

Unit Two: Multiculturalism	(13 hrs)
2.1	Concept
2.2	Model of structural change (Total quality diversity)
2.3	A holistic model of total quality diversity
2.4	The process of change <ul style="list-style-type: none"> Contemporary challenges of ethnic diversity Diversity: challenges for national policy makers and planners Models for incorporating diversity Need to revisit policy responses to diversity
Unit Three: Factors for Managing Diversity	(5 hrs)
3.1	Diversity management plan
3.2	Objectives
3.3	Role of leadership
3.4	Initial approach
3.5	Strategy and links to key planning
3.6	Goals and measures
Unit Four: Diversified Sources	(5 hrs)
4.1	Changing patterns
4.2	Privatization <ul style="list-style-type: none"> Different modes of privatization The strategies for privatization Arguments of privatization
Unit Five: Education Strategies for Disadvantaged Groups	(5 hrs)
5.1	Definition of disadvantaged group
5.2	Motivation
5.3	Work opportunities
5.4	Challenges
5.5	Government and aid agencies
Unit Six: Challenges and constraints of Diversity management	(7 hrs)
6.1	Resistance <ul style="list-style-type: none"> Poor communication Disorganization
6.2	Context matter
6.3	Organization structure
6.4	Legitimacy of government and policy change
6.5	Social structure and beliefs system
6.6	Federation issues

SEMESTER-WISE BREAKDOWN OF THE COURSES	
Semester I	
a.	EDU 511: Philosophical Foundations of Education
b.	EDU 512: Education and Development
c.	CE 513: Curriculum Development and Design
d.	CE 514: Measurement and Evaluation
e.	CE 515: Foundations of Curriculum Development
f.	CE 516: Psychological Testing
Semester II	
a.	EDU 521: Managing Diversity in Education
b.	EDU 522: Research Methods in Education
c.	EDU 523: Application of Learning Theories in Education
d.	CE 524: Program Evaluation
e.	CE 525: Contemporary Issues in Curriculum Development
f.	CE 526: Curriculum Theory and Practice
Semester III	
a.	CE 531: Managing Diversity in Curriculum
b.	CE 532: Curriculum and Ideology
c.	CE 533: Application of Statistics in Test Development and Evaluation
d.	CE 534: Action Research in Curriculum Instruction
e.	CE 535: Curriculum Development in Post-Modern Era
f.	CE 536: Curriculum Leadership
Semester IV	
a.	CE 541: Student Teaching: on-campus(Crd.6)
b.	CE 542: Student Teaching: off-campus(Crd.3)
c.	CE 543: Thesis Writing (12 Credits)

Course Title: **Managing Diversity in Education**
Course: **ED 521** Nature of course: Theory+Practical
Level: M.Ed. Credit Hours: 3
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is designed to help students understand the meaning and perspectives of diversity management. The course acquaints the students with the diversity management performance, practices and factors that are affected by multicultural perspectives. It also deals with diversity technology, sources and managing for diversity to disadvantaged group of peoples.

2. Course Objectives

The objectives of this course are as follows:

- a) To make meaning of diversity management from different perspectives
- b) To provide a deeper knowledge on multiculturalism for managing diversity.
- c) To make the students familiar with the different factors and causes of diversity management.
- d) To identify the different ways of diversified sources for managing diversity.
- e) To develop the concept and ways for measure the education strategies for disadvantaged groups.
- f) To provide a better understanding about the challenges for managing diversity.
- g) To provide the knowledge of constraints of diversity management.

3. Course Contents

Unit One: Diversity Management (13 hrs)

- 1.1 Meaning and concept of diversity management
 - International perspective
 - Population dynamics as a driver of diversity management
- 1.2 Diversity management from a student perspective
- 1.3 Diversity management from a personnel perspective
- 1.4 Diversity management from an institutional management perspective
 - Diversity management linked to the strategic plan
 - Main thrusts of the strategic plan
 - The role of management information in institutional diversity management
 - Levels of management information

- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. Prescribed Texts

Anastasi, A and Urbina, S. (1997) *Psychological testing* (7th ed.). New Delhi: Pearson Education

Gregory, R.J.(2005) *Theory and practice of psychological testing* (3rd ed.) New Delhi: Surjeet Publication.

Kaplan, R.M. and Saccuzzo, D.P. (2007) *Psychological testing: principles, applications and issues* (6th ed.). New Delhi: Thomas, Wadsworth

Course Title: **Philosophical Foundations of Education**

Course: ED 511

Nature of course: Theory+Practical

Level: M.Ed.

Credit Hours: 3

Semester: First

Teaching Hours: 48

1. Course Introduction

This is the core and compulsory course designed to for the students who want to do master degree in science education. It aims to develop dynamic, competent and persistent people who have comprehensive theoretical knowledge in philosophy and sociology. It deals philosophy and its relationship with education. In the field of education philosophy is regarded as a foundation. This course also discusses about sociology and its relationship with education.

2. Course Objectives

The objectives of this course are as follows:

- To elaborate the philosophical basses of education and it acquaint students about different philosophical schools.
- To relate the sociological theory with education from the different perspectives.
- To familiarize students with existentialism and its application of education in Nepal.
- To familiarize students with different philosophy linking it with education.
- To explain the origin, nature and educative process of Buddhism.
- To elaborate the Islamic philosophy with its educational practice.
- To describe the origin and nature of sociology and explain the relationship between educational sociology and sociology of education.
- To elucidate the concept of social stratification with its basic characteristics and elements.
- To enable students with in making comprehensive view about social transformation with types.
- To analyze the influencing factors of education.
- To describe the role of culture in education with different dimensions.

3. Course Contents

Unit One: Origin of Philosophy in the East and the West (10 hrs)

- 1.1 Fields of philosophy (Metaphysics, Epistemology Axiology and Logic) and their educational implication
- 1.2 Progressivism, reconstructions in terms of: aims, objectives, methods, role of teacher and students and curriculum

Unit Two: Existentialism and Education	(5 hrs)
2.1 Philosophical premises	
2.2 Objectives of education	
2.2.1 Curriculum process	
2.2.2 Students' and teachers' role	
2.3 Application of this philosophy in Nepalese education	
Unit Three: Different Philosophy and Education	(15 hrs)
3.1. Hinduism and its ontology, epistemology and axiology	
3.2. Six orthodox Hindu schools (Naya, Vaisheshika, samkhya, yoga, mimamsa, Vedanta)	
3.3. Educational implication of Hinduism	
3.4 Buddhism	
• The first Jewel- Ontology of Buddhism	
• The second Jewel- Epistemology of Buddhism	
• The third Jewel- Axiology of Buddhism	
• Philosophical premises of Buddhism	
• Educational implication of Buddhism	
3.5 Islamic and Christianity	
• The five pillars of Islam	
• Teaching of Islam	
• Education and Islam (aims of education, curriculum and teaching process)	
• Christianity as philosophy	
• Origin of Christianity	
• Metaphysics, epistemology and axiology of Christianity	
• Teaching of Christianity	
• Educative process of Christianity	
Unit Four: The Origin of Sociology and its Development	(5 hrs)
4.1 Origin of sociology and four founding fathers and their contributions.	
4.2 Origin of educational sociology and sociology of education	
4.3 Methods of studying sociology	
4.4 Sociological theories: (Structural functionalism conflict and symbolic interactions)	
Unit Five: Social Stratification	(5hrs)
5.1 Concept of stratification and discrimination	
5.2 Basic characteristics of stratification antiquity, ubiquity, the social patterning, amount and consequences, the diverging form	
5.3 Perspective in stratification:	
5.3.1 Max Weber and stratification	
Unit Six: Social Transformation	(8 hrs)
6.1 Concept (Change, mobility and transformation)	

• Galton and the First Battery of Mental Tests	
• Cattell and the Early Mental Tests	
• Binet's Contribution	
2.4 Experimental Psychology and psychological Test	
2.5 Emergence of New Approaches to Personality Test	
2.6 Theories of intelligence (Binet and Wechsler)	
2.7 Period of Rapid Changes in the Status of Test	
2.8 The Current Environment	
Unit III: Attitude Test	(8)
3.1 Concept and definition of attitude	
3.2 Types of attitude	
3.3 Approaches to measure attitude	
3.4 Some other attitude assessment methods	
• Psychological method	
• Scale method	
• Summated scale method	
3.5 Use and importance of attitude Test	
Unit IV: Aptitude Test	(8)
4.1 Concept of Aptitude Test	
4.2 Function of Aptitude Test	
4.3 Multiple Aptitude Tests	
• The Differential Aptitude Test	
• The General Aptitude Test Battery	
Unit V: Projective Techniques	(6)
5.1 meaning and concept of projective test	
5.2 Origins of projective techniques	
5.3 The popularity of projective test: A paradox	
5.4 Association technique: The Rorschach test	
4. Instructional Techniques	
• Lecture and discussion	
• Demonstration	
• Presentation	
• Self –study	
• Project work	
• Group and individual work	
• Micro teaching	
5. Evaluation Scheme	
Internal – 40%	
External – 60%	
Internal evaluation will be based on the following criteria:	
• Attendance	5 marks

Course Title: **Psychological Testing**
Course No: CE 516
Semester: First

Nature of Course: Theory
Credit Hours: 3
Teaching Hours: 48

1. Course Introduction

This course is proposed for the students of Master in Education. The overall aim of this course is to make students familiar with psychological testing. The major areas of psychological testing covered in this course include its meaning, uses, historical development, test and testing procedure, intelligence and their theories, scales, aptitudes and their functions, test batteries, achievement test and their function and tests, projective techniques and issues of testing.

2. Course objectives

- a) To provide students with the meaning and concept of psychological testing.
- b) To develop understanding of the use and varieties of the test.
- c) To enable students to categorize different type of psychological test.
- d) To enable students to familiar with the historical roots of psychological testing.
- e) To find the differences between the experimental psychology and psychological test.
- f) To assess the emergence of new approaches to personality test
- g) To familiarize students with standardized process and its administration.
- h) To be able to define meaning and give the concept of intelligence
- i) To discuss the different theories of intelligence and state their characteristics
- j) To clarify the concept and meaning of standardized achievement
- k) To clarify the concept and definition of attitude test and state their importance.
- l) To make the students clarify the concept and meaning of aptitude test.
- m) To list the function of aptitude test in respective field.
- n) To make students acquaint with different tests of aptitude briefly and familiar with their components.
- o) To give the concept and meaning of projective test.
- p) To discuss the origins of projective technique.
- q) To become familiar with the Rorschach test.

