the perspective of change it has brought over the decade in its planning approach. Require the students under the guidance of the teacher to see into the organization its shift in terms of: Welfare to rights, Integration to inclusion, Professional team approach-co-operation, co-work and collaboration, Networking people and their services and the Requisites of inclusive planning that the organization has met while making its plan. Ask the class to present the strengths and weaknesses of the organization from the perspective of participation and inclusion .The teacher is expected to support the class presentation and discussion with his/her critical observation. This can again be added to the grades of final evaluation in the form of internal assessment.	

Lecture, seminar, classroom exercise, guided individual study, tutorial support on the difficult content, independent study, and project work can be used as specific instructional techniques by the teacher. Types of learning activities that the teacher is expected to facilitate will range from ensuring attendance to lectures, performing specific assignments, writing papers, initiating independent and private study, reading and reviewing books, journals and papers, learning how to give constructive criticism, peer group study to issue based discussion in the classroom.

5. Evaluation: Evaluation of students' performance is done on two-way system of internal and external evaluation. Internal evaluation will take the form of formative assessment of students' performance, grades on which will be added to the grades of external evaluation.

5.1   Internal Evaluation - 40%

   Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written essay and examination (unit tests), quizzes, paper-pencil/ test will take the form of continuous assessment. Internal evaluation will be conducted by the course teacher based on the following activities:

Attendance	5 points
Participation in learning activities	5 points
First assignment/midterm exam	10 points
Second assignment/assessment	10 points
Third assignment/assessment	10 points

_____

Total   40 points

5.2 External Evaluation (Final Examination) - 60%

        External evaluation will be conducted by Examination Division, Office of the Dean; Faculty of Education will conduct final examination at the end of semester with a focus on the following types of questions:

1.   Objective type questions (Multiple choice items 10x1)   -10 points

2.	Short answer questions (6 questions x 5 points)	-30 points
3.	Long answer questions (2 questions x 10 points)	-20 points
Total		**60 points**

6. Text Books and Materials

_____ (2004). *Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission (For Unit 3).

_____ (2009).*Orientation in educational planning*. Paris: IIEP, UNESCO. (Unit 2)

Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University (For Unit 3).

Jan Nederveb Pieterse (2001). *Development theory: Deconstruction/ reconstructions.* London: Sage Publications (For Unit 5).

Kafle, B.D. Sinha, R.S., Karanjit, R.P. and Dhakal, H.R. (2067). *Educational Planning* (Nepali). Kirtipur: Sunlight Publication (For Unit 1, &2).

John, S. and Martial, D. In collaboration with Jane, S. (2007). *Global perspectives on teacher learning: Improving policy and practice.* Paris: UNESCO, IIEP (For Unit 4).

Lewin, K. (2008). *Four Decades of Educational Planning: Retrospect and Prospect.* Paris: International Institute for Educational Planning, UNESCO (For Unit 1)

Philip, H, Coombs (1970). *What is educational planning*? Paris: UNESCO, IIEP (For Unit 1).

Pieter, J. V. (2011). *Diversity management in higher education: A South African perspective in comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development (For Unit 3).

Varghese, N.V. (2008). *State is the problem and state is the solution: The changing orientations in educational planning* (working document). Paris: IIEP, UNESCO (For Unit 2).

Wadi, D. Hadded with the assistance of Terri Demsky (1995). *Education policy planning process: An applied framework.* UNESCO: IIEP (For Unit 4).

References Books and Reading Materials

Christopher, C., Jeff, E. and Mathew, A. (2005). *Human resource management practices alignment and firm performance.* Ithaca, NY: Cornell University (For Unit 5).

Frans J.Schuurman (2001). *Globalization and development studies: Challenges for the 21st century.* New Delhi: Sage Publications (For Unit 5)

Hans d'Orville, Jacques, P. and Caroline D. (2010). *Mobilizing resources for international development cooperation in education: What innovative mechanisms and partnerships?* Paris: UNESCO, IIEP (For Unit 3).

Kenneth, C. B. (1998). *A study of strategic planning in federal organizations.* Virginia: Polytechnic Institute and State University (For Unit 3).

Mathews, M. R. (1980). *The Marxist theory of schooling: A study of epistemology and education*. New Jersey: Harvester Press. (For Unit 2)

Nicholas, I. (1998). *Educational planning in east Africa: The role of imported planning technology*. Masters' thesis submitted to department of graduate studies of educational research, Calgany, Alberta (For Unit 4).

Schuurman, Frans J. (2001). *Globalization and development studies: Challenges for the 21st century.* New Delhi: Sage Publications (For Unit 3 &5)

Sergio J. (2011). *Strategic management: The theory and practice in organizations.* Denmark: Section of Innovation Systems and Foresight, Department of Engineering Management Technical University (For Unit 3).

1.6.4. Course Title: **Human Sexuality and Reproductive Health Education**
Course No. : H. Ed. 517   Nature of course:
Theoretical
Level: M.Ed.   Credit Hour: 3
Semester: First   Teaching Hour: 48

1. **Course Description**

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 behaviour, 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 programme for the formal as well as non-formal educational sectors.

2. **General Objectives**
   The general objectives of this course are as follows:
- To make the students familiar with sexuality education, adolescence education, reproductive health education and values and need of sexual and reproductive health education.
- To build the students with understanding on theories of human sexuality.
- To develop an in-depth knowledge on human sexuality from the biological, psychological, behavioural and socio-cultural perspectives.
- To familiarise the students with the issues and impacts of high risk sexual behaviour and promoting healthy and responsible sexual behaviour.
- To acquaint the students with the reproductive health policies and strategies in Nepal.

3. **Specific Objectives and Contents**

Specific Objectives	Contents
• Discuss the concept of human sexuality • Elucidate the theories of human sexuality • Clarify the misconceptions of sexuality education • Discuss the recent concepts of sex education/sexuality education • Delineate the values of ASRH education	**: Concept of Sexual and Reproductive Health Education (8) 10 Pds.** 1. Concept of human sexuality 2. Theories of human sexuality 3. Misconception of sex education 4. Concept of sex/sexuality education, sexual and reproductive health (SRH) education, adolescence sexual and reproductive health (ASRH) and comprehensive sexuality education (CSE) 5. Values and need of ASRH education 6. Problems of adolescents and their management

• Explain the development of human sexuality in different stages of life.
• Explain the psychological characteristics of sexuality in different stages of human life.
	II: Development of Sexuality (15)
	(15)
	1. Development of human sexuality (Life cycle approach)
	    1. Prenatal
	    2. Infancy
	    3. Childhood
	    4. Adolescence

• Describe human reproductive process.
• Delineate the causes and impacts of teenage pregnancy unsafe abortions and their management.
• Delineate the causes, impacts and management of sub-fertility
	5. Adulthood
	    6. Elderly
	2. Reproductive process:
	    1. Menstruation
	    2. Fertilisation/Conception
	    3. Birth
	3. Impact of teenage pregnancy and unsafe abortion and their management
	4. Sub-fertility/infertility and its management

• Explain the concept of sexual behaviour
• Discuss the values and ways of responsible and safer sexual behaviour
• Examine the causes and impacts of premarital and extramarital sexual behaviour
• Analyse the issues, causes/theories of homosexuality and characteristics of (LGBTI).
• Interpret the causes, impacts and management of abnormal/high risk sexual behaviour
	25 Pds
	Unit III: Sexual Behaviour (10)
	25 Pds
	3.1 Concept of sexual behaviour
	Values and ways of responsible and safer sex behaviours/hygiene
	remarital and extramarital sexual behaviours and their issues
	Sexual Orientation:
	Concept of sexual orientation
	Causes/theories of homosexuality
	    3.4.3 Characteristics of LGBTI
	bnormal sexual behaviour: Cause, causes, impact and treatment
	    3.5.1 Paraphilia
	    3.5.2 Hyper sexuality
	    3.5.3 High risk sexual behaviour

• Discuss the causes, impacts and management of sexual dysfunctions
• Elucidate sexual disorder of disabled persons and its management.
	IV: Sexual Dysfunction/ Disorder **(5)**
	1. Causes and treatment of male and female sexual dysfunction/disorder
	Male
	    • Sexual desire disorder(Hypoactive)
	    • Impotence (Erectile dysfunction)
	    • Premature ejaculation
	    • Retarded ejaculation
	    4.1.2 Female
	    • Vaginismus
	    • Anorgasmia
	    • Rapid orgasm
	    • Dyspareunia
	2. Sexual problems of disabled persons and their managements

• Explain the socio-cultural aspects on sexuality. • Examine the issues of girls trafficking, commercial	**Socio-cultural Aspects on Sexuality (5)** 5.1 Socio cultural perception on sexuality 5.2 Religion and sexuality 3. Legal aspects on sexuality

sex and sexual harassment and suggest their control measures	4. Issues of girls trafficking and commercial sex 5. Issues of sexual harassment /violence

• Analyse the goals, policies and strategies of reproductive health
• Prepare report on youth friendly health policies/ services based on survey health post/PHC/health provider
	: Reproductive Health Goals, Policies and Strategies (5)
	
	1. Recent reproductive health plan and strategies of Nepal
	2. Goals of International Conference on Population and Development (ICPD)
	   3. Millennium Development Goals (MDGs)
	   4. WHO strategies on RH to achieve MDGs
	   5. Youth friendly health service

Note: The figure within the parenthesis indicate the approximate teaching hours allocated to respective unit.

4. **Instructional Techniques**

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units or sub units or content.

1. **General Instructional Techniques**
   • Lectures   Document reviews   Discussions
   • Brain storming   Presentations   Guest lectures
   • Collaborative learning   Independent learning   Project works

4.2 Specific Instructional Techniques

Unit	Examples of Instructional Techniques
I	**Conceptualization on Sexual and Reproductive Health** • The students will be given reading materials to prepare papers on sexual and reproductive health including ASRH. • All the students will be asked to collect myths and misconception of sex and sexuality education and let them discuss in the group. Its copy will be distributed to students after editing. • The students will be given assignment to prepare the notes on theories of human sexuality based on library/website visit and let them discuss in the class. The teacher will provide feedback for further improvement of the task.
II	**Development of Sexuality** • The students will be given assignment to prepare materials related to the development of human sexuality. They will also be instructed to present their assignment in the large group. • A guest lecture will be arranged to deliver about sexuality development • Very short answer type questions will be prepared to conduct quick review of the lessons and the students will be asked those questions in the class.
III	**Sexual Behaviour** • The students will be asked to develop a survey form to collect information on premarital sex and its consequences. They will be asked to collect information at least from ten people to draw ideas about premarital sex. • The students will be asked to organize an interaction programme on LGBTI. If possible a resource person will be invited for the interaction programme.
IV	**nction/Disorder**

	• The students will be given reading materials on sexual dysfunctions to review them. They will also be asked to draw conclusions from the materials and submit as a home assignment. • The students will be asked to prepare a note on the consequences of unsafe abortion in Nepal based and let them discuss. • If possible an expert will be invited to deliver on management of sub fertility. • Question answer session will be conducted after finishing his/her lecture.
V	**l Aspects on Sexuality** • The students will be asked to visit library or website to collect information on religion and sexuality. • They will be asked to prepare a report on the visit and let them present in the large group.
VI	**:rategies** • The students will be assigned to visit a local health post/PHC to see whether or not they are providing youth friendly RH services and also asked them to share with the group.

