

TRIBHUVAN UNIVERSITY

2082 (New Course)

Master / Education / 4th Semester

Full Marks: 20

Ed.545 Contemporary Educational Issues

Time: 1.5 hrs.

Candidates are required to give answers in their own words as far as practicable. The figures in the margin indicate full marks.

Attempt all questions

Group "B"

3 X 5 marks =15

1. Critically evaluate the necessity of inclusion in education, which promotes meaningful participation, representation, and learning success. What structural changes are needed to shift from "access" to "transformative inclusion" at the school level in Nepal?
2. Examine how political parties and local governments influence school governance. To what extent does politicization weaken merit-based leadership, teacher accountability, and transparency? Identify which parts of the policy document should be revised to enhance good governance. Provide clear explanations.
3. Explain the roles of federal, provincial, and local governments in providing free and mandatory education in Nepal. Share your view on how accountability mechanisms can be redesigned to bridge the gap between policy and practice and make children's right to education enforceable.

OR

Choose an educational issue of your choice and create a detailed seminar proposal, including the title, objectives, methods, and a list of reviewed policy documents.



TRIBHUVAN UNIVERSITY

Faculty of Education

2082 (New Course)

Master /4th Semester

Symbol No.:

Ed.545 Contemporary Educational Issues

Group "A"

5 X 1 mark =5

Attempt all questions

Tick (✓) the best answers

1. Which of the following is a policy-related barrier in implementing inclusive education?
 - a. Weak enforcement of free and compulsory education laws
 - b. Clear policy guidelines
 - c. Strong monitoring systems
 - d. Adequate budget allocation
2. Which of the following best reflects a long-term systemic risk of heavy reliance on shadow education in Nepal?
 - a. Increased public trust in government schools
 - b. Weakening the accountability of formal schooling
 - c. Decreased parental expectations
 - d. Reduced teacher workload
3. When ICT enables students to create digital content (e.g., podcasts, blogs, videos), it primarily enhances:
 - a. Passive memorization
 - b. Teacher dependency
 - c. Constructivist learning
 - d. Traditional pedagogy
4. A decentralized education policy that lets local governments tackle community-specific barriers primarily reinforces:
 - a. Uniformity
 - b. Examination standardization
 - c. Central control
 - d. Context-responsive equity measures

5. When TPD programs ignore multilingual and multicultural classroom realities in Nepal, they risk:
 - a. Strengthening inclusive practices
 - b. Promoting culturally responsive teaching
 - c. Producing irrelevant pedagogical strategies
 - d. Enhancing teachers' autonomy



TRIBHUVAN UNIVERSITY

2082 (New Course)

Master / Education / 4th Semester

Full Marks: 60

Eng.Ed.543 Translation and Translanguaging

Time: 3 hrs.

Candidates are required to give answers in their own words as far as practicable. The figures in the margin indicate full marks.

Attempt all questions

Group "B"

6 X 5 marks =30

1. What is translation? Mention its types.
2. What are translation gaps? What is their role in translation?
3. Narrate the history of translation studies in brief.

OR

Discuss the process of translation in short.

4. The Grammar Translation Method has been used in teaching of the second or a foreign language for a long time. What is its role in the development of translation studies?
5. Define equivalence in translation and mention its types.
6. What are the fundamental skills needed for a good translator?

OR

Compare and contrast 'word for word translation' and 'sense for sense translation' in short. Which one do you prefer and why?

Group "C"

2 X 10 marks =20

7. What are the challenges of translation? How can we mitigate them while translating a text from the SL to the TL?

OR

Explain the theories of translation in brief.