3. Course Contents

Unit I: Meaning and Use of Psychological Testing (10)

- 1.1 Meaning and Concept of Psychological Test
- 1.2 Use of Psychological Test
- 1.3 Importance of Psychological Test
- 1.4 Types of Psychological Test
- 1.2 Individual and Group Tests

Unit II: The History of Psychological Testing (16)

- 2.1 The Origins of Psychological Test
- 2.2 Early Interest in Classification and Training of Mentally Retarded Person
- 2.3 The Brass Instruments Era of Test

- 6.2 Theories related to social change
 - 6.2.1 Evolutionary, conflict and cyclic
- 6.3 Social mobility
 - 6.3.1 Vertical
 - 6.3.2 Horizontal
 - 6.3.3 Embourgeoisement
 - 6.3.4 Latent mobility
 - 6.3.5 Intergenerational and intergenerational mobility
- 6.4 Factors affecting mobility (Socio -economic status, intelligence, education)
- 6.5 Culture and education
 - 6.5.1 Concept function of culture
 - 6.5.2 Relationship between culture and education

4. Instructional Techniques

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work.
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing paper, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' questions	2x10 Marks	20 Marks

6. Prescribed Texts

Abrahm, M.F. (2006). *Contemporary sociology: an introduction to concepts and theories*. New Delhi: Oxford University press (unit 5, 6 & 7)

Brannigan, M.C. (2000). *The pulse of wisdom* (2nded.). United State (for unit 3 & 4)

Michael, M. (2008). *Experiencing the world's religions tradition, challenge and change* (4thed.). New York: The Mc Graw- Hill companies (Unit 2&4).

Ozmon, H.A. & Craver, S.M. (1999). *Philosophical foundation of education* (6thed.). New Jersey USA: Prentice Hall ((Unit 1&2).

Giddens, A. (2005). *Sociology* (5thed).New Delhi: A.I.T.B.S. Publication(Unit 6&7)

Haralambos,M. (2003). *Sociology themes and perspectives*. New Delhi: Oxford University Press (Unit 6&7).

Mrunalini,T. (2008). *Philosophical Foundations of Education*. New Delhi: Neel Kamal Publications Pvt LTD.(Unit 1-4)

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

6. Prescribed Texts

Banks, J.A. (2006). *Cultural diversity and education: Foundations, curriculum and teaching* (4th edition). New York: Allyn and Bacon.

Chaube, S.P. and Chaube, A. (2002). *Foundations of education* (2nd edition). New Delhi: Vikas Publishing House Pvt. Ltd.

McNeil, J.D. (1977). *Curriculum: A comprehensive introduction*. Boston: Little Brown and Compeny.

Ornstein, A.C. and Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues* (4th ed.). New York: Pearson Education, Inc.

Pinar, W.F, Reynolds, W.M., Slattery, P. and Taubman, P.M. (1996). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. New York: Peter Long Publishing, Inc.

Print, M. (1993). *Curriculum development and design*. Austrelia: Allen and Unwin Pvt.Ltd.

Schiro, M.S. (2008). *Curriculum theory: Conflicting visions and enduring concerns*. California: Sage Publication.

Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and World, Inc.

Zais, R.S. (1976). *Curriculum principles and foundations*. New York: Harper and Row Publishers.

Unit III: Historical foundation of curriculum		(20 hrs)
3.1	The Colonial Period <ul style="list-style-type: none"> Three Colonial Regions Colonial Schools 	
3.2	The National Period <ul style="list-style-type: none"> Rush: Science, Progress and Free Education Jefferson: Education for Citizenship Webster: Schoolmaster and Cultural Nationalism 	
3.3	Nineteenth Century European Educators <ul style="list-style-type: none"> Pestalozzi: General and Special Methods Froebel: The Kindergarten Movement Herbert: Moral and Intellectual Movement Spencer: Utilitarian and Scientific Education 	
3.4	The Raise of Universal Education <ul style="list-style-type: none"> Monitorial Schools Common Schools Secondary Schools The Academy The High School 	
3.5	Curriculum as a Field of Study <ul style="list-style-type: none"> Bobbitt and Charters: Behaviourism and Scientific Principles Kilpatrick: The Progressive Influence The Twenty-six Yearbook Rugg and Caswell: The Development Period Tyler: Basic Principles 	
Unit IV: Psychological foundation of curriculum		(7 hrs)
4.1	Behaviourism: Classical Conditioning, Operant Conditioning and Connectionism	
4.2	Cognitive Psychology: Theories of Jean Piaget, the Theories of Lev Vygotsky, the Theories of Multiple Intelligence, Learning Styles, Constructivism	
4.3	Phenomenology and Humanistic Psychology: Gestalt Theory, Maslow's Theory of Human needs, Roger's Nondirective and Therapeutic Learning	
Unit V: Sociological foundation of curriculum		(7 hrs)
5.1	Introduction	
5.2	A Dynamic Society <ul style="list-style-type: none"> Society as a Source of Change School as Agents of Change Knowledge of Agent of Change 	
5.3	Processing Social-educational Priorities <ul style="list-style-type: none"> Education for All Students Focus on Academically Talented Students Focus on Disadvantages Students Expanded Priorities to New Disadvantaged Groups 	
5.4	Cultural Pluralism and the Curriculum	
5.5	Mainstreaming <ul style="list-style-type: none"> Argument for Mainstreaming Problem for Mainstreaming Mainstreaming and Curriculum 	

Course Title: Education and Development	
Course: ED 512	Nature of course: Theory+Practical
Level: M.Ed.	Credit Hours: 3
Semester: First	Teaching Hours: 48

1. Course Introduction

This course is designed for those students who intend to have general knowledge about education and development. It aims is to help the students develop knowledge and skills which are necessary to formulate and implements the developmental issues of the nation. Students are encouraged throughout the course to consult with experts or specialists for their developing the insights about real meaning of education and development.

2. Course Objectives

The objectives of the course are as follows:

- To enable the students in exploring the meaning of education and development.
- To make the students familiar with principles of resource mobilization for development through the educational process.
- To make the students in exploring the knowledge of globalization and social development.
- To enable the students familiar with the relation of school and development.
- To provide the students about the concept of different types of development theory.

3. Course Contents

Unit One: Meaning of Education and Development (5 hrs)

- Individual
- Society

Unit Two: Principles of Resource Mobilization for Development (8 hrs)

- Access to education
- Inclusion
- Protection
- Community participation
- Cost effective and appropriate resourcing
- Human resource development
- Principles of vocational training

Unit Three: Globalization and Social Development (10 hrs)

- Educational deficits and gaps
- Progress coverage

3.3.	Education, employment and income	
3.4.	Globalization and employment	
3.5.	Dynamics of the production and employment structure	
3.6.	Globalization and labor flexibility	
Unit Four: School and Development		(10 hrs)
4.1.	The school as a learning organization: distant dreams	
4.2.	Recruitment and reaffirmation	
4.3.	Career and work rewards	
4.4.	The nature of profession	
4.5.	Collaboration and contrived collegiality	
4.6.	Teachers and their career story	
4.7.	Knowledge and teaching: Foundations of the new reform	
4.8.	School experiences and teacher socialization	
Unit Five: Development Theory		(10 hrs)
5.1.	Dependency theory	
5.2.	Modes of production theory	
5.3.	World system theory	
5.4.	Neo liberalism	
5.5.	Modernism	
5.6.	Post modernism	
Unit Six: The forms of Capital		(5 hrs)
6.1.	Cultural capital	
6.2.	Social capital	
6.3.	Conversions	
4. Instructional Techniques		
	<ul style="list-style-type: none"> Class discussion Presentation Group work/ practical work Project work Self study 	
5. Evaluation scheme		
	<ul style="list-style-type: none"> Internal 40% External 60% 	
Internal Evaluation will be based on the following criteria:		
	<ul style="list-style-type: none"> Attendance Home assignment Midterm exam 	5 marks 10 marks 10 marks

Course Title: Foundations of Curriculum Development	
Course No.: CE 515	Nature of Course : Theory
Semester: First	Credit Hours: 3
	Teaching Hours: 48

1. Course Introduction

This course is designed as a professional course for the students who want to specialize in curriculum studies. This course is primarily concerned with four foundations of curriculum – philosophical foundation, psychological foundation, historical foundation and sociological foundation. This course aims to provide intensive knowledge to the master level students on the major foundations of curriculum. Therefore, at the end of this course the students will be able to apply four foundations at the time of curriculum development process.

2. Course Objectives

At the completion of this course the students will be able to:

- Explain the origin and development of curriculum as a field of study.
- Identify and describe the different concepts of curriculum.
- Introduce general philosophies on curriculum.
- Judge the different educational philosophies in curriculum development.
- Elucidate the historical foundation of curriculum and draw its implication in curriculum development.
- Explain the different learning theories on curriculum development process.
- Explain the influence of sociological foundation on curriculum development.
- Analyze the impact of cultural pluralism on curricular activities.
- Assess the role of curriculum for mainstreaming the minorities, disadvantages, backwards, etc.

3. Course Contents

Unit I: Changing concepts of curriculum (7 hrs)

- Origin and Development of Curriculum as a Field of Study
- Curriculum as a Programme of Studies
- Curriculum as Experiences 'Had' Under the Auspices of School
- Curriculum as a Structured Series of Intended Learning Outcomes
- Curriculum as a Plan for Action

Unit II: Philosophical foundation of curriculum (7 hrs)

- Review of General Philosophies
 - Idealism
 - Realism
 - Naturalism
 - Pragmatism
- Overview of Educational Philosophies
 - Perennialism
 - Essentialism
 - Progressivism
 - Reconstructionism

- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal evaluation will be based on the following criteria:

- | | |
|------------------------------------|----------|
| a) Attendance | 5 marks |
| b) Home assignment | 10 marks |
| c) Midterm exam | 10 marks |
| d) Project work/Class Presentation | 10 marks |
| e) Reflective Report | 5 marks |

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

6. Prescribed Texts

Ebel, R. L. & Frisbie, D.A. (1991). *Essentials of educational measurement* (5th ed.). Upper Saddle River, NJ: Prentice Hall

Gronlund, N.E. (1998). *Assessment of student achievement* (6th ed.), Boston: Allyn & Backon

Miller, M.D., Linn, R.L & Gronlund, N.E. (2008). *Measurement and assessment in teaching* (10th ed.) New Delhi: Pearson Education

Popham, W.J. (2007). *Classroom assessment: what teachers need to know* (5th ed.) London: Pearson Education

Taiwo, A.A. (2000) *Fundamentals of classroom testing*. New Delhi: Vikash publishing House

- | | |
|-----------------------------------|----------|
| • Project work/Class Presentation | 10 marks |
| • Reflective Report | 5 marks |

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

Education and development (2002).Module 3 (compendium of readings part one) unit 6 and 7

Christopher, C., Jeff, E. and Mathew, A. (2005). *Human resource management practices alignment and firm performance*. Ithaca, NY: Cornell University.

