

**MASTER OF EDUCATION IN EARLY CHILDHOOD DEVELOPMENT (MED IN  
ECD)  
ONE YEAR PROGRAM**


**THE CURRICULUM**



**KATHMANDU UNIVERSITY  
SCHOOL OF EDUCATION  
(KUSOED)  
HATTIBAN, LALITPUR, NEPAL**

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## **PROGRAM PROPOSAL**

Kathmandu University School of Education offers programs in interdisciplinary areas with a special focus on teacher education to develop human resources required for the nation building with special reference to education and pedagogy. To address the shift in the educational processes, the School aims at developing skilled and visionary educational professionals. In the given context, this document discusses the rationale for the program of MEd in ECD (One Year) program, eligibility for the prospective students, program structure, course descriptions and student assessment modalities.

### **Rationale**

Traditionally, children in Nepali societies were cared and taught by their parents, and grandparents at home. They are also responsible for teaching and nurturing them informally. However, this role has now been shifted to formal programs such as day cares, pre-schools and ECD centers because of changes in family structure, working pattern and demography. National Action Plan of Action for Education for All (2004-2015) envisioned commencing seventy-four thousand Child Development Centers across the country. National Policies and Plans made so far after 2004 have duly focused on Child Development Centers for children's holistic development. Now, (2077) in Nepal, there are about 36 thousand four hundred and fifty Child Development Centers run by government and private sectors. Among these, about 30 thousand and thirty nine of them are Community School based, whereas the rest six thousand four hundred and eleven are Institutional School based (Economic Survey, 2077). Various NGOs, INGOs and UN agencies are also supporting for the expansion of ECD programs, however, the limited human resources and the quality of the programs are always questionable. This exposes the reality that there has been an increased demand for early childhood development professionals in Nepal. At this backdrop, in order to streamline expectations and aspirations of parents, children, teachers and promoters of Early Childhood Development and to promote quality care and education as per the demand of the time, there has been a big responsibility of Kathmandu University. Many professionals, including educators, teachers and founders from both the institutional and community schools have been requesting KUSOED to commence a Master Program on Early Childhood Development. Therefore, the School of Education is interested to start an M Ed in Early Childhood Development to cater for the growing need of the nation.

### **Purpose and Objectives**

The purpose of this one year M Ed in Early Childhood Development at Kathmandu University is to prepare professionals (leaders and teachers, educators, entrepreneurs, and trainers) to fulfill the need of the experts in early childhood development in the country. The program intends to produce graduates who are able to:

- lead early childhood development programs;
- develop strategies, manage resources and system and lead effectively early childhood development programs
- teach children of early childhood education adopting contextual principles and methodologies.
- streamline latest pedagogical practices in early childhood education and development
- undertake small-scale need oriented research in the field of early childhood development
- design and deliver courses and activities for early childhood education and development
- develop early childhood education and development related materials required for the changing situation.
- train teachers of early childhood education and development
- implement innovative and creative practices of early childhood education and development relevant to Nepal.

### **Attributes**

- Professionals in Early Childhood Development
- Early Childhood Education Center Developer, Leader and Manager
- Projects and programs designers Early Childhood Education
- Curriculum developer in Early Childhood Education
- Entrepreneurs in Early Childhood Education
- Diversity, finance, human resources, liaison, professional managers
- Educators and trainers in Early Childhood Education
- Material developers in Early Childhood Education

### **Job Prospects**

- Early Childhood Education Centers
- Institutional and Community Schools
- Government offices (Federal, Province and Local levels)

- NGOs and INGOs
- Research institutions
- Educational enterprises

### Duration of the Program

The program is structured so as to complete in one year but offers flexibility. Students are, however, required to complete all the requirements of the program within two years.

### Modality of the Program

The modality of the course delivery of this program will be face to face, online and distance and blended.

