

TRIBHUVAN UNIVERSITY

2079 (New Course)

Master/ Education /2nd Semester
Ed. 521 Curriculum Practices

Full Marks: 60
Time : 3 hrs

Candidates are required to give their 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 process of integrating indigenous knowledge in curriculum.
2. How do you apply broad fields design approach while developing primary level curriculum.
3. Compare the child centered design with experience centered design.

OR

Elaborate the sequence with its different forms as curriculum design dimension.

4. Analyze the school level curriculum dissemination process of Nepal.
5. Elaborate the metacognitive knowledge as a knowledge dimension.
6. Analyze the relevancy of process model for the development of curriculum in the present Federal democratic context of Nepal.

OR

Compare and contrast Tyler's model and Taba's curriculum development model.

Group "C"

2 X 10 marks =20

7. If you get an opportunity to develop a curriculum in your specialization area, which model or models would you follow to develop a curriculum? Why? How do you link this curriculum to the local context?
8. How do you apply 'Subject - Centered design' dimension while developing new curriculum in your specialization area.

OR

How do you conceptualize the issues of curriculum? Why do you conceptualize in that way? What are the ways of transforming curriculum from decontextual to contextual situation in school education system of Nepal?



TRIBHUVAN UNIVERSITY

2079 (New Course)

Master / Education / 2nd Semester

Full Marks: 60

Ed.522 Education and Development

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. Explain the role of education in economic and social development with appropriate examples from Nepal.
2. Discuss the ideas and practices of the dependency model of development. Give examples from Nepal.

OR

Discuss the unjust practices of Western modern schooling in Nepal from the perspective of marginalized and deprived people. Give appropriate examples.

3. Discuss the key ideas and practices of the post-development. Suggest the nature of education appropriate for post-development? Give examples.
4. Discuss briefly about the basic assumptions of WID, WAD, and GAD. Provide appropriate examples from Nepal.
5. Explain the key ideas of the education for sustainable development. How do you analyze education in Nepal from sustainability perspective? Give examples.
6. What is peace and peace education? How do you analyze the education in Nepal from peace perspective? Give examples

OR

Discuss the role of indigenous knowledge in sustainable development. Give examples from the practices of your locality.

P.T.O

TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master/ Education /2nd Semester
Ed. 522 Education and Development

Full Marks: 60
Time : 3 hrs

Candidates are required to give their 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. How do you conceptualize development? Explain the ideas of economic development giving examples from Nepal.
2. What is financing in education? Why do we need financing in education? Discuss the sources of financing in education in Nepal with examples.

OR

Discuss the pedagogical practices that can be used in the classrooms based on Felder-Silverman's learning styles. How do the styles support to address the learning needs of diversified students in Nepali school classrooms?

3. How do you conceptualize diversity? Discuss its benefits and threats in a school. How do the ideas of inclusive classroom practices facilitate to promote fairness to all students from culturally diversified groups? Explain.
4. Explain the notion of Education for Sustainable Development (ESD). Critically analyze the processes of education in Nepal from the perspective of sustainable development.
5. Introduce social justice approach of planning in education. How do you visualize the planning processes in education milieu in Nepal?

OR

Critically analyze the traditional pedagogies that are under practices in Nepali schools. How do child-friendly pedagogies contribute in social development? Support your thoughts with examples from Nepal.

P.T.O

TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master/ Education /2nd Semester

Full Marks: 60

Ed. PM. 527 Educational Mgmt. Information System

Time : 3 hrs

Candidates are required to give their 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. How can EMIS be used to improve quality and the performance of an educational institution?

OR

Critically analyze the uses of EMIS in the context of Nepal.

2. Why is Spatial Learning needed for school mapping? Describe with examples.
3. Critically analyze the process and use of EMIS in Tribhuvan University.
4. State the principles of Organization for Economic Co-operation and Development (OECD) for effective aid and sustainable development.

OR

Critically examine the indicators of School Sector Development Plan (SSDP)

5. Explain the concept of effectiveness. Differentiate personal efficiency and managing efficiency.
6. Describe the steps in the operation of an EMIS with suitable examples.

Group "C"

2 X 10 marks =20

7. "E-networking system is considered as an internal part of education system". Justify.

OR

Critically describe the use of educational network for promoting knowledge base.

8. Identify the major challenges of management to build and use information system in schools.



TRIBHUVAN UNIVERSITY

2079 (New Course)

Master/ Education /2nd Semester

Full Marks: 60

Ed. PM. 527 Educational Mgmt. Information System

Time : 3 hrs

Candidates are required to give their 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. "We can improve school effectiveness and quality of education through better use of information". Justify.
2. Describe any five challenges of using management information system with examples.

OR

Critically analyze the implication of Educational management information system for effective school management.

3. Illustrate the importance of information for school improvement.
4. Examine the indicators of school sector development program (SSDP) with examples.

OR

Describe the role of educational information system for higher education development at Tribhuvan University.

5. Describe the use and importance of global citizenship education (GCE) for peace and security with suitable example.
6. What is spatial learning? How can the school location measure?

Group "C"

2 X 10 marks =20

7. Explain major challenges of E-networking system and analyze the use of E-networking for promoting knowledge.

OR

Describe the principles of Organization for Economic Co-operation and Development (OECD) for sustainable development.

8. What is education indicators? Distinguish between internal and external efficiency of education.



TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master/ Education /2nd Semester

Full Marks: 60

नेपा. शि. ५२५. नेपाली कविता काव्य

Time: 3 hrs.

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

सबै प्रश्नहरूको उत्तर दिनुहोस् ।

समूह "ख"

६ X ५ अङ्क = ३०

१. शाकुन्तल महाकाव्यको प्रकाशन हुनुपूर्वको समयलाई किन आइसल्यान्डको सर्प तुलना गरिएको हो ?

अथवा

द्वन्द्वविधानका दृष्टिले 'उर्वशी' खण्डकाव्यको विश्लेषण गर्नुहोस् ।

२. पूर्वीय आचार्यहरूले कविताको परिभाषा केकसरी दिएका छन् ? समीक्षा गर्नुहोस् ।

३. आचार्य विश्वनाथका आधारमा पूर्वीय महाकाव्य मान्यताहरूको विवेचना गर्नुहोस् ।

४. 'कालीगण्डकी' कविताको शिल्प तथा संरचना पक्षको विश्लेषण गर्नुहोस् ।

५. 'सुनभैँ हजारचोटि' गजलको मूलभाव प्रस्तुत गर्नुहोस् ।

अथवा

कविशिरोमणि लेखनाथ पौड्यालका काव्यप्रवृत्तिहरूको परिचय दिनुहोस् ।

६. सप्रसङ्ग व्याख्या गर्नुहोस्:

इन्द्रिय घोडा भोगी भोगी

बन्नु छ इन्द्रिय विजयी ।

(उर्वशी खण्डकाव्यबाट)

समूह "ग"

२ X १० अङ्क = २०

७. माध्यमिक कालीन नेपाली कविताका प्रवृत्तिहरूको सोदाहरण चर्चा गर्नुहोस् ।

अथवा

मानवतावादी काव्यका रूपमा 'अश्वत्थामा' नाट्यकाव्यको विश्लेषण गर्नुहोस् ।

८. पात्रविधानका दृष्टिले शाकुन्तल महाकाव्यको समीक्षा गर्नुहोस् ।



TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master/ Education /2nd Semester

Full Marks: 60

नेपा.शि. ५२५, नेपाली कविता काव्य

Time: 3 hrs.

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

सबै प्रश्नहरूको उत्तर दिनुहोस् ।

समूह "ख"

६ X ५ अङ्क = ३०

१. शाकुन्तल महाकाव्यको प्रकाशन हुनुपूर्वको समयलाई किन आइसल्यान्डको सर्प तुलना गरिएको हो ?

अथवा

द्वन्द्वविधानका दृष्टिले 'उर्वशी' खण्डकाव्यको विश्लेषण गर्नुहोस् ।

२. पूर्वीय आचार्यहरूले कविताको परिभाषा केकसरी दिएका छन् ? समीक्षा गर्नुहोस् ।

३. आचार्य विश्वनाथका आधारमा पूर्वीय महाकाव्य मान्यताहरूको विवेचना गर्नुहोस् ।

४. 'कालीगण्डकी' कविताको शिल्प तथा संरचना पक्षको विश्लेषण गर्नुहोस् ।

५. 'सुनभै हजारचोटि' गजलको मूलभाव प्रस्तुत गर्नुहोस् ।

अथवा

कविशिरोमणि लेखनाथ पौड्यालका काव्यप्रवृत्तिहरूको परिचय दिनुहोस् ।

६. सप्रसङ्ग व्याख्या गर्नुहोस्:

इन्द्रिय घोडा भोगी भोगी

बन्नु छ इन्द्रिय विजयी ।

(उर्वशी खण्डकाव्यबाट)

समूह "ग"

२ X १० अङ्क = २०

७. माध्यमिक कालीन नेपाली कविताका प्रवृत्तिहरूको सोदाहरण चर्चा गर्नुहोस् ।

अथवा

मानवतावादी काव्यका रूपमा 'अश्वत्थामा' नाट्यकाव्यको विश्लेषण गर्नुहोस् ।

८. पात्रविधानका दृष्टिले शाकुन्तल महाकाव्यको समीक्षा गर्नुहोस् ।



TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master/ Education /2nd Semester
Eng. Ed. 529 Language, Society and Power

Full Marks: 60
Time : 3 hrs

Candidates are required to give their 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. Define sociolinguistics and describe its scopes.
2. Present your view on 'cultural imperialism in science, the media and education.
3. What are the process of language standardization? Explain them.

OR

Discuss the similarities between Pidgin and Creole.

4. Discuss different approaches to the analysis of speech acts.
5. What is the current status of sociolinguistic research in Nepal? Present an overview of it.

OR

State the problems of a multilingual society in Nepal.

