

## **2.2 School of Education**

Kathmandu University School of Education (KUSOED) was established in 1997 with the aim of contributing to enhance the quality of education in the country. The School carried out its first activity in raising the quality of the public schools in Dhulikhel Municipality mainly through in-service teacher training and other programs. Its first academic programs were initiated in 1998 with M Phil and PhD in Educational Leadership. In the coming years the School expanded its academic activities by adding new programs, thereby, escalating its scope. KUSOED today inspires, and empowers Nepali as well as other nationality's educators with an aim of creating a generation of engaged and socially responsible citizens.

### **Contact information and Location**

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## **Vision**

KUSOED has been an innovative educational institution since its inception in 1997. It has been recognized as an educational innovator, policy influencer and driver in the country. To take a lead role in the educational activities in the country, KUSOED has established its vision as **Transforming Society through Educational Excellence.**

## **Mission**

To materialize this vision, KUSOED has the following mission statement:

**Preparing competent, multidisciplinary education and development professionals and leaders through knowledge creation and innovative academic services.**

In the process of achieving its vision through the stated mission above, KUSOED is committed to the following values:

Maintaining respect, integrity, courage, and humanity by promoting local wisdom, creativity, collaboration, innovation, work culture, sustainability, and quality

### **2.2.1. Programs at KUSOED**

Currently KUSOED has been conducting the following academic programs

- Doctor of Philosophy (PhD) in Educational Leadership, Development Studies, and Curriculum and Instruction
- Master of Philosophy (M Phil) in Educational Leadership, Development Studies, Curriculum and Instruction, Mathematics Education and English Language
- Master of Education (MEd) in English Language Teaching, Mathematics Education, and Leadership and Management(Face to face and Online/Distance)
- Master in Sustainable Development (Face to face and Online/Distance)
- Postgraduate Diploma in Education (PGDE)
  - Primary Teacher Training Program
  - Early Childhood Development Program
- Bachelor of Technical Education (B Tech Ed)
- Bachelor in Chinese Language Teaching (BEd CLT)

#### **a. PhD Program**

PhD in Education is a three-year program is a rigorous program of advanced study and research. This program is intended to produce graduates with the capacity to conduct research independently at a high level of originality and quality. By the end of the degree program, the

PhD student will be capable of independently designing and executing original research that generates new knowledge.

Applications for PhD Program are open all year round. All applicants must be able to demonstrate capability and interest to carry out independent research and have adequate training and ability to pursue the proposed PhD program.

### **Admission Requirements**

Candidates for PhD study should have MPhil or MPhil equivalent from a recognized and reputed university with CGPA of 3.0 or above on a 4 point scale or 65 per cent in aggregate, must have 18 years of formal education, and must demonstrate competency in English language. In order to apply, candidates must identify/communicate with a professor/associate professor in KUSOED with a fully developed research proposal written in English (approx. 4000 words). If the professor is satisfied, candidates then must submit a duly filled admission application in an application form provided by the school, two references from academic referees, a 5000 words research paper on any topic (written in English), and a CV. The submitted application then will go to the Research Committee which will make the final decision for admission. The Committee will make its decision on the basis of the past academic record of the candidate, research proposal, writing ability (written test/sample written essay), referees' recommendations, relevant work experience, interview, presentation based on the research proposal, and publication records.

### **b. M. Phil Program**

MPhil in Education is a three-semester program which is market-oriented, up-to-date, reality-based, and competitive in quality. This 33 to 36 credit hours program includes core courses common to all students, an area of concentration, and research-based dissertation. Core courses provide basic skills for research and academic communication and include research methods, statistics for research, academic writing, and issues seminars. Students may choose from four areas of concentration to develop expertise in one selected field. The concentration areas are (A) Educational Leadership (B) Development Studies (C) Mathematics Education and (D) English Language Education. A supervised dissertation completes the program

### **Admission Requirements**

Candidates for the MPhil (Master of Philosophy) degree in Educational Leadership and Development Studies should have Master's Degree in any discipline with at least 50% score

in aggregate or CGPA 3.0. For Mathematics Education, candidate must have Master's Degree with specialization in Mathematics. For the admission in MPhil in ELE, candidates must have MA in English language/literature or MA in English Linguistics or MEd in English Language Education, or MA/MEd in English Language Teaching or MA in Teaching of English as Second/Foreign Language from a recognized university with at least 50% score in aggregate.

**Core Courses (13 credit hours)**

EDUC 521 - Research Methods in Education and Social Science (3)

EDUC 522 - Statistical Methods in Education and Social Science Research (3)

EDUC 621 - Advanced Qualitative Research Methods (3)\*

EDUC 622 - Advanced Quantitative Research Methods (3)\*

EDUC 514- Writing for Professionals (1)

\*The Students have an option on two core courses EDUC 621 and EDUC 622.They can choose either EDUC 621 or EDUC 622

**Foundation Course**

Those students who come from disciplines other than education have to take a foundation course:

EDUC 515- Foundations of Education (3)

**Seminar Course**

EDUC 513-Seminar: Issues in Education (1+1)

**Dissertation**

EDUC 505- Dissertation (6)

**Concentration Courses (15)**

Select one concentration from each area.

**Concentration (A): Educational Leadership**

HRD 520 – Organizational Behavior (3)

EDUC 531 – Principles of Educational Leadership (3)

EDUC 532 – Management of Education (3)

EDUC 533 – Financing of Education (3)

HRD 542 – Human Resource Management (3)

**Concentration (B): Development Studies**

EDUC 542 – Sociology of Education (3)

EDUC 543 – Program Monitoring and Evaluation (3)

EDUC 544 – Economics of Education (3)

EDUC 545 – Theory and Practice in Education and Development (3)

EDUC 546 – Diversity Education (3)

**Concentration (C): Mathematics Education**

MTED 562 – Dimensions of Mathematics Education (3)

MTED 568 – Teaching and Learning Issues in Mathematics Education (3)

MTED 570 – Curricula in Mathematics Education (3)

MTED 572 – Practitioner-Research in Mathematics Education (3)

MTED 590 – Comparative Mathematics Education (3)

**Electives (3 credit hours; any one of the following)**

MTED 600 – Mathematics as Lived/Living Experiences (3)

MTED 603 – Quantitative Reasoning (3)

MTED 605 – History of Mathematics (3)

MTED 610 – Evaluation Issues in Mathematics Education (3)

MTED 630 – Ethnomathematics in Mathematics Education (3)

MTED 640 – Transformative Education Research and Practice (3)

MTED 650 – Contemporary Mathematics for Teacher Educators (3)

**Concentration (D): English Language Education**

ELED 551 – Trends and Issues in English Language Education (3)

ELED552 – Second Language Planning and Management (3)

ELED 553 – English Language Teacher Education and Development (3)

ELED 554 – Discourse Analysis in Applied Linguistics (3)

ELED 555 – Facets of English Studies (3)

**Electives (3 credit hours; any one of the following)**

ELED 610 – History of English Language Education (3)

ELED 611– Evaluation issues in English Language Education (3)

ELED612–TransformativeEducationResearchandPracticeinEnglishLanguage  
Education (3)

ELED 613- Global English (3)

**Course Description**

**Core Courses (12 Cr hours)**

**EDUC 521-- Research Methods in Education and Social Science (3)**

The course is intended for research students to build on their prior knowledge on research.

Therefore, the purpose of this course is to foster an understanding among the participants

about quantitative, qualitative and the present third wave research of merging both qualitative

and quantitative data. The course is practical in nature as it will help the participants to apply research method in their thesis / dissertation writing and even carrying out a research in their professional life.

**EDUC 522-- Statistical Methods in Education and Social Science Research (3)**

This is the course designed for research students on statistical methods and research. The course aims research students to develop competency to use various statistical techniques in educational research. The emphasis of the course is more on interpretation of results and understanding their strengths and limitations of different statistical measures. Use of computer and software in statistical analyses has become indispensable. This course provides hands-on training on the use of statistical package, such as SPSS.

**EDUC621–Advanced Qualitative Research Methods (3)<sup>1</sup>**

With the aim of enabling research students with skills, knowledge and understanding of qualitative research methodology, methods and techniques, the course intends to develop research capabilities in problematising research issues, conceptualizing research framework, developing research design and analyzing and interpreting qualitative data. Furthermore, the course also aims research students to develop knowledge and skills necessary for applying appropriate quality standards for their research projects.

**EDUC 622 – Advanced Quantitative Research Methods (3)**

The course aims research students to demonstrate skills and knowledge necessary for successfully completing their dissertation research. Moreover, the course aims research students to develop a sound understanding of positivist and post positivist research paradigms with respect to their features used in designing research, conducting fieldwork and analyzing data. Key topics of this course include: *Positivism and post positivism, variables, scaling, inferences, data analysis and interpretation, and quality standards (validity, reliability and objectivity)*.

**EDUC 513- Seminar: Issues in Education (1+1)**

This course is intended for research students to identify their research topics/questions and share with the community of practice. More so, research students are required to make at least two seminar presentations in their research areas. Each presentation needs to be accompanied by a scholarly paper.

**EDUC 514- Writing for Professionals (1)**

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<sup>1</sup> Research students will select either EDUC 621 – Advanced Qualitative Research Methods (3) or EDUC 622 – Advanced Quantitative Research Methods

The course aims to develop skills and knowledge necessary for academic writing among research students. Research students will gain competence in organizing ideas and expressing them through writing in English language. As the key outcome of this course, research students will be able to write academic course papers, research reports, thesis papers and publishable articles in refereed journals. Key topic for this course include: *Narrative and systematic writing; writing conventions for different research paradigms; writing as/for inquiry; components of a research paper; and style guidelines.*

### **Concentration (A): Educational Leadership**

#### **HRD 520– Organizational Behavior (3)**

Human behavior is most critical element for organizational performance and productivity. Desirable human behavior is necessary for organizational success. Educational leaders and managers are expected to understand that educational institutions are social system where individual values, needs expectations and organizational goals and expectations interplay each other in a given environment. Organizational members, their behavior, their motivation, commitment and organizational citizenship are the critical success factors. Person-job match is a widely accepted principle of enhancing organizational performance and productivity. The match between person and job environment is essential to achieve desirable goals of any organization. Managers and leaders having through understanding of organization behavior and ability to practice it can create conducive work environment to enhance employee's motivation, commitment and organizational citizenship behavior required for enhancing organizational performance. Therefore, study of organizational behavior seeks to understand and explain, predict and change human behavior within an organization be it business or educational.

#### **EDUC 531– Principles of Educational Leadership (3)**

This course provides a holistic understanding of the philosophy of educational leadership. Students pursuing MPhil and PhD in educational leadership at the School of Education, Kathmandu University will gain emerging perspectives on educational leadership. Upon the completion of this course the students will find themselves with a new horizon of thinking on educational leadership in the Nepali context. Moreover, this course intends to encourage the students to actively undertake discourse on various issues on educational leadership in reflecting on the emerging socio-economic, cultural and technological milieu of Nepal.

#### **EDUC 532 – Management of Education (3)**

This course is designed for graduate level students (especially MPhil level students) as an introductory course in education management. It is intended that students will understand the

basic functions of management and apply these management principles in an educational context. An attempt will be made to relate these management principles and theories to educational management problems. Students are expected to analyze existing management problems in Nepal and apply appropriate theories to resolve those problems. In general, the course will equip students with management skills and knowledge to critically examine existing educational management system and practices based on the management theories.

### **EDUC 533 – Financing of Education (3)**

This course has been designed to help students understand the basic concepts, practices, and problems related to Financing of Education. The course will also help students to be familiar with different modalities of educational financing prevalent in different countries in order to develop competencies to critically analyze the current educational financing system in Nepal. Financing is a crucial component in education as it is essential for all types of education. Actually, educational financing basically refers to the mobilization of resources that essentially encompasses generation, allocation, and expenditure of resources.

### **HRD 542– Human Resource Management (3)**

This course is designed for graduate level students who want to pursue their career as human resource manager or educational administrator or training and development manager. This course will be of interest to managers and employees, who are struggling to understand human performance, employees' motivation, capacity development organizational change and performance/productivity improvement. The field of human resource management and development is growing both in Nepal and around the world. This course aims at developing knowledge, skills and attitudes in students so that they will have opportunities and capabilities to serve as a successful human resource manager and trainer. As management comes to see the value of human resource management and development, the training generalists and specialists become more valuable. It is intended that students will understand the basic principles of human resource management and development and apply them in relevant situation.

### **Concentration (B): Development Studies**

### **EDUC 542 – Sociology of Education (3)**

The main aim of this course is to help students develop a critical understanding of educational processes as a part of larger social structure and process. As theories are key to understanding and explain different social and educational processes, the course intends to deal with some of the major theoretical strands in sociology of education. It is expected that by understanding different theoretical perspectives students would be able to realize different



meanings and contexts in which the schooling and education function and in turn influences other societal processes. Thus, it is expected that the course would contribute to make a critical understanding of how schooling and education interacts in the wider societal perspectives in a dialectical manner.

### **EDUC 543 – Program Monitoring and Evaluation (3)**

Monitoring and evaluation are management tools that help determine how the plan is being implemented, whether plan implementation is achieving desired outcomes, and whether assumptions used in the planning are valid. Without an effective monitoring and evaluation program, the agency, and the public will have no reliable information to address these questions. Monitoring and evaluation help improve management and planning decisions. For example they help identify the need to change desired conditions, goals, objectives, standards and guidelines over time. Both the monitoring and evaluation is used to demonstrate accountability and to understand the dynamics of the program.

### **EDUC 544 – Economics of Education (3)**

There is a close relationship between education and economic development of a country. In general, citizens in so called developed countries have attained quality education where illiteracy is virtually wiped out and a significant percentage of men and women have attained postsecondary education. Unlike in the developing countries where unemployment rate is high and per capita income is miserably low, people in developed countries enjoy near full employment and relatively high amount of income. Developed countries have also come a long way in achieving social justice and equity as far as access to quality education concerned. There is no dispute about the need for education for every citizen in both developing and developed countries. Issues remain unresolved, however, as to who benefits the most from investment in education and who should pay for it. Expectations placed on education in recent decades are rather high. The world community views primary level education as the right of every child although it is not exactly clear how many years primary or elementary level education should consist of. A state expects education to produce enlightened citizens and skilled manpower to meet the country's development needs. Parents expect their children to receive higher education, most often in technical fields, and draw attractive amount of salary. The student herself/ himself aspires to meet the expectations of the society, families and her/ his own ambitions.