5.   Evaluation

1. **Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on following aspects:

SN	Particular	Points
1	Attendance	5
2	Participation in learning activities	5
3	First assessment: Article review/ book review/ open book test/ unit test etc	10
4	Second assessment: Midterm test	10
5	Third assessment: Project work/case study/field/study/survey/seminar/workshop	10
Total		**40**

5.2 External Examination (Final Examination) 60%

Examination Section, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

S.N	Types of question	Points
1	Objective type question (Multiple choice 10x1 point)	10
2	Short answer questions (6 questions x 5 points)	30
3	Long answer questions (2 questions x 10 points)	20
Total		**60**

6.   **Recommended Books/Materials**

Bolin, A & Whelehan, P. (2009). *Human sexuality: biological, psychological, and cultural perspectives.* New York, London: Rutledge Taylor and Francis Group (For unit II-IV)

Bruess, C. E. and Greenberg, J. S. (2004). *Sexuality education: Theory and practi*ce (4ᵗʰ ed.). Sudbury: Jones and Bartlett Publishers. (For units I, II and III)

Carroll, J. L. (2008). *Sexuality now: embracing diversity* (Third edition). Belmont: Wadsworth. (For units I, II – V)

Herdt, G. and Howe, C. (ed) (2008). *21ˢᵗ centuries sexualities: Contemporary issues in health, education and rights.* USA: Routledge. (For units I, III and V)

Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2007). *Human sexuality*, (5th ed.) New Delhi: Pearson Education. (For units I- VI)

7. Reference Materials

Department of Health Service (2006/2007). *Annual report.* Kathmandu: Ministry of Health and Population.

Ellsberg, M. & Heise, L. (2005). *Researching violence against women: A practical guide for researchers and activists*. Geneva: WHO and PATH.

FHD/DOH/GON. (2003). *National medical standard for reproductive health,* (Vol.II). Kathmandu: Author.

FPAN, Youth Section (2001). *Sexual abuse and all about (Youn shoshan ra yas bare thaha paunu parne kuradharu).* Kathmandu: Author.

Mamta. (2006). *Supplementary reading for facilitators on sexuality, gender and young people* (Second edition). New Delhi: SIDA.

MOH New ERA, ORC (2001 and 2011). *Nepal demographic and health survey.* Kathmandu. Author.

UNFPA. (1994). *International conference on population and development* (Draft programme of Action, 5 - 13 September). Cairo, Egypt. Author.

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Adhikari, R. and Sawangdee. *Influence of women's autonomy on infant mortality in Nepal (2011)* http://www.reproductive-health-journal.com/content/8/1/7

Animaw, W and Bogale B. (2011). *Abortion in university and college female students of Arba Minch town, Ethiopia,* March 2014(Vol. 5 | No. 1 | Pages 17-22)

Ashley A. McClung & Michelle M. *Perfect Research-based practice*: *Sexual health education: social and scientific perspectives and how school psychologists can be involved* http://www.nasponline.org/publications/cq/40/6/sexual-health-education.aspx

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• Jo'Tkfbgsf] kl/ro lbg,
 • Jo'Tkfbgdf pk;u{, dWo;u{ / k/;u{ k|lqmofsf] ;f]bfx/0f kl/ro lbg,
 • pbfx/0f lbP/ ju{kl/jt{s / ju{ ckl/jt{s Jo'Tkfbgsf] lrgf/L lbg ,
 • zAbsf sfo{d"ns ju{ tyf ltgsf pkju{sf] j0f{g ug{,
 • ¿kfog k|lqmofsf] kl/ro lbO{ ¿kfog / Jo'Tkfbg k|lqmofdf kfOg] leGgtf atfpg,
 • ;df;, låTj / cGo ljljw Jo'Tkfbg k|lqmofsf] pbfx/0f lbg,
 • ;f]bfx/0f ;lGwlj1fgsf] lrgf/L lbg,
 • ¿kWjGofTds kl/jt{gsf] lgodx¿ atfpg .
	#=^ Jo'Tkfbg k|lqmof
	  #=^=! pk;u{, dWo;u{ / k/;u{ k|lqmof
	  #=^=@ ju{kl/jt{s / ju{ ckl/jt{s Jo'Tkfbg
	 #=& zAbju{ M zAbx¿sf] sfo{d"ns ju{ tyf pkju{
	 #=* ¿kfog k|lqmof / Jo'Tkfbg k|lqmofdf leGgtf
	 #=(;df;, låTj / cGo k|lqmof
	
	 #=!) ;lGwlj1fg M ¿kWjGofTds k|lqmof
	
	 #=!! ¿kWjGofTds kl/jt{gsf lgodx¿

• jfSolj1fgsf] kl/ro lbg,
 • ¿klj1fg / jfSolj1fgsf] ;DaGw atfpg,
 • kb, kbfjnL, pkjfSo, jfSo / ;+sygsf] kl/ro lbg,
 • lnÍ, jrg, k'?if, sf/s, ljelQm, sfn, efj, klf / jfRo h:tf Jofs/0ffTds sf]l6sf] :j¿k / k|of]u kIfsf] lrgf/L k|:t't ug{,
 • ;ª\ult / zf;gsf] kl/ro lbg,
 • kbqmd / o;sf k|sf//x¿sf] j0f{g ug{ ,
 • ;dtnLo ;+/gf / txut ;+/gfsf] :j¿k / pbfx/0f k|:t't ug{,
 • cjz]if / ;~rngsf] pbfx/0f lbg,
 • Jofs/0ffTds k|sfo{sf] kl/ro lbg,
 • kbfjnLsf ;fy} tbGtu{tsf zLif{s / ljz]ifsf] kl/ro lbg,
 • ;df{0f   kbfjnLsf]   d"n k|sf/x¿sf] :j¿k atfpg,
 • cf>ossf] cjwf/0ff k|:t't ug{,
 • jfSosf lgs6 36sx¿sf] ljZn]if0f ug{ / To;sf] ;Ldf pNn]v ug{,
	PsfO rf/ M jfSolj1fg -!^ 3G6f_
	 $=! jfSolj1fgsf] kl/ro
	 $=@ ¿klj1fg / jfSolj1fgsf] ;DaGw
	 $=# kb, kbfjnL, pkjfSo, jfSo / ;ª\sygsf] kl/ro
	 $=$;ª\ult / zf;gsf] kl/ro
	 $=% kbqmd / o;sf k|sf//
	 $=^ ;dtnLo ;+/gf / txut ;+/gf
	 $=& cjz]if / ;~rng
	 $=* Jofs/0ffTds k|sfo{
	   $=*=! p2]Zo
	   $=*=@ ljw]o
	   $=*=# sd{
	   $=*=$ k"/s
	 $=(kbfjnLsf] zLif{ / ljz]ifs -:k]l;kmfo//_
	 $=) kbfjnLsf d"n k|ltaGwg -sG:6]«G6_
	 $=!! cf>os -slDKNd]G6/fOh/_ sf] kl/ro
	 $=!@ lgs6 36s ljZn]if0f / o;sf ;Ldf
	 $=!# cGtMs]lGb|s / aXMs]lGb|s ;+/gf
	 $=!$ rD:sLsf] ¿kfGt/0f Jofs/0fsf cfwf/e"t cjwf/0ff

ljlzi6 p2]Zo	kf7\oljifo
• pbfx/0f;lxt cGts]lGb|s / alxMs]lGb|s ;+/rgfsf] :j¿k / k|sf/ atfpg, • rD:sLsf] ¿kfGt/0f Jofs/0fsf cfwf/e"t cjwf/0ff :ki6;Fu j0f{g ug{, • ;f]bfx/0f clgjfo{ / P]lR5s ¿kfGt/0f lgodsf] JofVof ug{, • g]kfnL jfSosf cfwf/df ¿kfGt/0f k|lqmofsf] lrgf/L lbg, • g]kfnLsf jfSofe"t, ;/n, ;+o'Qm / ;lGgljif6 jfSofsf] pbfx/0f;lxt kl/ro lbg .	$=!% ¿kfGt/0f lgod -clgjfof{{ tyf P]lR5s_ $=!^ ¿kfGt/0f k|lqmsf -cs:/0f, ljWoy{s, ;+efjgfy{s tyf jfSofGt/0ffTds_ $=!& g]kfnLsf cfwf/e"t, ;/n, ;+o'Qm / ;lGgljif6 jfSofx¿

• cy{lj1fgsf] kl/ro lbO{ To;sf] If]q cf}+Nofpg,
 • cy{sf Jofs/0ffTds, sf]zLo, ;Gbe{k/s, ;fxrof{Tds, wf/0ffTds e]bsf] kl/ro;lxt pbfx/0f lbg,
 • Jofs/0ffTds / sf]zLo cy{df kfOg] leGgtf atfpg,
 • cf/]v ;lxt ;ª\s]t lqsf]0fsf] cjwf/0ff k|:t't ug{,
 • ;+/gfTds cy{lj1fgsf] kl/ro lbO{ kof{ojfrL, cg]sfyL{, ;dfg]kL{, c;dfg]kL{, ;dWjGofTds, ;d¿kTds zAbdf cy{ut ;DfGjsf] pbfx/0f lbg,
 • cy{;DfGwdf ;lGGGwdf l;4Gtsf] cjwf/0ff k|:t't ug{,
 • ;f]bfx/0f ;ª\36sfTds ljZn]if0fsf] lrgf/L lbg .
	PsfO{ kfFr M cy{lj1fg -^ 3G6f_
	 %=! cy{lj1fgsf] kl/ro / o;f] If]q
	 %=@ cy{sf k|sf/
	   %=@=! Jofs/0ffTds
	   %=@=@ sf]zLo
	   %=@=# ;Gbe{k/s
	   %=@=$;fxrof{Tds
	   %=@=% wf/0ffTds
	 %=# Jofs/0ffTds cy{ / sf]zLo cy{df e]b
	 %=$;ª\s]t lqsf]0f
	 %=% ;+/gfTds cy{lj1fg / cy{ ;DfGWx¿
	   %=%=! kof{ojfrL
	   %=%=@ cg]sfyL{
	   %=%=# ;dfg]kL{ ;dWjGoL
	   %=%=$ c;dWjGoL
	   %=%=% ;dWjGofTds
	   %=%=^ ;d¿kTds
	 %=^ ;ª\Gwdf l;4Gt
	 %=& ;ª\36sfTds ljZn]if0f

$= lzIf0f k|ljlw

o; kf7\of+zsf] cWoog cWofkgsf qmddf k|of]u x'g] lzIf0f k|ljlwnfO{ b'O{ efudf juL{s/0f ul/Psf] 5 . clwsf+z kf7\oj:t'x¿ cWofkg ug{ k|of]u ul/g] lzIf0f k|ljlw ;fwf/0f lzIf0f k|ljlwdf /flvPsf 5g\ eg] s'g} lglZrt PsfOcGtu{tsf kf7\oj:t' cWofkg ug{ k|of]u ul/g] lzIf0f k|ljlwnfO{ ljlzi6 lzIf0f k|ljlwcGtu{t /flvPsf] 5 .

$=! ;fwf/0f lzIf0fk|ljlw

k|To]s PsfOdf cfjZostfcg';f/ JofVofg, k|Zgf]Q/, 5nkmn tyf u[xsfo{, sIffsfo{, kl/of]hgf sfo{sf] k|:t'tLs/0f ljlwsf] pkof]u ul/g]5 . PsfOsf] k|s[ltcg'¿k kf7\ok':ts, ;xfos k':ts, ;Gbe{ k':ts, kf7kq, tflnsf / cf/]vx¿sf] pkof]u ul/g]5 .