6. Describe the notion of endangered languages. Make a list of five different endangered languages of Nepal. Also present any three recommendations to preserve them.

Group "C" 2 X 10 marks =20

7. 'Language variation is one of the most crucial issues in sociolinguistics'. Explain the statement with examples.
8. Present different views on 'speech community' and explain your own attitude towards the definitions of speech community.

OR

Write an essay on 'language planning and development'.



TRIBHUVAN UNIVERSITY

2079 (New Course)

Master/ Education /2nd Semester
Ed. PM. 525 Recent Trends in EPM

Full Marks: 60
Time : 3 hrs

Candidates are required to give their 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. How does virtual learning environment support the teaching and learning situation? Explain.
2. Re-engineering Management (REM) is important in education. Justify this statement.

OR

Explain the basic principles of Total Quality Management (TQM).

3. Describe the concept of Management dimension with examples.
4. Compare the advantages of increased cooperation with industry and business.

OR

How do you manage training for individual in institution? Explain.

5. Why power is important in cultural studies? Explain.
6. Explain the concept of pluralism in educational planning with examples.

Group "C"

2 X 10 marks =20

7. Explain the cultural turn and development paradigm in educational planning.

OR

Explain the issues and challenges for educational development.

8. Elaborate strategies planning for change management with examples.



TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master/ Education /2nd Semester
Ed. PM. 525 Recent Trends in EPM

Full Marks: 60
Time : 3 hrs

Candidates are required to give their 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. Differentiate between physical learning environment and virtual learning environment.
2. Explain the practices of micro educational planning in school education.
3. Explore the need of zero based budgeting (ZBB) in Education.

OR

State the concept of planning, programming budgeting system in Education.

4. Explain restructuring of department into cost effective centers.
5. "Changing institution into learning organization". Explain.

OR

Assess the need of training for individual in organization.

6. Find out the ways to use research result in planning and management.

Group "C" 2 X 10 marks =20

7. Explain the Glocalization approach to planning in Education with examples.

OR

Explain evolutionary and devolutionary approach to Planning and Management.

8. Explain the concept and use of QAA in educational planning and management.



TRIBHUVAN UNIVERSITY

2079 (New Course)

Master/ Education /1st Semester

Full Marks: 60

Ed.PM. 515 Planning Education For Change

Time: 3 hrs

Candidates are required to give their 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. Describe in brief the chronological mile stone of educational planning.
2. State the issues of educational planning.
3. Explain the key concept of change in education.

OR

How can educational planning be reached to served group of children? Explain.

4. Why is it necessary to consider micro level planning in education?

OR

Differentiate between diversity planning and strategic planning.

5. Explain the need of economic parameter to use in educational policy planning.
6. Explain the glocalization approach to educational planning.

Group "C"

2 X 10 marks =20

7. Elaborate your understanding on planning for people. Also explain right based approach in educational planning.
8. "Diversity planning as an instrument to promote access, equity and quality of education". Explain this concept with example.

OR

Why is it necessary to consider Macro-leadership and Micro management in planning? Explain.



TRIBHUVAN UNIVERSITY

2079 (New Course)

Master/ Education /1st Semester

Full Marks: 60

Ed.PM. 515 Planning Education For Change

Time: 3 hrs

Candidates are required to give their 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

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2. State the issues of educational planning.
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8. "Diversity planning as an instrument to promote access, equity and quality of education". Explain this concept with example.

OR

Why is it necessary to consider Macro-leadership and Micro management in planning? Explain.



TRIBHUVAN UNIVERSITY

2079 (New Course)

Master/ Education /2nd Semester
Ed. 521 Curriculum Practices

Full Marks: 60
Time : 3 hrs

Candidates are required to give their 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 process of integrating indigenous knowledge in curriculum.
2. How do you apply broad fields design approach while developing primary level curriculum.
3. Compare the child centered design with experience centered design.

OR

Elaborate the sequence with its different forms as curriculum design dimension.

4. Analyze the school level curriculum dissemination process of Nepal.
5. Elaborate the metacognitive knowledge as a knowledge dimension.
6. Analyze the relevancy of process model for the development of curriculum in the present Federal democratic context of Nepal.

OR

Compare and contrast Tyler's model and Taba's curriculum development model.

Group "C"

2 X 10 marks =20

7. If you get an opportunity to develop a curriculum in your specialization area, which model or models would you follow to develop a curriculum? Why? How do you link this curriculum to the local context?
8. How do you apply 'Subject - Centered design' dimension while developing new curriculum in your specialization area.

OR

How do you conceptualize the issues of curriculum? Why do you conceptualize in that way? What are the ways of transforming curriculum from decontextual to contextual situation in school education system of Nepal?



TRIBHUVAN UNIVERSITY

2079 (New Course)

Master / Education / 2nd Semester

Full Marks: 60

Ed.PM.529 Theory and practices of Non Formal Education 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 are changes brought by different modalities of Non Formal Education (NFE) in community? Discuss with example.
2. Discuss on NFE policies and programs of India.
3. Mention the various Life Long Learning practices in USA and Japan.

OR

Critically analyze the Non Formal Education (NFE) program of China.

4. How do you differentiate isolated model of literacy with integrated one? Discuss with examples.
5. Define rural development and mention it's social indicators.

OR

Mention the role of NFE in rural development.

6. Critically analyze the media based education practice in Nepal.

Group "C"

2 X 10 marks =20

7. Critically analyzed the issues and challenges of NFE in Nepal? How do you suggest to overcome them?
8. Elaborate the roles of Community Learning Centre (CLC) to achieve the goal of Education For All (EFA) in developing countries like Nepal.

OR

Critically analyze the development of NFE in Asia-pacific region.

Group "C"

2 X 10 marks =20

7. What are the basic assumptions of the actor-oriented approach to development? How do you analyze the development practices in Nepal from this alternative approach to development? Support your argument with examples.
8. How do you conceptualize the notion of sustainable development? Explain the interconnection of social, economic, and environmental sustainability with appropriate examples from Nepal.

OR

Explain the basic assumptions of the framework of peace education. How does peace education enable the transformation of society? Support your argument with examples from Nepal or elsewhere.

Education and development (New)

6. What is peace education? How can we promote peace in the society through education? Discuss with examples.

Group "C" 2 X 10 marks =20

7. Capital formation and mobilization is one of the main aims of economic development. If so, how do you describe the role of education in forming and mobilizing different forms of capitals. Substantiate your thoughts with suitable examples from Nepal.
8. How have you conceptualized the idea of sustainable development? Social, economic, and environmental sustainability are intrinsically linked each other. Justify this statement with examples from Nepal.

OR

How do you explain the notion of peace? Compare and contrast the ideas of material peace and non-material peace linking with education. Give appropriate examples.

Education and development

old

TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (Old Course)

Master /2nd Semester

Symbol No.:

Eng.Ed.527 Critical Discourse Analysis

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. The term "discourse analysis" was introduced by.....
 - a. Zellig Harris
 - b. Hymes
 - c. Halliday
 - d. Goffman
2. Which of the followings is not true regarding 'statements'?
 - a. Set of statements grouped under different discursive framework constitute an episteme.
 - b. Statements are building blocks of discourse.
 - c. There is no one-to-one correspondence between a statement and a sentence/utterance.
 - d. Statements can be produced by all people equally.
3. Which of the followings determines the circulation and existence of discourse?
 - a. Exclusion
 - b. Commentary
 - c. Epistemic break
 - d. Archive
4. What does reflexivity mean in conducting humanistic/ethnographic critical discourse analysis?
 - a. It refers to maintaining trust with the participants.
 - b. It refers to having answers to questions that others have about the analysis.
 - c. It refers to thinking about benefits and implications of critical analysis not discourse.
 - d. It refers to raising awareness of research participants about hidden ideologies in their practices..
5. Which of the followings does not characterize discourse historical approach?
 - a. The approach interdisciplinary in terms of theory, research problem, and research team.
 - b. It follows eclecticism in the selection of theories and methods.
 - c. It incorporates fieldwork and ethnography in collecting data.
 - d. It always uses fixed set of categories for the analysis of discourse.
6. Which of the following notions is **NOT** associated with the critical discourse analysis?
 - a. Power
 - b. Ideology
 - c. Domination
 - d. Exploration
7. According to multidisciplinary CDA, which of the followings is not true regarding social cognition?
 - a. Social cognition refers to knowledge, attitude, ideologies, norms and values of people living in a particular society.
 - b. Social cognition helps the members of a society to produce and understand discourse.
 - c. Social cognition can be expressed directly or indirectly.
 - d. Social cognition shows cognitive level of people in a particular society.
8. What characterizes the centralist model of interdisciplinary research?
 - a. In centralist model, one discipline is core discipline and ideas from other disciplines are incorporated in peripheral manner.
 - b. In this model, two disciplines are brought together as equal partners.
 - c. This model gives priority to triangulation of information.
 - d. This model brings researchers from different disciplines together to solve a research problem.

P.T.O

TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master / Education / 2nd Semester

Full Marks: 60

Eng.Ed.527 Critical Discourse Analysis

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 discourse analysis? Describe it from various perspectives.
2. Differentiate between discourse and ideology.
3. A critical discourse analyst can be a social change agent. Justify this statement.
4. Critical discourse does not follow a single theoretical approach or a single methodology. Explain this statement with suitable examples.
5. What are the implications of critical discourse analysis in language teaching?

OR

What are the major aims of critical discourse analysis? Are they achievable? Discuss.

6. Describe dialectical-relational approach to critical discourse analysis.

OR

What is discourse historical approach? How does it differ from other approaches in terms of its method of data collection and sources of data?

Group "C"

2 X 10 marks =20

7. How does Fairclough's social-scientific approach describe the relationship between the discourse and society? Explain the steps that are adopted while analysing discourse following this approach.

OR

What is transdisciplinary approach to CDA? How can CDA be enhanced through transdisciplinary dialogue?