### **EDUC 545 – Theory and Practice in Education and Development (3)**

The concepts of education, schooling and development are closely interconnected. As societal processes, these concepts intricately interact with each other. A dialectic process

takes place during these interactions- influencing the other and receiving influences from others. This course is designed to help students understand these dialectic interactions- how the key societal processes interact and influence the other equally important societal processes. The course intends to develop critical understanding among students about how the schooling or education interacts in the wider societal contexts, particularly in relation to the issues of development. The course, thus, helps students realize the wider societal meanings of education or schooling so that they could critically assess the role of schooling or education in bringing change in development perceptions and practices.

### **EDUC 546– Diversity Education (3)**

The course on Diversity Education provides students with understanding of their cosmologies, and helps relate the world realities to the pedagogical processes for the inclusion of minority students. The course aims to provide students with an opportunity to understand the holistic vision of education, develop learners' reflective outlook and an in-depth insights into Nepal's cosmologies, raise critical awareness about socio-cultural and ethnic realities, enhance human capabilities (knowledge, skills, information, power etc.), employ an inter-disciplinary approach in education, Promote social cohesion, harmony and peace-building (as underpinning framework).

### **Concentration (C): Mathematics Education**

#### **MTED 562– Dimensions of Mathematics Education (3)**

This course aims research students to develop the understanding of *mathematics education as a discipline*. With a focus on philosophical issues of mathematics and mathematics education, the course enables students to enrich their understanding with recent paradigms in the field of mathematics education. Basically, the curriculum includes the idea arising from modern and post-modern thoughts, cultural activism, sociology and anthropology and psychology so as to help students to be aware about the cross- and interdisciplinary nature of mathematics education.

#### **MTED 568– Teaching and Learning Issues in Mathematics Education (3)**

The course aims research students to examine issues of teaching and learning in mathematics education. Issues in mathematics teaching and learning involve: efficacy of different methods and modes of teaching mathematics education, such as direct and indirect methods, expository and constructivist methods, and teacher-centered and learning-centered methods. Cases of teaching and learning in diverse contexts, locally developed pedagogical models, and teaching and learning through problem solving will be key syllabus topics for this course.

#### **MTED 570– Curricula in Mathematics Education (3)**

With an aim of making research students aware of diverse curricular perspectives, they are encouraged to select local and international perspectives putting their critical eyes on different curriculum issues in mathematics education. Key learning areas for this course include: curriculum models, ideologies, historical turns, context of curriculum development, and dimensions of curriculum.

### **MTED 572– Practitioner-Research in Mathematics Education (3)**

The concept of hyphenated researcher (teacher-researcher, lecturer-researcher, and educator-researcher) has been an important feature of mathematics education research in the last twenty years. More so, there is a consensus among mathematics educators that research-based academic programs in mathematics need to focus on the professional needs of students by adhering to appropriate quality standards of chosen methodologies and paradigms. With this perspective, research students are engaged in the discussion and implementation of different research possibilities (e.g. cross-sectional, co relational, ethnographic and participatory, critical and reflective) in their professional contexts.

### **MTED 590 – Comparative Mathematics Education (3)**

In the later part of the twentieth century, mathematics education began to respond radically to local and contextual issues in different parts of the world with a view to addressing national, regional and communal needs. As a result, mathematics curricula, pedagogy and assessment practices of a specific country and region are found to have very different from others. Results from large scale international testing in mathematics has thus created a debacle among practitioners and researchers. In this context, the course aims research students to explore issues of curriculum, pedagogy and assessment-related practices from a comparative education perspective. Major syllabus topic for this course, therefore, include mathematics education in Asia, Europe, Africa and America in relation to different dimensions of mathematics education (i.e. curriculum, teaching-learning practices, modes of assessment)

### **MTED 600 – Mathematics as Lived/Living Experiences (3)**

Subscribing to an epistemic metaphor of mathematics as lived/living experiences, the course deals with lived/living mathematical experience as a domain of research in mathematics education. Drawing on phenomenology, hermeneutics, symbolic interactionism, critical traditions and culture studies, the course provides research students with opportunities to explore nature and essences of mathematical experiences at different levels with analysis and interpretation of such experiences from within varied contexts and epistemic frames. The purpose of this course is to engage research students of mathematics education in a discourse and practice of research in the areas of substantive and formal mathematical experiences.

Students will collaboratively work with people of different professional background to unveil subtleties and nuances of mathematical experiences at different levels and its impact on decision-making and consequences. The students will integrate research on lived/living mathematical experiences with different epistemic domains to transcend the meanings from general to abstract level and vice versa.

### **MTED 603 – Quantitative Reasoning (3)**

Quantitative reasoning is a domain of integrated research in mathematics education with other disciplines such as science, social science, engineering, statistics, and even literacy. Reasoning with different kinds of quantities, e.g. relative and absolute, offers students varied opportunities to experience quantities and their semantic, syntactic, and pragmatic nature and function from daily life context (quantitative literacy) to advanced technical level (quantitative interpretation). The purpose of this advanced level course is to engage graduate students of mathematics education in a discourse and practice of research in the areas of quantitative literacy, quantitative analysis, quantitative interpretation, and quantitative decision making within the contexts of daily life problem solving to advanced level modeling. Students will collaboratively work with people of different professional background to unveil the subtleties of quantitative reasoning and its impact on decision-making and consequences.

### **MTED 605 – History of Mathematics (3)**

People have developed extreme attitudes towards mathematics such as, a) mathematics is a dreadfully complex language and has to be avoided as far as possible, b) mathematics has the ultimate beauty and goodness, and is the essence of all truths, and c) mathematics is magical, mystical and not real. Neither of these attitudes does represent the nature of mathematics nor do they help to develop the concept of mathematics as a product of diverse human civilizations. Given this, the course has been designed to explore and promote the idea that mathematics has been developed as social, cultural and intellectual needs of different civilizations.

### **MTED 610 – Evaluation issues in Mathematics Education (3)**

The course focuses on the recent perspectives and issues in student assessment in mathematics. With the notion that effective assessment is ongoing and embedded in instructional activities, the course aims at exploring issues while developing multiple assessment tools in mathematics. Major course topics include: overview of assessment in mathematics, assessment for teaching mathematics, authentic assessment and rich tasks in mathematics, topic specific assessment, teacher made test, assessment in standards and

outcome-based system, wide scale national testing, ethical and equity aspects of assessment, social issues in assessment.

**MTED 630 – Ethnomathematics in mathematics education (3)**

With a framework that mathematical thinking exists in different cultural contexts, the course draws upon different ethnomathematical perspectives (e.g. ethnic, communal, tribal, professional, particular age-level of students, historical) to examine mathematics education traditions in Nepal and elsewhere. Major topics of this course include: mathematical practices of different caste-groups, developing curriculum framework for the inclusion of ethnomathematical knowledge in mathematics education programs, literacy issues and ethnomathematics, and critiques of ethnomathematics.

**MTED 640 – Transformative Education Research and Practice (3)**

The course aims research students to develop sensibilities on different forms of research that focus on transforming structural aspects of education. Creative uses of different research traditions (positivist, interpretive, critical, postmodern and integral) for improving research and practice of educational (formal, informal, non-formal) contexts will be discussed. The course also draws on wisdom traditions of the East, West, North and South so as to offer ways through which to radically envision empowering education system in National and local context of the research students.

**MTED 650 – Contemporary Mathematics for Teacher Educators (3)**

The course aims research students to discuss contemporary mathematical topics and perspectives necessary for them to understand diverse nature of mathematics. Topics for this course include, but not limited to, mathematics for decision making, chaos and complexity, discrete mathematics, nonlinear mathematical thinking and techno-modeling.

**Concentration (D): English Language Education**

**ELED 551 – Trends and Issues in English Language Education (3)**

This course aims at developing in students the understanding of English language education as a discipline. With a brief survey on the historical development in the English language teaching and learning up to the present day, this course enables students to explore and analyze the contemporary issues and trends in this discipline. It will also enable students to explore and analyze socio-political issues that have impacted the English language education in Nepal and South Asia. Apart from the trends and issues in the English language pedagogy, students will also review and analyze contemporary research practices in the discipline.

**ELED552 – Second Language Planning and Management (3)**

This course looks at the way second language can be developed and maintained through planning and managing the different aspects of language including the language itself, the people who use this language and the contexts in which this language is used. Students will be guided towards in-depth reading on the topics and given the opportunity to develop their skills of analysis and synthesis of theoretical and methodological issues. This course further examines the main skills involved in managing an ELT operation, including strategic planning, managing educational change and costing and budget setting. The course is intended for both academic managers and those intending to move from an academic into a managerial position.

### **ELED 553 – English Language Teacher Education and Development (3)**

This course is designed for English teacher education planners, managers, trainers and educators working in formal and non-formal training, education, and teacher development. It will look into the language teacher education and development practices at the universities, state sector and non-state sector. Students will explore how the teacher education programs are developed and run and the challenge that face the stakeholders. This course will also develop in students general philosophy of teacher development and skills required to help teacher development. The areas addressed by the course will be teacher training, observation and feedback, continuing professional development and mentoring. Students will review and analyze and explore newer issues for research in second language teacher education and development.

### **ELED 554 – Discourse Analysis in Applied Linguistics (3)**

This course in discourse analysis in applied linguistics encompasses a wide range of critical practices concerning linguistic, social, cultural, historical and political representations in language and language education. It also provides students with an opportunity to explore and analyze social-theoretical insights into discourse analyses while it also allows them to advocate and challenge works across traditional disciplinary and ideological boundaries. This course is designed also to address the current concerns in English language education by drawing topics as diverse as ideology, inequality, power, class relations and identity politics as well as classroom phenomena. The course also makes research practices in DA mandatory with flexibility on the choice of issues underlying the politics and scholarship of English education in Nepal.

### **ELED 555 – Facets of English Studies (3)**

The aim of the course Facets of English Studies is to substantively orient students to the diverse theories with particular focus on current critical practices pertaining to the scholarship

in English and English language education. So the course takes into account a wide range of theories and critical trends across the disciplines in social sciences. The course draws representative concepts and theories from the classical times through the nineteenth and twentieth century developments to very recent interdisciplinary concerns surrounding English education within the domains of humanities and education. The course will also cover established as well as emerging research practices in English Studies, orientation of which is expected to lend adequate grounding for discourse studies across emerging concerns in education and scholarship in Nepal.

**Electives (3 credit hours; any one of the following)**

**ELED 610 – History of English Language Education (3)**

English language initially spread across the world along with the colonial power of the British. Later, it grew as a powerful tool to expand business and technology. Now, this language has become the means of livelihood and emancipation. The teaching and learning of this language has also taken different philosophies and approaches and come a long way in theory and practice. This course will guide students through historical traditions of pre-methods era, methods era and post-methods era. Students will review and analyze the historical patterns of English language pedagogy in Nepal and South Asia.

**ELED 611– Evaluation issues in English Language Education (3)**

The course focuses on the recent perspectives and issues in student evaluation in English language education. With the notion that effective evaluation is ongoing and embedded in instructional activities, the course aims at exploring issues while developing multiple evaluation tools in English language education. Major course topics include: overview of evaluation in English language education, authentic assessment and rich tasks in English language education, teacher made tests, assessment in standards and outcome-based system, ethical and equity aspects of assessment, alternative assessment system, and social issues in assessment.

**ELED612–TransformativeEducationResearchandPracticeinEnglishLanguageEducation (3)**

The course aims research students to develop sensibilities on different forms of research that focus on transforming structural aspects of education. Creative uses of different research traditions (positivist, interpretive, critical, postmodern and integral) for improving research and practice of educational (formal, informal, non-formal) contexts will be discussed. The course also draws on wisdom traditions of the East, West, North and South so as to offer

ways through which to radically envision empowering English language education system in National and local context of the research students.

### **ELED 613 – World Englishes (3)**

This course seeks to acquaint MPhil-level students in ELE with world Englishes phenomenon based on linguistic and literary practices from across the Anglophone world. Its goal is to provide content-based learning opportunities from global Anglophone literature. Students will also look into the nuances of the English varieties in the works they study. The course will promote a variety of oral, analytical, and writing skills through presentations, small-group discussion sessions, and writing workshops and writing assignments

### **c. Master Level Programs**

M.Ed. is a two-year, 56 credit hours (taught courses 47 credit hours, research dissertation 6 credit hours, and internship/practicum 3 credit hours) program. The program aims to prepare competent and transformative teachers, teacher trainers, educators, education leaders, material developers and researchers who could contribute to the development to education and to social transformation in the country. They will be able to follow the latest principles and methodology and design and deliver short term teacher development packages, develop appropriate curricula, textbooks, modules and projected and non-projected materials, and educate pre-service and in-service teachers for effective teaching. They will also be able to undertake research on education and education related social issues with the purpose of improving their own research related knowledge and skills. All these will help them to be a competent leader towards educational and social change.

#### **Program Structure**

The taught courses in M.Ed. are generally divided into different categories like core courses, foundational courses, and professional courses. Core courses are generally same across all four programs. Each stream of study has its own foundational and professional or specialization courses. Foundational courses are designed to develop a conceptual understanding of key ideas and concepts of the given course while the professional courses are to increase the professionalism in the subject matter. All programs also include Dissertation or Research Project and Internship. Focus of the internship/practicum is to enhance the professional's skills and knowledge that are learnt on campus. Kathmandu University, School of Education is offering M.Ed. program in the following areas:

- A. Leadership and Management (LM)
- B. Mathematics Education (ME)



- C. English Language Teaching (ELT)
- D. Master in Sustainable Development (MSD)

### **A. Leadership and Management (2 Years and 1 Year Program)**

#### **Eligibility for Enrollment**

For enrollment to the two-year M. Ed program, those having a Bachelor's degree in any discipline with minimum second class standing or CGPA 2.5 out of 4 are eligible candidates. Similarly, for enrollment to the one-year M. Ed program, those having a Master's degree in any discipline are eligible candidates. Successful completion of the entrance test and an interview is also essential for admission.