$=@ ljlzi6 lzIf0fk|ljlw

PsfO	kf7\oj:t'	k|fof]lus lqmofsnfk / lzIf0f k|ljlw
!	!=! efiffsf] kl/ro !=@ efiffsf ljz]iftfx¿ !=# dfgj / dfgj]t/ kz'kIfLsf] ;Dk|]if0f Joj:yfdf kfOg] cGt/ !=* efifflj1fgsf] pkof]lutf	cWoog kq n]vg
@	@=@ Wjlg cjojx¿sf] lrq;lxt j0f{g @=&=% g]kfnL efiffsf j0f{x¿sf] klxrfg, juL{s/0f / j0f{g @=&=^ lje]bs clenif0fsf cfwf/df g]kfnL j0f{x¿sf] klxrfg	;d"xsfo{ / sIff k|:t'lt
#	#=$ ¿kljZn]if0fsf] cEof;	kl/of]hgf sfo{ / uf]i7Lkq

	#=% ¿kfog k|lqmof M ¿kfog sf]l6x¿ / ¿k;/l0f #=^ Jo'Tkfbg k|lqmof #=^=! pk;u{, dWo;u{ / k/;u{ k|lqmof #=^=@ ju{kl/jt{s / ju{ ckl/jt{s Jo'Tkfbg #=& zAbju{ M zAbx¿sf] sfo{d"ns ju{ tyf pk;u{ #=* ¿kfog k|lqmof / Jo'Tkfbg k|lqmofdf leGgtf #=(;df;, låTj / cGo k|lqmof #=!) ;lGwlj1fg M ¿kWjGofTds k|lqmof #=!! ¿kWjGofTds kl/jt{gsf lgodx¿	

$	$=* Jofs/0ffTds k|sfo{
	 $=*=! p2]Zo
	 $=*=@ ljw]o
	 $=*=# sd{
	 $=*=$ k"/s
	
	$=!& g]kfnLsf cfwf/e"t, ;/n, ;+o'Qm / ;lGglji6 jfSox¿
		cWoog kq n]vg - JolQmut / ;d"xut_

%	%=@ cy{sf k|sf/ %=@=! Jofs/0ffTds %=@=@ sf]zLo %=@=# ;Gbe{k/s %=@=$;fxrof{Tds %=@=% wf/0ffTds %=# Jofs/0ffTds cy{ / sf]zLo cy{df e]b %=% ;+/rgfTds cy{lj1fg / cy{ ;DaGwx¿ %=%=! kof{ojfrL	5nkmn / k|:t'lt

%=%=@ cg]sfyL{ %=%=# ljk/LtfyL{ ;dfj]zL %=%=$ c;dfj]zL %=%=% ;dWjGofTds %=%=^ ;d¿kfTds	

pko'{Qm k|fof]lus sfo{x¿ lzIfsn] lgwf{/0f u/]cg';f/ x'g]5g\ .

%= d"Nofª\sg k|lqmof

o; kf7\of+zsf] d"Nofª\sg k|lqmof b'O{ k|s[Itsf] x'g]5 M

-!_ cfGtl/s d"Nofª\sg

-@_ afXo d"Nofª\sg

-!_   cfGtl/s d"Nofª\sg

cfGtl/s d"Nofª\sgsf nflu $)Ü cª\sef/ 5'6\ofOPsf] 5 . pQm d"Nofª\sgsf nflu lglb{i6 k|fof]lus sfo{cGtu{t /xL ljifo lzIfsn] lgDg cfwf/x¿ cjnDag ug{'kg{g{{ 5 M

-s_   pkl:ylt – % cª\s

-v_   lzIf0f l;sfOdf ;xeflutf – % cª\s

-u_   *klxnf] cfGtl/s k/LIff – !) cª\s

-3_   **bf];|f] cfGtl/s k/LIff – !) cª\s

-ª_   t];|f] cfGtl/s k/LIff – !) cª\s

*   klxnf] cfGtl/s k/LIffsf nflu ljifo lzIfsn] lgDglnlvt sfo{x¿ ug{ nufpg] 5g\M

cWoogkq n]vg, k':ts ;dLIff, n]v k'g/fjnf]sg, s'g} ljifo zLif{s s]lGb|t cWoog kq tof/L, cfGtl/s k/LIff, PsfO k/LIff, 1fg÷k|ltef k/LIf0f cflb .

**   bf];|f] cfGtl/s k/LIffsf nflu ljifo lzIfsn] lgDglnlvt sfo{x¿ ug{ nufpg] 5g\ M

kl/of]hgf sfo{, cj:yf÷36gf cWoog, uf]i7L, If]qsfo{, JolQmut jf ;d"xut k|ltj]bg n]vg, låtLo ;|f]t ;fdu|Ldf cfwfl/t cWoogkq n]vg, k"jf{Woog, k'g/fjnf]sg / clen]vLs/0f cflb .

k'gZr M klxnf] / bf];|f] cfGtl/s k/LIffdf lgDg lsl;dsf sfo{x¿ ;dfj]z ug{ ;lsg] M

-s_ klxnf] cfGtl/s k/LIffdf u[xsfo{÷k':tsfno sfo{÷k':ts jf n]v k'g/jnf]sg ± cfGtl/s ;'wf/ k/LIff lng'kg{],

-v_ bf];|f] cfGtl/s k/LIffdf kl/of]hgf sfo{÷cWoogkq n]vgsf ;fy} kf7\oqmdsf] :j¿kcg';/ cfGtl/s ;'wf/ k/LIff lng'kg{] .

-u_ cfGtl/s k/LIffsf] ljlw÷k4lt / d"Nofª\sg k|lqmof ljefun] to u/] cg';/ x'g]5 .

@= afXo d"Nofª\sg

afXo d"Nofª\sgsf nflu ^)Ü cª\sef/ 5'6\ofOPsf] 5 . pQm d"Nofª\sgsf nflu lq=lj= lzIffzf:q ;ª\sfo, 8Lgsf] sfof{noåf/f ;]d]:6/sf] cGTodf k/LIff lnOg] 5 . ;f] k/LIffdf ;f]lwg] k|Zgsf k|s[lt, 9fFrf / To;sf] cª\sef/ lgDgfg';f/ x'g] 5 M

k|Zgsf] k|s[lt	;f]lwg] k|Zg ;ª\Vof	pQ/ lbg'kg{] k|Zg ;ª\Vof	k|ltk|Zg 5'6\ofOPsf] cª\s	k"Off{ª\s
;d"x …sÚ M ax'j}slNks k|Zg	10	10	1	10
;d"x …vÚ M 5f]6f] pQ/ cfpg] k|Zg*	6	6	5	30
;d"x …uÚ M nfdf] pQ/ cfpg] k|Zg	2	2	10	20

* ;k|;ª\u JofVof ug{ lbOg] k|Zgdf ;|f]t ;Gbe{ ;dfj]z ug{'kg{] 5 .

%= l;kmfl/; ul/Psf k':ts tyf ;Gbe{ ;fdu|Lx¿

kf7\ok':ts

uf}td, b]jLk|;fb -@)%*_, g]kfnL ¿kfGt/0f Jofs/0f, sf7df8f}+M lr/~hLjL l3ld/f] -PsfO–% sf nflu_

uf}td, b]jLk|;fb, cf]emf /fdgfy / cGo -@)^&_, ;fdfGo efifflj1fg, sf7df8f}+ M lkgfsn klAns];g . -PsfO !–% sf nflu_

Gof}kfg], 6ª\sk|;fb , e08f/L kf/;kl0f / cGo -@)^&_, ;fdfGo efifflj1fg, sf7df8f}+ M
;gnfO6 klAns];g . -PsfO !–% sf nflu_

kf]v/]n, dfwjk|;fb -@)^$_, g]kfnL Wjlglj1fg / g]kfnsf efiffsf] Wjlgkl/ro= sf7df8f}+ M
e'F8Lk'/f0f k|sfzg -PsfO–@ sf nflu_ .

aGw', r"8fdl0f -@)%)_, efifflj1fg, nlntk'/ M ;femf k|sfzg -PsfO !–% ;Ddsf nflu_ .

e08f/L, kf/;dl0f -@)^#_, k|fof]lus efif lj1fgsf s]xL klf, sf7df8f}+M ljBfyL{ k':ts e08f/ .
-PsfO ! sf nflu+_

ofbj, of]u]Gb|k|;fb / /]UdL, eLdgf/fo0f -@)%(_, efifflj1fg, sf7df8f}+ M Go' lx/f a'S;
OG6/k|fOh]h
-PsfO !–% ;Ddsf nflu_

<div align="center">

;Gbe{;fdu|L

</div>

clwsf/L, ;"o{dl0f -@)%^_, g]kfnL efiffsf] Oltxf;, sf7df8f}+ M e'F8Lk'/f0f k|sfzg .

clwsf/L, x]df-ª\u/fh -@)$(_, ;d;fdlos g]kfnL Jofs/0f, sf7df8f}+ M ljBfyL{ k':ts e08f/ .

lqm:6n, 8]le8, -O{ !(*)_, lnlª\Ujl:6S;, xfdf{{]G;\ jy{ M k]gu'Og k|sfzg .

Snfs{, hf]g / sf]lng, ofnf]k -!(() O{_, Pg OG6«f]f]8S;g 6' kmf]gl6S; PG8 kmf]gf]nhL,
cS;kmf]8{ M afl;n Anfs j}n .

u'Kt, e6gfu/ / cGo -;g\ !(&$_, cfw'lgs efifflj1fgsL e"ldsf, hok'/ M /fh:yfg lxGbL
csfbdL .

uf}td, b]jLk|;fb -@)$(_, g]kfnL efiff kl/ro, nlntk'/ M ;femf k|sfzg .

uf}td, b]jLk|;fb / n'OF6]n, vu]Gb|k|;fb -@)%#_, Wjlglj1fg / j0f{lj1fg, sf7df8f}+ M
gjLg k|sfzg .

lu|gau{, h]=Pr=, -!(&$ O{=_, Nofª\Uj]h 6fOkf]nhL M P lx:6f]l/sn PG8 Pgflnl6sn cf]e/
Eo', b x]uM
d'6f] .

lUn;g, Pr=P= -!(^! O{=_, Pg OG6«f]f]8S;g 6' l8l:qmPl6e lnª\lUjl:6S;, Go'of]s{ M xN6
l/g]xf6{ PG8 ljG;6g .

l3ld/], jf;'b]j -@)^$_, P]ltxfl;s efifflj1fg, sf7df8f}+ M cl:dtf k|sfzg .

9sfn, zflGtk|;fb -@)^#_, *;fdfGo efifflj1fg*, sf7df8f}+ M z'esfdgf k|sfzg .

ltjf/L, ef]nfgfy -!((@ O{=_, *lxGbL efiffsL cfyL{ ;+/rgf*, lbNnL M ;flxTo ;xsf/ .

ltjf/L, ef]nfgfy, -!(*% O{=_, *cfw'lgs efifflj1fg*, lbNnL M lnlkk|sfzg .

tf]jf, ;'of];L / cGo -@))% O{=_ *g]kfndf efiffx¿sf] ljljwtf / nf]kf]Gd'v l:ylt* -cg'= n]vgfy zdf{ kf7s_ sf7df8f}+ M o'g]:sf] .

låj]bL, b]jLzÑ/ -!(^$ O{=_, *efiff cf}/ eflifsL,* cfu/f M nIdLgf/fo0f k|sfzg .

Gof}kfg], 6Ëk|;fb -@)%!_, *efifflj1fgsf] ¿k/]vf*, w/fg M g]kfn a's l8kf] .