8. Analyse the following discourse critically. The following questions might guide your analysis: Does the discourse represent the reality or deviates from it? Why do you think the speaker chooses to present the reality the way he did? What linguistic features has he utilized to achieve his purpose? What information has not been presented?

Nearly one million children in Nepal are benefitting from early childhood education and development programs through more than 36 thousand ECD centers across the nation. These children get opportunity for holistic development and they are prepared for school through these centers. Currently 84 per cent of the children below 5 years of age have received opportunity of early childhood development and education. Due to the success of ECD programs, net enrollment rate of the children between 1 to 5 years has reached 97 percent. Programs such as day lunch for the EDC children, provision of adequate number of teachers in such centers, and building of infrastructures have supported these efforts. Enhancing quality of these centers has remained our priority now.

ECD has already been coupled with basic education and mainstreamed in the education system of the country. We have now the challenge of enhancing quality of ECD centers and implementation of programs targeted to the children below 4 years of age. All the stakeholders involved in this important sector have the responsibility to expand their activities, enhance quality of their programs and improve delivery.

I may underline that Nepal had achieved a number of child-related millennium development goals, including the child

TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (Old Course)

Master/2nd Semester

Symbol No.:

Ed. PM. 527 Educational Management Information System

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. Outcome indicators are:
 - a. Employment, earning, status and behavioural changes
 - b. Employment, earning, status and cognitive development
 - c. Employment, earning, status and user time
 - d. Employment, earning, status and emotional development
2. MIS emphasis on:
 - a. What question
 - b. How question
 - c. Where question
 - d. When question
3. Which of the following is not the characteristics of a good education indicator?
 - a. A future value
 - b. A standard value
 - c. The values for other groups
 - d. A previous value
4. Which map is appropriate for school mapping in the context of EMIS?
 - a. Small scale
 - b. Thematic
 - c. Large scale
 - d. Non-thematic
5. The most important stage of EMIS is
 - a. collection of data
 - b. processing of data
 - c. analyzing of information
 - d. transformation of data
6. The potential effectiveness of a person in his/her role is
 - a. role efficiency
 - b. personal efficiency
 - c. managing efficiency
 - d. organizational efficiency
7. Which of the following is not the issues of EMIS?
 - a. Duplication
 - b. Sustainability
 - c. Quality
 - d. Relevancy
8. Which of the following is the principle body of the Organization for Economic Cooperation and Development (OECD)?
 - a. development assistance body
 - b. good governance body
 - c. development assistance committee
 - d. capacity building committee
9. Which of the following can be considered as process indicator?
 - a. Admission to upper class
 - b. Rate of drop out
 - c. Rate of grade repetition
 - d. Student's time and task
10. Which document addresses right to information in Nepal?
 - a. Information Act and policy
 - b. Education Act and regulations
 - c. National Development Plan
 - d. National Education plan



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (New Course)

Master/2nd Semester

Symbol No.:

Ed. PM. 527 Educational Management Information System

Group "A"

10 X 1 mark =10

Tick (✓) the best answers

Attempt all questions

1. Spatial learning is:
 - a. The capacity to understand and remember the spatial relation among people
 - b. The capacity to understand and remember the spatial relation among community
 - c. The capacity to understand and remember the spatial relation among regions
 - d. The capacity to understand and remember the spatial relation among objects
2. Which of the following is not conceptual view of an MIS?
 - a. Use of database and knowledge base
 - b. Information system
 - c. Use of social database knowledge
 - d. Application of principles
3. Strategy means:
 - a. Action
 - b. Steps for action
 - c. Working style
 - d. Effective application
4. Which of the following can be considered as process indicator?
 - a. Student time and talk
 - b. Admission to further class
 - c. Rate of grade repetition
 - d. Rate of dropout
5. Teacher management information system is related to:
 - a. Personalized database
 - b. Group database
 - c. Organizational database
 - d. Students database
6. Which of the following is the principle body of Organization for Economic Co-operation and Development (OECD)?
 - a. development assistance body
 - b. good governance body
 - c. development assistance committee
 - d. capacity development committee
7. Which map is appropriate to school mapping?
 - a. Large scale map
 - b. Small scale map
 - c. Thematic map
 - d. Middle scale map
8. University Grants Commission (UGC) mainly concerned with:
 - a. Quality development of university
 - b. Physical development of university
 - c. Financial development of university
 - d. Quality assurance and accreditation
9. Twitter is one of the most.....
 - a. popular tool for students
 - b. popular device for teacher
 - c. popular services in micro-blogging
 - d. popular services in macro-blogging
10. EMIS is closely related to:
 - a. Information related to educational management
 - b. Information related to public administration
 - c. Information related to social development
 - d. Information related to social and policy development



TRIBHUVAN UNIVERSITY
Faculty of Education
2079 (Old Course)

Master/2nd Semester

नेपा.शि. ५२६ आधुनिक नेपाली निबन्ध र समालोचना

Symbol No.:

समूह "क"

१० × १ अङ्क = १०

सबै प्रश्नहरूको उत्तर दिनुहोस् । सर्वोपयुक्तउत्तरमा रेजा (✓) चिन्ह लगाउनुहोस् ।

- भावुकता प्रबल भएको निबन्धको स्वरूप कस्तो हुन्छ ?
(क) विचारात्मक (ख) भावात्मक
(ग) वर्णनात्मक (घ) विवरणात्मक
- नेपाली निबन्धमा आत्मपरकताको आमन्त्रण गर्ने निबन्ध कनू हो ?
(क) भलादमी (ख) निद्रा
(ग) पहाडी जीवन (घ) आषाढको पन्ध्र
- 'गौतम बुद्धको चिठी अशोकका नाउँमा' निबन्धको मूल कथ्य के हो ?
(क) नेपालको स्वाभिमान र अस्तित्वको रक्षा
(ख) नेपालको सामाजिक, सांस्कृतिक परम्पराको संरक्षण
(ग) भारतीय ज्यादाती र नेपाली निरीहता
(घ) हासोन्मुख मानवताप्रतिको चिन्ता
- नियान्त्रा निबन्धको प्रमुख तत्त्व कुन हो ?
(क) गतिशीलता (ख) चरित्र
(ग) परिवेश (घ) सूचनात्मकता
- मूल शीर्षकका अतिरिक्त उपशीर्षकको प्रयोग गरिएको निबन्ध कुन हो ?
(क) पातालमा विलाउने रोग (ख) इतिहासको पदचाप
(ग) हामी अरुका आंखामा (घ) वरुणको रगत
- हास्यलाई विभिन्न आधारमा वर्गीकरण गर्ने प्रथम पूर्वीय आचार्य को हुन् ?
(क) भामह (ख) भरतमुनि
(ग) जगन्नाथ (घ) विश्वनाथ
- अभियोगकथन भन्नाले के बुझिन्छ ?
(क) अभिव्यक्तिको चित्रात्मक प्रस्तुति

(ख) कुनै साहित्यांशको अनुकरण

(ग) वस्तुको अतिरञ्जनात्मक वर्णन

(घ) मिथ्यारोयको अभिव्यक्ति

८. नेपाली समालोचनाको द्वितीय चरण कहिलेबाट सुरु भएको मानिन्छ ?

(क) वि.सं. १९७९

(ख) वि.सं. १९८९

(ग) वि.सं. १९९८

(घ) वि.सं. १९९९

९. सूर्यविक्रम ज्ञवालीको समालोचकीय प्रवृत्ति कुन हो ?

(क) दोषत्मकता

(ख) सरलता

(ग) ऐतिहासिकता

(घ) तुलनात्मकता

१०. सैद्धान्तिक समालोचनाको सुरुवात गर्ने व्यक्ति को हुन् ?

(क) रामकृष्ण शर्मा

(ख) यदुनाथ खनाल

(ग) सोमनाथ सिग्दाल

(घ) केशव प्रसाद उपाध्याय

TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master / Education / 2nd Semester

Full Marks: 60

Ed.PM.529 Theory and practices of Non Formal Education 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 are the major characteristics of Non Formal Education (NFE) as mentioned by UNESCO? State with suitable examples.
2. Analyze the strong and weak points of NFE programs conducted for girls and women in Nepal.

OR

Mention the points to be considered for the promotion of non formal learning situation in Nepal with example.

3. What are the points to be considered while planning NFE to support integrated rural development thinking of Phillip H. Coombs?
4. What is Sarvodaya? How Sarvodaya was helpful in development of rural village of Sri Lanka?

OR

What are the principles of Paulo Friere? Mention it's relevancy on NFE of Nepal.

5. Discuss on main objectives of NFE in Bangladesh.
6. What do you mean by media based education? Critically analyze the media based education practices in Nepal.

Group "C"

2 X 10 marks =20

7. Critically analyze the policies and programs of NFE in Sri Lanka and deduce conclusion to support Nepalese NFE program.

8. Mention the brief history of life long learning and role of Non Formal education to enhance life long learning opportunities

OR

Discuss on ways of creating life long learning with introducing appropriate life skills in reference to Nepal.