<b>Total Courses (27 Cr.)</b>	
<b>Core Courses (6 Cr.)</b>	<ol style="list-style-type: none"> <li>1. EDUC 508: Theory and Practice in Education (3)</li> <li>2. EDUC 509: Research Methodology (3)</li> </ol>
<b>Professional Courses (15 Cr.)</b>	
<i>Specialization courses (12 Cr.)</i>	<ol style="list-style-type: none"> <li>1. EDED 510 Theory and Practice in Early Childhood Development (3)</li> <li>2. EDED 511 Curriculum and Instruction in Early Childhood Development (3)</li> <li>3. EDED 512 Developmental Psychology (3)</li> <li>4. EDED 513 Professional Development in Early Childhood Development (3)</li> </ol>
<i>Elective Courses (3 Cr)</i> <i>(Any one)</i>	<ol style="list-style-type: none"> <li>1. EDED 529 Leadership in Early Childhood Development (3)</li> <li>2. EDED 530 Preschool Pedagogies (3)</li> <li>3. EDED 531 Management of Early Childhood Development Programs (3)</li> <li>4. EDED 532 Individualized Teaching and Learning (3)</li> <li>5. EDED 533 Diversity, Inclusion and Social Justice (3)</li> <li>6. EDED 534 Policy Development, strategic planning and Advocacy (3)</li> <li>7. EDED 535 Preschool, family and Community Relationship (3)</li> <li>8. EDED 536 Action Research (3)</li> <li>9. EDED 537 Economics of Early Childhood Development (3)</li> <li>10. EDED 538 Child Rights (3)</li> </ol>
<b>Practical Courses (6 Cr.)</b>	<ol style="list-style-type: none"> <li>1. EDED 554 Research Project (3)</li> <li>2. EDED 541 Internship (3)</li> </ol>

### Eligibility Requirements

The candidates having a Master's degree in any discipline from recognized university or an institution recognized by Kathmandu University are eligible to apply for the program.

### Structure of the program

This is a two-semester program comprising nine courses of 3-credits each, i.e. 27 credits in total. The program consists of:

- a) Two Core Courses (6-credits)
- b) Five Professional Courses (15-credits)
- c) Two Practical Courses (6-credits).

### Evaluation

The course facilitator assigned with the course will be fully responsible for the evaluation. The in semester; CAS comprises 50% weightage and end semester Paper Based Test (PBT) carries the rest 50%. Students will be graded as per the letter grade system in practice at KU. The grades and their corresponding impression have been presented below.

Grade	A	A-	B+	B	B-	C+	C	F
Grade Point	4.0	3.7	3.3	3.0	2.7	2.3	2.0	Below 2.0
Performance	Outstanding	Excellent	Very Good	Good	Satisfactory	Fair	poor	Fail

In order to pass, a scholar has to maintain at least C in individual course and a Cumulative Grade Point Average (CGPA) 3.0. The calculation of CGPA and their impression is as follows.

CGPA is calculated at the end of the program using the given relation.

$$CGPA = (c_1 g_1 + c_2 g_2 + c_3 g_3 \dots) / (c_1 + c_2 + c_3 \dots)$$

Where  $c_1, c_2 \dots$  denote credits associated with the courses taken by the student and  $g_1, g_2$  denote grade values of the letter grades earned in the respective courses.

CGPA at the end of the degree defines the division as follows:

CGPA	Impression/Division
3.7 to 4	Distinction
3.25 to less than 3.7	First
3 to less than 3.25	Second
Less than 3	Fail

### **Grade Point Average (GPA)**

Each letter grade is converted into the specific number of grade value associated with the grade. Grade Point Average (GPA) is calculated by multiplying the grade value of the earned grade by the number of credits for each course and dividing the total grade number of semester/term credits earned. The individual GPA of every course must be 3.0 or above at the end of every Semester/Trimester.

### **Cumulative Grade Point Average (CGPA)**

CGPA is calculated at the end of the program.

