

लोक सेवा आयोग

नेपाल शिक्षा सेवा, परीक्षण तथा मूल्याङ्कन समूह, शैक्षिक परीक्षण तथा मूल्याङ्कन उपसमूह, राजपत्राङ्कित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

यस पाठ्यक्रम योजनालाई दुई चरणमा विभाजन गरिएको छ :

प्रथम चरण :-	लिखित परीक्षा (Written Examination)	पूर्णाङ्क :- २००
द्वितीय चरण :-	(क) सामूहिक परीक्षण (Group Test)	पूर्णाङ्क :- १०
	(ख) अन्तर्वार्ता(Interview)	पूर्णाङ्क :- ३०

परीक्षा योजना (Examination Scheme)

प्रथम चरण : लिखित परीक्षा(Written Examination)

पूर्णाङ्क :- २००

पत्र	विषय	खण्ड	पूर्णाङ्क	उर्तीर्णाङ्क	परीक्षा प्रणाली		प्रश्नसंख्या × अङ्क	समय
प्रथम	General Subject	Part I: General Awareness & General Ability Test	१००	४०	वस्तुगत (Objective)	बहुवैकल्पिक प्रश्न (MCQs)	५० प्रश्न × १ अङ्क	१ घण्टा ३० मिनेट
		Part II: General Technical Subject					५० प्रश्न × १ अङ्क	
द्वितीय	Technical Subject		१००	४०	विषयगत (Subjective)	छोटो उत्तर लामो उत्तर	४ प्रश्न × ५ अङ्क ८ प्रश्न × १० अङ्क	३ घण्टा

द्वितीय चरण : सामूहिक परीक्षण (Group Test) र अन्तर्वार्ता (Interview)

पूर्णाङ्क :- ४०

पत्र /विषय	पूर्णाङ्क	उर्तीर्णाङ्क	परीक्षा प्रणाली	समय
सामूहिक परीक्षण (Group Test)	१०		सामूहिक छलफल (Group Discussion)	३० मिनेट
अन्तर्वार्ता (Interview)	३०		बोर्ड अन्तर्वार्ता(Board Interview)	-

द्रष्टव्य :

- लिखित परीक्षाको माध्यम भाषा नेपाली वा अंग्रेजी अथवा नेपाली र अंग्रेजी दुवै हुनेछ ।
- प्रथमपत्र र द्वितीयपत्रको लिखित परीक्षा छुट्टाछुट्टै हुनेछ ।
- वस्तुगत बहुवैकल्पिक (Multiple Choice) प्रश्नहरूको गलत उत्तर दिएमा प्रत्येक गलत उत्तर बापत २० प्रतिशत अङ्क कट्टा गरिनेछ । तर उत्तर नदिएमा त्यस बापत अङ्क दिइने छैन र अङ्क कट्टा पनि गरिने छैन ।
- बहुवैकल्पिक प्रश्नहरू हुने परीक्षामा कुनै प्रकारको क्याल्कुलेटर (Calculator) प्रयोग गर्न पाइने छैन ।
- विषयगत प्रश्नहरूको हकमा तोकिएको अंकको एउटा लामो प्रश्न वा एउटा प्रश्नका दुई वा दुई भन्दा बढी भाग (Two or more parts of a single question) वा एउटा प्रश्न अन्तर्गत दुई वा बढी टिप्पणीहरू (Short notes) सोध्न सकिने छ ।
- द्वितीय पत्रमा (विषयगत प्रश्न हुनेका हकमा) प्रत्येक खण्डका लागि छुट्टाछुट्टै उत्तरपुस्तिकाहरू हुनेछन् । परीक्षार्थीले प्रत्येक खण्डका प्रश्नहरूको उत्तर सोहीखण्डको उत्तरपुस्तिकामा लेख्नुपर्नेछ ।
- यस पाठ्यक्रम योजना अन्तर्गतका पत्र/विषयका विषयवस्तुमा जेसुकै लेखिएको भए तापनि पाठ्यक्रममा परेका कानून, ऐन, नियम तथा नीतिहरू परीक्षाको मिति भन्दा ३ महिना अगाडि (संशोधन भएका वा संशोधन भई हटाईएका वा थप गरी संशोधन भई) कायम रहेकालाई यस पाठ्यक्रममा परेको सम्भन्नु पर्दछ ।
- प्रथम चरणको परीक्षाबाट छनौट भएका उम्मेदवारहरूलाई मात्र द्वितीय चरणको परीक्षामा सम्मिलित गराइनेछ ।
- यस भन्दा अगाडि लागू भएका माथि उल्लेखित सेवा, समूहको पाठ्यक्रम खारेज गरिएको छ ।
- पाठ्यक्रम लागू मिति : - २०७६/०७/२५

प्रथम पत्र (Paper I): General Subject

Part (I) : - General Awareness & General Ability Test (50 Marks)