#### **Courses**

##### **Core Courses (6 credit hours)**

- EDUC 508 – Theory and Practice in Education (3)
- EDUC 509 – Research Methodology (3)

##### **Specialization Courses (39 credit hours)**

- EDLM 511 – Perspectives in Educational Management and Leadership (3)
- EDLM 512 – Trends in Educational Management and Leadership (3)
- EDLM 513 – Statistical Analysis for School Leaders (3)
- EDLM 514 – Educational Policy and Planning (3)
- EDLM 515 – Strategic Planning in Education (3)
- EDLM 516 – ICT in School Management and Leadership (3)
- EDLM 517 – Development and Management of Resources (3)
- EDLM 518 – School Community Partnership (3)
- EDLM 519 – Financing School Education (3)
- EDLM 521 – Organization Theory and Behavior (3)
- EDLM 522 – Instructional leadership (3)
- EDLM 523 – Program Evaluation (3)
- EDLM 525 – Program Development in school (3)

##### **Elective Courses (6 credit hours; any two of the following)**

- EDLM 526 – Teacher Development (3)
- EDLM 531 – School Culture (3)
- EDLM 532 – School Governance (3)
- EDLM 533 – Teacher Policy (3)
- EDLM 534 – Integrity in Education Management and Leadership (3)

**Practical Courses (9 credit hours)**

EDLM 541 – Internship (3)

EDLM 559 – Dissertation (6)

OR

EDLM 544 – Research Project I (3)

EDLM 554 – Research Project II (3)

**Course in Details****EDUC 508 – Theory and Practice in Education (3)**

This course is about linking educational theories into practices. Educational theories seek to know, understand, prescribe and apply into educational practices. This course includes topics such as ethics of belief, politics, social values, pedagogy, andragogy, curriculum, learning, teaching, policy, plan, leadership and culture. The course also includes different premise for twenty first century education. Selected theories of education will be discussed to capture the different dimensions of educational thoughts. During the course of the study, students are expected to relate these perspectives, principles and thoughts in the development of education. The main aim of the course is to widen the horizon of the knowledge and ideas of students so that they could be able to identify day to day educational problems and issues associated with certain theories, principles and philosophies of broad spectrum of educational landscape.

**EDUC 509 – Research Methodology (3)**

This course is an introduction to research methodologies used in social science. Students are introduced to systematic scientific inquiry in social science environment. Student will also learn and practice different approaches to conducting research. The course covers quantitative as well as qualitative types of research. Students will also participate in field activities as a part of the course.

**Specialization Courses (42 Cr)****EDLM 511 – Perspectives on Educational Management and Leadership (3)**

The course begins with a discussion on perspective on management today. Then the course examines the key purpose and concepts of the management process that includes an overview of the principles and functions of management practices. Beginning with general overview of management principles and practices including functional management, the course will focus on the review of Nepal's education management development and review current education management practices. Students are expected to critically examine the current development in the education management, management challenges associated with this development and

explore ways of improving them in Nepalese context. The target group of this course is students with some experience in school management or the students who wish to make educational management as an area of profession. The main objective of the course is to provide a general understanding of educational management system of Nepal with reference to theoretical perspective of education management. The course also reviews the current reform initiatives in school level management of Nepal and supplements students' understanding with extensive reviews on the best practices in education management in other countries. Students will be encouraged to relate education management theories in the context of education reform initiatives. The course consists of analytical experiences on the existing management system.

### **MELM 512 – Trends in Educational Management and Leadership (3)**

The objective of the course is to discover the causative and evolutionary factors giving birth to contemporary issues and trends in educational leadership and management. The course will also review the current trends and issues related to school education, higher education including teacher education, special education and technical and vocational education and management challenges associated with these subsector programs. In this course, students will be engaged in accessing information and understanding educational practices in international arena and discuss issues and challenges encountered by Nepal's sub-sectors of education. Students will review the best practices in education management in other countries and gain insights in reforming Nepal's education management system. Students are also expected to review recent research related to international practices in education management and make presentations from these reviews.

### **EDLM 513 – Statistical Analysis for School Leaders (3)**

This course is about how to use statistical tools and techniques in decision making and research activities in educational contexts. The course utilizes both descriptive and inferential statistical tools and techniques in analysis of data. The course intends to utilize the SPSS computer software to compute. The main objective of the course is to prepare skillful human resource capable to generate result from the software as well as proficient in analyzing those results. The course is designed with a view to prepare students ready to process data in the computer software and present the findings in different forms, analyze the data into suitable forms of tables, charts, graphs, curves and diagrams and the students will be enabled to analyze and interpret results using descriptive and inferential statistical techniques.

### **EDLM 514 – Education Policy and Planning (3)**

This course intends to provide students with exposure on approaches and methods of analyzing existing educational policies and planning, identifying pertinent policy and planning issues, selecting appropriate strategies to address policy issues and design a perspective plan to implement the policy strategies. It will also cover important considerations in the process of policy analysis such as identifying data sources and weighing the utility of data; establishing criteria for analyzing policies; assessing policy alternatives; choosing among policies; and monitoring policy implementation. Through this course, students are expected to gain a broad understanding of the economic, social, and political dimensions of educational development within and across national boundaries. They should also achieve greater awareness of the role of international, national, and local actors and institutions in educational policy and planning practices. Finally, they will identify, compare and critique some of the prevailing assumptions about education and development.

### **EDLM 515 –Strategic Planning in Education (3)**

This course has been designed to impart an in-depth understanding of the subject matter of strategic planning in education. Precisely, this course incorporates the basis for understanding strategic management concepts using a systems approach to strategic management, which has been framed in four distinctive operational levels, viz. environmental assessment, selecting and crafting alternative strategies, establishing proper system for strategy implementation, and finally monitoring, and control mechanism for school effectiveness as a continued process.

### **EDLM 516 – ICT in School Management and Leadership (3)**

Use of emerging technology to support educational services is increasing around the world. Researches in the field have shown that the technology is ever innovative and has ability to bring dramatic change in the ways of educating pupils. In this context, this course aims at developing understanding of prospective School Principals/Managers on Information Communication Technology (ICT) and its application in academic institutions for the purpose of effective and efficient management/administration. Through the course, students will develop their technical skills in manipulating some of the ICT tools, devices and services that are useful in planning, implementing and managing the core administrative and instructional activities in their schools/colleges. Some of the focus of the course would be School Information Management System (SIMS) and Basic database; Managing ICT Labs and E-Resources; Networking and Web exposure, Virtualization of Learning Environment, Managing IT infrastructure and human resources.

### **EDLM 517 – Development and Management of Resources (3)**

This course is about developing and managing three categories of productive resources namely human resources, natural resources and capital resources. The study of human resource management and development prepares well informed leaders to manage and lead human resources in different stages from recruitment to retirement for managing and developing. The study of capital resources and natural resources will help students develop and manage different other resources in educational institutions. This course equips the students with the leading approaches of development and management of resources in educational setting with special reference to Nepal and South Asia.

### **EDLM 518 – School Community Partnership (3)**

This course explores school-community relations in the context of in/equalities in educational outcomes across diverse settings. With an understanding that school-community relations shape, and are shaped by, broader social, economic and cultural processes, we consider the role of educational leadership in promoting both student learning and broader community building goals through planned school community partnership activities. This course explores the historical and contemporary contexts for parent/family/community relationships with schools, a critical examination of the relationships between parental involvement and academic success, promising practices for building positive school-community relations, ways of building partnership with the community to get continued support to schools/educational institutions. The course will also examine emerging policies and trends that shape school-community relations in Nepal and review the success stories and best practices of school community partnerships at the international level. The course intends to develop insights and understanding among students for facilitating school community partnership and strengthening school community relations for continued support and development of schools or educational institutions.

### **EDLM 519 – Financing School Education (3)**

This course engages students in the study of financial governance across school education from macro-systems (national and state governing boards) to micro-systems (school and educational institutions.) In the course, students assess the impact of various decisions and levels of funding on students and an institution's financial status. Students will also review the various financing modalities (formula funding, voucher system, and other modes of financing) focusing more on the micro level financing.

### **EDLM 521 – Organization Theory and Behavior (3)**

The course raises the various issues on the interrelationship between the theories of organization and behavior and school management and educational leadership. Key

principles and characteristics of organizational behavior are identified and examined to understand how three factors (what are these three factors) influence the performance of educational organizations and their members. Students will attempt to examine practices in educational organizations based on the theories and principles of organizational behavior.

### **EDLM 522 –Instructional Leadership (3)**

This course intends to prepare educational leaders for upgrading instructional activities like approaches of managing classrooms, pedagogical planning, preparing and using instructional resources, assessment of students learning and other area related to students learning. Overall goal with this course is to help students examine issues related to teacher effectiveness, leadership and mentoring, and reflect about teaching practice in relation to learning outcomes. It is expected that students gain knowledge and skill to effectively guide and assess the work of novice teachers. During the course, we will examine question about what it means to be an effective teacher, supervisor, mentor, leader and researcher in terms of meeting the needs of students in today's schools. Further this course intends to develop educational leaders who accept responsibility for ensuring that the learning of students in the school is optimal and can interpret national and global trends and issues in the school setting. An attempt will be made to impart essential knowledge, skills and attitudes needed for an effective school Principal and educational leader who can provide dynamic leadership for change and innovation, academic success and optimum stakeholder satisfaction.

### **EDLM 523 –Program Evaluation (3)**

This course is designed to provide an exposure in theoretical as well as practical aspects of program evaluation in educational setting. It focuses on evaluation process, methods and techniques useful in evaluating educational programs and services. This course provides a conceptual understanding of program evaluation with perspectives and approaches to evaluation, skills for developing evaluation tools and techniques and approaches for using these tools and techniques in evaluating educational programs. Further, it provides an opportunity of developing culture specific and participatory evaluation schemes for educational programs and services as well. In addition to providing knowledge and skills for developing and implementing program evaluation activities, this course presents skills of planning and managing for program evaluation activities in an educational institution.

### **EDLM 525 –Program Development in School (3)**

Educational leader needs analyze the situation of a school and design and implement various programs appropriate for the school. This course develops skills and strategies that educational leaders need to become effective program designers. The evidence based

program designing is implementing is the main concern of the course. This course prepares leaders to address current reform issues through practices by exploring the use and application of curricular and instructional analysis. Students design educational programs to meet the needs of specific students as a project.

**Elective (6 credit hours; any two of the following)**

**EDLM 526 –Teacher Development (3)**

This course is designed for graduate level students as a practical course in teacher development. With this course students will play a different role from a teacher i.e. of a teacher developer. Teacher development in itself is a wide area and training students to be teacher developers will certainly be an ambitious task. So this course will be an introductory one and will develop in students general philosophy of teacher development and skills required to help teacher development. The areas addressed by the course will be teacher training, observation and feedback, continuing professional development and mentoring.

**MELM 531 –School Culture (3)**

This course discusses the approaches to change the prevailing culture of a school. The leader need to understand the dictation of the school culture and needs to be more influential on life and learning in the school. This course will help to provide forms of leadership that invite others to join as observers of the old and architects of the new. The course will deal school's culture as a complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization. There will be discussion of role of leadership in promoting school culture.

**MELM 532 –School Governance (3)**

This course tries to prepare prospective educational leaders in following different components of good governance such as participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follows the rule of law. This course provides an overview of legal principles and rules of particular relevance to school building administrators and introduces issues of applied ethics. This course will develop skills in the interpretation and application of law to school situations and based on the policy of teachers. This course provides insight into some fundamental issues addressed by school law and ethical dilemmas of relevance to school leaders.

**MELM 533 –Teacher Policy (3)**

Teacher is the heart of education system. The critical issues of teachers in different area are analyzed in local, national and international level during the course. The course will start with the consideration those teachers as the heart of the system. Different issues in teachers'

supply and demand, deployment and utilization, preparation and training, managing and supporting teachers and financing and remunerations to teacher will be critically analyzed in different levels.

### **MELM 534 –Integrity in Education Management and Leadership (3)**

Integrity is a quality of leadership to promote quality of education. This course tries a different perspective to solve problem by closing loops rather punishing by rules. The Community Integrity building model will be used as a means to precede the course, which consists of the following phases: Context sensitivity, joint Learning, evidence based, constructive engagement and closing the loop.

### **Practical Courses (9 credit hours)**

Professional courses are internship and research work. The research work of 6 Cr has two options. Option A: Dissertation and option B: Two research projects: Research Project I and Research Project II. Short description of each of the professional courses is given below.

### **EDLM 541 –Internship (3)**

The internship is designed to help the students to integrate the theoretical knowledge with professional works. This course facilitates students to experience the work environment in different setting. The venue for internship provides opportunities for students to expand their knowledge as well as for them to contribute to the activities being undertaken by the organization. In the internship, students use academic knowledge and apply their professional skills by working with other professionals who work as mentor for them. Such activities help to discover the strengths of the students which can be further developed, discover weaknesses which can be corrected and evaluate, in order to define their career goals. There is an internship guide developed by the School. The students are expected to follow the guidelines.

### **EDLM 544 –Research Project I (3)**

The course aims to step by step facilitation and development of research skill to the student. The research project I train the scholars towards understanding the practical aspects of research thereby developing competency to make all preparation to get into the world of the research. Students by the end of the course will make a complete research proposal and get all ground preparations for the start of research.

### **EDLM 554 – Research Project II (3)**

Students after acquiring the understanding of research and developing the proposal as mandate by EDLM 544 will get into the real world of research. Students by the end of the course will be able to develop, conduct and report a research study independently.

### **EDLM 559 – Dissertation (6)**



This dissertation research prepares students for a supervised research study. They undertake an issue of interest from within the field of mathematics education under the guidance of an assigned supervisor. Student during/after the course will be able to make an independent study on their interest area.

## **B. Master of Education (M Ed) in English Language Teaching (ELT)**

### **Admission Requirements**

The candidate must have the following criteria fulfilled for admission:

BEd in English or PGDE in English or BA in English with at least second division or equivalent to CGPA 2.5. The applicants should also successfully complete the interview and/or written test conducted by the school of Education.