The up-to-date over-all performance (CGPA) is a weighted average as below:

$$\text{CGPA} = (c_1 g_1 + c_2 g_2 + c_3 g_3 \dots) / (c_1 + c_2 + c_3 \dots)$$

Where  $c_1, c_2, \dots$  denote credits associated with the courses taken by the student and  $g_1, g_2$  denote grade values of the letter grades earned in the respective courses.

No student can pass examination with "F" grade in a particular course.

### **Graduation Requirements**

For Graduation, a student must meet the following requirements:

1. Satisfactory completion of all courses prescribed for the particular area of the study in which the degree is granted.
2. A cumulative grade point average of at least 3.0.
3. One must pass the level within three years from the date of admission into the program, pertaining to failure all the grades and cumulative grades will get cancelled automatically.

### **Norms and Standards for M Ed in Early Childhood Development (One Year)**

SN	Area	Requirements
1	Physical Facilities	<ul style="list-style-type: none"><li>• Building: Building with office (1), faculty room (1), classroom (2), Computer lab (1), ECD labs(3)</li><li>• Classroom size: 3.3 square meter per student</li><li>• 5 lab schools (ECD centers and preschools)</li></ul>

2	Instructional Resources	<ul style="list-style-type: none"> <li>• Flipcharts, display boards, projectors at least one each for each class</li> <li>• ICT infrastructure, such as functional internet connectivity, computers (at least 1), printers (at least 1), Scanner (at least 1), Photocopy (at least 1), specific software packages (as required)</li> <li>• Specialization-specific resources</li> </ul>
3	Faculty and Instructors	<ul style="list-style-type: none"> <li>• Provision of the faculty (60% in house and 40% outsourced)</li> <li>• Qualifications: Faculties minimum MEd, MPhil and PhD in respective courses</li> </ul>
4	Eligibility for enrolment	<ul style="list-style-type: none"> <li>• The candidates having a Master's degree in any discipline from recognized university or an institution recognized by Kathmandu University are eligible to apply for the program.</li> </ul>
5	Admission procedure	<ul style="list-style-type: none"> <li>• Filling up the application blank together with supporting documents</li> <li>• Passing the KUSOED entrance test (written or interview or demonstration)</li> </ul>
6	Pedagogical process	<ul style="list-style-type: none"> <li>• Theory- direct and expository teaching</li> <li>• Practice – lab work, workshop, field work, group work, project-based learning and other forms of experiential learning etc.</li> </ul>
7	Evaluation/Assessment process	<ul style="list-style-type: none"> <li>• 50% in-semester and 50% end-semester assessment</li> <li>• In-semester assessment may require at least five items (projects, tests, presentations/demonstrations) as assessment items</li> <li>• End-Semester might include written test, demonstration, oral interview depending upon the nature of the course as stipulated by the curriculum</li> <li>• Kathmandu University's exam policy and letter grading system shall apply</li> </ul>

## **Course Descriptions**

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

These core courses are common to all Master programs.

#### **EDUC 508: Theory and Practice of Education (3)**

*(Nature of the Course: Theory)*

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

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

*(Nature of the Course: Theory)*

This is a basic social research methodology course aimed at developing acquaintance with key tenets of quantitative (i.e. positivistic), qualitative (i.e. interpretive and beyond), and mixed research designs. The course begins with introducing positivistic research traditions, thereby creating a space for interpretive and other traditions in social research; and thus, celebrating both “old” and “new” paradigms of research. In this, the insufficiency of conventionally defined efficiency paradigm shall be discussed as a way of conceiving the primacy of context-based, cultural, and humanistic dimensions in broadening the scope of social research. This discourse shall further be enriched by articulating methods of systematic and narrative literature review together with a host of metaphors for mapping the field of inquiry. Taking survey (and other quantitative research methods), ethnographic, phenomenological, and narrative inquiry methods at disposal learners will chart the journey of scholarship about different research designs. Finally, there will be an opportunity for



students to familiarize themselves with different sets of quality and ethical standards needed by qualitative researchers.