Gof}kfg], 6Ëk|;fb / bLks Gof}kfg], -@)^#_, *¿klj1fg*, sf7df8f}+ M e'F8Lk'/'/f]f k|sfzg .

kfd//, k|m}ª\s -!(&! O{=_, *u|fd/, xfdf{f]G;,* jy{ M k]ª\lUjg k|sfzg .

kf]v/]n, afns[i0f -;Dkf= @)#(_, *kRrL; jif{sf eflifs rrf{{,* sf7df8f}+ M g]kfn k|1fk|lti7fg

kf]v/]n, afns[i0f -@)$&_, *g]kfnL efiffsf] pTklQ,* sf7df8f}+ M ef/åfh k|sfzg .

aGw', r"8fdl0f -@)%#_, *efifflj1fgsf ;Dk|bfo*, sf7df8f}+ M clf/ ;bg .

An'dlkmN8, lnof]gf8{ -!(^* O{=_, *efiff -cg'= ljZjgfy k|;fb_ agf/;L M df]tLLnfn agf/;L bf; .

e§/fO{, 8L=kL= -@)^)_, *g]kfnL Jofs/0fsf sf]lf6x¿,* sf7df8f}+ M ljBfyL{ k':ts e08f/ .

e08fL/, kf]/;dl0f -@)^@_, *k|fof]lus efifflj1fgf s]xL klf,* sf7df8f}+ M ljBfyL{ k':ts e08f/ .

d]Yo'h, kL=Pr= -!(&$ O{=_, *df]kmf]{nhL, SoflDa|h* M SoflDa|h o'lgel;{6L k|]; .

d]Yo'h, kL=Pr=-!((#_, *u|fdl6sn Yof}/L ckm b o'gfO6]8 :6]6;\ k|md An'd lkmN8 6' rf]D:sL,* SoflDa|h M SoflDa|h o'lgel;{6L k|]; .

o'n, hh{ -!(*(O{=_, *b :68L ckm Nofª\Uj]h, SoflDa|h* M SoflDa|h o'lgel;{6L k|]; .

/laG;, rfN; Pkm= -!(*) O{=_, *hg/n lnª\lUjl:6S;\ M Pg OG6«f]8S6/L ;e{], nG8g M nªDofG;\ .

nD;fn, /fdrGb| -@)^@_, *g]kfnL efiff / Jofs/0f*, sf7df8f}+ M ;gnfO6 k|sfzg .

lnr, Hof]k|mL -!(*# O{=_ *lk|lG;kn ckm Ko|fUDofl6S;,* nG8g M nª\DofG;\ .

n]K:sL, hL=;L= -!(&@ O{=_, *P ;e{] ckm :6«Sr/n lnª\lUjl:6S;,* nG8g M km]a/ PG8 km]a/ .

n]xDofg, 8ANo"=kL= -!((% O{=_, *lx:6f]l/sn lnª\lUjl:6S;,* Go'of]s{ M ?6 n]/n .

Nof8]kmf]U8, lk6/ -!(*@ O{=_ *P sf];{ Og kmf]g]l6S;=* Go'of]s{ M xf/sf]6{ .

jdf{, ;Tosfd / Pg= s[i0ff:jfdL -!(*)_, *df]8{g lnª\lUjl:6S; M Pg OG6«f]8S;g=* lbNnL M cS;kmf]8{ o'lgel;{6L k|]; .

zdf{, b]jLbQ -!(*$ O{+=_ *;+:s[tsf P]ltxfl;s Pj+ ;+/rgfTds kl/ro*, r08Lu9 M xl/of0ff ;flxTo csfbdL .

zdf{, df]xg/fh / a/fn, s[i0fxI/ -@)%@_, *efifflj1fg / g]kfnL efiff*, sf7df8f}+ M sf7df8f}+ a's ;]G6/ .

>Ljf:tj, /jLGb|gfy -@))) O{=_, *cg'k|o'Qm efifflj1fg* M l;4fGt Pjd\ k|of]u, lbNnL M /fwfs[i0f k|sfzg .

l;+x, ;'/hdfg -!((@ O{=_, *lxGbLsf jfSofTds Jofs/0f*, lbNnL M ;flxTosf/ / .

xls6, rfN;{{ Pkm= -!(%* O{=_, *P sf];{ Og df]8{g lnª\lUjl:6S;,* Go'of]s{ M Dofsldng .

1.7. Salient Features of M.Ed Program at KSC
1.7.1. Method of Instruction

The methods of the teaching M.Ed., programme will be the combination of several approaches. Class lectures, group discussion demonstration, guest lecture, seminars, term paper presentation, case analysis, problem solving, practical experience and field work approaches will be used as different techniques of giving instruction in the course so that students will be able to develop abilities for self-learning , problem solving and critical thinking.

1.7.2. Instruction days

Generally an academic year will consist of 150 teaching days excluding the day taken by admission and annual examination. A theory paper of 100 marks will be generally carry 1650 lectures and 5 periods a week and a paper of 50 marks 75 lectures and 3 periods in a week. A practical course requires the student to attend more period per week as mentioned in course of study. In semester system 48 hours credit hours class days are allocated for 3 credit hours.

1.7.3. Practicum

Practicum is the integral part of the M.Ed. programme. It is designed to provide opportunities to student to actually participate in the activity of the campuses or the higher secondary schools. Each student is required to complete three activities classroom teaching, internship and curriculum evaluation in their specialization subject. However, students specializing in educational planning and management are required to undertake other activities in place of classroom teaching. This practicum course is carried out with or after the second year of the programme for six weeks.

1.7.4. Thesis Writing and Evaluation

Thesis writing within the specialization area almost is compulsory .Only those students that have passed all the course of the first year programme will be allowed to undertake thesis writing The thesis has to be written under the direct supervision of the Faculty Member of the Campus /Department. The format for writing the thesis proposal and the procedure for approving it will be fixed by the Department Research Committee. The evaluation of the thesis will be based on the written part and viva-voice .The quality of thesis will be controlled by the Research

Committees for each Department and Guidance and Evaluation Committees instituted under the same.

1.7.5 Attendance and Evaluation System

Minimum attendance in accordance with the university regulation is required (i.e. 70 %) in each subject in order to be eligible for the annual examination. In semester system 80% attend is compulsory for the final examination. The office of the controller of the examination, T.U. will conduct the examination at the end of the each academic session. Each student must appear in and pass all those examination in order to qualify for M.Ed. degree. The final examination of semester system will be conducted by examination section of dean office. The evaluation procedures for practical course will be specified by the subject committees. The minimum pass marks for the theory paper is 40 percent in early system and 50 percent in semester system and for the practicum, 50 percent.

1.8. Graduation Requirements

The M.Ed. programme extends over two academic years. M.Ed. degree is awarded on its successful completion. All the candidates for M.Ed. degree must fulfill the following requirements:

- the successful completion of 1000 marks as prescribed with the passing grades in all the course but in semester system 69 hours credit hours including professional and elective subject in each specialization subject to be completed for master degree in education
- the completion of courses for the fulfillment of programme with in the time frame prescribed by T.U. (faculty board and academic council)

1.9. Grading System

The grading system will be as follows:

1. Third Division: 40 % and Above   2.Second Division: 50 % and Above

3. First Division: 60 % and Above   4.Distinction: 75% Above

1.10. Student Financial Support Available

KSC has collaborated with Compatibility with university and campus missions / mandates Compatibility of proposed curriculum with relevant professional organizations (if required). Implementation plan which includes plan for administering the program, who will oversee the program, who will advise students, and how this will affect their workloads.

2. Faculty Strength

KSC faculties are well known professional of their field. Most of them have a minimum 10 years of teaching experience in their field of education. Besides, we have a sound pool of young and professional energetic human resources dedicated for the development of the program at KSC. The brief descriptions are mentioned below.

Table2.1. Descriptions of the M.Ed Faculties at KSC

SN	Name of the Faculty	Department	Designation	Status	Education
1.00	Mr. Shatrughan Pr Gupta	EDPM	**Campus Chief**	Full time	MPhil
2.00	Mr. Hari Binod Adhikari	EDPM	HOD Edpm	Full time	PhD continue
3.00	Prof Satish Kumar Ojha	EDPM	Member	Part Time	PhD
4.00	Mr Prem Shrestha	EDPM	Member	Full time	M.Ed
5.00	Mr. Prakash Niraula	EDPM	Member	Full time	M.Ed
6.00	Mr. Manoj Bhandari	EDPM	Member	Full time	M.Ed
7.00	Mr. Rajendra Pokheral	EDPM	Member	Full time	M.Ed
8.00	Dili Raj Belbase	EDPM	Member	Full time	M.com
9.00	Bhakta Bahadur Shahi	Education	Member	Full time	MPhil
10.00	Sharda Pokheral	Education	Member	Full time	M.Ed
11.00	Ashik Singh Shrestha	Education	Member	Full time	M.Ed
12.00	Dr. Vinay Kumar Jha	English	Member	Part Time	Ph.D.
13.00	Mr. Rup Narayan Shrestha	English	Member	Part Time	M.Ed
14.00	Mr. Hari Raj Aterya	English	Member	Part Time	M.Ed
15.00	Mr. Gagan Singh Ayer	English	**Hod English**	Full time	M.PHIL
16.00	Mr. Guru Prasad Poudel	English	Member	Full time	M.PHIL
17.00	Mr. Koshan Pant	English	Member	Full time	M.Ed
18.00	Mr. Basant Baral	Health	**HOD Health**	Full time	M.Ed

				Part	
19.00	Prof Krishna Pr Acharya	Health	Member	Time	Prof
20.00	Mr. Bishnu K Adhikari	Health	Member	Part Time	M.Ed
21.00	Mr. Ashish Acharya	Health	Member	Full time	M.Phil.
22.00	Lokendra Khadka	Health	Member	Full time	M.Ed
23.00	Om Prakash Sharma	Health	Member	Full time	M.Ed
24.00	Prof. Maheshawar Neupane	Nepali	**Hod Nepali**	Full time	Prof
26.00	Prof. Dr. Sanat K.Awasti	Nepali	Member	Part Time	Prof
27.00	Ms. Bishnu Rimal	Nepali	Member	Part Time	M.Ed
28.00	Mr.Dinesh Ghimire	Nepali	Member	Part Time	Ph. D continue
29.00	Mr. Chuda Mani Pandey	Nepali	Member	Full time	PhD
30.00	Mr. Shiv Pr Timilsina	Nepali	Member	Part Time	M.Ed
31.00	Mr. Khag Raj Joshi	Nepali	Member	Part Time	Mphil
32.00	Mr. Tilak Raut	Nepali	Member	Full time	M.Ed
33.00	Dr Dilli Ram Rimal	Nepali	Member	Full time	PhD

2.1. Organizational Strength

In this section the information related to annual enrolment in the last three years, annual pass rate in the last three years, annual graduate production in the last three years, and total number of academic programs offered and publication /Journals /Bulletins etc. published. Besides it also explore the condition of strategic plan have been discussed.

2.2. Annual enrolment in the last three years

KSC till days focused on the education program bachelors to Master level in Education. It has started its program from its own building Satungal. Besides, some master's level program are still conducted from **Tauda Ma Bi Asan Bazar** for completing their session. Formally, the campuses have transformed to its new building. The student's enrolments in different stream have been mentioned here.