Course Title: **Curriculum Development and Design**
Course No: CE 513
Semester: First

Nature of Course: Theory
Credit Hours: 3
Teaching Hours: 48

1. Course Introduction

This course incorporates the content area concerning to curriculum development process and curriculum designs ranging from the traditional to modern one. The overall goal of this course is to acquaint the students with the various curriculum development models and different forms of curriculum designs. From this course, students get the opportunity to be familiar with the various concepts of curriculum, need assessment process, new taxonomy of educational objectives, various techniques of curriculum development, and different patterns of curriculum organization. At the end of this course, the students will be able to develop relevant curricula with various forms of curriculum designs.

2. Course Objectives

- At the end of this course the students will be able to:
- a) Identify and analyze the various concepts of curriculum.
 - b) Show the relationship between curriculum and instruction.
 - c) Introduce need assessment and describe the different methods of obtaining data in need assessment.
 - d) Judge the applicability of diverse need assessment models and use apposite assessment models to identify needs for the purpose of curriculum development.
 - e) Explain the problems of need assessment with ways to solve these problems.
 - f) Describe the theoretical basis for new taxonomy of educational objectives.
 - g) Elucidate the three domains of knowledge.
 - h) List out the various levels of new taxonomy of educational objectives.
 - i) Construct specific objectives from various levels of new taxonomy.
 - j) Analyze cyclical and dynamic models of curriculum development.
 - k) Chose and use appropriate models to develop curriculum in Nepalese context.
 - l) List and explain the components of curriculum organization.
 - m) Describe the different dimensions of curriculum organization.

3. Course Contents

Unit I: Conceptualizing Curriculum (10 hrs)

- 1.1 Perennialist Concept of Curriculum
- 1.2 Essentialist Concept of Curriculum
- 1.3 curriculum as Structure of Discipline
- 1.4 Curriculum as Disciplinary Inquiry
- 1.5 Curriculum as Reflective Thinking
- 1.6 Curriculum as Activity Analysis
- 1.7 Curriculum as Input
- 1.8 Curriculum as Process
- 1.9 Curriculum as Product
- 1.10 Relationship between Curriculum and Instruction

- 2.4 Planning for test
- 2.5 Stages of construction of test
 - Defining objectives
 - Content analysis
 - Specification chart
 - Writing test item
 - Recording of test items
 - Editing and arranging test item
 - Writing direction for the test
 - Printing and production of test

Unit III: Evaluating test and item characteristics (10 hours)

- 3.1 Test characteristics to evaluate
- 3.2 Item analysis procedures
- 3.3 Index of difficulty
- 3.4 Index of discrimination
- 3.5 Item selection
- 3.6 Item revision
- 3.7 Post-test discussions

Unit IV: Essential qualities of test (10 hours)

- 4.1 Reliability
 - Meaning of reliability
 - Theory of reliability
 - Methods of estimating reliability
 - Factors affecting reliability
- 4.2 Validity
 - Theory of validity
 - Types of validity and validation process
- 4.3 Objectivity
- 4.4 Usability

Unit V: Student Evaluation in Nepal (10 hours)

- 5.1 Student evaluation at the school level
- 5.2 High stake testing – SLC and HSEB examination
- 5.3 Student evaluation at the university level
 - Internal assessment
 - External examination
- 5.4 Issues, problems and challenges of student evaluation and grading system in Nepal
 - School level
 - Higher level

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation

Course Title: **Measurement and Evaluation**
Course No: CE 514
Semester: First

Nature of course: Theory
Credit Hours: 3
Teaching Hours: 48

1. Course Introduction

Education as an all-embracing process involves all forms of tests and measurements that are used in passing judgment on the personnel, programme, institution curriculum, methodology, instructional materials and students. This course, in this context, is intended to enable the students have the ability to understand the principles and concepts of the different types of educational measurement and evaluation. On completion of this course the students will be able to understand the processes of evaluation, measurement and testing in a better a manner, and will be able to plan and conduct evaluation and testing on the basis of sound principles and practices. By the end of the course, they will be able to understand the interconnections between/among curriculum, goals, objectives, testing and evaluation. They will also have new perspective on how to use evaluation results.

2. Course Objectives

- By the end of the course, students will be able to:
- a) Define test, measurement and evaluation with examples
 - b) Differentiate physical and psychological measurement
 - c) List the essential steps involved in measurement
 - d) Identify and describe various stages of test construction
 - e) Identify and describe the characteristics of a good test (i.e. validity reliability and usability.
 - f) Compute reliability coefficient of an objective test
 - g) Estimate validity of a test
 - h) Develop understanding of item analysis and compute difficulty level and discrimination level of multiple choice items
 - i) apply the knowledge of test, measurement and item analysis to compute and analyze learners results such as good standing
 - j) assess the student evaluation system in Nepal, both at school and higher levels

3. Course Contents

Unit I: Measurement and Evaluation: Introduction (8 hours)

- 1.1 Meaning and definition of test, measurement and evaluation
- 1.2 Difference between measurement and evaluation
- 1.3 Physical measurement and psychological measurement
- 1.4 Steps in measurement
- 1.5 Errors of measurement
- 1.6 Criterion referenced and norm referenced measurement

Unit II : Construction of test (10 hours)

- 2.1 Introduction to test
- 2.2 Need and purpose of test
- 2.3 Teacher made test and standardized test

Unit II: Need Assessment (10hrs)

- 2.1 Need Assessment in Curriculum
- 2.2 General Needs Assessment
- 2.3 Methods for Obtaining Data
- 2.4 Needs Assessment Models
 - The Futurist Model
 - The Rational Model
 - The Training Model
- 2.5 Problems in Need Assessment
- 2.6 Addressing a Specific Problem
- 2.7 Researching a Specific Need

Unit III: Taxonomies of Educational Objectives (10hrs)

- 3.1 Theoretical Basis for New Taxonomy
- 3.2 The Knowledge Domains
 - Domain of Information
 - Domain of Mental Procedures
 - Domain of Psychomotor Procedures
- 3.3 The New Taxonomy and Three Domains of Knowledge
 - Retrieval
 - Comprehension
 - Analysis
 - Knowledge Utilization
 - Meta-cognitive system
 - Self System Thinking

Unit IV: Curriculum Development Process (10 hrs)

- 4.1 Concept of Curriculum Development
- 4.2 Models of Curriculum Development
 - 4.2.1 Cyclical Models
 - Wheeler's Model
 - Nicholls and Nicholls's Model
 - Strengths of Cyclical Models
 - Weaknesses of Cyclical Models
 - 4.2.2 Dynamic Models
 - Walker's Model
 - Skilbeck's Model
 - Strengths of Dynamic Models
 - Weaknesses of Dynamic Models
- 4.3 Curriculum Development Process at School Level in Nepal

Unit V: Patterns of Curriculum Organization (8hrs)

- 5.1 Meaning of Curriculum Organization
- 5.2 Components of Curriculum Organization
- 5.3 Dimensions of Curriculum Organization
 - Continuity

- Sequence
- Integration
- Scope
- Articulation
- Balance

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
 External – 60%

Internal evaluation will be based on the following criteria:

- | | |
|-----------------------------------|----------|
| • Attendance | 5 marks |
| • Home assignment | 10 marks |
| • Midterm exam | 10 marks |
| • Project work/Class Presentation | 10 marks |
| • Reflective Report | 5 marks |

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

6. Prescribed Texts:

Bloom, B.S. and et al. (1956). *Taxonomy of educational objectives*. Handbook I: Cognitive domain. New York: The Macmillan Company.

Gronlund, N.E. (1985). *Stating objectives for classroom instruction* (3rd edition). London: Collier Macmillan Publishers.

Marzano, R.J. and Kendall, J.S. (2007). *The new taxonomy of educational objectives* (2nd edition). California: Carwin Press.

McNeil, J. D. (1977). *Curriculum: A comprehensive introduction*. Boston: Little Brown and Company.

Ornstein, A.C. and Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues* (4th ed.). New York: Pearson Education, Inc.

Nicholls, A. and Nicholls, S.H. (1978). *Developing a curriculum: A practical guide*. Britain: Cox and Wyman Ltd.

Pratt, D. (1980). *Curriculum design and development*. New York: Harcourt Brace Jovanovich, Inc.

Print, M. (1993). *Curriculum development and design*. Austrelia: Allen and Unwin Pvt. Ltd.

Smith, B.O., Stanley, W.O. and Shores, J.H. (1950). *Fundamentals of curriculum development*. New York: World Book Company.

Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and World, Inc.

Tanner, D. and Tanner, L.N. (1980). *Curriculum development: Theory into practice*. London: Collier Macmillan Publishers.

Tyler, R.W. (1949). *Basic principle of curriculum and instruction*. Chicago: University of Chicago Press.

Wheeler, D.K. (1967). *Curriculum process*. London: Hodder and Stoughton.

- 3.2 Existentialism and curriculum
- 3.3 Analytic philosophy and curriculum

Unit IV: Curriculum and reproduction (10hrs)

- 4.1 The reproduction of social inequality
- 4.2 The hidden curriculum and the needs of capitalist production
- 4.3 Codes of class and language

Unit V: Contemporary curriculum discourses (6 hrs)

- 5.1 Understanding curriculum as gender text
 - The prevailing system of gender
 - Feminism, gender analysis and reconceptualization
 - Creating spaces and finding voices
 - Feminist pedagogy and politics

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

4. Instructional Techniques

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

5. Evaluation Scheme

- Internal:40%
- External:60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

Pieter, J. V. (2011). *Diversity Management in Higher Education: A South African Perspective in Comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development.
 ____ (2004). *Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission.
 Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University.

Course Title: **Application of Learning Theories in Education**
Course: **ED 522** Nature of course: Theory+Practical
Level: M.Ed. Credit Hours: 3
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is a core course for the students studying Master Degree in Educational Science. This deals with psychology of learning and application of learning theory in classroom teaching. It includes the learning theories and paradigms ranging from the behaviouristic theories to cognitive theories. As the implementation of these theories for teaching and professional development, this course enables the student in drawing upon these theories in their everyday teaching and professional practices.