8. Translate the following text into English.

अहिले सम्झिरहेकी छु, मैले त्यस पलको हर्ष कसैसँग बाँड्न सकिनँ तर मैले पहिलो अक्षर भुङ्गें भए पनि लेख्न जानेकी थिएँ । मनमनै भए पनि उच्चारण गर्न जानेकी थिएँ। म यति खुशी भएकी थिएँ, मैले पटक-पटक धुलो उडाएर लेखेकी थिएँ क, किनभने मैले यही अक्षर चिन्नका लागि पटक-पटक सिन्का भाँचे, धुलामा ओँला धसारेर कलिला छाला उप्काएँ, त्यति मात्र होइन, बिहानको शीत बटुकामा थापेर त्यसमा ओँला चोबलेर, दुइगामा रगटेर अक्षर लेख्दा रगत छरछरी बगाएकी थिएँ । साँच्चै त्यो सबै गर्नाको पछाडि कुनै खास कारण थियो भने अक्षर लेख्न जान्नु वा चिन्नु थियो । त्यो अहिले पूरा भएको थियो । पूरा हुँदा म आफैँले माटो आकाशतिर हानेर धुलैधुलो बनेकी थिएँ । त्यस दिन मैले जानेको कुरो सबैले देखेनू भनेर धूलामा निकै ठूलो क लेखेर राखेकी थिएँ तर मेरो अक्षर हेर्न त परै जाओस्, उल्टै त्यसमाथि टेकिदिएर नामेट बनाइदिए अर्थात् मेरो पहिलो अक्षर 'क कसैले नदेखी मेटिएर गयो । आखिर जिन्दगी नै नामेटजस्तै भएको मान्छेलाई एकपछि अर्को चोट सहन त बानी नै परिसकेको हुँदो रहेछ । म पनि त्यही बानी परिसकेको मान्छेभित्रकै मान्छे थिएँ, मेरो खुशीमा खुशी हुने मान्छे कोही थिएन, दुःखमा पनि दुःखी हुने कोही थिएन । त्यस दिन मैले खुशीले लेखेको अक्षर जुताले कुल्चिदिँदा मन नराम्रोसँग चिरियो । त्यसको अनुभूति अरूसँग प्रकट गर्दा चिच्याएर गरे किनभने मलाई त्यो कुरो अति असह्य भयो ।



TRIBHUVAN UNIVERSITY

Faculty of Education

2082 (New Course)

Master /4th Semester

Symbol No.:

Eng.Ed.543 Translation and Translanguaging

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

- Idiomatic translation makes every effort to of the source language text in the natural form of the receptor language.
a. communicate the meaning b. share the same form
c. convey the idiom d. express an ideology
- Euphemism is the substitution of a word or a phrase to avoid realities in communication.
a. pleasant b. unpleasant
c. delightful d. soporific
- When a fiction is changed or translated into a film, it is called an
a. interlingual translation b. intersemiotic translation
c. intralingual translation d. intentional translation
- The functionalist German linguist Hans Vermeer's skopos's theory is concerned with the of translation.
a. process b. theory
c. strategies d. purpose
- When the translator values literary system, artistic system, religious tradition, cultural aspects, and political system, it is called a
a. polysystems theory b. aesthetic theory
c. literary theory d. philosophical theory

- Who is the main manipulator in the process of translation work?
a. The SLT author b. The translator
c. The SLT readers d. The TLT translators
- Hermeneutic approach to translation is concerned with of the prominent texts.
a. description b. narration
c. interpretation d. explanation
- Translanguaging argues that the learners' first language can _____ the acquisition / learning of the second / target language.
a. disturb b. support
c. deviate d. hinder
- An equivalence is a expression in the target language for a linguistic unit in the source language.
a. parallel b. contrastive
c. descriptive d. concluding
- In the _____ bilingualism; a person learns two languages in the same context where they are used concurrently, so that there is a fused representation of the languages in the brain supported by bilingual parents or parents from different linguistic backgrounds.
a. coordinate b. subtractive
c. compound d. sequential



TRIBHUVAN UNIVERSITY

2082 (New Course)

Master/ Education /4th Semester

Full Marks: 40

नेपा.शि. ५४५ भाषिक सम्पादन कला

Time: 3 hrs.

विद्यार्थीहरूले सोधिएका प्रश्नहरूको उत्तर लेख्न सकेसम्म मौलिक तरिकाले लेख्नुपर्दछ ।

सबै प्रश्नहरूको उत्तर दिनुहोस् । समूह "ख" ६ X ५ अङ्क = ३०

- व्यावहारिक र सृजनात्मक अभिव्यक्तिमा के भिन्नता छ ? उल्लेख गर्नुहोस् ।
- भाषा सम्पादनको प्रयोजन स्पष्ट पार्नुहोस् ।

अथवा

विषयवस्तु सम्पादनको परिचय दिई यसका विशेषता लेख्नुहोस् ।

- पाण्डुलिपि सम्पादनको प्रारम्भिक चरणमा गरिने कार्यको परिचय दिनुहोस् ।
- भाषासम्पादनका आधारभूत पक्षको चर्चा गर्नुहोस् ।

अथवा

विषय, चित्र र शैली अनुकूल भाषा सम्पादन गर्दा के के कुरामा ध्यान दिनुपर्छ ? उल्लेख गर्नुहोस् ।