1. **General Awareness and Contemporary Issues (25 ×1 Mark = 25 Marks)**
 - 1.1 Physical, socio-cultural and economic geography and demography of Nepal
 - 1.2 Major natural resources of Nepal
 - 1.3 Geographical diversity, climatic conditions, and livelihood & lifestyle of people
 - 1.4 Notable events and personalities, social, cultural and economic conditions in modern history of Nepal
 - 1.5 Current periodical plan of Nepal
 - 1.6 Information on sustainable development, environment, pollution, climate change, biodiversity, science and technology
 - 1.7 Nepal's international affairs and general information on the UNO, SAARC & BIMSTEC
 - 1.8 The Constitution of Nepal (From Part 1 to 5 and Schedules)
 - 1.9 Governance system and Government (Federal, Provincial and Local)
 - 1.10 Provisions of civil service act and regulation relating to constitution of civil service, organisational structure, posts of service, fulfillment of vacancy and code of conduct
 - 1.11 Functional scope of public services
 - 1.12 Public Service Charter
 - 1.13 Concept, objective and importance of public policy
 - 1.14 Fundamentals of management : planning, organizing, directing, controlling, coordinating, decision making, motivation and leadership
 - 1.15 Government planning, budgeting and accounting system
 - 1.16 Major events and current affairs of national and international importance
2. **General Ability Test (25 ×1 Mark = 25 Marks)**
 - 2.1 **Verbal Ability Test (8×1 Mark = 8 Marks)**

Jumble words, Series, Analogy, Classification, Coding-Decoding, Matrix, Ranking Order Test, Direction and Distance Sense Test, Common Sense Test, Logical Reasoning, Assertion and Reason, Statement and Conclusions
 - 2.2 **Numerical Ability Test (9×1 Mark = 9Marks)**

Series, Analogy, Classification, Coding, Arithmetical reasoning/operation, Percentage, Ratio, Average, Loss & Profit, Time & Work, Data interpretation & Data verification
 - 2.3 **Non-verbal/Abstract Ability Test (8×1 Mark = 8 Marks)**

Figure Series, Figure Analogy, Figure Classification, Figure Matrix, Pattern Completion/Finding, Analytical Reasoning Test, Figure Formation and Analysis, Rule Detection, Water images, Mirror images, Cubes and Dice & Venn-diagram

Part (II) : - General Technical Subject (50 Marks)

- 1. Philosophical and Sociological Foundation of Education (26% Marks)**
 - 1.1 Historical background of education
 - 1.1.1 Ancient education system in the east: Hindu and Buddhist education
 - 1.1.2 Ancient education in the west: Greek and Roman education
 - 1.1.3 Education during medieval period
 - 1.1.4 Modern trends in education
 - 1.2 Philosophy and education
 - 1.2.1 Philosophy : meaning, definitions, functions, purposes, branches, and relationship between philosophy and education
 - 1.2.2 Approaches to study philosophy
 - 1.2.3 Use of philosophy in education
 - 1.3 Schools of philosophies
 - 1.3.1 Idealism, naturalism, progressivism, phenomenology, existentialism, constructivism, modernism and post-modernism, philosophical premises, aims of education, curriculum processes, educative process, roles of teacher and student and educational implications
 - 1.3.2 Vedic and Buddhist philosophy: philosophical premises, aims of education, educative process, curriculum processes, roles of teacher and student and educational implications
 - 1.4 Educational sociology
 - 1.4.1 Meaning of sociology, sociology of education and educational sociology, origin and development of sociological foundation of education and methodology related to the sociology of education
 - 1.4.2 Theory related to the sociology of education: structural functionalism theory, conflict theory, contradiction theory of Marx and symbolic interaction theory
 - 1.4.3 Social stratification and education: concept, characteristics and scope
 - 1.4.4 Social selection and transformation of society: multicultural perspective of education process of cultural transformation, factors influencing social mobility, social mobility and education, problems of economics of education, changes taking place in society (evolutionary theory, cyclic theory and conflict theory)
 - 1.4.5 Education and social justice : concept of social justice, educational opportunity and equity, social inclusion in education, approaches to social justice (human rights, child rights, labor's rights, women's rights), education for marginalized and disadvantaged population, approaches to promote social justice in society (education, legislative provision, advocacy for social justice and rehabilitation program)
- 2. Educational Psychology (24% Marks)**
 - 2.1 Concept of psychology, educational psychology and developmental psychology, scope and purposes of educational psychology, need of educational psychology to educator/teachers
 - 2.2 Human growth and development: meaning, differences, determinants, characteristics and significant facts about development, developmental issues nature vs. nurture, stability vs. change, continuity vs. discontinuity
 - 2.3 Major approaches to human development: behavioral (Skinner's view), psycho analytical (Freud's view) and cognitive (Piaget's view) approach