2. Course Objectives

On completion of this course the students will be able:

- a) To explain cognitivism, behaviorism and constructivism as a broader family of learning theory
- b) To develop understanding of Pavlovian conditioning
- c) To discuss various types of conditioning
- d) To familiarize students with meaning and concept of operant conditioning
- e) To make students able to explain the acquisition process of operant conditioning
- f) To give the concept of reinforcement and its application to change behaviors of learners
- g) To use the operant conditioning in classroom teaching and learning
- h) To clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning
- i) To list the principles of perception with explanation
- j) To enable students to explain purposive behavior
- k) To discuss Tolman's experiments and draw the conclusion from them
- l) To enable to analyze the premises of individual constructivism
- m) To make the meaning of basic features of individual constructivism
- n) To draw a educational implication of individual constructivism
- o) To define the social constructivism and its premise

3. Course Contents

Unit One: Philosophical Orientation to Learning Theories (10 hrs)

- 1.1. Origin of learning theories
- 1.2. Major learning theories
 - 1.2.1. Behaviorism and its basic characteristics

Course Title: **Curriculum and Ideology**
Course No: CE 532 Course of nature : Theory
Semester: Third Credit Hours: 3
Teaching Hours: 48

1. Course Introduction

This is a professional course prepared for those students who want to complete Master's Degree in Education in Curriculum Studies. This course mainly deals with curriculum ideologies, curriculum history and social control, philosophical orientation to curriculum development, curriculum and reproduction, and contemporary curriculum discourses. At the end of this course, students will be able to make clear concept about how the different ideologies lead to the curricular activities. Similarly, they also able to develop philosophically, socially, psychologically, culturally, racially and academically sound curriculum.

2. Course Objectives

At the end of this course the students will be able to:

- a) Describe the nature of curriculum ideologies.
- b) Analyze the different ideologies in terms of aims, knowledge, learning, child, teaching, and evaluation.
- c) Compare and contrast various curriculum ideologies from each other.
- d) Explain how the social control influences on curricular activities in particular and educational activities in general.
- e) Elucidate the influences of philosophy on curriculum curricular activities.
- f) Investigate the different philosophical orientations on curriculum development.
- g) Explore how the curriculum is considered as an elevator of reproduction.
- h) Assess the contemporary curriculum discourses critically in the reference to Nepal.

3. Course Contents

Unit I: Curriculum ideologies (12 hrs)

- 1.1 The nature of curriculum ideologies
- 1.2 Aims, knowledge, learning, child, teaching and evaluation of following ideologies
 - The scholar academic ideology
 - The social efficiency ideology
 - The learner centered ideology
 - The social reconstructionist ideology

Unit II: Curriculum history and social control (12hrs)

- 2.1 Meaning and control in the curriculum history
- 2.2 Ideology and curriculum in use
- 2.3 Urbanization and the historical function of schooling
- 2.4 The social function of the curriculum
- 2.5 The curriculum field and the problem of community

Unit III: Philosophical orientation to curriculum development (8 hrs)

- 3.1 Influence of philosophy on curricular activities

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

6. Prescribed Texts

Banks, J. A. (2006). *Cultural diversity and education: foundations, curriculum and teaching*. Boston, MA: Allyn and Bacon.

Baska, J.V.T. (2004). *Curriculum for gifted and talented students*. California: Crown Press.

Corson, D. (1998). *Changing education for diversity*. Buckingham: Open University Press.

Gibson, M.A. (1984). *Approach to multicultural education in the United States: Some conception and assumptions*. In the Journal of Anthropology and Education Quarterly, Vol.15, No 1. Blackwell Publishing on Behalf of the American Anthropological Association.

Inglis, C. (2008). *Planning for cultural diversity*. Paris: UNESCO/IIEP.

UNESCO. (2009). *Investing in cultural diversity and intercultural dialogue*. Paris: UNESCO

Watson, C.W. (2002). *Multiculturalism*. New Delhi: Viva Books.

Woolfolk, A. (2004). *Educational psychology (9th ed.)* New Delhi: Pearson Education.

- 1.2.2. Cognitivism and its basic characteristics
- 1.2.3. Constructivism and its basic characteristics

Unit Two: Principles of Pavlovian conditioning and Implication (8 hrs)

- 2.1 Acquisition of the conditioned response
 - Measures of conditioning
 - Conditioning paradigms
- 2.2 Nature of extinction and its paradigm
- 2.3 Other inhibitory processes
- 2.4 Conditioning
 - Higher-order conditioning
 - Sensory preconditioning
 - Vicarious conditioning
- 2.5 Application of Pavlovian conditioning in teaching

Unit Three: Operant Conditioning (10 hrs)

- 3.1. Meaning and concept
- 3.2. Acquisition of operant behavior (CR) (Principle and Mechanism)
- 3.3. Shaping and its principle
- 3.3. Meaning, concept and schedule of reinforcement
- 3.5. Application of Reinforcement
- 3.4. Implication for teaching and learning

Unit Four: Wertheimer Productive Thinking (10 hrs)

- 4.1. Concept of phi-phenomenon
- 4.2. Concept and principle of perception
- 4.3. Implication for teaching and learning

Unit five: Tolman's Purposive Behaviorism (10 hrs)

- 5.1. Concept of purposive behaviorism
- 5.2. Theory of purposive behaviorism (Expectancy, Place and Insight learning)
- 5.3. Drawing conclusions for educational implication

Unit Six: Constructivism (10 hrs)

- 6.1. Meaning and concept
- 6.2. Piaget's constructivism (Psychological/Individual constructivism)
- 6.3. Basic premises of Piaget's Constructivism (Implicit Theories and Knowledge construction process)
- 6.4. Basic features (Scheme, Adaptation-Assimilation and Accommodation, Equilibration)
- 6.5. Implication for teaching and learning

- 6.6. Vygotsky's constructivism (Social constructivism)
- 6.7. Basic premises of social constructivism (Situating cognition and Knowledge construction process)

4. Instructional Techniques

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal 40%
- External 60%

Internal Evaluation is based on the following criteria

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

- 2.4. Bicultural education
- 2.5. Multicultural education as the normal human experiences

Unit III: Key Vectors of Cultural Diversity (15)

- 3.1. Language
 - Language dynamics today
 - Language and identity
- 3.2. Education
 - The relevance of educational methods and contents
 - Learning societies and right to education
 - Participatory learning and intercultural competencies
 - Communication and Cultural Contents
 - Globalization and new media trends
 - Impact of communication and cultural products
 - Policy fostering cultural diversities
- 3.3. Creativity and the Market Place
 - Artistic creation and the creative economy
 - Crafts and international tourism
 - Cultural diversity and business world

Unit IV : Factors Influencing the Achievement of Culturally Diverse Students (5)

- 4.1. Socio-economic status of the students
- 4.2. Low teacher expectation
- 4.3. Teachers' belief and knowledge
- 4.4. Standardized test bias
 - Teachers quality
 - Home school mismatch
- 4.5. Students' learning style

Unit V: Building Community-Based Education through Critical Policy Making (10)

- 5.1. Community based education
 - Freire's generative theme
 - Community-based education and language revival
- 5.2. Transformational framework for community based education
- 5.3. Critical policy making and emancipator leadership in settings of diversity
 - The structuring process outline
 - Identifying the real problem
 - Trial policies: the views of stakeholders

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

Course Title: Managing Diversity in Curriculum	
Course No: CE 531	Course of nature : Theory
Semester: Third	Credit Hours: 3
	Teaching Hours: 48
1. Course Introduction	
This course aims to familiarize the students with the emerging patterns and challenges of diversity in education. It provides them with knowledge and understanding of meaning and dimension and approach to diversity in education as well as vectors of cultural diversity. Equally, the course analyzes the factors that influence the achievement of students from diverse background, familiarize the students with the community based education and transformational framework through critical policy making, and help to assess strategies for accommodating diversity in education. Moreover, this course deals with making the educational world safe for the students from diverse background through enhancing the quality of teachers and educators as a researcher and a practitioner.	
2. Course Objectives	
Upon completion of this course, the students are expected to	
<ul style="list-style-type: none"> a) Conceptualise the meaning and dimension of diversity b) List and analyze the approaches to cultural diversities c) Familiarize with the key vectors (language, education, communication and cultural contents, and creativity and the market place) of cultural diversities and critically assess them in Nepalese context d) Assess how socio-economic status, teacher knowledge and expectation influence the achievement of students from diverse background e) Familiarize with the community based - education and transformational framework through critical policy making f) Acquaint with teachers as researcher and practitioners to save students from diverse background 	
3. Course Contents	
Unit I: Meaning, definition and dimensions of diversity in education with reference to Nepal (10 hours)	
<ul style="list-style-type: none"> 1.1. Cultural and cultural diversity 1.2. Race, ethnicity and racial ethnic diversity 1.3. Language and language diversity 1.4. Gender and gender construction 1.5. Social class and socioeconomic status 1.6. Economically diverse students 1.7. Geography and geographical variability 1.8. Geographically diverse students 1.9. Gifted and talented students 	
Unit II: Approaches to Cultural Diversity (8)	
<ul style="list-style-type: none"> 2.1. Education of the culturally different or benevolent multiculturalism 2.2. Education about cultural differences or cultural understanding 2.3. Educational for cultural pluralism 	

6. Prescribed Texts
Hill, W.F. (1973) <i>Learning: A survey of psychological interpretation</i> . London: Lowe & Brydone. (Unit I to VII)
Hildgard, E.R., & Bower, H.G. (1975). <i>Theories of Learning</i> . Delhi: Prentice Hall. (Unit I to VII)
Hurlock, E.B. (2002). <i>Developmental psychology: A life-span approach</i> . New Delhi: Tata McGraw Hill.
Klein, S.B. (1996). <i>Learning: Principle and application</i> . McGraw Hill. Inc. (Unit I to VII)
Schunk, H.D. (1996). <i>Learning theories</i> . Englewood Cliffs, NJ: Prentice Hall. (Unit I to VII)
Woolfolk, A. (2008). <i>Educational Psychology</i> . New Delhi: Pearson Education. (Unit I to VII)

Course Title: **Research Methods in Education**
Course: **ED 523** Nature of course: Theory +Practical
Level: M.Ed. Credit Hours: 3
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is designed to acquaint the students with the basic understanding of research skills with a particular relevance to studying and understanding of the educational issues and problems. It provides them both with both theoretical knowledge and practical skills in carrying out the independent research work by developing research proposal in a standard APA format.

2. Course Objectives

- On completion of this course the students will be able to
- a) Discuss the basic concept and meaning of research and educational research
 - b) Explain the nature and purpose of educational research
 - c) Identify various research types with their characteristics.
 - d) Classify sampling techniques and explain each with examples.
 - e) Identify various sampling techniques and choose appropriate one for own research project.
 - f) Describe the procedures of carrying out different research designs.
 - g) Identify various data collection tools and discuss advantages and disadvantages.
 - h) Describe and use general procedure followed in the analysis of qualitative and quantitative data.
 - i) Describe the components of a research proposal and report.
 - j) Write a research proposal and report.
 - k) State some of the criteria to use in evaluating a research report.

3. Course Contents

- Unit One: Concept of Research (10)**
- 1.1. Meaning and definition of research and educational research
 - 1.2. Nature and its purposes in educational research
 - 1.3. Scope of educational research
 - 1.4. Research problems
 - 1.5. Objectives of educational research
 - 1.6. Hypothesis
 - 1.7. :Review of literature Theoretical, Empirical and conceptual / theoretical framework

McNeil, J.D. (1977). *Curriculum: A comprehensive introduction*. Boston: Little Brown and Compeny.