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (New Course)

Master/2nd Semester

Ed. 521 Curriculum Practices

Symbol No.:

Group "A"

10 X 1 mark = 10

Attempt all questions

Tick (✓) the best answers

1. If we define "curriculum as subject matter", this definition incorporates-
 - a. only the subject matter to be taught
 - b. the experiences of learners outside the school
 - c. the hidden learning which is not taught and planned
 - d. the unintended activities
2. The notion of curriculum that regards 'teachers and facilitators' is associated with-
 - a. Curriculum as subject matter
 - b. Curriculum as plan
 - c. Curriculum as experience
 - d. Curriculum as objective
3. According to Tyler which of the following is excluded as the source of curricular objectives?
 - a. Subject matter
 - b. Subject experts
 - c. Contemporary society
 - d. Learners
4. Participants obtain more opportunity of interaction while designing curriculum in -
 - a. means-ends model
 - b. process model
 - c. grassroot model
 - d. Dynamic model
5. Knowledge has structure, and it involves procedures, concepts and criteria. This is the notion of
 - a. dynamic model
 - b. process model
 - c. scientific model
 - d. naturalistic model
6. In Bloom's revised taxonomy Knowledge of one's own cognition is associated with -
 - a. Factual knowledge
 - b. Conceptual knowledge
 - c. Procedural knowledge
 - d. Metacognitive knowledge
7. If the student can distinguish and discriminate relevant information from irrelevant information, this ability falls under
 - a. organization level
 - b. analyses level
 - c. creation level
 - d. apply level
8. If the curriculum provides recurring and regulating opportunity for some specific knowledge and skills to be practiced and developed, this is associated with
 - a. integration
 - b. continuity
 - c. chronological leaning
 - d. articulation and balance
9. Learning is not the acceptance of the information from the knowledge authority. This is the notion of -
 - a. experience - centered design
 - b. process design
 - c. humanistic design
 - d. child - centered design
10. Gender friendly curriculum intends to maintain
 - a. Equity in education
 - b. Disparity in achievement
 - c. Equal opportunity in education
 - d. One - size fits all

TRIBHUVAN UNIVERSITY

Faculty of Education

2079 (Old Course)

Master /2nd Semester

Symbol No.:

Ed.PM.529 Theory and practices of Non Formal Education

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. Horizontal relationships between learner and trainer is the characteristic of..
 - a. Formal education
 - b. Informal education
 - c. Lifelong education
 - d. Nonformal education
2. The UNESCO report related to lifelong education, published on 1972 was named...
 - a. Learning to be
 - b. ATLP-CE
 - c. Education for all
 - d. Karachi report
3. According to Vedic system of education which Aashram is considered for obtaining education?
 - a. Grihasthashram
 - b. Brahmacharyasram
 - c. Vanprasthashram
 - d. Sanyashashram
4. In present context, what effort should be made to overcome the limitations of formal education?
 - a. Making learning more rigid and boundless.
 - b. Bringing education under the access of underprivileged groups.
 - c. Making learning process more teacher centred.
 - d. Making education system more elite oriented.
5. Critical perspective of Paulo Freire is also known as..
 - a. Humanistic thinking
 - b. Structural thinking
 - c. Functional thinking
 - d. Empirical thinking
6. Which one of the following is not considered Village Development Activity as mentioned in Sarvodaya Movement?
 - a. Capacity building of community
 - b. Applied research
 - c. Youth movement
 - d. Agricultural development
7. Which one of the following is not economic indicator of community development?
 - a. Difference between male and female literacy
 - b. Per capita income
 - c. Distribution of population by sectors of employment
 - d. Production and distribution system
8. Folk school does not give emphasis to
 - a. Credit course
 - b. Environment building for non-competitive life long learning
 - c. Promotion and conservation of knowledge & skills of past and present
 - d. Emphasizing inter-generational learning approach
9. Modern meaning of literacy gives emphasis to seven R's it means Reading, writing, reasoning, right, responsibility, recreation and
 - a. Roleplay
 - b. Rural development
 - c. Relationship
 - d. Realization
10. Sarva Shikshya Abhiyan (SSA) is the Non Formal Education program of
 - a. Bangladesh
 - b. India
 - c. Sri Lanka
 - d. Pakistan



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (New Course)

Master/2nd Semester
Ed. 521 Curriculum Practices

Symbol No.:

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

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TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (Old Course)

Master /2nd Semester

Symbol No.:

Ed.521 Curriculum Practices

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. "A child in the classroom chooses food, tastes it and learns that the food is delicious". Which definition of curriculum does this activity reflect?
 - a. Curriculum as subjects
 - b. Curriculum as objectives
 - c. Curriculum as experiences
 - d. Curriculum as system
2. Which statement is true about curriculum as a 'system'?
 - a. Curriculum should consist of experiences gained by learners in school
 - b. Curriculum should consist of permanent studies (subjects)
 - c. Curriculum should consist of fundamentals for contemporary society
 - d. Curriculum should consist of input-process-output
3. What would be the first step of curriculum development?
 - a. Establishing philosophy
 - b. Assessing the needs
 - c. Defining Goals
 - d. Designing a plan
4. Which learning theory suggests that learners' mind should be trained by teaching difficult and traditional subjects.
 - a. Mental disciplined theory
 - b. Behaviorist theory
 - c. Need structured theory
 - d. Gestalt theory
5. What does standard based curriculum emphasize on?
 - a. Students have to gain traditional knowledge
 - b. Students can learn whatever they are interested in
 - c. Students have to gain core academics
 - d. Students have to be efficient in social norms
6. Why rebalancing the standard based curriculum is important?
 - a. To lessen achievement gap among students
 - b. To reduce the cost of national education
 - c. To ensure high achievement of certain group
 - d. To make learning objectives flexible
7. If curriculum on local issues is to be developed, which dissemination model would be most appropriate?
 - a. Center periphery model
 - b. Research Development and Diffusion model
 - c. Problem solving model
 - d. Social interaction model
8. According to Walker's model, platform phase is about
 - a. Designing the program
 - b. Implementing the program
 - c. Deciding about the program
 - d. Collecting ideas and views for the program
9. Which is major assumption of organizational development model of curriculum changes?
 - a. It is natural that teachers do not adopt the new curriculum easily
 - b. Successful implementation need group and inter group process
 - c. Successful implementation depends on how teachers perceive new curriculum
 - d. Successful implementation depends on the facilities teachers get
10. Most of the Nepalese schools have faced the problem with the content on sex education. With which criteria of selecting content, this problem is best related to
 - a. Criteria of social realities
 - b. Criteria of significance
 - c. Criteria of validity
 - d. Criteria of authenticity



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (Old Course)

Master/2nd Semester

Symbol No.:

Ed. PM. 525 Recent Trends in Education Planning and Management

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

- Centralized participants is the variety of:
 - Rolling planning
 - Macro planning
 - Micro planning
 - Megha planning
- Web-based plate form for the digital aspects of learning environment is related to:
 - Social learning environment
 - Physical learning environment
 - Virtual learning environment
 - Mental learning environment
- Increasing employee involvement in the planning and controlling activities is a management technique of:
 - Management by objectives (MBO)
 - Zero based budgeting (ZBB)
 - Total Quality Management (TQM)
 - Re-engineering Management (REM)
- Which of the following is the process of groups of acting together?
 - Communication
 - Co-operation
 - Commitment
 - Collaboration
- The Gross National Happiness (GNH) is philosophy that guides the government of:
 - Nepal
 - India
 - Bhutan
 - Bangladesh
- International Trade, Investment, information Technology (IT) and cultures is the concept of
 - Globalization
 - Localization
 - Glocalization
 - Centralization

7. How many criteria of Quality Assurance and Accreditation (QAA) system are in University Grant Commission (UGC)?

- 6
- 8
- 10
- 15

8. Keep an open mind denotes:

- Value creation
- Market Extension
- Negocation
- Flexibility

9. Which of the following is related to Accountability?

- Administrative
- Summative
- Formative
- Diagnostic

10. Devolutionary concept is related to:

- Conceptualization
- Centralization
- Regionalization
- Decentralization



TRIBHUVAN UNIVERSITY

Faculty of Education

2079 (Old Course)

Master/2nd Semester

Symbol No.:

नेपा.शि. ५.२५. नेपाली कविता काव्य

समूह "क"

१० X १ अङ्क = १०

सबै प्रश्नहरूको उत्तर दिनुहोस् । सर्वोपयुक्तउत्तरमा रेजा (✓) चिन्ह लगाउनुहोस् ।

१. कविताको अनिवार्य तत्त्व कुन होइन ?
(क) आख्यान (ख) लय
(ग) विचार (घ) उद्देश्य
२. कौशकाव्य कुन हो ?
(क) ऋतुविचार (ख) तरुण तपस्वी
(ग) मुनामदन (घ) कुञ्जिनी
३. महाकवि लक्ष्मीप्रसाद देवकोटाको पहिलो प्रकाशित कविता कुन हो ?
(क) यात्री (ख) पागल
(ग) पूर्णिमाको जलधि (घ) म त अभागिनी पो भएँ
४. माध्यमिक कालको प्रमुख प्रवृत्ति कुन हो ?
(क) छापाखानाको प्रारम्भ (ख) शृङ्गारिकता
(ग) मोतीमण्डलीको गठन (घ) समस्यापूर्ति कविता लेखन
५. सवाई लेखन कुन कालको विशेषता हो ?
(क) प्राथमिक (ख) माध्यमिक
(ग) उत्तर आधुनिक (घ) आधुनिक
६. 'वयोवृद्ध कोइलीको बिलौना' कवितामा कुन छन्दको प्रयोग गरिएको छ ?
(क) शार्दूलविक्रीडित (ख) अनुष्टुप्
(ग) वियोगिनी (घ) शिखरिणी
७. प्रकृति र मानवजीवनको अन्त्योन्याश्रित सम्बन्ध प्रकट गरिएको कविता कुन हो ?
(क) सुनभैँ हजार चोटि (ख) ज्वरशमना प्रकृति
(ग) पर्वत (घ) रात ढलेको थिएन

८. शाकुन्तल महाकाव्यलाई महाकवि देवकोटाले नेपाली संस्कृति अनुकूल बनाउन महाकाव्यमा थपेको प्रसङ्ग कुन हो ?
(क) कण्व र गौतमी शची तीर्थ जानु
(ख) माछाको पेटमा औँठी फेला पर्नु
(ग) दुष्यन्त नामाङ्कित औँठी श्यामाले फेला पार्नु
(घ) शकुन्तला र दुष्यन्तको गन्धर्व विवाह हुनु
९. 'उर्वशी' खण्डकाव्यमा भोगका पक्षमा आफ्ना विचार अभिव्यक्त गर्ने पात्र को हो ?
(क) कवि (ख) अर्जुन
(ग) इन्द्र (घ) उर्वशी
१०. नाट्यकाव्यको विशेषता कुन होइन ?
(क) अभिनेयात्मकता (ख) काव्यात्मकता
(ग) सङ्क्षिप्तता (घ) गद्यात्मकता