Table 2.2. Student's enrolment at KSC FY 2074/75

	Students enrolment in KSC In 2074/75				
	Stream	**First Sem /Year**	**Second Sem /Year**	**Third Sem /Year**	**Forth Sem/Year**
1	Humanities and Social Science (BCA)	16			
2	Management BBS	32			
3	B.Ed	75			
4	M.Ed	63	35	45	35
	Total	176			

2.3. Academic Program

KSC was conducting the signal track program focusing in masters of education. Since 2075, as per the decision of campus management committee, the campuses have added two more faculties' humanities and management. As this campus has an experience of education, the new program has opened an opportunity to establish in the new locality.

Table.2.3. Total number of academic programs

Sn	Academic Program	Faculty	Number of Subjects offered	Remarks
1	Master's in Education	Education	7	
2	One Year B.Ed.	Education	13	
3	One Year B.Ed. Science	Education	13	
4	Four Year B.Ed.	Education	17	

5	Four Year B.Ed. Science	Education	17	
6	BBS	Management	As per syllabus	
7	BCA	Humanities	As per syllabus	

2.4. Research Activities

KSC has a well-equipped Research Management Cell (RMC) headed by **Prof Dr Sarba Raj Acharya**. KSC has proved that it was a best organization where the campus has focused on teaching, learning and research activities together. We have tried to link the research in day to day classroom activities. Our RMC have an independent unit in the campus. It tried to establish a link to collaborate the different academic institutions. We have developed the norms and the well-defined conditions to generate the self-fund for its sustainability. The teams formed in the leadership of Prof **Dr Sarba Raj Acharya** are as follows;

Table2.4. Composition of RMC

Sn	Name	Position	Expert Areas
1	Prof Dr Sarba Raj Acharya	Chairman	Nepali Edu
2	Prof Dr Basu Dev Kafle	Member	Education
3	Prof Hari Binod Adhikari	Member	Curriculum
4	Mr. Guru Poudel	Member	English
5	Mr.Ashik Singh	Member	Education
6	Prof Dr Lokendra Sherchan	Member	Health Edu
7	Mr Gauri Prasad Dabadi	Member	Geography edu
8	Mr Ram Dhayan Yadav	Member	Education
9	Mr Shatrughan Prasad Gupta	Mem-Secretary	Statistics/Maths

2.4.1. Research Activities at KSC

KSC conducted Master's degree program since 2056 BS. We are offering Master degree courses in English education, Nepali Education, Health Education, Educational Planning and Management and the Curriculum and Evaluation. Besides, from FY 2075, we have also conducting the Masters in Mathematics education. It is therefore, KSC has a five respective departments headed by the senior faculty members where thesis is a part of degree completion. We have applied various techniques to motivate the students as well as the faculty members for better and professional thesis writing. As per the campus records, here are the progress of thesis in different FY.

Table 2.5.Year-wise/thesis records

Year	English	Health	Nepali	EDPM	Curriculum	Total
2075/76 running						
2074/75	**21**	**30**	**22**	**16**	**2**	**91**
2073/74	**16**	09	21	11	3	60
2072/073	9	12	11	12	2	56
2071/2072	10	19	9	11	1	50
2070/2071	3	5	5	3	0	16
2069/2070	3	6	6	1	1	17
2068/ 2069	2	7	0	3	3	15
2067/2068	2	0	3	18	3	26
2066/2067	4	4	3	7	1	19
2065/2066	4	5	3	7	0	19
Up to 2065	6	3	5	4	1	19
Before 2065	13	0	20	7	10	50
Total	93	100	108	100	27	438

2.5. Publication / Journals / Bulletins

KSC has a regular publication of the following documents

1. A Educational Research Journal named **SHIKSHA SHATSRA SAURABH**
2. An Annual Report
3. Thesis Manuals
4. Practice teaching Manuals
5. KSC Prospectus
6. Practicum guidelines

2.6. Strategic Plan

KSC has developed a strategic plan in order to meet the criteria of HEIs in Nepal as per the guidelines of the University Grants Commission. The revision process is going on. The strategic plan has the following features**.**

2.6.1. Vision, Mission and Goal

As mentioned in the strategic plan of the campus, the Vision, Mission and Goal have been described as follows.

a) **Vision:** The ultimate vision of KSC is to be developed as a deemed education community university in Nepal.

b) **Mission:** To develop KSC as the center of technical, vocational and research based educational institution, to serve the community of the western part of the Kathmandu Valley.

c) **Goal:**
- To develops its faculty and staffs full time having heavy engagement in teaching learning and research.
- To develops KSC as a QAA accredited institution within three years.
- To foster teaching learning and research activities,
- To add the new program and infrastructure for the requirement of deemed university
- Collaborate with other institutions for faculty exchange and collaboration in research works.
- To insure community involvement in the campus
- To develops KSC as a canter of academic excellence.

2.7. Student enrollment

The current record varies from the earlier due to the drop out, transfer and exam form submission in the Controller of the Examination, TU. The table mentioned below reveals the enrollment in KSC. The current student enrollments in KSC are as follows. Annual enrolments in the last three years have been described here.

Table 2.6. Student enrolment at KSC in 2074/75

S.N.	Level- wise	FY 2074/75				
		Total	Male	Female	EDJ	Disad.
1	One Year B.Ed	75	50	25	12	11
2	B.Ed I to Iv Year	75	26	49	17	8
3	BBS Ist Year	15	3	12	2	4
4	BCA Ist Sem	12	7	5	2	1
5	M.Ed Ist Sem	60	18	42	5	6
6	M.Ed II Sem	0	0	0	0	0
7	M.Ed III Sem	38	11	27	3	5
8	M.Ed Ivth Sem	40	16	24	4	5
	Total	315	131	184	45	40

Table2.7. Student enrolment at KSC in 2073/74

S.N.	Level	Academic year FY 2073/74				
		Total	Male	Female	EDJ	Disad.
1	B.Ed One Year	75	50	25	12	11
2	B.Ed Ist Year	23	12	11	3	2
3	B.Ed IIND Year	31	19	12	2	1
4	B.Ed III Year	71	31	40	3	1
5	B.Ed IVth Year	NA	NA	NA	2	1

6	M.Ed IInd Sem	45	18	27	3	2
7	M.ED II Year	105	31	74	4	2
	Total	275	111	164	29	20

Table2.8.Student enrolment at KSC in 2072/73

Academic year/level	FY 2072/73				
	Total	Male	Female	EDJ	Disadvantage
B.Ed One Year	43	21	22	10	7
B.Ed Ist Year	31	19	12		
B.Ed IIND Year	71	31	40		
B.Ed III Year	50	24	26		
B.Ed IVth Year	NA	NA	NA		
M.Ed Ist Sem	53	18	35		
M.ED I Year	105	31	74		
Total	353	144	209	10	7

3.9. Annual pass rate in the last three years

KSC has a system of analyzing its annual result of the graduates. It has done by their respective department. So many tools and benchmark have been fixed. Students are provided the scholarship based on their annual performance. Here we have done the eenrolment trend analysis of the last three years based on the datas provided examination department of KSC.

Table2.9. Annual Pass Rate In at KSC in FY2071/72

S.N.	Academic year/level	FY 2071/72				
		Total	Male	Female	EDJ	Disad.
1	One Year B.Ed.	80	43	37	19	5
2	First Year B.Ed.	71	31	40	22	3
3	Second Year B.Ed.	50	24	26	18	2
4	Third year B.Ed.	70	34	36	22	2
5	Forth year B.Ed.	53	18	35	23	2
6	M.Ed. Ist semester	109	33	76	37	5
7	Total Student				141	19

Table 2.10. Level wise pass rate in KSC in FY 2072/73

S.N.	Academic year/level	Admission	Appeared	Passed in FY 2072/73				Total passed
				Male	Female	EDJ	Disad.	
1	B,Ed One Year	41	39	NA	NA			
2	B.Ed ist Year	29	20	NA	NA			
3	B.Ed ii nd year	73	36	2	1			3
4	B.Ed iiird Year	51	30	5	4	1	1	9

5	B.Ed ivth year	95	86				
6	M.Ed ist sem	56	36				
	Total	345	287	7	5	1	1

Table 2.11 Level wise pass rate in KSC in FY 2071/72

S.N.	Academic Year/level	Admission	Appeared	Passed in FY 2071/72				T. Passed
				Male	Female	EDJ	Disad.	
1	B.Ed one year	80	72	12	17	5	1	30
2	B.Ed ist Year	73	54	5	9	3		14
3	B.Ed IINd Year	27	39	5	4	3	1	9
4	B.Ed III Year	72	48	3	1			6
5	B.Ed Ivth Year	56	42	3	12	5		15
6	M.Ed IST SEM	115	86	5	40	4	1	45
	Total	447	341	34	85	21	3	

2.9. Tracer Study

The CMC has decided to form a core study team to trace the graduates of KSC graduated in the year 2017. Besides, it has submitted its tracer study on the graduate year 2016 to UGC. In the tracer study, a total of 66 students graduated in 2016 were selected for study. Out of total, 46 students are from master's degree and 20 students from Bachelors have been traced. The numbers of graduates in 2015 were only 42. This can be shown by the following table

2.10. Graduates Pass Rate

The pass rates of the graduate in the three consecutive years have been mentioned below. The table below shows the actual graduate success rate in KSC based on the tracer study conducted in the three consecutive years.
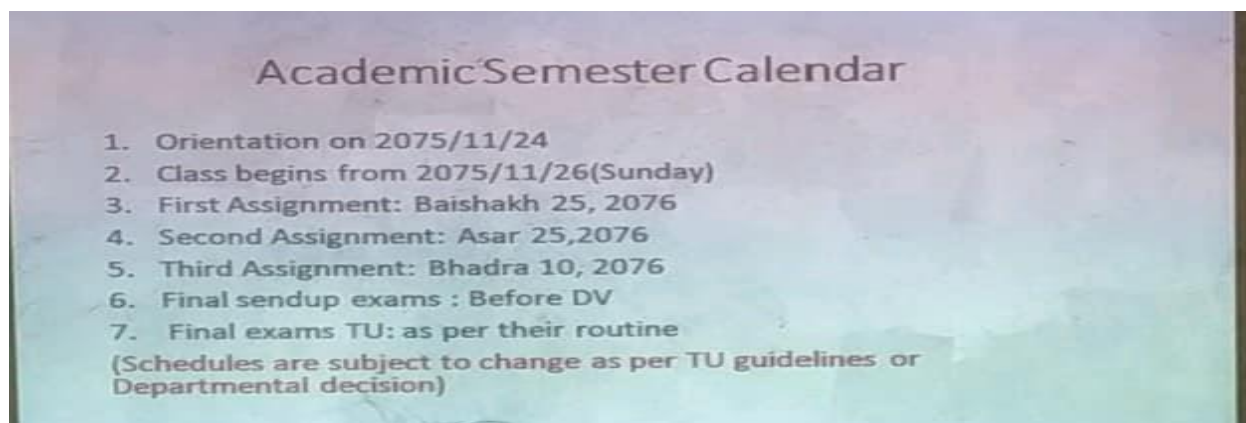
Table 2.12. KSC graduate graduated in different FY.

FY	2017		2016		2015		Total
	Male	Female	Male	Female	Male	Female	
Masters level	16	50	12	13	18	7	116
B.Ed Level	7	6	7	10	11	4	45
Total	23	56	19	23	29	11	161

3. Academic Schedule of Work

KSC follows the education calendar of the affiliating university. Form its establishment; it has been publishing its academic annual calendar with the annual activities in the respective month. Still, we have mentioned in the academic calendar of 2019/2020.Students should cheak their program calendars for the most update information's. An orientation program for new students under semester system was conducted. In the program, students were facilitated through career modules and mapping guidance of educational requirements.