Ornstein, A.C. and Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues* (4th ed.). New York: Pearson Education, Inc.

Popham, J. (1975). *Educational evaluation*. New Jersey: Prentice Hall, Inc.

Pratt, D. (1980). *Curriculum design and development*. New York: Harcourt Brace Jovanovich, Inc.

Print, M. (1993). *Curriculum development and design*. Austrelia: Allen and Unwin Pvt. Ltd.

Saylor, J.G. and Alexander, W.M. (1974). *Planning curriculum for schools*. New York: Holt, Rinehart and Winston, Inc.

Wiles, J. and Bondi, J. (1993). *Curriculum development: A guide to practice* (4th edition). New York: Macmillan Publishing Company.

Worthen, B.R. and Sanders, J.B. (1987). *Educational evaluation: Alternative ap-proaches and practical guidelines*. London: Longman Group Ltd.

Zais, R.S. (1976). *Curriculum principles and foundations*. New York: Harper and Row Publishers.

- 5.3 Evaluation Questions
 - The Question of Intrinsic Value
 - The Question of Instrumental Value
 - The Question of Comparative Value
 - The Question of Idealization Value
 - The Question of Decision Value
- 5.4 Curriculum Evaluation Models
 - 5.4.1 Humanistic and Naturalistic Evaluation Models
 - Eisner's Connoisseurship Evaluation Model
 - Illuminative Evaluation Model

- 4. Instructional Techniques**
- Lecture and discussion
 - Demonstration
 - Presentation
 - Self –study
 - Project work
 - Group and individual work
 - Micro teaching

- 5. Evaluation Scheme**
- Internal – 40%
- External – 60%

- Internal evaluation will be based on the following criteria:**
- Attendance 5 marks
 - Home assignment 10 marks
 - Midterm exam 10 marks
 - Project work/Class Presentation 10 marks
 - Reflective Report 5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

- 6. Prescribed Texts**
- Connelly, F.M. (2008). *The sage handbook of curriculum and instruction*. New Delhi: Sage Publication.
- Marsh, C.J. and Willis, G. (1999). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Prentice Hall, Inc.

- Unit Two: Research Designs (5)**
- 2.1. Quantitative, qualitative and mixed research design
 - 2.2. Basic, applied and action research
 - 2.3. Experimental research design study
 - 2.4. Survey
 - 2.5. Case study
 - 2.6. Historical research
 - 2.7. Ethnography

- Unit Three: Sampling (10)**
- 3.1. Introduction
 - 3.2. Probability sampling
 - Simple random sampling
 - Stratified random sampling
 - Cluster sampling
 - 3.3 Non-probability sampling
 - Purposive sampling
 - Quota sampling
 - Convenience sampling
 - Snowball sampling
 - 3.4 Sample size and error

- Unit Four: Tools of Data Collection (5)**
- 4.1. Interview
 - 4.2. schedule
 - 4.3. Questionnaire
 - 4.4. Observation
 - 4.5. Rating scales : Thurnstone's and likert's scales
 - 4.6. Tests
 - 4.7. Focus group discussions

- Unit Five: Analyzing the Data (12)**
- 5.1. Analyzing quantitative data
 - Data editing and tabulation
 - 5.2. Statistical analysis
 - Measure of central tendency
 - Measure of dispersion
 - Measure of correlation coefficient (Pearson's and Spearman's method)
 - Hypothesis testing
 - 5.3. Analyzing qualitative data
 - Organizing and coding
 - Comparing and Exploring relationships and patterns
 - Final themes and interpretation

Unit Six: Research Proposal and Report (6)

- 6.1 Need of writing research proposal
- 6.2 Components of research proposal
- 6.3 Development of a research proposal
- 6.4 Requirements for writing research report
- 6.5 Essential components of a research report
- 6.6 Use of APA format in research report
- 6.7 Evaluation of research report

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- 1.1 Internal 40%
- 1.2 External 60%

Internal evaluation will be based on the following criteria

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

- System Alternative Proponents
 - System Alternative Explorers
- 1.8. Curriculum Theory and Theorizing Today

Unit II: Fields of curriculum (6)

- 2.1 Curriculum foundation
- 2.2 Curriculum design
- 2.3 Curriculum construction
- 2.4 Curriculum development
- 2.5 Curriculum implementation
- 2.6 Curriculum engineering
- 2.7 Curricular verses non- curricular issues

Unit III: Dynamics of curriculum change (10 hrs)

- 3.1 Concept of Curriculum Changes
- 3.2 Factors Affecting Curriculum Change
 - Teacher's Background
 - Students' Ability
 - Students' Viewpoints
 - School Infrastructure
 - Financial Pressure
 - Employer and Industry Viewpoints
 - University and Government Regulation
 - National and Internal Accreditation Bodies
 - Advancement of Science and Technology
 - Academic Fashion

Unit IV: Curriculum dissemination and implementation (10 hrs)

- 4.1 Curriculum Dissemination
 - Concept of Innovation
 - Meaning of Diffusion and Dissemination
 - Models of Curriculum Dissemination
 - Schon's Models
 - Havlock's Models
- 4.2 Curriculum Implementation
 - Implementation as a Change Process
 - Curriculum Implementation Models
 - Overcoming Resistance to Change Model
 - Organizational Development Model
 - Concern-based Adoption Model
 - Educational Change Model
- 4.3 Problems of Curriculum Implementation
- 4.4 Possible Ways to Solve these Problems

Unit V: Curriculum evaluation (12 hrs)

- 5.1 Concept of Curriculum Evaluation
- 5.2 Purpose of Curriculum Evaluation

Course Title: **Curriculum Theory and Practice**
Course No: CE 526
Semester: Second

Course of nature : Theory
Credit Hours: 3
Teaching Hours: 48

1. Course Introduction

This is a professional course designed to the students who want to complete Master Degree in Curriculum studies. The course mainly deals with curriculum theory and theorizing, fields of curriculum, dynamics of curriculum change, curriculum dissemination and implementation, and curriculum evaluation. This course aims to provide in-depth theoretical as well as practical knowledge to the students especially on curriculum. Therefore, at the end of this course the students will be acquainted with the theory and practice of curriculum in the field of education today.

2. Course Objectives

- At the end of this course the students will be able to:
- a) Give short introduction to curriculum theory and curriculum theorizing.
 - b) Elucidate the sources and functions of curriculum theory.
 - c) Compare and contrast the different categories of curriculum theorizing.
 - d) Differentiate curriculum improvement from curriculum change.
 - e) List out the different fields of curriculum with brief introduction
 - f) Explain curricular and non-curricular issues.
 - g) Describe the concept of curriculum change.
 - h) List and explain the different factors affecting curriculum change.
 - i) Distinguish between curriculum diffusion and curriculum dissemination.
 - j) Analyze the different models of curriculum dissemination.
 - k) Explain the role of planning, support and communication in curriculum implementation.
 - l) Discuss curriculum implementation as a change process.
 - m) Compare and contrast the different models of curriculum implementation.
 - n) Find out the problems of curriculum implementation with ways forward to solve these problems.
 - o) Explain the concept and purposes of curriculum evaluation.
 - p) Clarify the evaluation question in curriculum development.
 - q) Analyze the various models of curriculum evaluation.

3. Course Contents

Unit I: Conceptualizing curriculum theory and theorizing (10hrs)

- 1.1 Concept of Theory
- 1.2 Sources of Curriculum Theory
- 1.3. Functions of Theory
- 1.4. Steps in Theory Building
- 1.5. Concept of Curriculum Theorizing
- 1.6. Classical bases of Curriculum Theorizing
- 1.7. Major Categories of Curriculum Theorizing
 - System Oriented Proponents
 - System Supportive Explorers

6. Prescribed Texts

Ary, D., Jacobs, L.C., Sorensen, C. and Razaveih, A. (2009). *Introduction to research in education*. (8th ed). Belmont, CA: Wadsworth/Thomson Learning (Unit I to VII)

Best, J.W. and Kahn (2006). *Research in education* (10th ed.), New Delhi: Prentice Hall of India (Unit I to VII)

Creswell, J. and Plano, V.L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage (Unit I to VII)

Cohen, L., Manion, L. and Morrison, Keith (2007). *Research methods in education* (6th ed.) London: Routledge (Unit I to VII).

McMillan, J.H. (2000). *Educational research: fundamentals for the consumer* (3rd ed.). New York, NY: Addison, Wesley and Longman (Unit I to VII).

Punch, K.F. (2009). *Introduction to research methods in education*. London: Sage (Unit I to VII)

Wiersma, W. (2000). *Research methods in education: an introduction* (7th ed.) Boston: Allyn and Backon (Unit I to VII)

Course Title: **Programme Evaluation**
Course No: CE 524
Semester: Second

Course of nature : Theory
Credit Hours: 3
Teaching Hours: 48

1. Course Introduction

Educational programmes nowadays are subject to public scrutiny, accountability and evaluation and programme evaluations are conducted largely to improve educational efforts and to address accountability. In this context, this course intends to provide the students with concept, practices and models of programme evaluation and further aims to enable them to plan and design evaluation study of an educational programme, a curriculum, a project or an individual institution in education sector.

2. Course Objectives

- By the end of the course, students will be able to:
- a) Explain the concept of evaluation and programme evaluation
 - b) Differential between evaluation and research
 - c) Differentiate between formative & summative
 - d) Demonstrating understanding of philosophical and methodological foundation of programme evaluation
 - e) Trace the historical development of programme evaluation
 - f) Describe various aspects of programme evaluation
 - g) Conceptualise the meaning of meta-evaluation and specify the guidelines of meta-evaluation
 - h) Identify, list and explain various stages of programme evaluation
 - i) Explain the key concepts, processes, emphases and limitations of evaluation models
 - j) Describe contribution of each evaluation model
 - k) Differentiate various evaluation models
 - l) Derive implications of the evaluation models

3. Course Contents

- Unit I: Programme evaluation: an introduction**

(5 hours)
- 1.1 Meaning and definition of Evaluation and research
 - 1.2 Difference between evaluation and research
 - 1.3 Key concepts of programme evaluation
 - 1.4 Formative and summative programme evaluation

- Unit II : Historical, Philosophical and methodological approach to programme evaluation**

(10 hours)
- 2.1 Historical perspectives of programme evaluation
 - 2.2 Philosophical underpinning to programme evaluation
 - Objectivism
 - Subjectivism
 - 2.3 Epistemological differences
 - Natural sciences
 - Social sciences

- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- | | |
|-----------------------------------|----------|
| • Attendance | 5 marks |
| • Home assignment | 10 marks |
| • Midterm exam | 10 marks |
| • Project work/Class Presentation | 10 marks |
| • Reflective Report | 5 marks |

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

6. Prescribed Texts

Banks, J.A. (2006). *Curtural diversity and education: Foundations, curriculum and teaching* (4th edition). New York: Allyn and Bacon.