TRIBHUVAN UNIVERSITY

Faculty of Education

2079 (New Course)

Master/2nd Semester

Symbol No.:

Ed. PM. 525 Recent Trends in Education Planning and Management

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. Using computers and the internet in the learning process is a set of
 - a. Physical learning environment
 - b. Virtual learning environment
 - c. Social learning environment
 - d. Psychological learning environment
2. Management dimensions is developed by
 - a. Max Weber
 - b. Douglas McGregor
 - c. Julian Birkinshaw
 - d. Frederic Taylor
3. Recognizes that each and every child can serve as a teacher in vitality important and significant ways at different time is related to
 - a. General school classroom
 - b. Grade - teaching school classroom
 - c. Multigrade teaching school classroom
 - d. Pluralistic school classroom
4. Creating, sharing, using and managing the knowledge and information of an institution is called
 - a. Knowledge Management (KM)
 - b. Strategic Management (SM)
 - c. Total Quality Management (TQM)
 - d. Re-engineering Management (REM)
5. Cultural transformation states:
 - a. Occurs when one assumes that all people within a culture act, think and behave the same way.
 - b. Collective shifting of individual behaviors to support a shared goal.
 - c. All members of a group are categorized as having the same characteristics.
 - d. Widely held but fixed and over simplified image of idea of a particular types of person or thing.
6. Re-engineering Management strategy originally pioneered in the
 - a. early 1690s
 - b. early 1970s
 - c. early 1890s
 - d. early 1990s
7. Which of the following is local Area Wireless Networks?
 - a. WLAN
 - b. WMAN
 - c. WWAN
 - d. WPAN
8. The bottom step of Strategic Management is
 - a. Clarify your vision
 - b. Collect and analyze information
 - c. Evaluate and control
 - d. Devise a strategy
9. A system that offers educators digitally based solutions aimed at creating interactive, active learning environments refers to a
 - a. social
 - b. Physical
 - c. Virtual
 - d. Psychological
10. Principles of a accountability focused on
 - a. Transparency
 - b. efficiency
 - c. effectiveness
 - d. relevancy



TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master/ Education /2nd Semester
Eng. Ed. 525 Linguistics in Application

Full Marks: 60
Time : 3 hrs

Candidates are required to give their 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 various steps of application of linguistics in language teachings.
2. What are the fundamental sources for the genesis of "New Englishes" in the periphery circle? Explain.
3. What is error gravity? How is it determined? Exemplify.

OR

What are the models for non-native Englishes? Critically examine which one model is more plausible in the non-native context such as in Nepal.

4. What is meant by "Becoming appropriate classroom methodology"? Explain with reference to Holliday, A. (2010).
5. What is intercultural communicative competence? What are the major implications of intercultural approach to language education in the non-native context like in Nepal?

OR

What are the views on error correction? Discuss analytically and say which of them is more convincing in second language learning. And why?

6. Write short notes on
 - a. Critical pedagogy
 - b. The "Third way" ideology of English

Group "C"

2 X 10 marks =20

7. What is critical multiculturalism? Discuss in detail its underlying principles following Kubota (1989).

OR

Explain how learning about the classroom and ethnographic action research cycle are inter-related for achieving relatively more appropriate classroom methodology according to Holliday, A. (2010).

8. Make a clear distinction between the following entities:
 - a. Overgeneralization and hypercorrection
 - b. Overt error and covert error
 - c. Linguistic and communicative criteria of error evaluation
 - d. Nationalist and universalist position of language debates.



TRIBHUVAN UNIVERSITY

Faculty of Education

2079 (Old Course)

Master/2nd Semester

Symbol No.:

Eng. Ed. 525 Linguistics in Application

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

- Which of the following is not concerned with the application of linguistics in language teaching?
 - describing a language or dialect
 - selecting and grading linguistic content according to the need of learners
 - preparing pedagogical grammar
 - providing feedback about the teaching context
- The study of "language, work and law" is the domain of
 - sociolinguistics
 - corpus linguistics
 - forensic linguistics
 - language policy and planning
- Productive error occurs
 - while listening
 - while speaking
 - while reading
 - while speaking or writing
- If the error impairs comprehensibility, it is said to be more serious according to
 - linguistic criterion
 - communicative criterion
 - pedagogic criterion
 - attitudinal criterion
- Jiang's study (2000) is concerned with
 - the role of culture in ELT
 - the role of critical educator in ELT
 - the exploration of how culture and language are related
 - the role of popular culture in ELT
- "The argument" Nobody owns English any more. English is nobody's mother tongue. We all native and non-native speakers are alike....

whatever English we speak-Indian or British... we have or should have equal rights as English users" made by

- Harmer (2007)
 - Cook (2003)
 - Kachru (1992)
 - Seidlhofer (2001)
- Achieving appropriate classroom methodology is
 - absolutely possible
 - relatively possible
 - never possible
 - occasionally possible
 - Critical multiculturalism is based on
 - conservative approach
 - liberal approach
 - critical social constructionist approach
 - all of the above
 - ESL countries as argued by Kachru (1992) refer to
 - inner circle
 - outer circle
 - expanding circle
 - periphery circle
 - Which of the following is not true about critical educator?
 - practices critical pedagogy for radical change in education and society.
 - modifies and develops conventional practices in education to support learners learning.
 - helps the students to raise critical consciousness to make violent movement against any form of domination and oppression.
 - helps to develop the equitable and democratic approach to education.



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (Old Course)

Master/2nd Semester

Symbol No.:

Ed. 522 Education and Development

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. One of the key ideas of social development is
 - a. promotion of social cohesion and harmony
 - b. promoting basic requirements of life
 - c. achieving financial goals
 - d. access to better infrastructures
2. Financing of education
 - a. is to make investment of resources for the education of people
 - b. is the process of raising funds, allocating and making expenditure of money for educating people
 - c. is the process of ensuring the right to education of children
 - d. relates to the educational infrastructure development for fulfilling the learning needs of students
3. The learning style proposed by David Kolb is
 - a. learning is transformation of experience
 - b. getting informed from the senses
 - c. memorizing facts
 - d. developing reasoning capacity
4. Diversity is
 - a. differences or variation in terms of culture, language, race, ethnicity, ability and so on.
 - b. mixing together the students from multiple geographical and economic background.
 - c. treating students equally assuming that they learn in the same pace.
 - d. making students-differently able learners.
5. Economic sustainability focuses on
 - a. Equity and participation
 - b. Ecosystem intactness
 - c. Sustained social norms and values
 - d. Sustained economic production and distribution
6. One of the key focuses of education for sustainable development is
 - a. to develop critical thinking among learners so that they will be able to think and act for the need of future generations
 - b. to promote rote memorization
 - c. to generate white color jobs
 - d. to support for production and growth
7. Human resource development approach of educational planning seeks to;
 - a. understand the behavior of the various groups, motivation and development of human resource at all levels
 - b. analyze the operation of labor market both at macro level and sectoral levels
 - c. analyze other forms resources available
 - d. conduct human resource analysis and forecasting
8. Social justice approach is grounded in
 - a. supply and demand
 - b. right based
 - c. input-output relation
 - d. rate of return
9. Peace education emphasizes on;
 - a. teaching and learning about human rights
 - b. teaching and learning sensitivity towards the self and other
 - c. teaching and learning about ecosystem
 - d. teaching and learning about damages of war and disarmament
10. Right based approach to education stresses on;
 - a. equitable quality education
 - b. promoting on child-friendly teaching learning activities
 - c. reformation of assessment practices
 - d. developing child friendly infrastructures



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (New Course)

Master /2nd Semester

Symbol No.:

Ed.522 Education and Development

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. One of the roles of education in growth model of development is
 - a. to enable people to realize their social roles in promoting a just society.
 - b. to make people able to engage in economic activities and contribute in national growth.
 - c. to think about the resource depletion that is hazardous to future generations.
 - d. to empower to overcome cultural coercion.
2. Actor-oriented development stresses
 - a. Promoting social harmony and cohesion.
 - b. Considering the agency of local people in their development.
 - c. Preserving the environment and nature.
 - d. Enlarging the choices of people.
3. In neoliberal education, the government plays the role of
 - a. Increasing education tax.
 - b. Nationalization of education.
 - c. Denationalization of education.
 - d. Enhancing the responsibility of the community in education.
4. Socialist model of development focuses on
 - a. Trickle down approach
 - b. Need-based approach
 - c. Investment, production, and growth
 - d. Equitable and inclusive development
5. The feminist perspective that aligns with the ideas of modernization is
 - a. WID
 - b. GAD
 - c. WAD
 - d. DoW

6. Social sustainability emphasizes
 - a. Intactness of ecosystem and biodiversity.
 - b. Participation, equity, and empowerment.
 - c. Educating people so that they can enhance their freedom of choice.
 - d. Capacitating people to enable them to fulfill their material needs.
7. Right-based approach to development focuses on
 - a. integrating human rights in development processes.
 - b. industrialization and urbanization in a society.
 - c. establishing a cohesive and harmonious society.
 - d. empowerment of people.
8. Which statement explains better about sustainable development?
 - a. It preserves nature from possible hazards from human beings.
 - b. It brings positive changes in society due to the flow of knowledge and skills.
 - c. It focuses on fulfilling the present need of people considering the need of future generations.
 - d. It stresses building the economic resilience of people.
9. Which statement aligns with the idea of indigenous knowledge?
 - a. Knowledge and skills gained through formal schooling.
 - b. Traditional knowledge, skills, beliefs, and worldviews passed down from generation to generation.
 - c. Work-based experiences gained in modern institutions.
 - d. Knowledge accumulated through information and communication technologies.
10. The social peace is achieved through
 - a. Ensuring human rights such as equity, participation, justice, and equality.
 - b. Development of infrastructure.
 - c. Unequal distribution of resources and opportunities.
 - d. Developing interrelationships, interaction, and interdependency.