- 2.4 Different stages of human development, their characteristics and developmental tasks
- 2.5 Developmental deviation and psychotherapies: meaning, nature and types (mental retardation: symptoms, causes and remedial measures); sexual perversion: forms and treatment, sexually transmitted diseases and its prevention); and psychotherapies (psycho analytic, behavior and cognitive approaches)
- 2.6 Learning:
 - 2.6.1 Meaning, nature, characteristics and exceptions of learning, factors affecting learning (physiological, environmental, and psychological: entering behavior, motivation, reinforcement, transfer of learning, memory, forgetting and practice)
 - 2.6.2 Philosophical background of learning theories: empiricism, rationalism, humanism, constructivism
 - 2.6.3 Major issues and alternative views about learning
 - 2.6.4 Different learning theories and their educational implications
 - 2.6.4.1 Behaviorism: Pavlov's classical conditioning and Skinner's operant condition with reference to concept, process, mechanism, conditions, characteristics and educational implications
 - 2.6.4.2 Cognitivism : Wertheimer's productive thinking, Kohler's insightful learning, Tolman's theory of learning, Bruner's theory of cognitive growth and information processing theory of learning in relation to concept, mechanism and educational implications
 - 2.6.4.3 Constructivism: Piaget's psychological constructivist approach to learning and Vygotsky's social constructivist approach to learning with reference to concept, mechanism and educational implications
- 2.7 Instructional methods, materials and planning
 - 2.7.1 Instructional methods: meaning, characteristics, classification (teacher oriented, student oriented and interactive methods) and criteria of selection of instructional methods
 - 2.7.2 Instructional materials: meaning, classification and their use
 - 2.7.3 Instructional planning: operation calendar, annual plan, unit plan, lesson plan and daily routine with their meaning, preparation and needs
- 2.8 Guidance and counseling in education
 - 2.8.1 Meaning, definition and needs of guidance
 - 2.8.2 Guidance service
 - 2.8.3 Meaning of counseling
 - 2.8.4 Technique of counseling

3. Curriculum and Assessment

(24% Marks)

- 3.1 Changing concept of curriculum: curriculum as subject matter, curriculum as learning experience curriculum as objective, curriculum as a plan, curriculum as process and curriculum as system
- 3.2 Models of curriculum development: Linear model (Tyler and Taba), Cyclic model (Wheeler and Nicholls and Nicholls) and Dynamic model (Skilbeck and Decker Walker)
- 3.3 Curriculum designs: subject centered design (subject design, discipline design), broad field design, learner centered design (child centered design, activity centered design), problem centered design(curriculum based on life situation, core design)
- 3.4 Dualism of local and central curriculum
- 3.5 Concept of measurement, evaluation and assessment

- 3.6 Types of evaluation: formative, summative and diagnostic evaluation
- 3.7 Recent trends in educational measurement: high stakes testing, performance based assessment and portfolio assessment
- 3.8 Measuring complex achievement: interpretative exercise and essay test
- 3.9 Objective test items: true and false, matching, multiple choice and completion items
- 3.10 Scoring rubrics: holistic and analytic rubrics
- 3.11 Qualities of a measurement tool: reliability and methods of its estimation; validity and its types
- 3.12 Preparing a teacher made test: determining objective, specifying content, preparing specification chart, writing test item, item analysis, item assembly, preparing final form of the test
- 3.13 Preparing a standardized achievement test: determining objective, preparing specification chart, writing test item, item analysis, item assembly, determination of reliability and validity, establishment of norm, preparing final form of the test

4. Education in Nepal

(26% Marks)

- 4.1 Historical development of education in Nepal
- 4.2 Major recommendations of commissions, committees and plans and their application in school system
- 4.3 Composition/organizational structures and main functions of MOE and concerned agencies
- 4.4 Types of school and education in Nepal: General, Sanskrit, technical and vocational, open and alternative education, religious and special needs education
- 4.5 National aims and structure of present education with level wise objectives of education in Nepal
- 4.6 Education in current periodic plan
- 4.7 Recent development in basic education in the present context : Education for all, national plan of action 2001-2015, school sector reform programme (SSRP 2009-2015), sustainable development goals/SDGs and Incheon declaration on education 2030; school sector development plan (SSDP 2016-2022), child rights, inclusive education, school as a zone of peace, child friendly school, teacher training and their basic competencies
- 4.8 Curriculum development in Nepal : School level curriculum development process in Nepal, need and process of constructing local curriculum, school level curriculum framework in Nepal, main issues and challenges raised by in National Curriculum framework/NCF.
- 4.9 Evaluation system in the schools of Nepal, National Assessment System and Continuous Assessment System
- 4.10 Existing Legal provisions of education in Nepal:
 - 4.10.1 Present Constitution of Nepal part 1-5
 - 4.10.2 Education Act
 - 4.10.3 Education Rule
 - 4.10.4 Scholarship Act
 - 4.10.5 Scholarship Rule