### **Program Structure**

M Ed in ELT will be of two years split into four semesters. Students will take a total of 60 credits; 51 (6+21+21+3) credit taught courses and 3 credit internship and 6 credit research work. One credit is equivalent to a minimum of 16 contact hours in a semester. The distribution of the courses is structured as follows:

#### **Core Courses (6 credit hours)**

EDUC 515 – Theory and Practice in Education (3)

EDUC 504 – Research Methods in Education (3)

#### **Foundation Courses (21 credit hours)**

EDEL 500 – Academic Reading and Writing (3)

EDEL 501 – Phonetics and Phonology (3)

EDEL 502 – Grammar and Semantics (3)

EDEL 503 – Pragmatics and Discourse Analysis (3)

EDEL 506 – English Fiction and prose (3)

EDEL 507 – English Poetry and Drama (3)

EDEL 508 – Critical Traditions in English (3)

#### **Professional Courses (21 credit hours)**

EDEL 511 – English Language Teaching Methods (3)

EDEL 512 – Second Language Acquisition (3)

EDEL 513 – Curriculum Design & Materials Development (3)

EDEL 514 – Applied Linguistics (3)

EDEL 515 – Evaluation and Testing in ELET (3)

EDEL 516 – Statistical Techniques in ELT (3)

EDEL 519 – Teacher Development (3)

**Electives (3 credit hours; any one of the following)**

EDEL 531 – Classroom Studies and Action Research (3)

EDEL 532 – Literature in English Language Classrooms (3)

EDEL 533 – CALL (3)

EDEL 334 – ICT in English Language teaching and Learning (3)

EDEL 535 – ELT Management (3)

EDEL 536 – Critical Language Awareness (3)

EDEL 537 – Teaching English to Young Learners (3)

EDEL 538 – Teaching English to Adults (3)

EDEL 539 – Translation Studies (3)

**Practical Courses (9 credit hours)**

EDEL 541 – Internship (3)

EDEL 544 – Research Project I (3)

EDEL 554 – Research Project II (3)

OR

EDEL 559 – Dissertation (6)

**Courses in Detail**

**EDUC 515– Theory and Practice in Education (3)**

This course is about linking educational theories into practices. Educational theories seek to know, understand, prescribe and apply into educational practices. This course includes topics such as ethics of belief, politics, social values, pedagogy, andragogy, curriculum, learning, teaching, policy, plan, leadership and culture. The course also includes different premise for twenty first century education. Selected theories of education will be discussed to capture the different dimensions of educational thoughts. During the course of the study, students are expected to relate these perspectives, principles and thoughts in the development of education. The main aim of the course is to widen the horizon of the knowledge and ideas of students so that they could be able to identify day to day educational problems and issues associated with certain theories, principles and philosophies of broad spectrum of educational landscape.

**EDUC 504 – Research Methods in Education (3)**

This course is an introduction to research methodologies used in social science. Students are introduced to systematic scientific inquiry in social science environment. Student will also learn and practice different approaches to conducting research. The course covers quantitative as well as qualitative types of research. Students will also participate in field activities as a part of the course.

**EDEL 500– Academic Reading and Writing (3)**

This course is designed for the students with a view to equipping them with the academic reading and writing skills required for their level. It will provide them with the functional skills in using library and other resources including Internet. In addition to developing systematic reading for academic purposes, students will be introduced to academic writing which uses conventional style for citation and referencing. It will provide them with the functional skills in using appropriate registers and organization of academic writing.

**EDEL 501 – Phonetics and Phonology (3)**

This course acquaints students to the different aspects of phonetics and phonology. Through this course students will be introduced to vocal sound production, segmental and supra-segmental, IPA, and generative and classical phonology. Phonological analysis exercises will give students a wide experience in English phonology.

**EDEL 502 – Grammar and Semantics (3)**

This course deals with morphological, syntactic and semantics aspects of language. Students will be acquainted to morphemes, affixes and the process of word formation. Students will also be acquainted to traditional grammars, transformational generative grammar as well as generalized phrase structure grammar. Students will also be familiarized with concepts and scope of semantics, the lexical semantics in terms of collocation and sense relations.

**EDEL 503 – Pragmatics and Discourse Analysis (3)**

This is a theoretical as well as practical course in linguistics dealing with pragmatics. Highlighting on different aspects of pragmatics, it goes on with the basic concepts of discourse analysis, its types and process, and analysis and interpretation of discourse structure. It deals with the analysis of classroom interactions in the model proposed by Sinclair and Coulthard. It also incorporates the approaches used to develop the discourse skills.

**EDEL 506 – English Fiction and Prose (3)**

This course is basically designed to develop students' readership through extensive reading of fiction and prose. The texts will be representative ones from mainstream British and

American writers as well as non-native writers from Africa and Asia. In selecting the texts, a balance will be made in representing the literary ages and themes.

**EDEL 507 – English Poetry and Drama (3)**

This course is designed to introduce students to the beauty of English language as represented in drama and poetry. The texts will be representative ones from mainstream British and American writers as well as non-native writers from Africa and Asia. In selecting the texts, a balance will be made in representing the literary ages starting from Renaissance to the Postmodern.

**EDEL 508 – Critical Traditions in English (3)**

In order to understand the language learning, teaching and research, students need to be familiar with the critical traditions in the language they are being trained to teach. This course is an introductory course in order to acquaint students to the major English critical traditions that are useful in understanding the human phenomenon in diachronic and synchronic spheres. The traditions include psychoanalysis, modernism, post-modernism, deconstruction, Marxian thoughts etc.

**EDEL 511 – English Language Teaching Methods (3)**

The course is a practical introduction to the most popular methods and techniques for ELT in practice. The course also provides training in other teaching strategies and devices of materials design and production. Students will critically examine the methods in practice and decide appropriate once in the Nepalese context. The general objective of this course is to produce technically skilled and pedagogically efficient teachers.

**EDEL 512 – Second Language Acquisition (3)**

This is an introductory course for postgraduate students in Second Language Acquisition (SLA). The course is divided into seven units. The first unit introduces the basic concept of SLA and the role of the first language and errors in it. The second unit briefly deals with the theories and models of SLA. The third unit introduces the concept of inter language in different perspectives. The fourth unit tries to acquaint the learners with the role of individual differences in SLA. The fifth unit overviews the SLA research works carried out so far and the methodologies used in them. The sixth unit orients the students with the role of instruction in SLA. The last chapter deals with the curriculum design in SLA

**EDEL 513 – Curriculum Design and Materials Development (3)**

This course is designed for postgraduate students as a theory and practice course. It is intended that students will be practically acquainted with the concept of curriculum design and developing materials for classroom teaching. Students will be made aware of different

types of syllabi in their respective subjects used and suggested by syllabus designers and practitioners from different Universities. Then they will be required to evaluate existing syllabi of schools and Universities of Nepal and make possible adaptations. Students will adapt and develop materials and use them practically. The materials include materials for teaching language aspects and skills as well as teaching aids. They will also be acquainted with the use of CALL in the ELT class.

### **EDEL 514 – Applied Linguistics (3)**

This applied course introduces students to the applied aspects of linguistics in relation to language teaching. Through this course students will be introduced to sociolinguistics, psycholinguistics speech therapy, error analysis, contrastive analysis as well as the relationships of linguistics to language teaching. Students will not only be acquainted to principles of applied linguistics but also undertake practical work.

### **EDEL 515 – Evaluation and Testing in ELT (3)**

This is an introductory course on evaluation and testing. This is designed for postgraduate level students with a view to equipping them with the basic knowledge of the principles and practices of evaluation and testing. As it is intended as a professional course, it also provides them with the functional skills in designing assessment tools for their classroom, conducting them and analyzing the test results.

### **ELED 516 – Statistical Techniques in ELT (3)**

This course intends to use descriptive and inferential statistics in research especially in language education. The course aims to acquaint students with quantitative approach of research and its different aspects. Use of software for data analysis will be an integral aspect of the course. As the course will emphasize on practical application, students will gain enough theoretical and practical knowledge on quantitative research and on use of statistical package in data analysis.

### **EDEL 519 – Teacher Development (3)**

This course is designed for graduate level students as a practical course in teacher development. With this course students will play a different role from a teacher i.e. of a teacher developer. Teacher development in itself is a wide area and training students to be teacher developers will certainly be an ambitious task. So this course will be an introductory one and will develop in students general philosophy of teacher development and skills required to help teacher development. The areas addressed by the course will be teacher training, observation and feedback, continuing professional development and mentoring.

### **Elective courses**

### **EDEL531 – Classroom Studies and Action Research (3)**

This course is intended to familiarize students with the real world classroom problems and the ways to solve such problems. Students are required to work in real classrooms, identify a problem, propose an action plan, implement it and reflect on the experience. This experience is aimed at bridging the gap between the theories and the practice by way of theorizing from the practice and practicing the theories.

### **EDEL 532 – Literature in the Language Classrooms (3)**

This course is designed for graduate level students as a skills course in using literature in EFL. It is intended that students will be to understand the principles and techniques of teaching literature in EFL classroom. The course will comprise some representative works from English literature as well as the teaching methodology.

### **EDEL 334 – ICT in English Language Teaching and Learning (3)**

This course reflects the changes in information, exchange of technology and will be able to provide the students with the required level of skill to use computer in teaching-learning English. Students will acquire skills to use computer for processing documents, developing teaching learning materials (audio/visual) and organizing collaborative learning of English. Students will also undertake projects based on application of computer in English teaching throughout the course. The course focuses to develop the ability of designing audio/visual teaching aids and effective presentation with the help of some basic software and to develop skill of using some software which is especially designed to help English teaching and learning.

### **EDEL 541 – Internship (3)**

Internship is organized to provide opportunity to students to practice the learned knowledge and skills in their specialization in a real work situation. Objectives, outcomes and activities of the internship program is developed by the individual student under the guidance of work supervisor and approved by the internship coordinator assigned by School of Education.

### **EDEL 544 – Research Project-I (3)**

The research project-1 is offered in the third semester. The main purpose of this research project-1 is to develop research proposal by the students in their areas of interest. The students will develop this proposal under three modules. Module-1 is Introduction Unit followed by Issue statement, Purpose of the Study, Research Questions, Research Hypothesis if exists, significance of the study, de/limitation, etc. or any other accepted format provided by the facilitators. Module-2 is about literature Review Unit. It consists thematic review, theoretical review, policies reviews, reviews of past researches, research gaps, conceptual

framework, theoretical framework, etc. or any other accepted format provided by the facilitators. Module-3 is about research methodology section.

### **EDEL 554 – Research Project II (3)**

The research project-2 is offered in the fourth semester. The main purpose of this Research Project-2 is to produce the data from the field, analyze and interpret the data, draw findings and conclusions. This research project has two modules. Module-1 involves preparing an account of the analysis and/or interpretation of the data (terminology depends on research methods). Module-2 involves drawing from, integrating and extending work in all previous modules to prepare the final project report.

### **EDEL 559 – Dissertation (6)**

In the fourth semester, students will be required to carry a research in the field of ELT and write a dissertation. The research work and the dissertation will be supervised by a faculty. Students will choose either this dissertation research or the Research Project I and II above.--

## **C. M Ed in Mathematics Education**

### **Entry Requirements**

For enrolment to two-year M Ed program, the candidates having a B Ed in Mathematics or PGDE in Mathematics or BA in Mathematics or B.SC in Physical and Mathematical Sciences or any equivalent degree\* from a university or an Institution recognized by Kathmandu University with minimum of 50% or 2.5/4 in aggregate will be eligible.

\*Graduates of the following areas are eligible to study mathematics education.

Computer Science

Computing with mathematics minor

Computer and Electronics engineering programs

### **Structure of the program**

The program is off our semester's expanding for two years. These are courses for 60 Credits comprising Core Courses (6 credits), Foundation Courses (24 Credits), Specialization Professionals Courses (15credits), Practical Courses (9Credits) and Elective Courses (6 Credits).

### **Core Course (6 credit hours)**

EDUC 508 – Theory and Practice in Education (3)

EDUC 509 – Research Methodology (3)

### **Foundation course (24 credit hours.)**

EDMT 501 – Analysis (3)

EDMT 505 – Algebra (3)

EDMT 509 – Topology (3)

EDMT 512 – Statistics (3)

EDMT 513 – Number Theory and Teaching Arithmetic (3)

EDMT 514 – Theory and Application of Different Equations (3)

EDMT 515 – Discrete Mathematics and Problem Solving (3)

EDMT 516 – Mathematics Modeling (3)

**Specialization Professional Courses (15 credit hours)**

EDMT 504 – ICT in Mathematics Education (3)

EDMT 541 – Teaching and Learning in Mathematics (3)

EDMT 542 – Curricula in Mathematics Education (3)

EDMT 543 – Assessment in Mathematics Education (3)

EDMT 544 – Teacher Development (3)

**Practical Courses (9 credit hours)**

EDMT 545 – Internship (3)

EDMT 546 – Research Project-1 (3)

EDMT 547 – Research Project-2 (3)

OR

EDMT 599 – Dissertation (6)

**Elective Courses (6 credit hours; any two of the following)**

EDMT 511 – Probability and Operations Research (3)

EDMT 517 – Multivariable Calculus (3)

EDMT 518 – Functional Analysis (3)

EDMT 519 – Fractional Geometry (3)

EDMT 548– Recent Paradigms of Mathematics Learning (3)

EDMT 549 – Historical Development of Mathematical ideas (3)

EDMT 550 –Ethnomathematics (3)

**Courses in Details**

**Core Courses (6 credit hours)**

**EDUC 508 –Theory and Practice in Education (3)**

This course is about linking educational theories into practices. Educational theories seek to know, understand, prescribe and apply into educational practices. This course includes many topics such as ethics of belief, politics, social values, pedagogy, andragogy, curriculum, learning, teaching, policy, plan, leadership, culture, etc link with education. The course also



includes different premise for twenty first century education. Selected theories of education will be discussed to capture the different dimensions of educational thoughts. During the course of the study, students are expected to relate these perspectives, principles and thought in the development of Nepalese Education. The main aim of the course is to widen the horizon of the knowledge and ideas of students so that they could be able to identify day to day educational problems and issues associated with certain theories, principles and philosophies of broad spectrum of educational landscape.

**EDUC 509 –Research Methodology (3)**

This course aims to address key concepts related to research methodologies. More specifically, the course incorporates different research designs including survey, case study, comparative and experimental research designs; ethnography, phenomenology, narrative research and critical research. The course aims at developing competence among the students to plan, and conduct educational research utilizing quantitative and qualitative research approaches. Students will also participate in field activities as a part of the course.