TRIBHUVAN UNIVERSITY

Faculty of Education

2079 (Old Course)

Master/2nd Semester

नेपा.शि. ५२५ नेपाली कविता काव्य

Symbol No.:

समूह "क"

१० × १ अङ्क = १०

सबै प्रश्नहरूको उत्तर दिनुहोस् । सर्वोपयुक्तउत्तरमा रेजा (✓)चिन्ह लगाउनुहोस् ।

१. कविताको अनिवार्य तत्त्व कुन होइन ?
(क) आख्यान (ख) लय
(ग) विचार (घ) उद्देश्य
२. कोशकाव्य कुन हो ?
(क) ऋतुविचार (ख) तरुण तपस्वी
(ग) मुनामदन (घ) कुञ्जिनी
३. महाकवि लक्ष्मीप्रसाद देवकोटाको पहिलो प्रकाशित कविता कुन हो ?
(क) यात्री (ख) पागल
(ग) पूर्णिमाको जलधि (घ) म त अभागिनी पो भएँ
४. माध्यमिक कालको प्रमुख प्रवृत्ति कुन हो ?
(क) छापाखानाको प्रारम्भ (ख) शृङ्गारिकता
(ग) मोतीमण्डलीको गठन (घ) समस्यापूर्ति कविता लेखन
५. सवाई लेखन कुन कालको विशेषता हो ?
(क) प्राथमिक (ख) माध्यमिक
(ग) उत्तर आधुनिक (घ) आधुनिक
६. 'वयोवृद्ध कोइलीको बिलौना' कवितामा कुन छन्दको प्रयोग गरिएको छ ?
(क) शार्दूलविकीरित (ख) अनुष्टुप्
(ग) वियोगिनी (घ) शिखरिणी
७. प्रकृति र मानवजीवनको अन्योन्याश्रित सम्बन्ध प्रकट गरिएको कविता कुन हो ?
(क) सूनभैँ हजार चोटि (ख) ज्वरशमना प्रकृति
(ग) पर्वत (घ) रात ढलेको धिएन

८. शाकुन्तल महाकाव्यलाई महाकवि देवकोटाले नेपाली संस्कृति अनुकूल बनाउन महाकाव्यमा थपेको प्रसङ्ग कुन हो ?
(क) कण्व र गौतमी शची तीर्थ जानु
(ख) माछाको पेटमा औँठी फेला पर्नु
(ग) दुष्यन्त नामाङ्कित औँठी श्यामाले फेला पार्नु
(घ) शाकुन्तला र दुष्यन्तको गन्धर्व विवाह हुनु
९. 'उर्वशी' खण्डकाव्यमा भोगका पक्षमा आफ्ना विचार अभिव्यक्त गर्ने पात्र को हो ?
(क) कवि (ख) अर्जुन
(ग) इन्द्र (घ) उर्वशी
१०. नाट्यकाव्यको विशेषता कुन होइन ?
(क) अभिनेयात्मकता (ख) काव्यात्मकता
(ग) सङ्क्षिप्तता (घ) गद्यात्मकता

TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (New Course)

Master /2nd Semester

Symbol No.:

Ed.PM.529 Theory and practices of Non Formal Education

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. Incidental leaning situation is closely related to
 - a. Informal context
 - b. Formal context
 - c. Non formal context
 - d. Semi formal context
2. Which of the following premises gives emphasis to supremacy of intelligence?
 - a. Modernism
 - b. Post modernism
 - c. Dualism
 - d. Rationalism
3. Concentization theory emphasised to curriculum based on
 - a. Need
 - b. Theme
 - c. Teacher
 - d. Technology
4. Who has given emphasis to dialectic methodology for teaching and learning?
 - a. J.K. Nyrere
 - b. Paulo Freire
 - c. Harbison
 - d. Monsoor Ahmed
5. Gandhian ideas and buddhist philosophy is the basis of
 - a. Sarvodaya
 - b. Intergrated rural development
 - c. Critical awareness
 - d. Post Modernism
6. According to UNDP which one of the following is not criteria for adult man power development?
 - a. Health and nutrition
 - b. Education
 - c. Employment
 - d. Infant mortality
7. Similar letter approach to literacy was initiated by
 - a. PEP
 - b. BPEP
 - c. CERID
 - d. CEFA
8. Which one of the following is not the resource of open learning?
 - a. Self learning materials
 - b. Correspondence lessons
 - c. Group discussions
 - d. Contact session
9. Which one of the following is not the emphasis of EFA 1990?
 - a. Equitable learning program
 - b. Reaching to unreached groups
 - c. Use of innovation in education
 - d. Promotion of computer assisted learning
10. Which statement is not related to Life Long Learning?
 - a. Learning is continuous process
 - b. Learning is dynamic process
 - c. Learning starts from mature age
 - d. Learning is never ending process



TRIBHUVAN UNIVERSITY

Faculty of Education

2079 (Old Course)

Master/2nd Semester

Symbol No.:

Eng. Ed. 525 Linguistics in Application

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

- Which of the following is not concerned with the application of linguistics in language teaching?
 - describing a language or dialect
 - selecting and grading linguistic content according to the need of learners
 - preparing pedagogical grammar
 - providing feedback about the teaching context
- The study of "language, work and law" is the domain of
 - sociolinguistics
 - corpus linguistics
 - forensic linguistics
 - language policy and planning
- Productive error occurs
 - while listening
 - while speaking
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- If the error impairs comprehensibility, it is said to be more serious according to
 - linguistic criterion
 - communicative criterion
 - pedagogic criterion
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- Jiang's study (2000) is concerned with
 - the role of culture in ELT
 - the role of critical educator in ELT
 - the exploration of how culture and language are related
 - the role of popular culture in ELT
- "The argument" Nobody owns English any more. English is nobody's mother tongue. We all native and non-native speakers are alike....

whatever English we speak-Indian or British... we have or should have equal rights as English users" made by

- Harmer (2007)
 - Cook (2003)
 - Kachru (1992)
 - Seidlhofer (2001)
- Achieving appropriate classroom methodology is
 - absolutely possible
 - relatively possible
 - never possible
 - occasionally possible
 - Critical multiculturalism is based on
 - conservative approach
 - liberal approach
 - critical social constructionist approach
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 - ESL countries as argued by Kachru (1992) refer to
 - inner circle
 - outer circle
 - expanding circle
 - periphery circle
 - Which of the following is not true about critical educator?
 - practices critical pedagogy for radical change in education and society.
 - modifies and develops conventional practices in education to support learners learning.
 - helps the students to raise critical consciousness to make violent movement against any form of domination and oppression.
 - helps to develop the equitable and democratic approach to education.



TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master/ Education /2nd Semester
Eng. Ed. 525 Linguistics in Application

Full Marks: 60
Time : 3 hrs

Candidates are required to give their 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 various steps of application of linguistics in language teachings.
2. What are the fundamental sources for the genesis of "New Englishes" in the periphery circle? Explain.
3. What is error gravity? How is it determined? Exemplify.

OR

What are the models for non-native Englishes? Critically examine which one model is more plausible in the non-native context such as in Nepal.

4. What is meant by "Becoming appropriate classroom methodology"? Explain with reference to Holliday, A. (2010).
5. What is intercultural communicative competence? What are the major implications of intercultural approach to language education in the non-native context like in Nepal?

OR

What are the views on error correction? Discuss analytically and say which of them is more convincing in second language learning. And why?

6. Write short notes on
 - a. Critical pedagogy
 - b. The "Third way" ideology of English

Group "C"

2 X 10 marks =20

7. What is critical multiculturalism? Discuss in detail its underlying principles following Kubota (1989).

OR

Explain how learning about the classroom and ethnographic action research cycle are inter-related for achieving relatively more appropriate classroom methodology according to Holliday, A. (2010).

8. Make a clear distinction between the following entities:
 - a. Overgeneralization and hypercorrection
 - b. Overt error and covert error
 - c. Linguistic and communicative criteria of error evaluation
 - d. Nationalist and universalist position of language debates.



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (New Course)

Master/2nd Semester

Symbol No.:

Ed. PM. 525 Recent Trends in Education Planning and Management

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. Using computers and the internet in the learning process is a set of
 - a. Physical learning environment
 - b. Virtual learning environment
 - c. Social learning environment
 - d. Psychological learning environment
2. Management dimensions is developed by
 - a. Max Weber
 - b. Douglas McGregor
 - c. Julian Birkinshaw
 - d. Frederic Taylor
3. Recognizes that each and every child can serve as a teacher in vitality important and significant ways at different time is related to
 - a. General school classroom
 - b. Grade - teaching school classroom
 - c. Multigrade teaching school classroom
 - d. Pluralistic school classroom
4. Creating, sharing, using and managing the knowledge and information of an institution is called
 - a. Knowledge Management (KM)
 - b. Strategic Management (SM)
 - c. Total Quality Management (TQM)
 - d. Re-engineering Management (REM)
5. Cultural transformation states:
 - a. Occurs when one assumes that all people within a culture act, think and behave the same way.
 - b. Collective shifting of individual behaviors to support a shared goal.
 - c. All members of a group are categorized as having the same characteristics.
 - d. Widely held but fixed and over simplified image of idea of a particular types of person or thing.
6. Re-engineering Management strategy originally pioneered in the
 - a. early 1690s
 - b. early 1970s
 - c. early 1890s
 - d. early 1990s
7. Which of the following is local Area Wireless Networks?
 - a. WLAN
 - b. WMAN
 - c. WWAN
 - d. WPAN
8. The bottom step of Strategic Management is
 - a. Clarify your vision
 - b. Collect and analyze information
 - c. Evaluate and control
 - d. Devise a strategy
9. A system that offers educators digitally based solutions aimed at creating interactive, active learning environments refers to a
 - a. social
 - b. Physical
 - c. Virtual
 - d. Psychological
10. Principles of a accountability focused on
 - a. Transparency
 - b. efficiency
 - c. effectiveness
 - d. relevancy



TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master / Education / 2nd Semester

Full Marks: 60

Ed.PM.528 Educational Resource Management I

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. 'Education as a supplier of human resources.' Explain with example.
2. What is human resource planning in education? Why is it important? Explain.
3. Define recruitment. How does recruitment support for the employee's selection? Mention your argument.