Table 3.1. Orientation program of M.ED First Semester

Academic Semester Calendar

1. Orientation on 2075/11/24
2. Class begins from 2075/11/26(Sunday)
3. First Assignment: Baishakh 25, 2076
4. Second Assignment: Asar 25,2076
5. Third Assignment: Bhadra 10, 2076
6. Final sendup exams : Before DV
7. Final exams TU: as per their routine

(Schedules are subject to change as per TU guidelines or Departmental decision)

Table 3.2. Academic schedule of the work

Programs	Starting Date	Ending date	Final Exam schedule	Practical/Practicum/Thesis/ Others	Remarks
BBS					
BCA					
B.Ed first					
B.Ed II nd					
B.Ed III rd					
B.Ed Ivth					
M.EdIst Sem					
M.EdIInd Sem					
M.EdIIIrd Sem					
M.EdIVth Sem					

3.1. Academic calendar in place

KSC shares and distributed free of cost an extensive events calendar with our current families in Campus day Program. We are happy to share some key dates and upcoming events open to the public on this Colander. Besides, we share our calendar in KSC web page for more information about the KSC calendar, please contact www.ksc.edu.np. Or directly visit KSC New Building Satungal or call at 9851152148.

3.2. Compliance with academic calendar

KSC has mentioned all academic dates and major events in their academic calendar from its establishment. Some major dates and events as mentioned in the academic calendar of 2076 are in the table below.

Table 3.3. Compliance with academic calendar

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3.3. Contingency plan/strategy for academic calendar

We are very honest to share that KSC is in the phase of revision of its Strategic planning. A committee has formed to work on it.

3.3.1.Strategic Planning

Strategic planning plays a significant role in how a campus intends to run its operations and market its products, services or brand. Strategies for future growth also require planning in accordance with a campus's objectives and goals. Part of the strategic planning process

involves comparing the different directions that the campus can move in and determining which one will best suit the campus's purpose. In order to do this, administrators may develop "what if" scenarios that incorporate particular objectives and examine the possible effects of each scenario within the campus's strategic plan.

3.3.2. Contingency Planning

In the process of developing a campus's overall strategic plan, campus may develop alternative strategies as a means to accommodate unexpected conditions or events, such as economic recession's events. Contingency planning involves having alternative strategies in place as a way of preparing for the unexpected. These types of plans may also be categorized as disaster recovery plans or business continuity plans, depending on the overall purpose of the plan. The primary purpose for a contingency plan provides a strategy for minimizing the effects of unexpected circumstances. We are in the process to develop this plan.

Section B Physical facilities

4. Infrastructure development

The infrastructure development of the campus started from 2070 BS. **Prof. Dr. Ganesh Man Gurung**, former Chairman, of University Grants Commission laid the foundation stone at Chandragiri Municipality-10, Satungal. In addition, district development committee Kathmandu and Chandragiri Municipality is supporting continuously. KSC is striving to strengthen its physical facilities as the main building is under construction. Besides its own building construction, the campus road from Bishnu Devi Mandir to Phom factory around 500 Meter needs to be concreted as soon as possible. Campus area boundary, ground management, well- stocked library, Research Management Cell, gender friendly toilets, modern canteen, new desk benches and required tables are to be immediately managed. To complete afore mentioned requirements, we have estimated nearly Rs. 100 Millions (Hundred million to complete the allocated works in time. Besides, UGC is the main source of financing for the construction works. As per the procurement plan-2073/74, KSC has completed some works with the help of higher secondary reform project.

4.1. Works from Mutual fund (SHERP)

As per the agreement between UGC and this campus, the following works have been completed under the scheme of mutual funds. The descriptions of works completed along with its expenditure amounts have been shown in the table below.

Table 4.1. Works completed through the HERP (as mentioned in procurement plan)

Sn	Descriptions of works	Estimated	Actual estimate	Expen
1	Sand Filling	200,000.0	350,000.00	300,000.0
2	Water Tank Construction	300,000.0	225,000.00	225,000.0
3	Desk/Bench construction	325,000.0	325,000.00	315,000.0
4	Official Chairs /Tables	125,000.0	120,000.00	120,000.0
5	Books/Reference Materials	350,000.0	125,000.00	25000.0
6	Sofa-set/Computer table/Book rack	200,000.0	180,000.00	180,000.0
	Total expenses	**1,500,000.0**	**1,325,000.0**	**12,65,000.0**

4.2. Classrooms for the new program

KSC has a sufficient room and building to run its regular program and perform the regular activities in its new premises. The new room allocation has been shown in the following table.

Table 4.2. Classrooms allocation for the new program

	Room Allocation Plan	Shift Morning	Desk/Bench	Capacity
G1	Ground Flore	Room Allocation		
	Room No 101	Account Section		
	Room No 102	Library/Study Room		
	Room No 103	Exams/Teachers Room		
	Room No 104	Store/Watch man Room		
	Room No 105	M.Ed. Ist Sem	14	56
	Room No 106	M.Ed. 3rd Sem	13	52
FI	First Flore			
	Room No 201	Office of Campus Chief		
	Room No 202	Computer /Digital Lab		
	Room No 203	BCA First Sem Class room	9	36
	Room No 204	BCA Second Sem Class room	9	36
	Room No 205	BCA third Sem Class room	9	36
	Room No 206	Rest Room for Boys only		
F2	Second Flore			
	Room No 301	Office of Chairman/CMC Board		
	Room No 302	BBS First Year	13	52
	Room No 303	BBS Sec Year	13	52
	Room No 304	BBS 3rd Year	13	52
	Room No 305	BBS 4th Year	13	52
	Room No 306	Rest Room for Girls only		
F3	Third Flore			
	Room No 401	Research Management Cell		
	Room No 402	Class B.Ed First Year	13	52
	Room No 403	Class B.Ed Sec Year	13	52
	Room No 404	Class B.Ed 3rd Year	13	52
	Room No 405	Class B.Ed 4th Year	13	52
	Room No 406	Rest Room for Boys only		
F4	Forth Flore	Staffs Room		
	Room No 501	Extra Room	13	52
	Room No 502	Extra Room	13	52
	Room No 503	Extra Room	13	52
	Room No 504	Extra Room	13	52
	Room No 505	Extra Room		
	Room No 506	Rest Room for Girls only		
F5	**Top Flore**			
	Room No 601	Program Hall	50	200
	Room No 602	Store/ Room		
	Room No 603	Staffs Room		

Room No 604	Free Student Union's Room	
Room No 605	Rest Room	
Total Accommodations in a shift		1040

4.3. Educational Aids in KSC

There are different ways of classifying educational aid materials. In KSC, related equipment for putting them to work in the classroom, Educational Aids materials includes the following:

- Dramatic performances (portrayal of people, events, and procedures) dolls and puppets are produced for use as dramatic models.
- Models, mock-ups globes, and maps.
- Mathematical tools and materials of different shapes and sizes are available.
- Page graphic materials such as maps, graphs, cartoons, diagrams and charts are available.
- Photographic maps of various types of diagrams.
- Pictorial and graphic aids whiteboard textbooks illustrations charts pictures are available.

4.4. Educational Equipment

Table 4.3. Year wise educational aids and ICT status in KSC

Equipment's	2070/71	2071/72	2072/73	2073/74	2074/75
Website	Activated	Activated	Activated	Activated	Revision
Multimedia projector	0	1	1	2	2
Laptops	1	2	2	2	2
Computers	6	8	35	5	40
OHP	1	1	1	1	1
Fax Machine	NA	1	1	1	1
Billing system Software	NA	1	0.01	1	2
Telephone	2	4	5	6	6
Voice-email	1	1	1	1	1
Email and Internet Services	NA	Available	Available	Available	Available
Accounting software	NA	Available	Available	Available	Available
E-library	NA	NA	NA	NA	NA
Equipment	NA	NA	Computers	Computers	
Books Availability	5000	6000	6500	8000	10000
Journals	NA	5	10	20	20
Reference Materials	2000	2500	3000	3000	3500
Furniture's	Few	Few	30 set	50 set	100 set

4.5. Laboratory for the new program

Plan for establishment of laboratory and management of educational materials (Lab Plan, Procurement Plan, Procurement accomplishment, store entry, recommendation of management committee stating that the lab has been established)

4.6. Procurement plan: It has mentioned in the table below.

Kathmandu Shiksha Campus,
Ramshahpath, Kathmandu
Higher Education Reforms Project
Procurement Plan For Goods/Works -FY2075/76 Date: 2075/04/30

S.N.	Contract ID	Descriptions Goods and Works	Method of Procurement	Estimate vs Actual	Estimated Amount in NPR	Design Investigation Completed	Estimate Preparation and Sanction	Bidding Documents Preparation	Call for Bids	Bid Opening	Bid Evaluation	Contract Award Decision	Letter of Intention to Award	Contract Signature/ Agreement/ Purchase Order	Contract End (delivery)	Remarks
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	UGC/HERP/KSC-/G/ Sh.-01	Procurement of Desk Bench set-30	Shopping	Estimated	500,000.	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074/507/20	2075/07/25	2075/07/29	
				Revised												
				Actual												
2	UGC/HERP/KSC/G/SQ-01.	Procurement of Aluminum Doors/Windows	Shopping	Estimated	500,000.	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074/507/20	2075/07/25	2075/07/29	
				Revised												
				Actual												
3	UGC/HERP/KSC/G/SH-03	Procurement of Laptop-2 Printer-05 Multimedia -02 Sound system set 01	Shopping	Estimated	300,000.	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074/507/20	2075/07/25	2075/07/29	
				Revised												
				Actual												
4	UGC/HERP/KSC-/G/ Sh.-01	Procurement of official furniture Sofa set-2 Official furniture	Shopping	Estimated	200,000	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074/507/20	2075/07/25	2075/07/29	
				Revised												
				Actual												
5	UGC/HERP/KSCG/SH-01.	Procurement of Railing (Steel)	Shopping	Estimated	500000	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074/507/20	2075/07/25	2075/07/29	
				Revised												
				Actual												
6	UGC/HERP/KSC/G/Sh-02	Procurement of Electricity Materials	Shopping	Estimated	500,000	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074/507/20	2075/07/25	2075/07/29	
				Revised												
				Actual												
7	UGC/HERP/KSC-/G/ Sh.-01	Books	Shopping	Estimated	350,000	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074/507/20	2075/07/25	2075/07/29	

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Kathmandu Shiksha Campus,
Ramshahpath, Kathmandu
Higher Education Reforms Project
Procurement Plan For Goods/Works -FY2075/76 Date: 2075/04/30

#	Code	Description	Method		Amount										
		for the library and library software		Revised											
				Actual											
8	UGC/HERP/KSC/Sh.-01	Chemistry Lab And equipment's	Shopping	Estimated	450,000	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074507/20	2075/07/25	2075/07/29
				Revised											
				Actual											
9	UGC/HERP/KSC/G/Sh.-02	Procurement of Lab materials Physics lab-01	Shopping	Estimated	300,000	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074507/20	2075/07/25	2075/07/29
				Revised											
				Actual											
10	UGC/HERP/KSC-/G/Sh.-01	A procurement of Office Carpeting and Parda office furniture	Shopping	Estimated	300,000	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074507/20	2075/07/25	2075/07/29
11	UGC/HERP/KSC/SH-01	A procurement of Educational Management Information System Software and equipment's	Shopping	Estimated	300,000	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074507/20	2075/07/25	2075/07/29
				Revised											
				Actual											
12	UGC/HERP/KSC/Sh.-01	A procurement of Internal Coloring/Painting of Building for sanitation (White Cement/Paints/and materials	Shopping	Estimated	500,000	2075/05/10	2075/05/21	2075/06/25	2075/07/5	2075/07/13	2075/07/16	2074/07/19	2074507/20	2075/07/25	2075/07/29
				Revised											
				Actual											
		Total expenses of the FY			4700000											

Shatrughan Prasad Gupta
Campus Chief,
Kathmandu Shiksha Campus

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5. Textbooks and reference materials for the new program

5.1. Library in place

The library is the backbone of a college or university's academic environment," says Kelly Alice Robinson, career information services manager at the Career Center Library at Boston College. Not only is the actual physical library one of the main spots where college students go to get work done (and socialize), it's also a useful resource of a wide range of information and services, she says. And that doesn't even scratch the surface of the digital capabilities that many library systems possess. KSC is facing the problem of sound management of library. Our library has a collection of reference books where there was a little chance to find the text book as mentioned in the course and syllabus. We are facing the others problem of management too.