- दिइएको कवितांशलाई पूर्वापर सङ्गतिको संरचना मिल्ने गरी व्याकरणिक

अनुच्छेदमा बदल्नुहोस् :

हामी जतिसुकै माथि उठौं,

जतिसुकै यताउति दगुरौं,

जतिसुकै ठुलो स्वरमा गर्जौं

तर, हामी फगत् पानीको थोपा हौं

पानीका निर्बलिया थोपा

जो सूर्यद्वारा माथि उचालिन्छौं

र बादल बन्छौं

हावाका इसारामा यताउति दगुछौं

र आफूलाई गतिशील भन्छौं ।

- छपाइ शुद्धिका चिह्नको प्रयोग गरी तल दिइएको अनुच्छेदको पुनर्लेखन गर्नुहोस् :

ज्यादै दर लागदो छ यो कसम टोलमा बसेको घेरै भो मलाई सब याहा छ यस घरको बारेमा । यी कोठामा तिलकमान काजी साहेब बस्नुहुन्थ्यो । म बारम्बार काम कुरा मा यहाँ आउनेजाने गर्थे । त्यहाँ को ठामा दुलहीसाहेब पनि बस्नुहुन्थ्यो । तेई दराजमा बुझ्नुहुन्थ्यो पनि हाल्नु हुन्थ्यो दुलही साहेब निमै राम्री हुनुहुन्थ्यो । दुलही अन्माएर न्यायेको दीनमा पनि म याँहाँ काम गर्न थिए आकी ।



TRIBHUVAN UNIVERSITY

Faculty of Education

2082 (New Course)

Master/ 4th Semester

Symbol No.:

नेपा.शि. ५४५ भाषिक सम्पादन कला

समूह "क"

१० × १ अङ्क = १०

सबै प्रश्नहरूको उत्तर दिनुहोस् । सर्वोत्त उत्तरमा रेखा (✓) चिन्ह लगाउनुहोस् ।

१. सङ्गठित संरचना र मानक भाषा अनिवार्य मानिने अभिव्यक्ति कुन हो ?
क) सामान्य ख) सिर्जनात्मक
ग) प्राज्ञिक घ) व्यावहारिक
२. प्राज्ञिक लेखनमा तथ्यको प्रमाणीकरण गर्ने प्रमुख आधार के हो ?
क) विषयवस्तु ख) भाषिक संरचना
ग) भाषाशैली घ) सन्दर्भाङ्कन
३. भाषासम्पादनमा कस्तो सिप अनिवार्य हुन्छ ?
क) प्राविधिक ख) व्यावसायिक
ग) विषयपरक घ) भाषाशैलीगत
४. भाषा सम्पादनको सबैभन्दा प्राविधिक पक्ष कुन हो ?
क) चिह्नप्रयोग ख) भाषिक संरचना
ग) वर्णविन्यास घ) विषयवस्तु
५. विषयवस्तु सम्पादन कार्य किन जटिल र बौद्धिक मानिन्छ ?
क) सामाजिक सन्दर्भमा जोड दिनुपर्ने भएकाले
ख) लेखकीय विचारका सीमामा रहनुपर्ने भएकाले
ग) भाषाशैलीमा एक रूपता ल्याउनुपर्ने भएकाले
घ) संरचना संगठन स्तरीय बनाउनुपर्ने भएकाले
६. आदर सङ्गतिको विचलन कुन कथनमा पाइन्छ ?
क) मैनाली आदर्शवादी कथाकार हुन् । उहाँको 'नासो' कथासङ्ग्रह प्रकाशित छ ।

- ख) मन्त्रीले प्रहरी चौकी उद्घाटन गरे । उनले दातालाई दोसला ओढाए ।
ग) 'सुलोचना' देवकोटाको महाकाव्य हो । त्यो दश दिनमा लेखिएको हो ।
घ) उहाँले दर्शनशास्त्रका किताब लेख्नुभयो । ती पठनीय छन् ।

७. छपाइ शुद्धिमा ' रु ' चिह्नले कुन कुरा सङ्केत गर्छ ?

- क) जोडिएका शब्द छुट्याउने
ख) एक ठाउँका शब्दलाई अर्कातिर राख्ने
ग) अनावश्यक तथ्य हटाउने
घ) अस्पष्ट तथ्यलाई स्पष्ट पार्ने

८. पाण्डुलिपि सम्पादनमा मानदण्डको निर्माण किन गरिन्छ ?