**Foundation Courses (24 credit hours)**

**EDMT 501 –Analysis (3)**

The main aim of this course is to provide to the students not only the theoretical understanding but also to develop in them the capacity to solve problems. The focus will be on the proper understanding of the subject rather than proving abstract theorems. The main objectives of this course are to understand the fundamentals of the set of real numbers, to identify basic concepts and properties of Analysis and to apply the concepts on problem-solving.

**EDMT 505 –Algebra (3)**

This course deals with abstract algebra course with associated concepts, theorems and problems with a focus on conceptual knowledge of algebra. This course covers various structure theories of groups, rings, fields and modules in a view to demonstrate how different structures have their commonalities and differences between them. The objectives of the course are to develop conceptual understanding of structure theories of different algebraic systems with their applications, to make students to get insight into the conceptual ideas of mathematical structures and to make students to solve problems related to the algebraic systems. It is envisaged that this course enables students to experience the practical and aesthetic dimensions of recent field of study in mathematics.

**EDMT 509 –Topology (3)**

In the course, students have to study basic topological properties in such a way that exhibits thorough understanding and applications in different settings. Foundations of topology prepare students to enter into topological spaces. The main discussion may start from naive notion of set theory and different operations; relation and function and Euclidean Space, introduction of topology and exploring its application areas with historical review. Topological spaces is about to construct topological space with the notion of open/closed set. It is better to review the notion of point set topology of Real analysis before coming to the class. This section deals with the construction of topology with basis and sub-basis. Interior, closure and boundary points and sets of will be applied in study different examples including the case of GIS.

### **EDMT 511 –Mathematical Modeling (3)**

The course will explore mathematical ideas and tools for exploring natural world. Particular emphasis will be placed on the process of creating a mathematical model starting from a physical scenario using graphical, numerical, symbolic, and verbal techniques to describe and study real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions. Course is emphasizing model construction, analysis and application. It uses variety of fields such as physics, biology, chemistry and economics as examples where students will learn how to develop and use mathematical models of real-world systems. It aims learner to able to analyze and evaluate the mathematical information, concepts and thoughts in verbal, numeric, graphical and symbolic forms while solving a variety of problems and solve multiple-step problems through different (inductive, deductive, and symbolic) modes of reasoning. Modeling change by difference equations, Decay model, Non/linear DE, discrete optimization modeling, modeling by graph theory, and continuous optimization modeling are focus areas of exploration.

### **EDMT 512 –Statistics for Teachers (3)**

This course mainly focuses on probabilistic and inferential statistical ideas in the field of teaching, applied mathematics, and educational research through problem solving approach. All areas of science, including educational research, involved with the quantitative study of real phenomena involve the application of statistics, with the intent of enabling the student to perform fundamental data displays, analyses, and interpretations of univariate and bivariate statistics. Coincident with the acquisition of the ability to perform these tasks is the acquisition of the ability to interpret and critique the application of statistical techniques by other researchers in scientific publications. The laboratory portion of this course is meant to

provide the student with a working knowledge of the desktop computer program, Statistical Package for the Social Sciences (SPSS).

**EDMT 513 –Number Theory and Teaching Arithmetic (3)**

This course deals with the basic concepts of number theory such as concept of divisibility, divisibility test, the concept of GCD and LCM and prime numbers for teachers. Different concepts and theory with applications are dealt. Different concepts and theory includes Diophantine Equation, Primes and Their Distribution, The Theory of Congruence, Special Divisibility Test, Linear Congruence, Chinese Remainder Theorem, Wilson Theorem, Fermat's Little Theorem, Euler's Theorem, Order, Primitive Root and Index, Quadratic Congruence, The Legendre Symbol, Quadratic Reciprocity Law, Quadratic Congruence with Composite Module, etc are dealt. The course integrates teaching strategies, planning, developing instructional materials, assessment for/of learning in teaching arithmetic in high school.

**EDMT 514 –Theory and Application of Differential Equation (3)**

This course is about differential equations: ordinary and partial. Differential equations are the tools for providing mathematical meaning of the nature. This course gives an idea about the use of the differential equation apart from how to solve these equations. The main objective of the course is to impart an increased understanding of differential equations and foundation knowledge. The course consists of first order differential equations, linear second order and higher order differential equations, power series solution, system of linear first order differential equations and stability theory. The course will also cover a brief introduction of partial differential equation. Theory will be demonstrated with some real situational applicable problems.

**EDMT 515 –Discrete Mathematics and Problem Solving (3)**

Discrete mathematics is such mathematics which deals with discrete objects. Discrete objects are those which are separated from (not connected to/distinct from) each other. Integers (aka whole numbers), rational numbers (ones that can be expressed as the quotient of two integers), automobiles, houses, people etc. are all discrete objects. This course offers the students techniques in how to think logically and mathematically and apply these techniques in solving problems. To achieve this goal, students will learn logic and proof, sets, functions, as well as algorithms and mathematical reasoning. Key topics involving relations, graphs, trees, and formal languages and computability are mainly covered in this course.

**Professional Courses (15 credit hours)**

**EDMT 540– ICT in Mathematics Education (3)**

The significance of mathematics in other branches of science and its value in developing interdisciplinary individual capabilities needs no description. Connecting such valuable subject with computer technology can create a separate area of knowledge/study.

Management of computer added mathematics teaching learning environment in today's modern classroom is the demand of the time and change in technology. So, this course reflects the changes in information, exchange of technology and will be able to provide the students with the required level of skill to use computer in teaching-learning Mathematics. Students will acquire skills to use computer for processing documents, developing teaching learning materials (audio/visual) and organizing collaborative learning of Mathematics subject. Students will also undertake projects based on application of computer in Mathematics Teaching throughout the course. The course focuses to develop the ability of designing audio/visual teaching aids and effective presentation with the help of some basic software and to develop skill of using some software which is especially designed to help Mathematics teaching and learning.

### **EDMT 541 Teaching and Learning Mathematics (3)**

The approaches to teaching and learning of mathematics have been changed significantly in the last few years. Challenges posed by declining interests of students in mathematics are multifaceted and indeed, are of the domain of pedagogical discussion. Researches in mathematics learning have shown that the creative teaching/learning strategies are the sources of intrinsic motivation towards learning of mathematics. Considering these as major part, the proposed course aims at enhancing skills and practice of novice teachers through series of planning sessions, materials construction, workshops, modern approaches of teaching, micro-teaching activities, various modes of evaluation etc. The course also deals with the recent learning approaches in mathematics giving much emphasis on cognitive, constructivist cultural management-related theories of mathematics learning. Rather than focusing on only theoretical issues, the course emphasizes on current practices in a view to improve mathematics teaching and learning practices in schools.

### **EDMT 542 –Curricula in Mathematics Education (3)**

This course aims at helping postgraduate students to conceptualize, develop and design curriculum for school (primary, secondary and higher secondary). The course aims for awaken about various images of curriculum and the "human interest" that orients the particular type of curriculum. Focusing more on the blend of theory and practice of curriculum development, the course addresses various models of curriculum development process, implementation and evaluation. The main objectives of the course is to develop an

acquaintance with the concept of curriculum, nature of different mathematics curricula, to analyze mathematics curricula in accordance with different models and types and to be able to develop mathematics curricula using different methods of curriculum development.

### **EDMT 543 –Assessment in Mathematics Education (3)**

Assessment is viewed as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, create and can do with their knowledge as a result of their educational experiences. The process culminates when assessment results are used to improve subsequent learning. The course aims at the ways of evaluating the students' performances and exploring the issues while developing multiple assessment tools in mathematics with the notion that effective assessment is ongoing and embedded in instructional activities. This course focuses on the recent perspectives and issues in students' assessment in mathematics and their individual assessment. The main objectives of this course are to make students able to understand the nature and uses of different types of tools and techniques of assessment in education, to acquire the skill to construct and use the multiple assessment tools, to administer the tests and interpret the scores and its implication to students and parents and to undertake action research and interpret the results.

### **EDUC 544– Teacher Development (3)**

This course is designed for graduate level students as a practical course in teacher development. With this course students will play a different role from a teacher i.e. of a teacher developer. Teacher development in itself is a wide area and training students to be teacher developers will certainly be an ambitious task. So this course will be an introductory one and will develop in students general philosophy of teacher development and skills required to help teacher development. The areas addressed by the course will be teacher training, observation and feedback, continuing professional development and mentoring

### **Practical Courses (9 credit hours)**

#### **EDMT 545 –Internship (3)**

The internship is designed to help the students to integrate classroom theory with practical work to experience in the public sector or in a private setting. It is based on the premise that learning in the work world can enhance the learning in the classroom. Therefore, the venue should provide opportunity for students to expand their knowledge as well as for them to contribute to the activities being undertaken by the organization. In the internship, students will use academic knowledge and apply professional skills, work with professionals who will be mentors for them, discover strengths which can be further developed, discover weaknesses

which can be corrected and evaluate and further define career goals. There will be internship guide developed by the university. The students will follow the guidelines and act accordingly to complete their internship.

### **EDMT546 –Research Project-I (3)**

The research project-1 is offered in the third semester. The main purpose of this research project-1 is to develop research proposal by the students in their areas of interest. The students will develop this proposal under three modules. Module-1 is Introduction Unit followed by Issue statement, Purpose of the Study, Research Questions, Research Hypothesis if exists, significance of the study, de/limitation, etc. or any other accepted format provided by the facilitators. Module-2 is about literature Review Unit. It consists thematic review, theoretical review, policies reviews, reviews of past researches, research gaps, conceptual framework, theoretical framework, etc. or any other accepted format provided by the facilitators. Module-3 is about research methodology section.

### **EDMT 547 –Research Project-II (3)**

The research project-2 is offered in the fourth semester. The main purpose of this Research Project-2 is to produce the data from the field, analyze and interpret the data, draw findings and conclusions. This research project has two modules. Module-1 involves preparing an account of the analysis and/or interpretation of the data (terminology depends on research methods). Module-2 involves drawing from, integrating and extending work in all previous modules to prepare the final project report.

### **Electives Courses (6 credit hours; any two of the following)**

#### **EDMT 516 –Probability and Operations Research (3)**

Probability and Operational research has a relation with different areas of study and it has several applications. This course aims at revisiting the conceptual understanding of probability and probability distribution (such as; Binomial, Poisson, Normal, Hypergeometric, etc) and focusing on operations research, which includes solving operational questions, solving questions related to resources' operations, and solving decision making questions. In comparison to traditional approaches, operation research provides more extensive, quantitative, and detailed information about different issues and persons can implement their decisions based on quantitative analyses. Operation research will be a good assistance for teachers in different areas. The main purpose of this course is to solve operational questions, solve questions related to resources' operations such as: human, machine, materials, energy, information and funds, and to solve decision making questions.

#### **EDMT 517 –Multivariable Calculus (3)**

The course deals with the advanced calculus concepts covering wide ranges of topics such as space coordinates, multiple integrals, and functions of complex variables. The objective of this course is to make students able to extend the plane coordinates to space coordinates, to develop the concepts of the functions with several variables with its multiple integrals and then extended to vector valued functions with its some properties and to develop understanding of the complex analytic functions and Fourier series and its transform which further on extended to the Laplace transform.

### **EDMT 518 –Functional Analysis (3)**

The main aim of the course is to develop foundation in functional analysis and encourage solving some problems based on theorem and seeking practical implications. The project based method will be followed. It will cover normed spaces, completeness, functional, Hahn-Banach theorem, duality, operators; Lebesgue measure, measurable functions, integrability, completeness of L-p spaces; Hilbert space; compact, Hilbert-Schmidt and trace class operators; as well as spectral theorem.

### **EDMT 519 –Fractal Geometry (3)**

Fractal geometry is one of the most emerging fields of mathematics in wider range of field which is also called describe as mathematical set that typically displays self-similar patterns. The class will give an introduction to the geometry of fractals and to their occurrence in the context of dynamical systems and in relation to chaos theory. This course aims to discover the theory of fractals and their geometry, Hausdorff measure and dimensions and some alternative way of measuring dimension which is one of them most important part of fractal and their methods of calculation, local structures of fractals and their projections and intersections. The examples of fractals drawn from a wide variety of areas of mathematics and nature, including self-similar and self-affine sets, graphs of functions, examples from number theory and pure mathematics, Julia sets, random fractals and some applications. Some of the natural projects will be carryout during the semester course based on the discovered ideas.

### **EDMT 548 –Recent Paradigms of Mathematics Learning (3)**

The course deals with the recent learning approaches in mathematics giving much emphasis on the theoretical views of cognitive, constructivist cultural management learning. The course emphasis is on current practices in a view to improve mathematics teaching and learning practices in schools. The course has the following objectives; to identify and develop understanding of different learning paradigms in mathematics, to explore shortcomings in current pedagogical practices and identify ways to improve them, to be able to write and

implement modules/units for different mathematics lessons using latest teaching/ learning approaches to mathematics, to explore research issues related to mathematics learning, etc

### **EDMT 549 –Historical Development of Mathematical Ideas (3)**

People have developed extreme attitudes towards mathematics such as, a) mathematics is a dreadfully complex language and has to be avoided as far as possible, b) mathematics has the ultimate beauty and goodness, and is the essence of all truths, and c) mathematics is magical, mystical and not real. Neither of these attitudes does represent the nature of mathematics nor help to develop the concept of mathematics as a product of human civilizations. Given this, the course has been designed to explore and promote the idea that mathematics has been developed by various civilizations, and is indispensable for the humanity. The main objectives of the course are to conceptualize mathematics as a result of human activity, to uncover the developmental aspects of various mathematical concepts and to realize the importance of mathematics for the humanity.

### **EDMT 550–Ethnomathematics (3)**

Mathematics has been developed by every culture in the world. Ethnomathematics is the study of mathematical thinking such as the ideas of local mathematics involving number, logic, spatial configuration, and more significant, the combination or organization of these into systems and structures found outside what we traditionally consider mathematics. This course aims to strengthen and expand the understanding of several fundamental mathematical practices and mathematical reasoning of different people of various communities through investigation of the mathematics of non-Western cultures and the mathematical structures inherent in activities such as games, music and day-to-day practice. The students are expected to not only master the mathematics, but to make sophisticated comparisons between cultures, to understand the differences between ethnomathematics and academic mathematics, to investigate the historical and cultural role of mathematics in non-Western societies, and to appreciate the challenges faced by non-Western mathematicians.