5.1.1. Staffing

KSC is facing the lack of dedicated and library loving manpower in the campus. We are unable to provide the information's as per the need of our stakeholder. The more pertinent question towards the staffs of library associated with how helpful are they? What kinds of information can they provide? Do they seem like they are prepared and willing to help students? These are important questions. Think of some things you might need as a student and ask the librarian at the reference desk what kind of resources thay offers. We are facing the staffing problem.

5.1.2. Books/Reference Materials

Table. 5.1. Table of Books/reference materials in library

Books Availability	5000	6000	6500	8000	10000
Journals	NA	5	10	20	20
Reference Materials	2000	2500	3000	3000	3500

Table.5.2. Library Plan for adding new textbook for the new program

Stream/Subject	FIRST YEAR 2075		SECOND YEAR 2076		THIRD YEAR 2077		FORTH YEAR 2078	
	First sem	II sem	IIIrd Sem	4th Sem	5th Sem	6th sem	7th Sem	8th Sem
Bachelors In Computer Application (BCA)	25 set	25 set	25 set	25 set	25 set	25 set	25 set	25 set
Bachelors in Business Studies	40 set		40 set		40 set		40 set	
Bachelors in Education Science	10 set		10 set		10 set		10 set	
M.Ed Mathematics	30 set	30 set	30 set	10 set				

6.0 Financing Plan

KSC has approved the budget heading wise to fulfill its vision. The approved budget and its previous trends have been shown in the table below. Duly approved budget and program of the current fiscal year 2075 are as follows.

6.1. Annual Work Plan and budget of FY 2074/75

The campus management committee has approved the campus budget of the FY 2074/75. The items of expenditure as per the strategic plan are mentioned in the table below.

Table 6.1. KSC Development Expenditure of the Year 2074/75

Sn	Descriptions of works	Nu/Set	Rate	Expenditure
1	Desk Bench Set	40	10000	400,000.00
A	Official Chair	5	10000	50,000.00
B	Official Table	5	10000	50,000.00
2	Water Treatment Plant for drinking	1	350000	350,000.00
3	Aluminum Doors/Windows	40	12000	480,000.00
4	Educational Equipment's			
A	Laptop	2	50000	100,000.00
B	Server Computer	1	75000	75,000.00
c	Printer	5	25000	125,000.00
d	Multimedia projector	2	50000	100,000.00
e	Camera	1	40000	40,000.00
f	Sound System	1	45000	45,000.00
5	Sofa set-1 and official furniture			200,000.00
6	Trust Construction of fifth floor			1,500,000.00
7	Railing (Steel)	70 feet		300,000.00
8	Electricity Materials			500,000.00
9	Construction of basket Ball court			350,000.00
10	Computer Lab table 7/ chair 30			250,000.00
11	New Toilet Construction	5	60000	300,000.00
12	Construction of Physics lab			300,000.00
13	Construction of Chemistry labs			300,000.00
b	Carpeting			50,000.00
c	Prada			50,000.00
d	Library Racks			50,000.00
e	Waiting Rooms			50,000.00
f	RMC hall			50,000.00
g	HEP Rooms			50,000.00
h	IQUA Rooms			50,000.00
15	EMIS Software and equipment's			300,000.00
16	Internal Coloring/Painting (White Cement/Paints/and Materials			500,000.00
	Total exp			6,965,000.00

Table 6.2. Expenditure status 2074/075&its previous trend

Annex	Descriptions	proposed Exp in FY2073/74	Actual Exp in FY 2073/73	Proposed Exp In 2074/75	% of allocation
1	Building Construction	8,005,000.00	2862061.34	6,965,000.00	33.71
2	Plus Two Program expenses	1,348,000.00	621,220.82	1,187,160.00	5.75
3	Research Management Cell	607,000.00	184666.00	270,000.00	1.31
4	Internal Quality Insurance Accreditations Unit	278,000.00		181,000.00	0.88
5	Educational Management Information System	591,000.00	25000.00	579,000.00	2.80
6	Documents and Report Preparation		3000.00	270,000.00	1.31
6	Library Expenses and Development	216,000.00	115498.00	293,000.00	1.42
7	Basic Salary KSC Faculties	2,383,550.00	4577710.19	1,978,470.00	9.58
	Non-Teaching Staffs Salary plus two	503,958.00		435,006.00	2.11
	Non-Teaching Staffs Salary KSC			750,846.00	3.63
34	Extra Enumeration KSC	2,180,625.00		1,485,000.00	7.19
	Extra Remuneration Plus two			445,000.00	2.15
7	Free Students Union	67,500.00	15000.00	30,000.00	0.15
8	Student Welfare Expenditure	150,000.00	318590.00	95,000.00	0.46

9	Merit Based Scholarships	38,400.00	23,260.00	19,200.00	0.09
10	Discount and Scholarship	910,000.00	572300.00	480,000.00	2.32
11	Advertisement/Field Visits	205,000.00	35760.00	215,000.00	1.04
12	Maintains and Development	264,500.00	69665.00	-	-
A	Electricity works		84,492,30	250,000.00	1.21
B	Generator for repairing and maintains		11839.00	79,000.00	0.38
C	Telephones/ Mobiles and other equipment's		29881.00	63,000.00	0.30
D	Vehicles tax/repairing/servicing		7150.00	14,500.00	0.07
E	Other maintances			39,500.00	0.19
13	Stationary and Logistic Support	105,350.00		105,350.00	0.51
14	Printing Services	247,500.00	209,426.00	201,000.00	0.97
15	Royalty & Remuneration	529,000.00		119,000.00	0.58
16	TP Hand Book for Med	351,200.00		-	-
17	Administrative expenditure	154,000.00	55,400.00	624,000.00	3.02
18	27 th Campus Day	210,500.00	66211.00	253,000.00	1.22
19	Cultural Program and Co-Curricular Activities	297,000.00	172,039.00	86,000.00	0.42
20	Deposit Return	43,000.00		31,000.00	0.15
21	Resource /Research Oriented Classes	125,000.00		62,600.00	0.30
22	Thesis /Viva Expenditure	351,000.00	219100.00	282,600.00	1.37
23	QAA and HEP Project	330,000.00	132000.00	40,000.00	0.19

25	Transportation Expenditure	132,000.00	141,594.00	170,000.00	0.82
26	Refreshment and Hospitality	170,900.00	72310.00	170,900.00	0.83
27	Micro-Practice Teaching	226,425.00	119,650.00	240,525.00	1.16
28	Cost of Practical/Practicum Classes	26,400.00		79,500.00	0.38
29	Allowances to the officials	396,000.00		396,000.00	1.92
30	DV Allowances to the faculties	28,000.00		37,500.00	0.18
35	Staffs Development	215,000.00	12000.00	215,000.00	1.04
38	TU Examination Fees	1,150,000.00	996110.00	1,150,000.00	5.57
37	New Program Development	170,000.00	29111.00	170,000.00	0.82
38	Others	1,000,000.00		100,000.00	0.48
	Total	**24,518,308.00**	**10602756.42**	**20,658,657.00**	100.00

6.2. Projected Annual Work Plan

KSC has doing their best to cope with the change in conduction of Higher education Institutions. It is therefore, to meet the strategic plan developed for change and smooth transition of the campus from rented to its own building, the management committee of KSC has projected the three years annual expenditure plan. As per the plan, the proposed expenditure plan has mentioned in the table below.

Table6.3. Proposed three years expenditure plan as per strategic plan

Descriptions	Exp In 2074/75	Exp In 2075/76	Exp In 2076/77
Building Construction	6,965,000.00	500,000.00	500,000.00
Research Management Cell	270,000.00	500,000.00	1,000,000.00
Internal Quality Insurance Accreditations Unit	181,000.00	100,000.00	50,000.00

EMIS	579,000.00	25,000.00	20,000.00
Documents and Report Preparation	270,000.00	100,000.00	50,000.00
Library Expenses and Development	293,000.00	322,300.00	354,530.00
Basic Salary KSC Faculties	1,978,470.00	2,176,317.00	2,393,948.70
Non-Teaching Staffs Salary KSC	750,846.00	825,930.60	908,523.66
Extra Remuneration	1,485,000.00	1,633,500.00	1,796,850.00
Free Students Union	30,000.00	33,000.00	36,300.00
Student Welfare Expenditure	95,000.00	104,500.00	114,950.00
Merit Based Scholarships	19,200.00	21,120.00	23,232.00
Discount and Scholarship	480,000.00	528,000.00	580,800.00
Advertisement/Field Visits	215,000.00	236,500.00	260,150.00
Electricity works	250,000.00	275,000.00	302,500.00
power backup	79,000.00	86,900.00	500,000.00
networking with system	63,000.00	75,000.00	100,000.00
Vehicles tax/repairing/servicing	14,500.00	15,950.00	17,545.00
Other maintances	39,500.00	43,450.00	47,795.00
Stationary and Logistic Support	105,350.00	115,885.00	127,473.50
Printing Services	201,000.00	221,100.00	243,210.00
Royalty & Remuneration	119,000.00	130,900.00	143,990.00
Administrative expenditure	624,000.00	686,400.00	755,040.00
Campus Day	253,000.00	278,300.00	306,130.00
Cultural Program and Co-Curricular Activities	86,000.00	94,600.00	104,060.00
Deposit Return	31,000.00	34,100.00	37,510.00
Resource Classes	62,600.00	68,860.00	75,746.00

Thesis /Viva Expenditure	282,600.00	310,860.00	341,946.00
QAA and HERP	40,000.00	44,000.00	48,400.00
Transportation Expenditure	170,000.00	187,000.00	205,700.00
Refreshment and Hospitality	170,900.00	187,990.00	206,789.00
Micro-Practice Teaching	240,525.00	264,577.50	291,035.25
Practical/Practicum Classes	79,500.00	87,450.00	96,195.00
Allowances to the Officials	396,000.00	435,600.00	479,160.00
DV Allowances	37,500.00	41,250.00	45,375.00
Staffs Development	215,000.00	236,500.00	260,150.00
TU Examination Fees	1,150,000.00	1,265,000.00	1,391,500.00
New Program affiliation	170,000.00	600,000.00	600,000.00
Others	100,000.00	50,000.00	25,000.00
Total	**20,658,657.00**	**12,942,840.10**	**14,841,534.11**

6.3. Annual actual trend of expenditure

This table shows the actual trend of expenditure in KSC.