### **Professional Courses (15 Credit hours)**

The professional courses are considered to be the signature courses of specialization. As far as the program is concerned, there are five professional courses: four courses as specializations and one course as elective.

#### ***Specialization courses (12 Credit Hours)***

There are four specialization courses of 12 credit hours. They are specially designed to impart underlying values and perspectives of leadership in early childhood development. They are described below.

#### **EDED 510 Theory and Practice in Early Childhood Development (3)**

*(Nature of the Course: Theory +Practice)*

The perspectives of an early childhood development practitioner/ professionals now are somewhat different from a decade ago. Need of the current time brings out the trend and so comes with its issues. The course Theory and Practice in ECD, aims at demonstrating the experience of the global trend in ECD and followed by its issues to extract knowledge from the theories and existing practices. The facilitation of exploring the critical trends, ideas, policies and advocacies in the spectrum of early childhood development will be presented to the students for the development of advance understanding of the surrounding issues. It is crucial to move with the need and its flow. This course is designed to encourage the students to analyze the contemporary scenario (both in global and regional contexts) and target the qualitative early childhood development programs and practices. Student will explore the trends and practices developed globally and analyze them in the context of national policies, plans and programs. It provides student opportunities to understand global goals, recent progress in brain development and national commitments towards it. In this course, shared view of the current theories and practices will critically be compared with the significance of wide series of educational theories, development theories, and right based theories for the better ECD practice that will eventually assist the students in defining the strengths,

motivation, perspective, need, creativity, modifications, and a room for improvement to design contextual ECD programs and support present education system.

### **EDED 511 Curriculum and Instruction in Early Childhood Development (3)**

*(Nature of the Course: Theory+ Practice)*

Curriculum is the basic and integral part of the educational process which works as the guiding principles for the instructional leaders and the educational organizations. Curriculum and Instruction in ECD is a foundation-based course designed for the students in the educational organizations to explore the early childhood need and appropriateness for the proper learning and development of children under the age of eight. Effective classroom instruction is the bridge between the student and teacher that is operative in governing the entire instructional practices. Educators and the students will deepen their insight and expertise in the curriculum and instruction through the vigorous discourse on the existing integrated national curriculum. This course will focus on understanding individual child and design an integrated curriculum as a process for the holistic development of the children. This course shall cover the wide range of units which deal with the efficacy of assessment and its strategies. As curriculum and instructions play a cohesive role in the early childhood education, consequently in the diversified needs and expectation of the educational service seekers, collaboration between the stakeholders and the partnership between the families, community, and the instructional service providers is mandatory. Thus, this course shall showcase the aptitude to meet those requirements.

### **EDED 512 Developmental Psychology (3)**

*(Nature of the Course: Theory +Practice)*

A mature human life comes through the applied experiences with the multiple stages of lifespan. The course developmental psychology shall benefit in considering psychological understanding and development as an integral aspect during the human lifespan. This course will allow the students to have a better prospect to examine complexities of human existence and comprehend the major concept of human psychology and its developmental values in connection with human behaviors in various social settings. This course will help student to understand social, emotional, cognitive, and biological development through his or her

lifespan. The focus of this course will be from infancy to later life. This course will be incorporating the human lived experiences and its impact on the lives around it. The course will suggest re-examining the existing knowledge, ethical values, cultural norms and beliefs that humans are governed with the eastern knowledge and child rearing practices by observing children to fit the current mind set of the society regarding the early childhood development stages of life. The main idea of the course is to put emphasis on the critical and analytical views to focus on human behavior and values with humanistic approach.