Bhalla, N. (2007). *Curriculum development*. India: Authors Press.

CDC (2005). *National curriculum framework for school education in Nepal*. Sanothimi: Authors.

Kelly, A.V. (2003). *The curriculum: Theory and practice* (5th edition). London: Paul Chapman Publishing Limited.

Marsh, C.J. and Willis, G. (1999). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Prentice Hall, Inc.

Ornstein, A.C. and Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues* (4th ed.). New York: Pearson Education, Inc.

Smith, B.O., Stanley, W.O. and Shores, J.H. (1950). *Fundamentals of curriculum development*. New York: World Book Compenny.

Zais, R.S. (1976). *Curriculum principles and foundations*. New York: Harper and Row Publishers.

2.2	Education Grounded in Eternal Truth	
2.3	Science as the Source of Educational Authority	
2.4	Education as the Social Agent	
2.5	Two bases of the Educator's Authority	
Unit III: Knowledge and the Curriculum		(8hrs)
3.1	The Problematic Nature of Human Knowledge	
	<ul style="list-style-type: none"> Absolutist Theories Objections to Absolutism 	
3.2	The Politics of Knowledge	
	<ul style="list-style-type: none"> Totalitarianism Resistance to Change Ideological Dominance The Legitimation of Discourse 	
3.3	Responses to the Problem of the Politics of Knowledge	
Unit IV: Issues in the Function of Education		(12hrs)
4.1	Education for Good Citizenship	
4.2	Education as Development of the Rational Man	
4.3	Education as the Basic Instrument for the Preservation of the Existing Social Order	
4.4	Education for Reconstruction	
4.5	Pedagogy as Political Process	
4.6	Moral and Spiritual Education	
Unit V: Issues and Challenges of Curriculum in Nepalese Context		(15 hrs)
5.1	Socio-cultural and Educational Context	
5.2	Curriculum Development and Improvement Process	
5.3	Curricular Coherence and Continuity	
5.4	Need for Value Education	
5.5	Life Skills Approach to Education	
5.6	Education for Work	
5.7	Need for Information Communication Technology Education	
5.8	Language Issues	
5.9	Inclusive Approach to Curriculum	
5.10	Instructional Approaches	
5.11	Sanskrit Education	
5.12	Local Need Based Education	
5.13	Subjects to Teach	
5.14	Alternative Education	
5.15	Impact of Globalization in Education	
5.16	Students Assessment	
5.17	Educational Quality and Relevancy	
5.18	Research Work	
4. Instructional Techniques		
	<ul style="list-style-type: none"> Lecture and discussion Demonstration 	

2.4	Methodological differences	
	<ul style="list-style-type: none"> Quantitative methods Qualitative methods 	
Unit III : Aspects of programme evaluation		(7 hours)
3.1	Needs assessment	
3.2	Input evaluation	
3.3	Process evaluation	
3.4	Cost-effectiveness analysis	
3.5	Meta-evaluation	
	<ul style="list-style-type: none"> Standards for educational evaluation Guidelines for conducting meta-evaluation 	
Unit IV: Stages of programme evaluation		(12 hours)
4.1	Identification of programme goals and objectives	
4.2	Setting the boundaries of evaluation	
4.3	Specification of indicators of programme outcomes	
4.4	Identification of approaches measuring the indicators	
4.5	Planning resources for evaluation	
4.6	Establishing rapport with the concerned people	
4.7	Addressing contextual issues	
4.8	Maintaining professional and ethical standards	
4.9	Data collection	
4.10	Data analysis and interpretations	
4.11	Report writing	
Unit V : Programme evaluation design		(14 hours)
5.1	Objectives oriented models	
	<ul style="list-style-type: none"> Hammonds models Provus models 	
5.2	Management oriented approaches	
	<ul style="list-style-type: none"> Stufflebeam's CIPP model Alkin's UCLA model 	
5.3	Participants oriented approaches	
	<ul style="list-style-type: none"> Stake's countenance model 	
4. Instructional Techniques		
	<ul style="list-style-type: none"> Lecture and discussion Demonstration Presentation Self –study Project work Group and individual work Micro teaching 	
5. Evaluation Scheme		
	Internal – 40%	
	External – 60%	

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

6. Prescribed Texts

Fitzpatrick, J.L., Sanders, J.R. and Blain, R.W. (2010) *Programme Evaluation: alternative approach and practical guidelines* (4th ed.) New York, NY: Pearson/ Allyn and Bacon.

Hansen, H.F (2005) Choosing evaluation models: a discussion on evaluation design, *Evaluation*, 11(4), pp. 447 – 462

Mertens, D.M. and Wilson, A.T. (2012) *Programme evaluation theory and practice: a comprehensive guide*. New York, NY: The Guilford Press

Patton, M.Q. (2002) *Qualitative research and evaluation methods* (3rd ed.). Sage: Thosands Oak, CA

Popham, W.J. (1975) *Educational evaluation*. New Jersey: Prentice Hall

Stufflebean, D. L. and Shinkfield, A. J. (2007) *Evaluation theory, models and applications*. San Franscisco, CA: Jossey-Bass

Worthen, B.R. and Sanders, J.R. (1973) *Educational evaluation: theory and practice*. Bemont, CA: Wadsworth

Worthen, B. R. and Sanders, J. R. (1987) *Educational evaluation: alternative approaches and practical guidelines*. New York, NY: Longman

Course Title: Contemporary Issues in Curriculum Development

Course No: CE 525

Semester: Second

Nature of Course : Theory

Credit Hours: 3

Teaching Hours: 48

1. Course Introduction

This course is proposed as a professional course for those students who want to take Master Degree in Curriculum Studies. The course mainly deals with the contemporary issues concerning to curriculum development, curriculum implementation and curriculum evaluation that are in local, national and international scenario. The overall goal of this course is to make familiar to the students on different issues and challenges that the curricularists, teachers and evaluators encounter at the time of curriculum development, curriculum implementation and curriculum evaluation. The knowledge obtained by students from this course will be fruitful to them to plan a relevant curriculum, to implement planned curriculum successfully and to evaluate the effectiveness of curriculum appropriately.

2. Course Objectives

At the completion of this course the students will be able to:

- Analyze the problems posed by different definitions of curriculum.
- Describe the problems created by social changes on curriculum development.
- Explore the problems that the curriculum developers encounter at the time of curriculum design construction.
- List out and explain the sources of authority to curriculum building.
- Explain the problematic nature of human knowledge and its impact on curriculum development.
- Elucidate how the politics of knowledge influence on curriculum development.
- State and discuss the various issues in the function of education.
- Scrutinize the issues and challenges of curriculum development and implementation in the reference to Nepal.

3. Course Contents

Unit I: Problems of curriculum development (8 hrs)

- Problems Posed by Following Definitions
 - Curriculum as permanent studies
 - Curriculum as plan for learning
 - Curriculum as guided learning experiences
 - Curriculum as guided living
- Social Changes and Problems of Curriculum Development
 - Science and Technology Influence Culture
 - Social Stratification of Communities
 - Changes in Family Life
 - Changes of Occupation and Employment
 - What these Changes Mean for Curriculum Development

Unit II: The Sources of Authority to Curriculum Building (5hrs)

- Devine Will as the basis of Educational Authority

1. Introduction

- Background/the context
- Statement of the problem
- Significance of the study
- Objectives of the study
- Hypothesis of the study (if applicable)
- Limitations of the study
- Definitions of appropriate terms

2. Review of related literature

- Theoretical framework of the study
- Review of related literature and justification for the present study

3. Methodology

- Research design
- Population and sampling
- Instrumentation
- Data collection and analysis procedures

4. Analysis and interpretation of data

5. Summary, conclusions and recommendations/implications

6. References

7. Appendices/annexes

References

- a) Ary, D., Jacobs, L.C., Sorensen, C. and Razaveih, A. (2009) *Introduction to research in education*. (8th ed). Belmont, CA: Wadsworth/Thomson Learning.
- b) Best, J.W. and Kahn (2006) *Research in education* (10th ed.), New Delhi: Prentice Hall of India.
- c) Creswell, J. and Plano, V.L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- d) Cohen, L., Manion, L. and Morrison, Keith (2007) *Research methods in education* (6th ed.) London: Routledge.
- e) McMillan, J.H. (2000) *Educational research: fundamentals for the consumer* (3rd ed.). New York, NY: Addison, Wesley and Longman
- f) Punch, K.F. (2009) *Introduction to research methods in education*. London: Sage.
- g) Wiersma, W. (2000) *Research methods in education: an introduction* (7th ed.) Boston: Allyn and Backon

6. Prescribed Texts

- Apple, M.W. (2004). *Ideology and curriculum* (3rd edition). New York: Tyler and Francis Books, Inc.
- Connelly, F.M. (2008). *The sage handbook of curriculum and instruction*. New Delhi: Sage Publication.
- Marsh, C.J. and Willis, G. (1999). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Prentice Hall, Inc.
- Ornstein, A.C. and Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues* (4th ed.). New York: Pearson Education, Inc.
- Ozmon, H.A. and Craver, S.M. (1999). *Philosophical foundations of education* (6th edition). New Jersey: Prentice Hall, Inc.
- Pinar, W.F., Reynolds, W.M., Slattery, P. and Taubman, P.M. (1996). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. New York: Peter Long Publishing, Inc.
- Ross, A. (2000). *Curriculum: Construction and critique*. London: Flamer Press.
- Schiro, M.S. (2008). *Curriculum theory: Conflicting visions and enduring concerns*. California: Sage Publication.

Course Title: Application of Statistics in Test Development and Evaluation	
Nature of course: Theory+ practical	Credit Hours: (2+1)
Course No.: CE 533	Semester: Third
	Teaching Hours: 48

1. Course Introduction

The aim of this course is to provide basic statistical understanding and computational skills required for test development, validation and reporting tasks. The students will have opportunities to learn basic statistics such as measure of central tendency, measure of dispersion and correlation with a major focus on their application in test development, validation and reporting. This course also provides hands-on experience, through a practical work at a nearby school, to develop and administer a test, and analyze summaries and report the result of the test.

2. Course objectives

On completion of this course the students will be able to:

- Organize test scores into frequency distributions, and present them as frequency polygons, histograms and pie charts.
- Distinguish between the measures of central tendency and the situations in which each should be used, and calculate, the mean, the median and the mode for the test scores.
- Interpret measures of central tendency.
- Describe appropriate applications of measures of variability.
- Compute range and standard deviation for any given set of data.
- Compute various kinds of reliability coefficient from the given set of scores.
- Explain the meaning of item analysis with examples
- Compute difficulty level and discrimination index of an objective test
- Understand the meaning of raw score and standard score
- Convert raw scores into z, T and stanine scores.
- To provide students the opportunity for working in a school environment and enable them to plan, administer and score the test.