OR

State the processes of selection. How recruitment supports selection? Explain.

4. How training supports the human resource for the better performance in teaching? Justify with example.
5. What are the physical resources in education? How can a teacher use them in teaching learning activities effectively?

OR

State the learning resources management in education. How can a teacher manage learning resource effectively in teaching learning?

6. What are the practices of human resource development processes? Explain them with reference to Nepal.

Group "C"

2 X 10 marks =20

7. Discuss the human resource management. How can we manage educational human resources in Nepalese context.

OR

Critically examine the human resource management in the context of Nepal.

8. Explain the physical resources available in community schools of Nepal. How can they be effectively managed in our schools?



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (Old Course)

Master /2nd Semester

Symbol No.:

Ed.PM.528 Educational Resource Management I

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. The objective of human resource management is:
 - a. Effective utilization of resources
 - b. Dynamic
 - c. Maturity orientation
 - d. Continuity
2. The education as a supplier of human resource is not the solution of:
 - a. Manpower planning
 - b. Education and training
 - c. Self development
 - d. Building relation
3. The most common practices for permanent recruitment of teacher is:
 - a. Internal research
 - b. Advertisements
 - c. Referral
 - d. Recommendations
4. The principle of human resource development is NOT:
 - a. Clear objectives
 - b. Learning principles
 - c. Organizational development
 - d. Continuous process
5. The Components of Human Resources are:
 - a. Acquisition, development, utilization and organization
 - b. Acquisition, development, utilization and motivation
 - c. Acquisition, development, utilization and management
 - d. Acquisition, development, utilization and maintenance
6. Which of the following is not physical resource?
 - a. Tangible asset
 - b. Satisfaction
 - c. Parking
 - d. House
7. The main importance of Human Resource Planning is:
 - a. Optimum utilization of human resource
 - b. Assessing of human resource
 - c. Determination of demand & supply of human resource
 - d. Matching demand & supply of human resource
8. Open learning resources are:
 - a. Online materials
 - b. Books
 - c. Sports materials
 - d. Printers
9. Job description states:
 - a. The duties that the employees must perform
 - b. The environment in which the work is to be carried out
 - c. The employees' duties and responsibility
 - d. Minimum acceptable qualifications that the employee must have
10. Which one is not a major function in human resources planning?
 - a. Communication
 - b. Forecasting
 - c. Planning
 - d. Inventorying



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (Old Course)

Master /2nd Semester

Eng.Ed.528 Reading in English I

Symbol No.:

Group "A"

10 X 1 mark =10

Attempt all questions

Read the text given below and tick (✓) the best answers

Classical Newari dramas are based on stories from the epics and purans. Nearly all of these were written by the Malla Kings during the 17th and 18th centuries. The structures and techniques of these plays were in essentials a part of an old and pervasive type which was to be found from Kathmandu to Cape Comorin. Some of their elements were directly obtained from the Maithili dramas popularized by Vidyapati Thakur. The most predominant interest in these plays are mimetic, musical and operatic (mime, music and dance) rather than strictly dramatic (plot, character, conflict and crisis). A number of these plays are strings of songs with no intervening dialogues-all set to traditional archetypes of ragas and talas.

Classical Newari literature exists mainly in the form of manuscripts-some 100 manuscripts written in older dialects and scripts. They have not yet been even adequately catalogued. So, scholars have hitherto ignored them. This literature may not be of outstanding merit, but it deserves to be studied and analyzed before one passes any judgement on the tradition. Out of some 500 dialects and languages of the Sino-Tibetan family of languages, Newari is one of the five languages with a literary tradition of some age and merit. Although Newari is a Tibeto-Burman language by stock, its literary dialects are deeply influenced by the Indo-Aryan dialects, models and traditions. Just as Newar social and cultural systems are products of a

fusion of two streams, classical Newari literature is the most tangible evidence of the symbiosis between a Tibeto-Burman language and the Indo-Aryan literature culture.

1. The existence of classical Newari literature is closer to
 - a. Older dialects and scripts
 - b. A number of traditional plays
 - c. Love songs and ballads
 - d. Dramas of the Malla regime
2. One of the features of the classical Newari dramas is
 - a. They follow dramatic convention strictly.
 - b. They follow dramatic elements seriously.
 - c. They do not follow dramatic elements seriously.
 - d. They allow dramatic tradition deliberately.
3. Which of the following statements is **not** true about classical Newari dramas?
 - a. The foundations of classical Newari dramas are stories from the epics and purans.
 - b. A number of classical Newari plays are not strings of songs with intervening dialogues.
 - c. Classical Newari dramas are set to traditional archetypes of ragas and talas.
 - d. Some of the dramatic items in classical Newari dramas are derived from the Maithili dramatic convention.
4. The most predominant interest that classical Newari plays include
 - a. Music, melody, metaphor
 - b. Simile, melody, music
 - c. Dance, melody, memorandum
 - d. Mime, music, dance
5. According to the author, one of the reasons to study classical Newari literature is for its
 - a. Prestigious value
 - b. Judgement on the tradition as other literature
 - c. Glorious history
 - d. Memorable identity

P.T.O

TRIBHUVAN UNIVERSITY

2079 (Old Course)

Master / Education / 2nd Semester
Eng.Ed.528 Reading in English I

Full Marks: 60
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 are the drawbacks of our present system of education? Mention any three measures to improve the situation. (What Is Wrong with Our System of Education)
2. How does literature record history? Explain your answer with at least two examples. (Literature and History)

OR

Discuss the theoretical and philosophical foundations of Postmodernism. (Postmodernism and Philosophy)

3. Describe environmental studies. Also discuss its scope and application in the English language teaching at university level. (Definition of Ecocriticism)
4. Does Virginia Woolf strongly support women's position and attack patriarchy? How? (To Cambridge Women)
5. Mention at least two books that you have read during your childhood. Explain the factors that made you read those books and also state the substance of them. (The Lost Childhood)

OR

Justify 'Daffodils' as a typical poem of the romantic age in English literature. (Daffodils)

6. "Creatures are not really selves, they are specific others." Elaborate this statement with reference to the essay 'The Medusa and the Snail'.

Group "C"

2 X 10 marks =20

7. Make a list of the literary authors (any four) who adopted humour and satire as their techniques of writing. And show how they have used such technique in their writing.
8. Discuss the plot structure of the novel 'Things Fall Apart'.

OR

The massacre of the Jews according to the decision of Hitler as a leader of Nazi is a historically remarkable event. How far was it relevant and justifiable to initiate such attempt in history? Does such attempt/event have space in politics at present day world? Discuss.

TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (New Course)

Master /2nd Semester

Symbol No.:

Ed.PM.528 Educational Resource Management I

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (√) the best answers

1. The process of locating and encouraging potential applicants to apply for an existing or an anticipated job openings is called _____.
 - a. selection
 - b. placement
 - c. recruitment
 - d. induction
2. In which of the following method of recruitment, employees are encouraged to recommend the names of their friends working in other organisations for possible vacancy in the near future.
 - a. job posting
 - b. gate hiring
 - c. campus recruitment
 - d. employee referrals
3. Job enlargement, Job enrichment, Job rotation and Job simplifications are the various techniques used in an exercise of
 - a. job analysis
 - b. job rotation
 - c. job enlargement
 - d. Moods
4. Human capital is the _____.
 - a. Knowledge & skill that individuals acquire through their life & use to produce goods, services or ideas for productive purposes
 - b. Sum of people skills, knowledge, attributes, motivation & efforts
 - c. Both a. and b.
 - d. All the achievement of individual and group
5. Human capital plays constructive role in resource management process. What is required for its effectiveness?
 - a. ensuring effective communications
 - b. achieving cultural alignment + formation of mobile team of transition executives
 - c. treating those leaving with same respect and attention as those staying
 - d. achieving cultural alignment, formation of mobile team and treating human capitals.
6. Advantages of e-learning are –
 - a. Self-paced, allows for consistency and incorporates built in guidance
 - b. All trainees ready for e-learning
 - c. Appropriate for leadership and cultural change
 - d. Lesser upfront cost and investment
7. Resources are a group of services and/or assisted programme that are provided to the members of a **community** for free or at an affordable price are called
 - a. Community resources
 - b. Natural resources
 - c. Non refined resources
 - d. Human resources
8. Human Resource Planning HRP. process is –
 - a. A process, by which an organisation ensures that it has the right number & kind of people at the right place, at the right time, capable of effectively & efficiently completing those tasks that will help the organisation achieve its overall objectives
 - b. A process of forecasting an organisation's future demand for & supply of the right type of people in the right numbers
 - c. A sub-system in the total organisational planning & facilitates the realisation of the company's objectives by providing the right type & right number of personnel
 - d. All of the above

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TRIBHUVAN UNIVERSITY

2079 New Course.

Master / Education / 2nd Semester

Full Marks: 60

Ed.PM.528 Educational Resource Management I

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. Illustrate the education resource management system in community schools of Nepal. Draw its implication in school outcomes.
2. How ICT be used as essential educational resource in schools?
3. Sketch the recruitment policy of educational personnel of federal system in Nepal.
4. Discuss the importance and functions of training for educational resource management.

OR

Describe the concept of Career development programs for special target groups. Give the examples of different career programs for special target groups in our context.

5. Analyze the socialization process in relation to human resources in school organizations.
6. Show the interconnection across physical resource management, learning environment with local and national curriculum.

OR

Indigenous community resources in school system can connect the curriculum to the real world. Give your arguments.