### **EDED 513 Professional Development in Early Childhood Development (3)**

This course is designed for graduate level students to promote the education, training and development opportunities of early childhood development. With this course, students will play a different role from a practitioner, i.e. of a professional of early childhood development. Professional development in itself is a wide area and training students to be professional will certainly be an ambitious task. So, this course will be an introductory one and will develop in students general philosophy of professional development and skills required to help them. The areas addressed by the course will be teacher training, observation, and feedback, continuing professional development and mentoring. Apart from this, students are expected to get involved in workshops, seminars, conferences, in house training, webinars, self-directed learning and volunteering in order to harness the professionalism in early childhood development.

### ***Elective Courses (Any One)***

These are the optional courses for students. They can choose any one as per their areas of interest. The detailed description of these elective courses is given below.

#### **EDED 529 Leadership in Early Childhood Development (3)**

*(Nature of the Course: Theory Practice)*

How leadership in early childhood development is influenced by the proper development of children under the age of 8 years is a propelling issue. Early childhood development is a major concern of the communities at this point. In this course, students will explore the

philosophies, theories, and significant leadership eccentricities that will show light upon the projected care and influence in the early years. The course will cover the important aspects of the headship, holistic child development, developmentally appropriate practices, age appropriate and socio-cultural appropriate practices and the management of educational organizations. Students will be equipped with cognitive resources which aim to improve the educational structures and settings from the proper selection and management from the infrastructures to the instructions. Children under the age of eight require holistic development (simultaneous and cumulative ways) of every aspects such as, physical, cognitive, socio-emotional, language, spiritual, creative, and analytical development. Thus, this course will focus on the understanding of leadership theories and skills and developing effective leadership approach for the children's quality education and holistic development in their early years. This will be an opportunity for the students to critically engage and interface between the existing society and anticipated knowledge in the world view regarding the early childhood development. During the course, students will be experiencing interesting opportunity in enabling constructive pedagogy interlinked with the effective child development through whole child approach.

### **EDED 530 Preschool Pedagogies (3)**

*(Nature of the Course: Theory +Practice)*

This course will focus on everyday learning process and activities designed for it. It aims at equipping students with concepts and practical skills in the field of child friendly learning environment. This course will support student to design integrated and developmental appropriate curriculum and standards for learning and development of the children. This course will guide to consider arts education in the early childhood sector through involvement in research and critically discuss arts education theories. The selection of an individual pathway through play (structured and unstructured), dance, drama, music-sound arts or visual arts is encouraged.

### **EDED 531 Management of ECD Programs (3)**

*(Nature of the Course: Theory +Practice)*

This course examines the roles and responsibilities of an effective manager in an early childhood development professional context. In this course, various aspects of early

childhood development services will be explored such as planning, management, finances and legislative obligations, through the lens of values-based decision making. Managing an early childhood education programs is complex and involves working with diverse group of stakeholders, children, family, the community and governmental agencies. This course provides with information and perspectives across a range of areas that a manager and a leader of ECD will encounter. This course will focus on personal and professional values and visions, as these relate to the everyday practical application and operations of being an effective manager.

### **EDED 532 Individualized Teaching and Learning (2+1=3)**

*(Nature of the Course: Theory +Practice)*

This course focuses on Individual Education Planning (IEP) process to meet the needs of individual students who require a range of support. The course explores goal based on a student's needs and skills. During the course, students will involve in the observation and analysis of the individual child with reference to socio-cultural context, child developmental philosophies and present practices. The course will encourage the educators and teachers to consider the potential benefits of individual education planning for a wide range of students with very different needs. Individualized teaching and learning strategies in ECD would be the central focus of the course.

### **EDED 533 Diversity, Inclusion and Social Justice (3) (2+1=3)**

*(Nature of the Course: Theory +Practice)*

This course provides an in -depth understanding of diversity, inclusion and social justice. The course focuses on a commitment to access to services to all the children from rural to urban with different castes, ethnicities and abilities. This course provides an in- depth understanding on right based approach to development and present policies and practices in Nepal. The course provides knowledge and skills to understand the basics of just society and design programs for the equitable access to all the children, families and communities.