## **D. Master in Sustainable Development (MSD)**

### **Eligibility for Enrollment**

A candidate with a graduation degree in any field (eg: B Ed/B Sc. /B Eng. /PGDE or equivalent, with completion of 15 years of schooling) from an Institution/university recognized by Kathmandu University with second class standing or minimum 2.5 CGPA is eligible to apply. The scholars need to demonstrate their interest in the program and English



Language Proficiency through an integrated entrance test followed by an interview set by the Department/School. MSD covers the following courses

**Core Courses (6 credit hours)**

EDUC 508 –Theory and Practice in Education (3)

EDUC 509 –Research Methodology (3)

**Specialization Courses (39 credit hours)**

EDSD 510 –Fundamentals of Environment (3)

EDSD 511 –Introduction to Global Change (3)

EDSD 512 –Fundamentals of Sustainable Development (3)

EDSD 513 –Statistical Techniques for Research (3)

EDSD 521 –Human and Environment (3)

EDSD 522 –Environmental Management (3)

EDSD 523 –Economics of Sustainability (3)

EDSD 525 –Gender and Social Inclusion (3)

EDSD 526 –Sociology of Sustainable Development (3)

EDSD 527 –Project Management (3)

EDSD 520 –Sustainable Enterprises and Entrepreneurship (3)

**Elective Courses (6 credit hours; any two of the following)**

EDSD 524 –Natural Resource Management and Environmental Ethics (3)

EDSD 529 –Education for Sustainable Development (3)

EDSD 530 –Conservation Management (3)

EDSD 533 –Global Climate Change (3)

EDSD 534 –Policy and Planning For Sustainable Development (3)

EDSD 535 –Diversity and Local Cosmology in Sustainable Development (3)

EDSD 536 –Education for Social Transformation (3)

EDSD 537 –Discourses of Education and Development (3)

EDSD 538 –Globalization and Emerging Intuition (3)

EDSD 539 –Management and Leadership in Sustainable Development (3)

EDSD 542 –Community Research (3)

EDSD 543 –Community Activity (3)

EDSD 545 – Independent Study (3)

EDSD 532 – International and Comparative Perspective in Sustainable Development (3)

**Practical Courses (9 credit hours)**

EDSD 541 –Internship (3)

EDSD 559 –Dissertation (6)

OR

EDSD 544 –Research Project I (3)

EDSD 554 –Research Project II (3)

### **Courses in Details**

#### **EDUC 508 –Theory and Practice in Education (3)**

The major purpose of this course is to develop understanding on major theoretical ideas of education and apply into educational practices. In so doing, selected theories of education will be discussed to capture the different dimensions of educational thoughts. Students are expected to relate these perspectives, principles and thoughts in the development of education. The main aim of the course is to widen the horizon of the knowledge and ideas of students so that they could be able to identify day to day educational problems and issues associated with certain theories, principles and philosophies of broad spectrum of educational landscape.

#### **EDUC 509 –Research Methodology (3)**

This course aims at developing acquaintance with key tenets of quantitative (i.e. positivistic), qualitative (i.e. interpretive and beyond), and mixed research designs. This discourse shall further be enriched by articulating methods of systematic and narrative literature review. Taking survey, ethnographic, phenomenological, and narrative inquiry methods at disposal learners will chart the journey of scholarship about different research designs. Finally, there will be an opportunity for students to familiarize themselves with different sets of quality and ethical standards needed by researchers.

### **Specialization Courses (39 credit hours)**

#### **EDSD 510 –Fundamentals of Environment (3)**

This course intends to develop specific knowledge base of the students on ecological concepts, principles and theories to better understand different aspects of environmental sustainability. The course will equip the scholars with environmental literacy on: Ecological principles and concepts (components of ecosystems, ecosystem types and biomes; Atmosphere-hydrosphere-lithosphere-biosphere continuum; relationships and food chain/web); Ecological/physiographic zones of Nepal; Biogeochemical cycles; Environment - definitions & concepts, types and inter-linkages; Natural resources & their importance/uses, etc.

#### **EDSD 511– Introduction to Global Change (3)**

This course deals with the contemporary issues of global change which includes the consequences of development from globalization, global changes to specific climate change issues. The course focuses to internalize the challenges created by the human kind to the environment – Climate Change; on different scales and sectors. This prepares students for understanding of climate sciences details and political and social movements and negotiation around it. It captures the major areas such as concepts and temporal and spatial scales; Global agendas; Components of global change (land degradation/desertification, biodiversity loss, climate change, water crisis, food crisis); Greenhouse gases and carbon trading; Environmental degradation and sustainability; Pesticides and hazardous wastes; International initiatives (conventions, treaties, protocols); within and cross-issue linkages between local and global scales; synergies of global change; Indigenous Traditional/Technological Knowledge (ITK), etc.

### **EDSD 512 –Fundamentals of Sustainable Development (3)**

The main objective of the course is to provide a critical understanding of theories and practices of sustainable development. Specifically, it develops an understanding of sustainable development in relation to definitional dilemma, importance, challenges, pillars, and actors of sustainable development. The students will be able to examine critically the economic, environmental and social sustainability in local, national and international context. It helps to acquaint the role of ethics and integrity in sustainable development in general with principals and theories of sustainable development and recognize their roles to understand practice and in relation to care, justice and critique dimensions in particular. Further, it helps to analyze the comparative international perspectives in sustainable development agendas.

### **EDSD 513 –Statistical Techniques for Research (3)**

The course aims to help to understand basic statistics and its scope in quantitative research. Students will be able to apply the basic illustrative, descriptive and inferential statistics in research work. This course intends to emphasize the application and interpretation part of the statistical analysis rather than the using statistics mathematically. This course will also help the student to interpret the statistical result in a meaningful way. More specifically, the course provides foundation of statistical techniques for development research and makes statistical package (SPSS) familiar for statistical analysis.

### **EDSD 521 –Human and Environment (3)**

This course is designed to create a realization of human dependence on environment. The course feed the scholars on the boomerang relationship in between environment and human highlighting different negative impacts of human activities on environment and vice-versa. It

covers the scenarios from human development, migration, settlement, and present status. The course explicitly covers environmental dimension of development, economy, human and environmental health. The major study areas in the course are as follows: Human evolution and population change; Human dependence & influence on environment; Development activities and impacts on environment (agriculture, industry, infrastructure, and air, water, land pollution and resource degradation); Socio-cultural, gender and economic aspects of human impacts on environment; Environmental impacts & human health (technology-population interaction, disease ecology, water-borne diseases, demographic transition); Occupational health & hazards; etc.

### **EDSD 523 –Economics of Sustainability (3)**

In this course, the students will develop understanding on the changes accelerated by the economy and its long term impacts. Economy as a motivating factor has positive as well as negative consequences to the society; understand the nature, scope, and influents governing economy will be one of the major thrusts of the course. The essence of economic sustainability in justice to society and environment will also be a part of the course. The course will focus for conceptual clarity about economics starting with the basic of economic range to sustainable economic approaches, basic concept and development of economics, macro to micro economics, economic policies and politics and instruments for application; Green Tax, Polluters Pay Principle (PPP) and so on, green economy/jobs and economic sustainability approaches and theories, etc.

### **EDSD 526 –Sociology of Sustainable Development (3)**

This course aims to discuss society, social process, social theories, social equity, social justice, gender, local institution and comparative perspective on sustainable development. In particular, the course examines the relationship between various social and environment problems along with the theories and philosophies that may shape our world view on development and society. More specifically, the course aims to develop better understanding of society and sustainable development issues in South Asia, critical thinking and world view to analyze social and development problems, understand and assess the roles of the society as a space where development processes takes place and identify the societal inequalities/injustice that influences sustainable development.

### **EDSD 520 –Sustainable Enterprises and Entrepreneurships (3)**

This course aims to prepare students as visionary leaders for taking a strategic move on the designing, leading, controlling/managing a successful enterprise. The course along with the theoretical underpinnings of entrepreneurship also brings cases of practical examples of

successful entrepreneurships. The course covers a wide dimension of entrepreneurship from social to commercial aspects including emerging participatory practices of community led entrepreneurship practices. The second part of the course focuses on sustainable entrepreneurship skills for the competitive globe.

**Elective Courses (6 credit hours; any two of the following)**

**EDSD 523 – Economics of Sustainability (3)**

In this course, the students will develop understanding on the changes accelerated by the economy and its long term impacts. Economy as a motivating factor has positive as well as negative consequences to the society; understand the nature, scope, and influents governing economy will be one of the major thrusts of the course. The essence of economic sustainability in justice to society and environment will also be a part of the course. The course will focus for conceptual clarity about economics starting with the basic of economic range to sustainable economic approaches, basic concept and development of economics, macro to micro economics, economic policies and politics and instruments for application; Green Tax, Polluters Pay Principle (PPP) and so on, green economy/jobs and economic sustainability approaches and theories, etc.

**EDEN 531– Technology in Sustainable Development (3)**

The course focuses on the theoretical aspects of technology and its application and challenges (Basics, Digital Literacy, Digital states and Digital Divide issue, Personal to Trans boundary technical sabotage and crimes). The second part of the course will focus to take the practical advantage of ICT/computer as a sustainable development tool and most commonly used applications (GIS; Aid Data Methodology; Mapping; tracking development; Global projects database; Technology and development index; etc).

**EDSC 522: Environmental Management (3)**

This course aims to provide the management concepts in environment sector. It includes the different approaches; social/participatory, technical and scientific approaches and relevant study and preparation on the area of Environmental Management. This includes management concepts; environmental planning, policies, taxation, laws/regulations; Environmental management tools: IEE, EIA, SEA, etc; Techniques: soil and water conservation; soil management; steep land management; forest management; ecotourism; water pollution and control; waste water treatment; solid waste management; air, sound pollution monitoring and control; clean energy alternatives alternative technologies and practices. The course work in addition includes concepts on Disaster Risk Reduction and Management, focused to Environmental dimensions.

**EDSD 525: Gender, Ethnicity and Social Inclusion (3)**

This course contains the concepts of social justice/injustice in consumption and distribution of resources and practices in the society. The following areas of study will help students to identify the nature of environment justice: Types of natural resources; Distribution and availability by physiographic regions; Economic valuation of resources; Consumption & distribution of resources (governance, equity, equality and gender roles); Feminism, Environmental ethics and civic responsibility; ethnicity, ethnicity and environment, environmental justice, conflicts, human rights and social inclusion & justice.

**EDSD: 527 Project Management for Development Results (3)**

This course equips students for a careful design, implementation and management of projects. The course covers concept of development planning; historical and theoretical perspectives of project; project design; project implementation, monitoring and evaluation; and result management.

**EDSD 528: Communication in Sustainable Development (3)**

This course is designed to develop skill and understanding about professional communication at individual level to organizational level including public communication. Students will be able to make formal communication within organization, communicating to stakeholders, reporting, disseminating information through different form of means and media. The course prepares the scholars to take different roles as an employee in different institutions; from a teacher, a facilitator, and animator. This course intends to equip the scholars with teaching learning skills as a teacher/mentor/facilitators/trainer. In addition to this, it will equip the professionals to have evaluations, and taking feedback (principles and procedures) for enhancing their professional capacities. Negotiations, conflict management communications are other important part of this course work.

**EDSD 534: Policy and Planning for Sustainable Development (3)**

This course provides the students with the conceptual ideas of planning process, focused on strategies and situation analysis. The candidates will be made familiar with the essence of strategic environmental planning. It covers global environmental agenda, policies and initiatives; national environmental agenda, policies and initiatives; global and local politics and influence; environmental policy practices; environmental planning, good practices; environmental conflict and its management and so on.

**EDSD 535: Diversity and Local Cosmology in Sustainable Development (3)**

The course will acquaint the scholars with sustainable development and its perspective on local cosmology including different local practices. It explicitly makes a discourse of local

cosmology vs western knowledge pool relating to the dynamics of development and its upbringing. Specifically, the course will enable the scholars to understand developmental dynamics and history; local cosmology and related practices and its link to the environment, development, culture and society; different forms of diversity; process of diversity with environment, development and society; and induction of development, subculturizations.

**EDSD 545 – Independent Study (3)**

This course aims at enhancing the ability of gaining knowledge and skills through self-attempts. This course is a course designed to enhance ability of the students to feed and update them on their personal thrust in the area. The course encourages the students to search the information and knowledge through the different learning modes. This is a need and context based course in which students undertake a study on the prescribed title by the department. The course prepares the scholar to march independently towards the doing and learning local culture.

**Practical Courses (9 credit hours)**

**EDSD 545 – Internship (3)**

Internship is organized to provide opportunity to students to practice the learned knowledge and skills in their specialization in a real work situation. Students would be trained to adopt and be able to contextualize their knowledge on guided exposure to real work situation. Objectives, outcomes and activities of the internship program is developed by the individual student under the guidance of work supervisor and approved by the internship coordinator assigned by School of Education. Credit cannot be given for an internship or similar work for previously completed activity.

**EDSD 559 – Dissertation (3)**

This research course prepares scholars for a complete research. They undertake an issue of interest under the guidance of the assigned supervisor after defending it in the Research Committee. Students during/after the course will be able to make an independent study on their area of interest.

**EDSD 544 – Research Project I (3)**

Research project I and II is for those who do not wish to go for dissertation. Instead they can go for two research projects where they are expected to write two independent papers of about 5000 words on some agreed topic. As in dissertation, students are to prepare and defend their proposal for their research projects. Research project I is to be carried out as literature based work on some thematic or methodological area.

**EDSD 554 – Research Project II (3)**

Research projects I and II though are independent projects, but are to be complementary to each other. That is, both projects are to be developed based on the same theme. Research project II is to be carried out based on some field work.

### **E. The Postgraduate Diploma in Education (PGDE)**

PGDE is designed to provide up-to-date, reality based, competitive quality education to students. The academic year is divided into three terms each one is offering different courses. The 32 credit hours program includes (a) core course common to all students – 9 credits (b) area of specialization – 18 credits, and (c) teaching practice or internship – 5 credits. Some audit courses such as computer and English Proficiency are also introduced.