3. Course Contents

Part I : Theory

Unit I: Elementary statistics in test development (10 hours)

- 1.1 Frequency distribution – simple and grouped
- 1.2 Graphic data – bar/histogram, pie chart, polygon, curve
- 1.3 Measure of central tendency – mean, median and mode
- 1.4 Measure of dispersion – range, standard deviation
- 1.5 Correlation

Unit II: Raw scores and derived scores (8 hours)

- 2.1 Percentile and percent
- 2.2 z score
- 2.3 T score
- 2.4 Noramalising T score
- 2.5 Stanines
- 2.6 Cut-off scores

Thesis work (9 credit)

A Master's thesis provides opportunities to plan, complete, interpret and report research. The research projects must not have been duplicated and must be conducted and written under the supervision of a faculty member. The work should be the result of work that is independently conducted, and that represents original research and critical analysis. The work should demonstrate the following from the student concerning the field of study:

- Awareness and understanding of important current work in the field
- Ability to plan a research activity
- Knowledge and motivation to carry out the planned research activity
- Ability to analyze the results of the research
- Ability to draw reasonable conclusions from the research
- Ability to complete a written description of the work in the form of a well-written, properly organized thesis
- Ability to complete a thesis with potential for presentation at and/or participation in professional meetings and/or publication in scholarly journals

Stages

- The Departmental Research Committee (DRC) will seek thesis proposal from the students and designate the supervisor.
- Under the guidance of the supervisor, the student finalises the proposals and submit to the DRC for final evaluation.
- The DRC interviews the students and provides feedback for the amendments.
- The students undertakes the study study under the guidance of the supervisor
- The students finalise the writing and submit 3 copies of draft report to the concerned department.
- The DRC, in addition to an external examiner, interviews students and assess the overall quality of thesis.

Assessment

The thesis will be evaluated on the basis of its written quality quality and the performance of the student in oral examination. The DRC can formulate scoring/grading criteria on the basis of following components:

1. Quality of research proposal
2. Appropriateness of methods and quality of instruments
3. Clarity of conceptual/theoretical framework and or literature review
4. Appropriateness of presentation and analysis of result
5. Appropriateness of conclusions and suggestions
6. Overall organisation of the report (format, use of references and bibliography)
7. Contribution of the study to related theory and practice
8. Oral presentation
 - 8.1 Presentation of the research work (substantive part, methodology, findings and conclusions)
 - 8.2 Accuracy, fluency and clarity of verbal presentation

Format for thesis writing

The thesis should be prepared as per the format supplied by the concerned department. A suggested format is given below.

Course Title: **Thesis Writing**
Course No: CE 543
Semester: Fourth

Nature of Course: Thr+Pr.
Credit Hours: 3+9

1. Course Introduction

Thesis writing is an essential component of graduate programme. The thesis is often seen as the culmination of graduate work, and it is the formal product. This course is designed to fulfil this requirement, providing the students with hands-on experience in educational research and thesis writing. They will have an opportunity to apply the theoretical knowledge of educational research so that they will be able to design and conduct research studies independently as well as to use the findings of the studies to make the research work meaningful.

This course has 12 credits with two major components—pre-thesis work, and carrying out the research and thesis writing – each carrying 3 and 9 credits respectively. The pre-thesis work consists of a review of related literature in the area of the student's choice and preparing a manuscript in a standardised article format surrounding the issues s/he has chosen. The aim of this task is to acquaint the students with the related issues in the field and develop their skills in the areas of academic writing, analysis and critical thinking.

2. Course Objectives

The course aims to accomplish the following objectives:

- a) To help students search and review relevant literature and write a manuscript in a standardised article format.
- b) To develop competencies in identifying and defining research problems, preparing data collection instruments and collecting and analysing the data.
- c) To enable students to use the findings of research in thesis writing
- d) To help student prepare a research report in APA format.

Prerequisites of the course

- The students must complete all course assignments and exams of Semester I and II semesters before undertaking the thesis work.
- Final oral examination of the thesis will be conducted only after passing all the courses offered in the III and IV semesters.

Pre-thesis task (3 credits)

Under the supervision of the thesis guide, the students will undertake the following activities:

No	Task	Assessment	Credit
1	Collection of relevant materials (5 theoretical and 5 empirical, at least)	Portfolio assessment	0.5
2	Review and critical analysis of each article (500 words for each, at least)	Review assessment	1.5
3	Writing an article synthesising the review and seeking publication in a journal	Article assessment	1

Unit III: Item analysis and scoring (7hours)

- 3.1 Difficulty level
- 3.2 Discrimination index
- 3.3 Power of distractors
- 3.4 Penalty for guessing (in objective test)

Unit IV: Raw scores and derived scores (8 hours)

- 4.1 Percentile and percentile rank
- 4.2 z score
- 4.3 T score
- 4.4 Noramalising T score
- 4.5 Stanines
- 4.6 Cut-off scores

Part II. Practical (15hours)

Unit V: Preparatory work for test development

- 5.1 Preparing the purpose of test
- 5.2 Preparing test specification
- 5.3 Write test items based on specification

Unit VI: Administration of test

- 6.1 Administration of test (as a try-out/pre-test)
- 6.2 Revision of test
- 6.3 Finalizing the test
- 6.4 Re-administration of test

Unit VII: Scoring, analyzing and developing norms

- 7.1 Developing the result sheet (with percentage, division and grading)
- 7.2 Computation of mean, median, and standard deviation
- 7.3 analyse the score of boys and girls
- 7.4 computation of correlation of scores and math and science
- 7.5 Item analysis

Unit VIII: Summarize test results and prepare a report

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 5 marks
- Midterm exam 10 marks
- Project work/Class Presentation 5 marks
- Reflective Report 5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	8	8 marks	8 Marks
Short answer questions	4 with 1 ‘or’ questions	4 x 5 marks	20 Marks
Long answer questions	1 with 1 ‘or’ question	1 x 12 marks	12 Marks

6. Prescribed Texts

Kline, T.J.B. (2005) Psychological testing. New Delhi: Vistaar Publications.
Ebel, R. L. & Frisbie, D.A. (1991). *Essentials of educational measurement* (5th ed.). Upper Saddle River, NJ: Prentice Hall
Gronlund, N.E. (1998). *Assessment of student achievement* (6th ed.), Boston: Allyn & Backon
Miller, M.D., Linn, R.L & Gronlund, N.E. (2008). *Measurement and assessment in teaching* (10th ed.) New Delhi: Pearson Education
Popham, W.J. (2007). *Classroom assessment: what teachers need to know* (5th ed.) London: Pearson Education
Taiwo, A.A. (2000) *Fundamentals of classroom testing*. New Delhi: Vikash publishing House

The curriculum should be analyzed with trending factors.

c) Teaching Logbook and Test Item Construction

Students will be required to maintain a log book of their teaching every day. The logbook should record the class, the subject they teach and the main activities they carried out. Similarly, students will also prepare test items from the course they teach in the college/campus. The test items will include at least 20 objective questions and ten subjective questions of various types.

d) Extra-curricular Activities/Event Management

Students should organize at least one extra-curricular event in the college/ campus and a report of the event should be submitted to the campus supervisor.

5. Evaluation Scheme

- Classroom teaching 50%
- Case study/Curriculum Analysis 15%
- Logbook record 10 %
- Test items construction 10 %

•Extra-curricular activities event report 15 %

6. Prescribed Texts

Cohen, L., Manion, L. and Morrison, K. (2008). *A guide to teaching practice*. Oxon. Routledge.
Richards, J.C. and Farrell, T.S.C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.

Course Title: **Student Teaching: Off-campus**
Course No: CE 542
Semester: Fourth
Nature of Course: Practical
Credit Hours: 3
Teaching Hours: 48

1. Course introduction

The off-campus programme (school/college teaching) constitutes the three-month teaching assignment (at least 30 lessons) in a real school/college environment. During the teaching experience the STs will be expected to fully engage in the work of the school to enable them to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses and in on-campus teaching programme. The student must take control of the class (under supervision) and plan, present and evaluate all teaching activities during this period. All activities presented during the teaching practice periods must comply with the principles of anti-bias, multi-cultural and inclusive education.

2. Course Objectives

The objectives of the course are:

- To give students real teaching experience in college/campus
- To expose students to the college/campus environment so that they learn the college/campus culture
- To train them in real teaching and other extra-curricular activities.

3. Course Contents

Off Campus Activities:

The students will go to the college/campus and start their real teaching. In addition to teaching, students will also learn other college/campus activities such as test item construction, organizing and managing extra-curricular activities, case studies/ curriculum analysis and so on. Major activities that the students will be engaged during this teaching are as follows:

a) Actual Teaching

Each student will be required to teach minimum of 30 lessons not exceeding one lesson per day. The students will prepare daily lesson plan and all the necessary teaching learning materials along with the work-sheets in close coordination with the college/campus teacher and their internal supervisor in advance and deliver the lesson in college/campus. Out of thirty, at least seven lessons will be observed by the campus supervisor in different time intervals.

b) Case Study/Curriculum Analysis

The student will identify a particular case or Curriculum for a detailed study. The case could be a student with a unique learning style, a teacher who has been well recognized for his/her curriculum lessons, a group of students with a different evaluation system needs, a group of students with an indigenous community or a student with a different ability. The case should be studied in detail and a report of about 2000 words should be produced and submitted to the campus supervisor.

Course Title: **Action Research in Curriculum Instruction**
Semester: Third
Course No: CE 534
Nature of course : Theory
Credit Hours: 3
Teaching Hours: 48

1. Course Introduction

Action research is a strategy educators can use to study educational issues, implement change and document professional growth. With the aim of assisting students in understanding the meaning concepts and processes of action research as well as in the development and implementation of an action research project, this course provides learning opportunities for acquiring both theoretical understanding and hands-on experience of doing action research.