### **EDED 534 Policy Development, Strategic Planning and Advocacy (3)**

*(Nature of the Course: Theory +Practice)*

This course is about the knowledge and skills of policy advocacy for high-quality early childhood education and development programs supported by a diverse, and dynamic early childhood profession. It provides a holistic understanding of investments in high-quality early childhood programs along with early childhood educators and experts to advocate for the health and well-being of young children. The course will also engage students in critical review of the contemporary ECD policies in Nepal.

The course focuses on a commitment to a systematic, iterative process of assessment, design, implementation, and evaluation while planning ECD Projects/ programs. The course provides knowledge and skills to implement a cyclical process of project development. This course specifically provides the skills for assessment of children's developmental status and a need analysis of the context within which the projects to be developed.

### **EDED 535 Preschool, Family and Community Relationship (3)**

*(Nature of the Course: Theory +Practice)*

This course focuses on building understanding on children, families and the contexts in which they live. It will explore a range of aspects that influence the values and beliefs that are held as important within diverse family constructs, as well as the profound effects those can have on the life experiences of children. This course will examine the ways culture and society shape relationships within families. This course will help to reflect on what family means, and in turn how existing values shape the perspectives of family and the relationships that are formed within an early childhood education context. Strategies of sharing, caring and growing together for wellbeing of young children in collaboration with family and community would be the central focus of the course.

### **EDED 536 Action Research (3)**

*(Nature of the Course: Theory +Practice)*

This course will acquire the effective tools and techniques to evaluate and design the everyday activities and conduct research. This course focuses on the application of a range of approaches, action oriented research methods to answer meaningful questions of early childhood theory and practice. Through engagement with research, students will

develop their knowledge and skills both as an educator and parents and will develop an understanding of the value of research to inform and reflect on practices at the institutions.

### **EDED 537 Economics of Early Childhood Development (3)**

*(Nature of the Course: Theory +Practice)*

This course provides knowledge of economic benefits of Early Childhood Education and Development programs. It provides insights into how to create strong foundations for children's development, as well as why the best investments by expanding access to high-quality care can help parents give children the start in life they desire for them. This course will help to understand the cost benefit analysis of high-quality early childhood education programs with entrepreneurial skills. It will also focus on different financing approaches for the economic benefits and return of investment in early childhood development programs.

### **EDED 538 Child Rights (3)**

*(Nature of the Course: Theory +Practice)*

This course aims at discussing and debating on United Nations' convention on rights of the child 1989, its optional protocols and several other international human rights instruments, such as UDHR 1948, ICCPR 1966, ICSECR 1966, and CEDAW 1979. The course aims students to acquire understanding on child rights and demonstrate the ability by providing innovative ways to educate and advocate on child rights. Students also be able to analyze the enforceability and current status of the implementation of global and regional laws related to children in the South Asian Nations as well as Nepal.

### **Practical Courses (6 Credit hours)**

These are practical courses offered to all one year Master programs of KUSOED. The detailed description of these courses are given below.

### **EDED: 554 Research Project (3)**

*(Nature of the Course: Practice)*

The main purpose of this Research Project is to enable the students to develop and write academic research papers. Under the supervision of a faculty member, the students work in different stages of conducting an academic research. The students are guided to collect the data, interpret them and discuss the data integrating the theoretical insights in the process of preparing an academic research and writing a paper following the standard format.

### **EDED 541: Internship (3)**

*(Nature of the Course: Practice)*

Internship is organized to provide an opportunity through practical experiences and exposures to reflect students' knowledge and skills into to practice in a real work situation. Objectives, outcomes and activities of the internship program are developed by the individual student under the guidance of work supervisor and approved by the internship coordinator assigned by the department. Students will be placed at organizations working for early childhood development or at the preschools and ECD Centers as per the course requirements.