Core courses provide basic skills for understanding the teaching learning process and the role of education in society. Students may choose from the series of specialization to develop and expertise in the selected field.

The Major areas of courses for PGDE are

- Primary Education
- Early Childhood Development

These courses have been designed to fulfill the training needs of in-service or pre-service teachers. These programs aim to produce teachers competent with skills in pedagogy, psychology, materials development and planning. The full time student can complete the course in one year by earning 32 credit hours. A part-time student must register for at least 6 credit hours a term and can finish in one and a half years.

### **F. Bachelor of Education (B Ed) in Chinese language Teaching**

#### **Context**

Globalization and business as well as cultural exchanges across the world have created a situation in which new languages are increasingly coming up to be used in the international level. Chinese language which was already in the international level is now becoming one of the lingua franca in the international mainstream. In this context, the Confucius Institute at Kathmandu University has been running Chinese language classes for several years. Over 200 schools in Nepal are teaching Chinese in their curriculum. In both cases, over 150 Chinese volunteer teachers are involved in the teaching of this language. The demand for the Chinese language teachers is sure to grow as shown by the study done by the Confucius Institute. Considering the above situation, the 4 –year B Ed program in Chinese Language



Teaching (B Ed in CLT) has been developed to run at School of Education in collaboration with the Confucius Institute Headquarters Hanban.

### **Purpose and Objectives**

The purpose of B Ed in CLT at Kathmandu University is to prepare Chinese language teachers to fulfill the need of the Chinese language teachers in the country. The program is intended to produce graduates who are able to –

- Teach Chinese language to children and adults.
- Follow latest principles and teaching methodology in CLT.
- Undertake small-scale need oriented research in the field of CLT.
- Design and deliver Chinese language courses and activities for CLT
- Develop CLT materials required for the changing situation.

### **Program Structure**

B Ed in CLT will be of four years split into eight semesters. Students will take a total of 126 credits; 120-credit taught courses, and 3-credit teaching internship and 3-credit research internship. One credit is equivalent to a minimum of 16 contact hours in a semester. The distribution of the courses is structured as follows.

#### **General and Foundational Courses**

- EDEL 101 – General English I (3)
- EDEL 102 – General English II (3)
- EDNP 101 – General Nepali I (3)
- EDNP 102 – General Nepali II (3)
- EDUC 101 – Computational Literacy (3)
- EDUC 301 – Foundations of Education (3)
- EDUC 302 – Curriculum and Assessment (3)
- EDUC 303 – Human Development & Learning (3)

#### **Chinese Language and Pedagogy courses**

- EDCL 101 – Intensive Basic Chinese I (3)
- EDCL 102 – Intensive Basic Chinese II (3)
- EDCL 103 – Communicating in Chinese I (3)
- EDCL 104 – Communicating in Chinese II (3)
- EDCL 105 – Writing System in Chinese (3)

EDCL 106 – Communicating in Chinese III (3)  
EDCL 107 – Readings in Chinese I (3)  
EDCL 108 – Intensive Basic Chinese III (3)  
EDCL 109– Intensive Basic Chinese IV (3)  
EDCL 110 – Introduction to Chinese Characters (3)  
EDCL 201 – Communicating in Chinese IV (3)  
EDCL 202 – Readings in Chinese II (3)  
EDCL 203– Chinese for Academic Purposes (3)  
EDCL 204 – Chinese Culture and Traditions I (3)  
EDCL 205– Chinese for Business Communication (3)  
EDCL 206– Readings in Chinese III (3)  
EDCL 207 – Chinese Culture and Traditions II (3)  
EDCL 208 – Chinese Instructional Design (3)  
EDCL 209 – Teaching Reading and Writing (3)  
EDCL 210 – Chinese Phonology, Morphology and Syntax (3)  
EDCL 301 – Readings in Chinese (3)  
EDCL 302 – Teaching Listening and Speaking (3)  
EDCL 303 – Teaching Vocabulary and Grammar (3)  
EDCL 304 – Teaching Chinese to Young Learners (3)  
EDCL 305 – Writing Chinese Language Tests (3)  
EDCL 306 – Readings in Chinese V (3)  
EDCL 307 – Planning in Chinese Language Teaching (3)  
EDCL 308 – Computer Aided Language Learning (3)  
EDCL 309 – Materials Development for Chinese Language Teaching (3)  
EDCL 310 – Syllabus Design for Chinese Language Teaching (3)  
EDCL 311–Elective: Independent Study (3)  
EDCL 401 – Writing Workshop (3)

**Practical Courses**

EDUC 441 – Teaching Internship (3)  
EDUC 442 – Research Internship (3)

## **Methods of Instruction**

The methods of teaching will be a combination of varieties of teaching techniques. Workshops, group discussions, demonstrations, guest speaker, seminar, colloquium, report writing, report presentation, case analysis, problem-solving, practical experiences and fieldwork activities will be used. Participatory teaching and learning is emphasized.

## **Eligibility for Enrolment**

The candidate must have the following criteria fulfilled for admission -

- Higher Secondary Level or equivalent with at least second division in any discipline.
- The applicants should also successfully complete the interview and/or written test conducted by the School of Education.

## **Course Description**

### **EDEL 101– General English I(3)**

This course is designed for developing general English skills of the B Ed first semester students. The topics are selected in an interdisciplinary approach focusing mainly on reading and writing skills. The reading skill is developed through exposure to extensive reading materials collected from various genres. The students are encouraged to expose themselves to a variety of texts for literal comprehension, interpretation, critical thinking and assimilation. Another skill focused in the course is developing academic writing skill. The course will lead the students from developing simple paragraphs to writing complete essays. Here, the students will develop skills to comprehend the basics of writing, structure of the written text, maintaining coherence and cohesion in academic writing. It will focus significantly on expressing opinions through sustained reasoning.

### **EDNP 101 – General Nepali I (3)**

१. ज्ञान-विज्ञान र साहित्यका क्षेत्रमा प्रयोग गरिने विशिष्ट अभिव्यक्तिको भाषिक अभ्यास सहित मौखिक तथा लिखित प्रयोग ।
२. साञ्चारिक नेपालीको शैली पहिचान र लेखन अभ्यास (समाचार र साहित्यिक पत्रकारिताको अभ्यास )
३. वाक्यगठन र अनुच्छेद गठनसम्बन्धी मूलभूत नियमहरूको विस्तृत ज्ञानका साथै तत्सम्बन्धी शुद्धिकणसहित रचना सम्पादनको अभ्यास ।
४. वाक्कला (कार्यक्रम सञ्चालनको व्यवस्थापन र उद्घोषण सहित )
५. विभिन्न प्रयोजनका लागि चाहिने औपचारिक लेखन अभ्यास (कृति समीक्षा, रचना, विज्ञापन, सम्पादकीय, पाठकप्रतिक्रिया, अन्तरवार्ता, पत्रलेखन, जानकारी, निर्णय, सूचना, प्रस्ताव, शुभकामना, समवेदना, प्रतिवेदन, कार्यपत्रआदि ।
६. अनुवादकला (अंग्रेजी-नेपाली) को अभ्यास ।

७. विद्युतीय सञ्चारमा नेपालीभाषाको प्रयोग ।

(लिपिविज्ञान, सूचनाको पुनः प्रस्तुति, इन्टरनेट सम्पादन, प्रस्तुतिकरणको शैली, विद्युतीय सञ्चार आदि)

### **EDEL 102– General English II (3)**

This course is designed for developing academic reading and writing skills in English for the B Ed, second semester students. The topics are selected in thematic approach focusing mainly on reading and writing skills. The reading skill is developed through the use of thought provoking and authentic texts enabling students to read critically. It also focuses on analytical reading and reflection. In addition, students will undergo hands-on experience in language analysis and receive a balanced insight into basic linguistic aspect of writing.

### **EDNP 102 –General Nepali II (3)**

नेपाली साहित्यका विभिन्न विधाका केही प्रमुख प्रतिभाहरूको निर्धारित कृतिहरूको अध्ययनबाट नेपाली साहित्य (सौन्दर्यानुभूतिको आस्वादनसहित), राष्ट्रिय परिवेश र मानवीय सम्बेदनाका विभिन्न आयामको सूक्ष्म पहिचान

### **EDUC 101– Computational Literacy (3)**

With a view that mathematics offers foundational approaches, tools and techniques to almost all disciplines, this course is designed for undergraduate students to develop understandings of basic mathematical and computational knowledge and skills. Specifically, Computational Literacy provides learners with an awareness and understanding of the role that mathematics (and its computational possibility) plays in the contemporary world. The course is driven by life-related applications of mathematics, thereby enabling learners to develop the ability and confidence to think numerically and spatially so as to interpret and critically analyze everyday situations, events or phenomena.

### **EDUC 301 –Foundations of Education (3)**

This course is designed to develop basic knowledge of historical, philosophical, social and behavioral foundation of education for post-graduate students. This course is designed to make them understand how different philosophical, social, cultural and behavioral perspectives, principles and thoughts have contributed to the development of modern education. During the course of the study, students are expected to relate these perspectives, principles and thought in the development of Nepalese Education. The course is designed to assist the students in developing a philosophical base of education with knowledge of historical development of education in Nepal and modern perspectives of teaching learning practices.

A problem-centered class dialogue will be the delivery approach to understand those philosophical, social, political and historical concepts of educational thought that have shaped the development of the learning experience and modern education.

**EDUC 302 –Curriculum and Assessment (3)**

The course aims at helping students to conceptualize, develop and design curriculum for school subjects. Focusing more on the blend of theory and practice of curriculum issues, the course addresses various models of curriculum and research issues in school curriculum. An emphasis is also given on the analysis of curriculum models for implementation and application in various educational programs and evaluates their effectiveness and relevancy.

**EDUC 303 – Human Development and Learning (3)**

The Educational Psychology course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences. This course will examine the contributions that psychology can make to educational practice. It will provide a review of the human growth and development literature that is essential knowledge for those who will be working with children and adolescents in educational settings. The implications of psychological theory for educational research and practice will be discussed.

**EDCL 101 – Intensive Basic Chinese I (3)**

Intensive Basic Chinese course is designed for students whose native language is not Chinese. The ultimate goal of this course is to develop the student's ability to comprehend and communicate in the Chinese language. Specifically it provides training in the skills of listening, speaking, reading and writing Chinese.

**EDCL 102 –Intensive Basic Chinese II (3)**

Intensive Basic Chinese II is designed to help improve the basic Chinese language skills for students whose native language is not Chinese. The ultimate goal of this course is to develop the student's ability to comprehend and communicate in the Chinese language. Specifically, it provides training in the skills of listening, speaking, reading and writing Chinese. The skills will be practiced as much as possible.

**EDCL 103 –Communicating in Chinese I (3)**

This course is designed to introduce students to the communicating in Chinese language. With China's impressive economic growth, we are witnessing a growing number of Chinese projects (government funded and privately invested) in Nepal these days and the trend is likely to continue. Therefore, to understand the nature of Chinese-funded projects in Nepal and also to develop a good understanding Chinese society, it is imperative for the students to have proficiency in Chinese Language. Students will start learning from Mandarin phonetic

system (Pinyin), pronunciation, stroke orders, and basic level Chinese characters. Students will be able to conduct conversation focusing on basic vocabularies.

### **EDCL 104 –Communicating in Chinese II (3)**

This course is designed to introduce students to further practice communicating in Chinese language. As with Communicating in Chinese I, this course has the same intent of helping students to develop skills in communication: written and spoken. With China's impressive economic growth, we are witnessing a growing number of Chinese projects (government funded and privately invested) in Nepal these days and the trend is likely to continue.

Therefore, to understand the nature of Chinese-funded projects in Nepal and also to develop a good understanding Chinese society, it is imperative for the students to have proficiency in Chinese language. The course aims at providing a solid foundation in the combined skills in listening, speaking, reading, and writing in Chinese for students. Students will start learning from Mandarin phonetic system (Pinyin), pronunciation, stroke orders, and basic level Chinese characters. Students will be able to conduct conversation focusing on basic vocabularies. This course will scale up the language functions in Chinese.

### **EDCL 105 –Writing System in Chinese (3)**

Chinese characters are the basic symbols of the Chinese written system. Learning Chinese characters includes the recognition and production of texts using characters. Memorizing and writing characters present challenges to Teaching Chinese as Foreign Language. The chapter introduces the basic knowledge of learning characters keeping the needs of Chinese teachers' professional. The basic knowledge includes the use of Chinese characters, the composition and writing of Chinese character, and the use of Chinese word processors.

### **EDCL 106 –Communicating in Chinese III (3)**

This course is designed to introduce students to further practice communicating in Chinese language. Building on the skills and knowledge gained from Communicating in Chinese II, students will be given more hands-on practicing opportunities in Chinese language for everyday communication. Apart from the learning Chinese, students will also learn the Chinese language teaching pedagogy implicitly. The students will be given as much exposure as possible in both written as well as spoken communication.

### **EDCL 107 –Readings in Chinese I (3)**

After the study of one academic term, students will have already reached basic level and have a general idea of Chinese language learning. In order to give beneficial supplement to intensive Chinese, enlarge the student's vocabulary, strengthen and increase their grammar knowledge, deepen the understanding of Chinese culture and society, raise their reading skills

and make a qualitative leap in Chinese language, Reading Courses are required in the following four academic terms. Through reading the natural reading materials which they are interested in, learners can grasp the structure of articles step by step, be trained to learn the reading skills of various styles, such as the descriptive, narrative, expository, argumentative essays, and so on. Simultaneously, the learners get in touch with and understand the cultural and social elements which affect way of thinking of Chinese people naturally, which can help them eliminate the cultural barrier between their communications with native speakers in the future.

### **EDCL 108 –Intensive Basic Chinese III (3)**

This course is designed to help students gain more knowledge in the Basic Chinese language skills. Intensive Basic Chinese course is designed for students whose native language is not Chinese. The ultimate goal of this course is to develop the student's ability to comprehend and communicate in the Chinese language. Specifically, it provides training in the skills of listening, speaking, reading and writing Chinese.

### **EDCL 109 –Intensive Basic Chinese IV (3)**

This course is designed to help students enhanced their knowledge in the Basic Chinese language skills. Intensive Basic Chinese course is designed for students whose native language is not Chinese. The ultimate goal of this course is to develop the student's ability to comprehend and communicate in the Chinese language. Specifically, it provides training in the skills of listening, speaking, reading and writing Chinese.