Table 6.4. KSC annual budget 2074/75

	Descriptions	Proposed Exp in FY 2073/74	Actual Exp in FY 2073/73	Proposed Exp In 2074/75	% of allocation
Annex					
1	Building Construction	8,005,000.00		6,965,000.00	33.71
2	Plus Two Program expenses	1,348,000.00		1,187,160.00	5.75
3	Research Management Cell	607,000.00		270,000.00	1.31
4	Internal Quality Insurance Accreditations Unit	278,000.00		181,000.00	0.88
5	Educational Management Information System	591,000.00		579,000.00	2.80
6	Documents and Report Preparation			270,000.00	1.31
6	Library Expenses and Development	216,000.00		293,000.00	1.42

7	Basic Salary KSC Faculties	2,383,550.00		1,978,470.00	9.58
	Non-Teaching Staffs Salary plus two	503,958.00		435,006.00	2.11
	Non-Teaching Staffs Salary KSC			750,846.00	3.63
34	Extra Enumeration KSC	2,180,625.00		1,485,000.00	7.19
	Extra Remuneration Plus two			445,000.00	2.15
7	Free Students Union	67,500.00		30,000.00	0.15
8	Student Welfare Expenditure	150,000.00		95,000.00	0.46
9	Merit Based Scholarships	38,400.00		19,200.00	0.09
10	Discount and Scholarship	910,000.00		480,000.00	2.32
11	Advertisement /Field Visits	205,000.00		215,000.00	1.04
12	Maintains and Development	264,500.00		-	-
A	Electricity works			250,000.00	1.21
B	Generator for repairing and maintance			79,000.00	0.38
C	Telephones/ Mobiles and other equipment's			63,000.00	0.30
D	Vehicles tax/ repairing/servicing			14,500.00	0.07
E	Other maintances			39,500.00	0.19
13	Stationary and Logistic Support	105,350.00		105,350.00	0.51
14	Printing Services	247,500.00		201,000.00	0.97
15	Royalty & Remuneration	529,000.00		119,000.00	0.58
16	TP Hand Book for Med	351,200.00		-	-
17	Administrative expenditure	154,000.00		624,000.00	3.02
18	27 th Campus Day	210,500.00		253,000.00	1.22
19	Cultural Program and Co-Curricular Activities	297,000.00		86,000.00	0.42
20	Deposit Return	43,000.00		31,000.00	0.15
21	Resource /Research Oriented Classes	125,000.00		62,600.00	0.30
22	Thesis /Viva Expenditure	351,000.00		282,600.00	1.37
23	QAA and HEP Project	330,000.00		40,000.00	0.19

25	Transportation Expenditure	132,000.00		170,000.00	0.82
26	Refreshment and Hospitality	170,900.00		170,900.00	0.83
27	Micro-Practice Teaching	226,425.00		240,525.00	1.16
28	Cost of Practical/ Practicum Classes	26,400.00		79,500.00	0.38
29	Allowances to the Officials	396,000.00		396,000.00	1.92
30	DV Allowances to The Faculties	28,000.00		37,500.00	0.18
35	Staffs Development	215,000.00		215,000.00	1.04
38	TU Examination Fees	1,150,000.00		1,150,000.00	5.57
37	New Program Development	170,000.00		170,000.00	0.82
38	Others	1,000,000.00		100,000.00	0.48
	Total	**24,518,308.00**		**20,658,657.00**	**100.00**

7. Work Plan

KSC has doing their best to cope with the change in conduction of Higher education Institutions. It is therefore, to meet the strategic plan developed for change and smooth transition of the campus from rented to its own building, the management committee of KSC has projected the three years annual expenditure plan. As per the plan, the proposed expenditure

Table 6.5. Projected Annual Work Plan

	Projected Annual Work Plan			
FY	**Descriptions of works**	**2073/74**	**2074/75**	**2075/76**
1	Desk/Bench construction	■		
2	Fifth flooreDhalan	■		
3	Official Furniture, Notice Board, Library and RMC Office	■		
4	Availability of Water facilities	■		
5	ManchNirman	■		
6	Mato filling in ground	■		
7	Water facilities and toilet construction	■		

8	Separate Toilet Finishing for girls			
9	Electricity Works In The Building			
10	Drainage Management Front Side			
11	Official and Desk Bench Furniture for canteen and library and other offices and labs			
12	Aluminum Work			
13	Trust for the fifth floore			
14	Play Ground Management			
15	Computer Digital Lab (BCA)			
16	Guard Room Construction			
17	Gardaning in the premises			
18	Main gate construction and finishing work			
19	Building painting works			
20	Staffs room development			
21	Networking and system management			
22	E-library/E-management/Online education facilities started			
	Total			

7.1. **Work Plan for M.Ed Semester System**

Table 6.6. **Work Plan for M.Ed Semester System for Utilization of Grants under DLI 5**

SN	Action Item/s*	Estimated Budget (NPR)	Amount of UGC Grants in the Estimation: NPR and (%)**	Type of Utilization of UGC Grants: (Full or Partial)	Start Date (tentative)	End Date (tentative)	Major Responsibility
1	EMIS Dev	600,000		Full	2076/04/05	2076/06/30	
2	Text books/Reference materials for the Semester Program	400,000		Full	2076/04/05	2076/06/30	
3	Semester System Exam records updated in software	100,000		Full	2076/04/05	2076/06/30	
4	Multimedia set-10 with initializing in class room	450000		FULL	2076/04/05	2076/06/30	
5	Grants for the support of research works conducted by teachers and students	200,000		full	2076/04/05	2076/06/30	
6	Laptops for the classroom-5	300,000		Full	2076/05/05	2076/07/30	
6	Total	20,500,00.00		Full	2076/05/05	2076/07/30	

The Action Item/s should be aligned with the Eligible Expenditure Items (attached herewith).
*** Specify grants amount that would be utilized (fully or partially) in the total estimated budget for an action item. [Note: The work plan should be approved by concerned authority.]*

8. Market Demand analysis

8.1. Analysis of student demand

Some efforts have been done in this regards to control the decreasing trend of enrollment by increasing the efficiency of the campus. KSC has developed the campus into multiple with a view to foster social harmony, economic growth, to create the access of higher education in the western part of Kathmandu i.e. Chandragiri Municipality.

- The campus has shifted its academic program from Padmodaya to its own building. In this regards, the campus has achieved success in owning lands, partially completed the civil works, and has shifted some of its ceremonial activities and Bachelor's degree program in new location and locality.
- KSC incorporates the philosophy of HE, focusing on student success and alignment of the campus with research and teaching missions to advance the economic and social development of our community. The academic glory of campus is directly based on experiential learning, faculty grants, smooth operation, students and teachers endeavor. Leading forward KSC to academic advancement, we believe this report effectively serve, the stakeholders of the campus.

8.2. Employment possibilities for graduates

KSC graduates are seemed to be employed at the large scale. As Nepal has declared the Federal
Democratic Republic, there are the ample of opportunity of skill full graduates.

8.3. Governance and leadership

8.3.1. Timely renewal of governing body/management committee

KSC has currently reviewed its regulation which was approved by the affiliating university. As per the regulation, KSC has elected the Campus Management Committee in the leadership of Prof Dr Madhav Bhattarai. KSC has a timely renewal of its governing body.

8.3.2. Timely appointment of the head of the institution and other major positions

KSC has a culture of appointing the chief of the institution as per campus regulation. Currently the campus is headed by the executive head. Mr. Shatrughan Prasad Gupta is a Campus Chief of the organisation.

8.3.3. Impression from head of the institution

Being a first community education Campus affiliated to TU, KSC is excellence in academic performances and have very good friendly environment enjoying its culture of participative decision making to impart quality education at affordable fees. We hope our new building with additional facilities help us to change the KSC into Multiple Campus with additional of technical and vocational education in the community.

Our KSC students have been consistently securing good ranks in the University Examinations, which has reflected in the placement records as well. KSC is particularly conscious to produce responsible citizens by inculcating discipline and determination. The pride of KSC is its Alumnus who are well placed in different spheres from civil services to globally acclaimed companies. Our journey moves with the intention of maintaining the â€˜legacy€™ with proud goals. KSC currently offers Master's degree programs in education. We have what you are looking for browse through our website. Get a feel for the outstanding academic opportunities our Campus provides through our five departments, our graduate school, our research, our academic departments, KSC Library, and major scholarships. If we can assist you in achieving your academic goals, I hope you will contact us, enroll and complete your degree at KSC.

9. Linkage with community

Community outreach programs were conducted to link the society with campus activities.

9.1. Social Progress

- As per the campus regulation, social auditing process has adopted to improve its efficiency and maintains the transparency in its activities.

9.2. Campus's Involvements in Social Activities

- Our Masters students have involved in social activities and conducted the Health Camp/Sanitation program and social health awareness program within the Chandragiri Municipality.

9.3. Society's Contributions for Campus

- Mr. Gauri Prasad Dabadi has contributed 200 references and textbooks in the library.

- Mr RP lamichhane has contributed a water tank a capacity of 1000 liter in its premises for safe and pure drinking water.

- Mr. RC Yadav of RC foundation and Research Centre, Kalanki has contributed around 200 plants for greenery and gardening in the campus.

- Some individuals have contributed some amounts for infrastructure development as mentioned in the audit report.

9.4. Plan for Campus's Contribution to Society

- KSC is planning to open and provide the access of library facilities to the community people.

- KSC has planned to operate the health weekly services to its community people with free of costs.

- KSC has designed a training session for the older citizen of the community for better and adjustable family life.

- KSC has developed its academic program with a lot of grants and scholarship for community people.

9.5. Plan for Increased Involvement of Society

KSC has developed societal involvement plan to increase the participation of community people in campus activities. They are as follows

- By Campus regulation-49, sixth revision 2075, it has a wide scope of society involvement in each activity in the campus.

- We are offering a wide range of scholarship to the students in the recommendation of municipality and social leaders.

10. External and internal environment

The charm, validity and the market perception towards the education program is questionable. The philosophy of imparting education is changing by discriminating students in the enrollment of higher education. The education program is the attraction mainly to the low graders in secondary school examinations, academically poor students, low family income students, women, dalits, and other marginalized group of society. The affiliating university is providing affiliation without mapping and need analysis but for the sake of affiliating amount. So everywhere, the education campuses are in crisis and in the state of closing. Some educationalists have thrown the ideas of merging the campuses which seems to be difficult and time consuming. KSC has now entered in the new era of problems; issues, challenges. Besides, several opportunities are knocking the doors. In this regards, all the departments, cells and individuals are assigned some specific responsibility. Departments coordinate the implementation of the quality assurance policy in the campus. There have been efforts to uphold quality and standards with the objectives of ensuring good result and relevance in terms of employment prospects of the graduates. The campus maintains pre-defined job responsibilities of departments, units and individuals. There is a scope for expanding the provision to develop mechanisms and processes for internal quality monitoring and checks the areas of teaching-learning and research. There is a scope for making it more efficient and effective by expanding participation and team work within the framework in a scheme of decentralized structure, responsibilities and authorities. As a response to the demand and planned activates, it has completed some of them like shifting the current campus programs in its new building at Chandragiri Municipality-10, Satungal.

10.1. Collaborations and engagement

- Fostered collaboration with Community Schools and within Municipality and others institutions for academic engagement.
- Has collaborated with Tauda Ma Bi Asan Bazzar to shettle the present study of the students admitted from padamodaya Ma Bi, Ramshah path Kathmandu.
- Worked with business community to share their views for student's internship and foster teaching practices in their organizations.
- Has developed educational equipment's (ICT,Lab Equipment's, etc.) in computer lab to cope the external environment.
- Lack of gender friendly toilet/ equipment's labs/electricity management/availability of pure drinking water/play grounds/ white board/availability of books in the library/ etc. are necessary and urgent to cope with the current completion of market.

ANNEXIARIES PART