Group "C"

2 X 10 marks =20

7. Ensuring equity in educational resource management is most emerging issues in these days. How the principles of ensuring equity can be applicable in education resource management?
8. Explore training and development as essential task for human resource management. Sketch the methods of training and development of human resources in our school organization.

OR

Critically examine the teacher professional development practices in school education system. Analyze the professional development process in relation to educational resources.



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (New Course)

Master/2nd Semester

Ed. 521 Curriculum Practices

Symbol No.:

Group "A"

10 X 1 mark = 10

Attempt all questions

Tick (✓) the best answers

1. If we define "curriculum as subject matter", this definition incorporates-
 - a. only the subject matter to be taught
 - b. the experiences of learners outside the school
 - c. the hidden learning which is not taught and planned
 - d. the unintended activities
2. The notion of curriculum that regards 'teachers and facilitators' is associated with-
 - a. Curriculum as subject matter
 - b. Curriculum as plan
 - c. Curriculum as experience
 - d. Curriculum as objective
3. According to Tyler which of the following is excluded as the source of curricular objectives?
 - a. Subject matter
 - b. Subject experts
 - c. Contemporary society
 - d. Learners
4. Participants obtain more opportunity of interaction while designing curriculum in -
 - a. means-ends model
 - b. process model
 - c. grassroot model
 - d. Dynamic model
5. Knowledge has structure, and it involves procedures, concepts and criteria. This is the notion of
 - a. dynamic model
 - b. process model
 - c. scientific model
 - d. naturalistic model
6. In Bloom's revised taxonomy Knowledge of one's own cognition is associated with -
 - a. Factual knowledge
 - b. Conceptual knowledge
 - c. Procedural knowledge
 - d. Metacognitive knowledge
7. If the student can distinguish and discriminate relevant information from irrelevant information, this ability falls under
 - a. organization level
 - b. analyses level
 - c. creation level
 - d. apply level
8. If the curriculum provides recurring and regulating opportunity for some specific knowledge and skills to be practiced and developed, this is associated with
 - a. integration
 - b. continuity
 - c. chronological leaning
 - d. articulation and balance
9. Learning is not the acceptance of the information from the knowledge authority. This is the notion of -
 - a. experience - centered design
 - b. process design
 - c. humanistic design
 - d. child - centered design
10. Gender friendly curriculum intends to maintain
 - a. Equity in education
 - b. Disparity in achievement
 - c. Equal opportunity in education
 - d. One - size fits all

TRIBHUVAN UNIVERSITY

Faculty of Education

2079 (Old Course)

Master /2nd Semester

Symbol No.:

Ed.PM.529 Theory and practices of Non Formal Education

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

- Horizontal relationships between learner and trainer is the characteristic of..
 - Formal education
 - Informal education
 - Lifelong education
 - Nonformal education
- The UNESCO report related to lifelong education, published on 1972 was named...
 - Learning to be
 - ATLP-CE
 - Education for all
 - Karachi report
- According to Vedic system of education which Ashram is considered for obtaining education?
 - Grihasthashram
 - Brahmacharyasram
 - Vanprasthashram
 - Sanyashashram
- In present context, what effort should be made to overcome the limitations of formal education?
 - Making learning more rigid and boundless.
 - Bringing education under the access of underprivileged groups.
 - Making learning process more teacher centred.
 - Making education system more elite oriented.
- Critical perspective of Paulo Freire is also known as..
 - Humanistic thinking
 - Structural thinking
 - Functional thinking
 - Empirical thinking
- Which one of the following is not considered Village Development Activity as mentioned in Sarvodaya Movement?
 - Capacity building of community
 - Applied research
 - Youth movement
 - Agricultural development
- Which one of the following is not economic indicator of community development?
 - Difference between male and female literacy
 - Per capita income
 - Distribution of population by sectors of employment
 - Production and distribution system
- Folk school does not give emphasis to
 - Credit course
 - Environment building for non-competitive life long learning
 - Promotion and conservation of knowledge & skills of past and present
 - Emphasizing inter-generational learning approach
- Modern meaning of literacy gives emphasis to seven R's it means Reading, writing, reasoning, right, responsibility, recreation and
 - Roleplay
 - Rural development
 - Relationship
 - Realization
- Sarva Shikshya Abhiyan (SSA) is the Non Formal Education program of
 - Bangladesh
 - India
 - Sri Lanka
 - Pakistan



TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (New Course)

Master /2nd Semester

Symbol No.:

Ed.PM.528 Educational Resource Management I

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (√) the best answers

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P.T.O

TRIBHUVAN UNIVERSITY

Faculty of Education
2079 (Old Course)

Master/2nd Semester

Symbol No.:

Eng. Ed. 529 Language, Society and Power

Group "A"

10 X 1 mark =10

Attempt all questions

Tick (✓) the best answers

1. Which of the following is not the type of language planning?
 - a. corpus planning
 - b. status planning
 - c. political planning
 - d. language acquisition planning
2. When a change of topic requires a change in the language used, we have an instance of
 - a. Situational code-switching
 - b. Metaphorical code-switching
 - c. Diglossic code-switching
 - d. Conversational code-switching
3. The 'Creole' develops when
 - a. The people of monolingual area feel it essential to have an auxiliary language.
 - b. The pidgin becomes the language of wider communication.
 - c. The speakers of pidgin use it with minority people.
 - d. The people of minority language use it with the speakers of dominating language.
4. The process of standardization that deals with literary and the writing of grammar is known as
 - a. Selection
 - b. Codification
 - c. Elaboration
 - d. Acceptance
5. Which of the following does not come under the domain of micro-sociolinguistics?
 - a. Sociology of language
 - b. Face to face interaction
 - c. Discourse analysis
 - d. Conversational analysis
6. The term 'subordinate bilingualism' refers to the learning of
 - a. The weaker language through stronger one
 - b. The two languages in separate environment
 - c. The two languages in the same environment
 - d. The development of native like competence
7. The goals of language planning do not refer to.....
 - a. Social goals
 - b. Political goals
 - c. Economic goals
 - d. Language goals
8. The term linguistic 'imperialism' refers to
 - a. Promotion of English
 - b. Standardization of language
 - c. Creolization of pidgin
 - d. Dominance of a language upon another language
9. Who authored the essay "Sociolinguistics in South Africa: A critical overview of current research"?
 - a. Peter Collian
 - b. Dasgupta
 - c. Kirk Hazen
 - d. Rajend Mesthrie
10. In the process of 'language planning', the restoration or elaboration of an indigenous language and its adoption as an official language is called...
 - a. Vernacularization
 - b. Internationalization
 - c. Linguistic pluralism
 - d. Linguistic assimilation



6. Nepal bhasa (in modern sense) belongs tolanguage family.
- a. Indo-European
 - b. Afro-Asiatic
 - c. Niger-Congo
 - d. Tibeto-Burman
7. Which of the following statements shows the status of Newari literature in a more convincing way?
- a. It is a close union of Tibeto-Burman language and Indo-Aryan literate culture.
 - b. It is a sole product of Tibeto-Burman language.
 - c. It is a hotchpotch of Tibeto-Burman and Celtic languages
 - d. It is a sole part of Indo-Aryan culture.
8. The dialects and scripts of classical Newari literature have not yet.....
- a. Adequately written
 - b. Well-understood
 - c. Adequately catalogued
 - d. Well-prescribed
9. What does the text discuss?
- a. The status of Newari literature, particularly dramas
 - b. The status of Nepal bhasa
 - c. The influence of Nepali to Newari
 - d. The influence of Newari to other languages
10. The discussion of the aforementioned text leads to the conclusion that
- a. Each language and its literature exist in its sole foundation.
 - b. Each language and its literature may exist in collaboration with the other languages.
 - c. Language and literature may die if they collaborate with other languages.
 - d. Language and literature do not look for their co-existence.



Reading in english old.

9. Personnel Management is-

- a. A managerial function of planning, organising, directing, controlling, and coordinating the operative functions so that their individual objectives and organisational goals are achieved
- b. A function which deals in recruitment, development, compensation, integration, utilisation & maintenance of people
- c. An aspect of relationship between and among the people and is concerned about their well-beings as individuals and as group
- d. All of the above

10. Which one of the following most closely the term 'learning organization'?

- a. People of all Levels, individually or collectively are continually increasing their capacity to produce results, they care about
- b. A collective ideal, a vision
- c. It promotes culture of Learning, a community of learners, and it ensures that individual learning enriches & enhances the organization as a whole
- d. Collective ideal, collectively continually increasing capacity, promotes culture of learning or a community of learners.



ERIM
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mortality and girl enrollment rate. Our journey to the implementation of the SDGs is built upon those achievements. Nepal is now moving on a trajectory of prosperity and development. The goal is to lead the country to a path of sustainable development. We understand that quality early childhood development will play critical role to attain this national mission.

The Government of Nepal has solemnly promised that no child will be deprived from holistic early childhood development. This can only help realize ECD as basic rights of children as stated in the constitution. Therefore, we have chosen to implement ECD as a national campaign, so that no child of this age group is deprived of this opportunity.

Coordination and building synergy among the government and non-government stakeholders to achieve the results in the field of ECD is important. I am confident that the National Planning Commission, the Ministry of Education, Science and Technology, the relevant ministries, the international development partners, and the civil society organizations will continue their efforts to achieve further effectiveness in this sector.

I reiterate Nepal's commitment towards achieving Sustainable Development goals, in particular its target 4.2 by 2030. For that, the current ECD programs will receive further prominence in the future plans of the Government. We will further develop necessary infrastructures in this sector. Recently approved multi-sectoral nutrition plans will be implemented in coordination with all relevant federal ministries.

(The extract is taken from a address by the then Prime Minister K.P. Sharma Oli to the Asia-Pacific Regional Conference on Early Childhood Development (ECD) and Third Asia- Pacific Regional

Policy Forum on Early Childhood Care and Education (ECCE) in 2018)

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