### **EDCL 110 –Introduction to Chinese Characters (3)**

In the teaching Chinese as a foreign language, The Chinese character teaching in general is divided into four kinds of circumstances: 1. The first speaking then writing", that is only teaches pinyin in the primary stage, Out of contact with Chinese characters, After waiting for students to have the certain spoken Chinese to teach Chinese characters; 2. Speaking and writing together " , that is words with the texts, One by one to study Chinese characters; 3. Speaking and writing overlap", that is Pinyin and Chinese characters cross distribution in the text, that is In a planned way control number and regulating the order of the Chinese characters appear new words , adjust the order of the Chinese characters appear; 4. Separate offering Chinese courses " , that is not attached to the vocabulary and grammar projects layout of the text, separate courses in reading and writing Chinese characters, use special teaching materials. This course will solve the problems, when use the way of " Separate offering Chinese courses for teaching, how to eliminate difficult to learn Chinese for the students, impression of Chinese characters have not rules; How to reduce the difficulty of students

learning Chinese characters, to help them overcome the fear of Chinese characters, to raise their interest in learning Chinese, to improve the learning efficiency.

### **EDCL 201 –Communicating in Chinese IV (3)**

This course is designed to give more opportunities for students to practice communicating in Chinese as a foreign language. With China's impressive economic growth, we are witnessing a growing number of Chinese projects (government funded and privately invested) in Nepal these days and the trend is likely to continue. Therefore, to understand the nature of Chinese-funded projects in Nepal and also to develop a good understanding Chinese society, it is imperative for the students to have proficiency in Chinese language. Students will practice communicating in Chinese in variety of situations.

### **EDCL 202 –Readings in Chinese II (3)**

In order to give beneficial supplement to intensive Chinese, enlarge the student's vocabulary, strengthen and increase their grammar knowledge, deepen the understanding of Chinese culture and society, raise their reading skills and make a qualitative leap in Chinese language, Reading Courses are required in the following academic terms. Through reading the natural reading materials which they are interested in, learners can grasp the structure of articles step by step, be trained to learn the reading skills of various styles, such as the descriptive, narrative, expository, argumentative essays, and so on. Simultaneously, the learners get in touch with and understand the cultural and social elements which affect way of thinking of Chinese people naturally, which can help them eliminate the cultural barrier between their communications with native speakers in the future.

### **EDCL 203–Chinese for Academic Purposes (3)**

Chinese for academic purpose course tutor all the students three steps to complete a professional scientific research paper, which are namely "the topic selection step, research step, expression step", those steps also complete the three stages of a research paper. "Select subject" is the starting point, "research" is the content, "expression" is the form. Chinese for academic purpose course give students a detailed and elaborate judgment which to guide the students to write a paper from theory with a deep and clear understanding, and a special emphasis on hands-on, emphasizes the cultivation of practical ability. Chinese for academic purpose course for Chinese majoring students, undergraduates, graduate students, especially for undergraduate scientific research and writing, has guidance and operable meaning. Students can start from the research work of Chinese subject to master the commonly used research, makes some break through from the research work.

### **EDCL 204 – Chinese Culture and Traditions I (3)**



In recent years, with the rapid economic and social development in China and the rising of her international status, she witnesses a phenomenal increase in learners of the Chinese language outside China. To meet the demand from Nepal Chinese learners to develop their knowledge about Chinese culture, and to foster cultural exchanges between China and Nepal, the program will offer Chinese language teachers' professional exposure in Kathmandu University, specially give this course of Chinese culture and traditions.

### **EDCL 205 –Chinese for Business Communication (3)**

In the recent decade, China boosts in economy, whose achievement won the worldwide attention. The continuous growth of China economy plays a vital role in the world economy, in which, the emerging economies, represented by China, has become the main force. More and more businessmen are willing to find access to Chinese market; more and more researchers want to know the root behind its development as well. Chinese Business has become an important part and magnet of teaching Chinese language as second language. This course is suitable for students with basic level of Chinese language. It aims at helping students have general overview of Chinese business and economic situations.

Simultaneously, help the students communicate effectively in Chinese in business affairs, gain useful information from economic news, reports in medium difficulty; help students learn about business culture, manners and customs in China through the language learning.

### **EDCL 205 –Readings in Chinese III (3)**

In order to give beneficial supplement to intensive Chinese, enlarge the student's vocabulary, strengthen and increase their grammar knowledge, deepen the understanding of Chinese culture and society, raise their reading skills and make a qualitative leap in Chinese language, Reading Courses are required in the following academic terms. Through reading the natural reading materials which they are interested in, learners can grasp the structure of articles step by step, be trained to learn the reading skills of various styles, such as the descriptive, narrative, expository, argumentative essays, and so on. Simultaneously, the learners get in touch with and understand the cultural and social elements which affect the way of thinking of Chinese people naturally, which can help them eliminate the cultural barrier between their communications with native speakers in the future.

### **EDCL 207 –Chinese Culture and Traditions II (3)**

With the rapid economic and social development in China and the rising of her international status, she witnesses a phenomenal change in her culture and traditions. This course will offer students a basic understanding of the China's cultural heritage and its traditions historically as well as in the contemporary society.

### **EDCL 208 –Chinese Instructional Design (3)**

Instructional design is a branch of education technology in pedagogy. The purpose of this course is to try to apply the teaching design theory and method into the instructional design of teaching Chinese as a second language. For many years, teaching Chinese as a foreign language has been pursued to improve the scientific nature. An important aspect of scientific nature is to find out the compelling and scientific basis for teaching activities.

### **EDCL 209 –Teaching Reading and Writing (3)**

Of the four language skills in the foreign language classroom, teaching of reading and writing needs to be made participant centered as far as possible. This course will equip students with skills to teaching reading and writing of Chinese as a foreign language. They will learn principles and practices of teaching these skills and will be exposed to hands-on activities so as to internalize the pedagogy of teaching them.

### **EDCL 210 –Chinese Phonology, Morphology and Syntax (3)**

The course Chinese morphology and syntax is very important to students who wants to learn Chinese in depth, because of its extensive influence and usefulness. The grammar explanation of this course is very meticulous and clear, it pays lot of attention to the basics of Chinese language. The course contains not only the most fundamental and most practical grammar rules, also the skill of teaching Chinese as a foreign language. Write the "comparative method" and "emphasize method" section, makes read and search more convenient; Form teaching style, each section has a "pay attention" part; it very useful for students; Forms and examples are also very practical (including the explanation of wrong sentences). This course is available for Chinese language learners as a grammar textbook, can also be used as a daily reference to the syntax of the manual.

### **EDCL 301 –Readings in Chinese IV (3)**

In order to give beneficial supplement to intensive Chinese, enlarge the student's vocabulary, strengthen and increase their grammar knowledge, deepen the understanding of Chinese culture and society, raise their reading skills and make a qualitative leap in Chinese language, Reading Courses are required in the following academic terms. Through reading the natural reading materials which they are interested in, learners can grasp the structure of articles step by step, be trained to learn the reading skills of various styles, such as the descriptive, narrative, expository, argumentative essays, and so on. Simultaneously, the learners get in touch with and understand the cultural and social elements which affect way of thinking of Chinese people naturally, which can help them eliminate the cultural barrier between their

communications with native speakers in the future. This course will enhance the readings done in earlier courses of this nature.

### **EDCL 302 –Teaching Listening and Speaking (3)**

This is a combination of theory and practice courses. The ultimate goal of this course is to make the learning process easy, fun, and to make learning make sense to learners. In a learner centered way of pedagogy, students will be given ample theory and practice in teaching listening and speaking of Chinese language in the foreign language context.

### **EDCL 303 –Teaching Vocabulary and Grammar (3)**

Teaching grammar and vocabulary is crucial in foreign language classroom. This course will equip the students the principles and techniques of presenting and consolidating the Chinese language vocabulary and grammar. As far as possible, the students will experience the inductive approach to teaching them.

### **EDCL 304 –Teaching Chinese to Young Learners (3)**

This is an introductory course for undergraduate students in Teaching Chinese as a Second Language (TCASL) which introduces the achievements in theory and practice of teaching Chinese to young learners in Beijing, and also has collected more than 50 theses. The course is divided into 12 units. The first unit is teaching Chinese to young learners. The second unit is class teaching Chinese as a second language to young learners. The third unit is teaching Chinese Pinyin to young learners. The fourth unit is teaching spoken Chinese to young learners. The fifth unit is teaching comprehensive Chinese to young learners. The sixth unit is teaching Chinese vocabulary to young learners. The seventh unit is teaching Hanzi (Chinese characters) to young learners. The eighth unit is teaching ancient Chinese to young learners. The ninth is error analysis in teaching Chinese to young learners. The tenth unit is Chinese teaching materials to young learners. The eleventh unit is Chinese cultural communication and cross-cultural communication to young learners. The twelfth unit is teaching Chinese cases to young learners.

### **EDCL 305 –Writing Chinese Language Tests (3)**

Language test is an important part of language teaching, through the test, not only can assess the students' academic performance, but also can understand the actual level of students to master language; also check the teachers' teaching and students' learning effects, and improve the quality. This is an introductory course for undergraduate students in Teaching Chinese as a Second Language. The course is divided into seven units. The first unit introduces the concept, the theories and models of Language teaching and Language testing. The second unit introduces the basic categories of Language testing. The third unit briefly deals with the

individual differences while developing the Language testing. The fourth unit designs a Chinese testing paper. The fifth unit evaluates the quality of Chinese testing. The sixth unit grades and analyzes the Chinese testing paper. The seventh unit analyzes relevant Chinese Tests.

### **EDCL 307 –Readings in Chinese V (3)**

In the last two decades, China has developed very rapidly. In order to have a better understanding of modern China, students need to read and analyze news from China. The Chinese newspaper is a major resource in this goal. Reading a Chinese newspaper requires comprehensive knowledge of a cultural context, classical Chinese, folk knowledge, Chinese jargon, technical language, newly-created words, specific expressions, linguistic alertness of prefix/suffix, and even knowledge of Chinese idioms and poems. This is an introductory course for undergraduate students in Teaching Chinese as a Second Language which introduces the history of Chinese newspapers as well as its general content, characteristics and genres. Also this course interprets and analyzes important aspects, such as how to read headlines, decode meaning, and compare studies in different area fields. The course is divided into eleven units. The first unit briefly introduces the composition of Chinese newspaper. The second unit introduces how to read Chinese newspaper. The third unit analyzes the titles of Chinese newspaper. The fourth unit defines introduction I to journalism on Chinese newspaper. The fifth unit analyzes the news on Chinese newspaper I. The sixth unit analyzes the news on Chinese newspaper II. The seventh unit defines introduction II to journalism on Chinese newspaper. The eighth unit analyzes the news on Chinese newspaper III. The ninth unit analyzes the news on Chinese newspaper IV. The tenth unit analyzes the news on Chinese newspaper V. The eleventh unit analyzes the news on Chinese newspaper--overseas.

### **EDCL 307 –Planning in Chinese Language Teaching (3)**

This course is the teaching design of the basic course for teacher education system. This course based on the principle of "get refined internally and externally, in-depth understanding", pays more attention to introduce the contemporary international advanced teaching theory and methods, also focuses to explore the process of learning and teaching in order to help students improve the ability of teaching design and adapt to the teaching reform to promote teachers' professional development. Its contents: teaching design, study result classification, the teaching task analysis, the process of learning and teaching, teaching classification, teaching evaluation and so on.

### **EDCL 308 –Computer Aided Language Learning (3)**

Computer has become a basic requirement in many teaching learning situation and more so in real life. So, It equips teachers with the computer skills so that they can use the resources from and through computer to enrich the teaching and learning of the Chinese as a foreign language. Students will be given experiences of hands-on activities of designing lesson and delivering them through the computer assisted modality.

**EDCL 309 –Materials Development for Chinese Language Teaching (3)**

This course is designed for undergraduate students as a practice course. It is intended that students will be practically acquainted with the concept of developing materials for classroom teaching. Students will adapt and develop materials and use them practically. The materials include materials for teaching language aspects and skills as well as teaching aids. They will also be acquainted with the use of computer aided language learning class.

**EDCL 310 –Syllabus Design for Chinese Language Teaching (3)**

This course is designed for undergraduate students as a theory and practice course. It is intended that students will be practically acquainted with the concept of curriculum design and developing materials for classroom teaching. Students will be made aware of different types of syllabi in their respective subjects used as suggested by syllabus designers and practitioners from different Universities. Then they will be required to evaluate existing syllabi of schools and Universities of Nepal and make possible adaptations. Students will adapt and develop materials and use them practically. The materials include materials for teaching language aspects and skills as well as teaching aids. They will also be acquainted with the use of CALL in the CLT class.

**EDCL 311 Elective – Independent Study (3)**

This course is of open in its nature. Each student will negotiate a topic for his/her independent study. They will undertake an independent literature survey on the chosen topic and carry out a small study in the modality negotiated with the tutor. The report will be presented in the class as well reported to the tutor in the form of research paper.

**EDCL 401 –Writing Workshop (3)**

Teachers need writing skills – general and creative – so as to be able to teach them effectively in the classroom. So, in order to give them hands-on experience of writing and to implicitly learn the nuances of writing skills, a writing workshop will be organized every week as a regular class. At the end of the semester, the students will have produced a number of written works as an outcome of the workshop.

**EDUC 441 –Teaching-Internship (3)**

This course is intensive which includes teaching practice, observing teachers and then completion of written assignments. Students will deliver lessons that they will create. Students will get feedback so that they know how they are progressing and help themselves prepare for their solo in their real life teaching career. In the process of developing knowledge, skills, and dispositions that prepare students to become teaching professionals, there are various levels of participation and experience for students. They will be taught how to communicate effectively using different methods of teaching and media. This course will help students to carry skills and techniques for working collaboratively with professionals, for observing teaching and for working with young learners.

**EDUC 442 –Research Internship (3)**

This course is intended to familiarize students with the real world classroom and the processes. Students are required to work in real classrooms, identify an issue, propose a plan, implement it and reflect on the experience. This experience is aimed at helping students to focus on specific issues in classroom pedagogy.