- क) सम्पादनको स्तर र सीमा औल्याउन
ख) भाषिक कमजोरीका क्षेत्रको खोजी गर्न
ग) सम्पादन प्रक्रियाका विधि निर्धारण गर्न
घ) विधागत सघनता र सूक्ष्मता पहिल्याउन

९. सामूहिक सम्पादनमा शैलीपुस्तिकाको आवश्यकता किन पर्छ ?

- क) पाण्डुलिपिमा एकरूपता ल्याउन
ख) विषयवस्तुमा नवीनता खोज्न
ग) कृतिलाई विवादबाट बचाउन
घ) विधागत विविधता सिर्जना गर्न

१०. प्रतिवेदन लेखनको मूल भागमा कुन सूचना रहन्छ ?

- क) विषयसूची ख) उद्धरण
ग) अक्षराकार घ) पृष्ठसङ्ख्या



TRIBHUVAN UNIVERSITY

2082 (New Course)

Master / Education / 4th Semester

Full Marks: 60

Ed.PM.545 Monitoring, Evaluation and Research in Planning and Mgmt.

Time: 3 hrs.

Candidates are required to give answers in their own words as far as practicable. The figures in the margin indicate full marks.

Attempt all questions

Group "B"

6 X 5 marks =30

1. Discuss the concept of monitoring, evaluation and research in planning and management.
2. Explain the system based monitoring and evaluation in planning management.

OR

Discuss the formative evaluation for school improvement.

3. Describe the approaches of research planning.
4. Explain the narrative inquiry method in qualitative research design.

OR

Illustrate the sampling procedures in quantitative evaluation.

5. Explain the use of results and recommendations of evaluation and research.
6. Explain the dissemination of research report in planning management.

Group "C"

2 X 10 marks =20

7. Explain the process of planning for monitoring and evaluation with suitable example.

OR

Explain the Gantt Chart/schedule for monitoring and evaluation in planning management.

8. Discuss the qualitative data collection tools and explain any two of them with suitable example.



TRIBHUVAN UNIVERSITY

Faculty of Education

2082 (New Course)

Master /4th Semester

Symbol No.:

Ed.PM.S45 Monitoring, Evaluation and Research in Planning and Mgmt.

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. Which of the following is the main difference between monitoring and evaluation?
 - a. Monitoring is ongoing, while evaluation is periodic
 - b. Monitoring focuses on outcomes, while evaluation focuses on outputs.
 - c. Evaluation is more technical than monitoring.
 - d. Monitoring is only for government functions.
2. Primary aim of evaluation in education is to
 - a. collect data on students attendance.
 - b. determine the effectiveness and impact of educational programs.
 - c. monitor classroom activities in real time.
 - d. identify students at risk of failing.
3. Key element of effective monitoring in education is
 - a. random selection of data points.
 - b. conducting evaluations only at the end of the year.
 - c. establishing clear performance indicators.
 - d. ignoring stakeholder feedback.
4. Which of the following is common challenge in the monitoring and evaluation process?
 - a. Clear communication of objectives.
 - b. Availability of data
 - c. Resistance from stakeholders
 - d. All of the above
5. What is the first step in planning for monitoring and evaluation?
 - a. Collection of data
 - b. Defining objectives and goals

- c. Analyzing results
 - d. Reporting findings
6. Main characteristics of quantitative research design is
 - a. open-ended questions
 - b. small sample sizes
 - c. thematic analysis
 - d. structured instruments for data collection
7. A potential drawback of using a Gantt Chart in monitoring and evaluation denotes
 - a. It helps in visualizing programme timelines.
 - b. It provides clear communication to stakeholders.
 - c. It can become complex for large programme with many tasks.
 - d. It allows for easy tracking of progress
8. Target population in the planning phase of monitoring and evaluation is to
 - a. ensure that findings are relevant and applicable to the right groups.
 - b. limit the scope of the evaluation
 - c. not necessary to define the target population
 - d. avoid stakeholder involvement
9. What type of research method is commonly used in educational research to gather qualitative data?
 - a. Surveys
 - b. Experiments
 - c. Interviews and focus group discussion
 - d. Standardized testing
10. The purpose of using a control group in experimental research is
 - a. to introduce bias in the experimental study.
 - b. to provide baseline for comparison with the experimental groups.
 - c. to simplify the data collection process.
 - d. to ensure all variables are controlled.