2. Course Objectives

On completion of this course, students are able to

- a) Conceptualize meaning and concept of action research
- b) List and explain principles and characteristics of action research
- c) Explain the importance of action research in education sector
- d) List and explain stages and process of carrying out an action research
- e) List and explain various types of explain research
- f) Discuss the role of action research in curricular improvement
- g) Plan and carry out an action research study

3. Course Contents

Unit I: Introduction to action research (10 hours)

- 1.1 Overview of action research
- 1.2 Principles and characteristics of action research
- 1.3 The importance of action research
 - Professional development
 - Education change
 - Enhanced personal awareness
 - Improved practice
 - New learning
- 1.4 Examples of action research in curriculum and instruction
- 1.5 Applications of action research

Unit II: Action research process (15 hours)

- 2.1 Identifying and limiting the topic
- 2.2 Reviewing the related literature
- 2.3 Developing a research plan
- 2.4 Implementing the plan and collecting data
- 2.5 Analyzing the data
- 2.6 Developing action strategies and putting them into practice
- 2.7 Sharing and communicating the result

Unit III: Types of action research (5 hours)

- 3.1 Individual versus collaborative action research
- 3.2 Emancipator action research
- 3.3 Socially critical action research

- Unit IV: Action research and curriculum improvement (10 hours)**
- 4.1 Who does action research – curriculum developer, School supervisor, head teacher and teacher
 - 4.2 The feedback system
 - 4.3 curriculum revision and improvement

Unit V: Carrying out a action research project (Practical work) (8)
With a close supervision of the research guide and working in collaboration with a teacher in a school, the students plan and carry out an action research in their subject area.

- 4. Instructional Techniques**
- Lecture and discussion
 - Demonstration
 - Presentation
 - Self –study
 - Project work
 - Group and individual work
 - Micro teaching

- 5. Evaluation Scheme**
Internal – 40%
External – 60%

- Internal evaluation will be based on the following criteria:**
- Attendance 5 marks
 - Home assignment 10 marks
 - Midterm exam 10 marks
 - Project work/Class Presentation 10 marks
 - Reflective Report 5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

- 6. Prescribed Texts**
Nolen, A.L. and Putten, J.V. (2007) Action research in education: addressing gap in ethical principles and practices, *Educational Research*, 36(7), pp. 401- 407.
Hien, T.T.T. (2009) Why action research is suitable for education. *Journal of Science, Foreign Languages*,25, pp. 97-106.
Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers investigate their work: an introduction to the methods of action research*. London: Routledge.

Activities
A weeklong materials preparation workshop will be organized on-campus and the students will prepare all the required materials for their real classroom teaching. Flash cards, posters, work-sheets, activities, audio recording, collection of pictures, drawing etc. will be prepared during the workshop. The supervisor will review the materials and sign them.

Supervised Micro-teaching
Students will teach five to ten micro-lessons during their supervised micro-teaching. All the micro-teaching sessions will be observed by the supervisor and necessary feedback will be provided to the students. After the micro-teaching post observation seminar will be organized in order to share the reflection of the students and the feedback of the supervisor and peers. Some of the micro-taught classes will also be videotaped and the students will be asked to make comments on their own classes.

- 5. Evaluation Scheme**
- Field observation and class seminar 20 marks
 - Preparation of lesson plan 20 marks
 - Preparation of teaching learning materials 20 marks
 - Supervised Micro-teaching 40 marks

- 6. Prescribed Texts**
Cohen, L., Manion, L. and Morrison, K. (2008). *A guide to teaching practice*. Oxon. Routledge.
Richards, J.C. and Farrell, T.S.C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.

3. Course Contents

The objective of the on-campus activities is to prepare students with the required skills for their real classroom teaching in colleges/campuses. On-campus activities will have four major components viz. field observation and class seminars; preparation of lesson plans; preparation of teaching learning materials; and supervised micro-teaching. The details of each component are given below:

Field Observation and Class Seminars

- 1.1 Introduction
- 1.2 Rationale
- 1.3 Processes
- 1.4 Practicality

Activities

Each student will be assigned a college/campus and an internal supervisor at the beginning of the fourth semester. The student will visit the college/campus, build a rapport with the curriculum teacher, discuss the learning issues in the classroom and observe some of the lessons in class. The observation will focus on the key areas of pedagogy, classroom management, lesson sequence, activities, students' engagement patterns of classroom interaction etc. Prior to the college/campus visit, the supervisor and the students will prepare an observation form and the students will be given due orientation at the campus on what to observe, how to observe and how to keep the record of what was observed in class. Each student will observe at least five lessons in certain interval and prepare a report for a class seminar. The seminar will discuss the issues observed in college/campus and the students will draw implicative lessons from the discussion for their practice teaching. After the class seminar the students will submit an individual report of their observation along with their critical reflections in about 1000-1500 words.

Preparation of Lesson Plans

- Introduction
- Need and Importance of lesson plan
- Models of Lesson plan

Activities

The students will prepare 10 lesson plans from different areas of curriculum and evaluation teaching. The supervisor will review the lesson plans and provide his/her feedback for their improvement before the students submit them for final grading. The grading of the lesson plan will be made based on the criteria such as the format of the lesson, learning goals, activities and lesson sequence.

Preparation of Teaching and Learning Materials

- Need and Importance of Teaching and Learning Materials
- Designing and Developing Teaching and Learning Materials

Course Title: Curriculum Development in Post-Modern Era

Course No: CE 535

Semester: Third

Course of nature : Theory

Credit Hours: 3

Teaching Hours: 48

1. Course Introduction

Curriculum development process has been shaped by contemporary philosophies, and postmodernism, a recent philosophical development, has brought a new waves in the progress towards schooling and curriculum. In view of the current postmodern thinking and development, this course aims to acquaint students with postmodern worldview of curriculum development. With the possibility of the renewed understanding of curriculum development, this course will make effort to explore the emerging concepts and issues of curriculum.

2. Course Objectives

On completion of the course, the students will be able to;

- a) Distinguish the meanings of modernism and post modernism
- b) List and explain the characteristics of postmodernism
- c) Explain the characteristic features of modernist curriculum
- d) Furnish examples of modernist curriculum
- e) Discuss the characteristic features of postmodern curriculum
- f) Introduce the Doll's concept of curriculum
- g) Discuss the Doll's characterizations of postmodern curriculum
- h) Understand the meaning and chaos and complexity theory
- i) Draw curricular implications of chaos and complexity theory

3. Course Contents

Unit I: Modernism and Post-modernism (13 hours)

- 1.1 Meaning of modernism
- 1.2 Meaning of post modernism
- 1.3 Characteristics of postmodernism
 - Morality; Resistance towards certainty and resolution;
 - Rejection of fixed notions of reality, knowledge, or method;
 - Acceptance of complexity, of lack of clarity and of multiplicity;
 - Acknowledgement of subjectivity, contradiction and irony;
 - Irreverence for traditions of philosophy;
 - Deliberate intent to unsettle assumptions and presuppositions;
 - Refusal to accept boundaries or hierarchies in ways of thinking;
 - Disruption of binaries that define things as either/or.

Unit II: Characteristics and examples of modernist curriculum (10 hours)

- 2.1 Objectivity
- 2.2 Rigidity
- 2.3 Linearity
- 2.4 Outcome-based
- 2.5 Examples – Tyler's and Tuba's models of curriculum

Unit III : Characteristics of Postmodernism curriculum	(10 hours)
3.1 Flexibility	
3.2 Non-linearity	
3.3 Adaptability	
3.4 Creativity	
3.5 Opportunism	
3.6 Collaboration	
3.7 Uncertainty	

Unit IV : Doll's postmodern curriculum	(5 hours)
4.1 From a curriculum of order to curriculum to chaos	
4.2 Doll's characterization of postmodern curriculum (4 R's) (10 hours)	
• Richness	
• Recursion	
• Relations	
• Rigor	

Unit V : Chaos and complexity theory	(10 hours)
5.1 meaning of chaos theory	
5.2 Three aspects of chaos theory	
• Fractal patterns	
• Bounded infinity	
• Unpredictability	
5.3 Meaning of complexity theory	
5.4 Three aspects of complexity theory	
• Cellular automata	
• Dissipative structures	
• Open systems	
5.5 Implications of Chaos and complexity theories for education and teaching	

4. Instructional Techniques
• Lecture and discussion
• Demonstration
• Presentation
• Self –study
• Project work
• Group and individual work
• Micro teaching

5. Evaluation Scheme
Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:	
• Attendance	5 marks
• Home assignment	10 marks
• Midterm exam	10 marks

Course Title: Student Teaching: On-campus	
Course No: CE 541	Nature of Course: Theoretical and Practical
Semester: Fourth	Credit Cours: 3
	Teaching Hours: 48

1. Course Introduction

Teaching practice is a core part of all M.Ed. programmes. It enables the Student Teachers (STs) to experience school-based teaching in the final semester of their degree programme. This course has two major components: On-campus activities and courses (6 credits) and Off-campus activities or school/campus teaching (6 credits). The goal of the on-campus programme is to prepare the STs for the practical necessities of designing and delivering student-centered lesson plans with clear objectives. In this programme, students will reflect on teaching as a craft, a practice, or as an art through creation of a philosophy of education. Through this programme itself, as well as via the practice of peer teaching, students will be exposed to active learning and learner-centered methods of teaching.

2. Course Objectives
On-campus courses and activities
Upon completion of the on-campus course and activities the STs will be able to
a) Learn to develop rapport with college family and list out the major edu- cational, administrative, physical and economic aspect of college prior to micro teaching,
b) Able to prepare the report of reflection based on college visit, and conduct a seminar to share the college visits and experiences;
c) Demonstrate knowledge and understanding of the essentials of teaching, learning and assessment;
d) Learn the new methods of teaching and making a good lesson plan;
e) Demonstrate knowledge, understand and skills required for designing lesson objectives, analyzing, evaluating and investigating teaching tech- niques or experience;
f) Complete written work using the shape of lesson plan, drafting, revising, editing, evaluating;
g) Demonstrate and adapt lesson plan based on peer feedback;
h) Create the formal shape of a lesson plan and implement the new methodology through the course materials;
i) Define and produce the important elements of a lesson plan and its details, with timing;
j) Recognize the style elements of a lesson plan in collaboration with peers in both large and small groups using the group process techniques of listening, clarifying, confirming, checking, summarizing, encouraging, compromising, handling objections and dealing with difficulties;
k) Deliver teaching for an hour that shows the process of his / her learning through the class topics and peer feedback sessions;
l) Demonstrate the techniques for constructively giving and receiving feedback;

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

6. Prescribed Texts

Bennett, Nigel; Wise, Christine; Woods, Philip A and Harvey, Janet A (2003). Distributed Leadership: A Review of Literature. National College for School Leadership.
Boschee, B., Boschee, F, Whitehead, B.M. and Glatthorn (2011) *Curriculum leadership: strategies for development and implementation*. London: Sage.
Mulle, C.A. (2007) Curriculum leadership development: a guide for aspiring school leader. New Jersey: Lawrence Erlbaum Associates
Wiles, J. (2009) Leading curriculum development. Thousand Oaks, CA: Corwin Press
Wiles, J.W. and Bondi, J.C. (2010) Curriculum Development: a guide to practice (8th ed.) New York, NY: Pearson

- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 ‘or’ question	2 x 10 marks	20 Marks

6. Prescribed Texts

Boboc, M (2012) The postmodern curriculum in modern classroom, *International Journal of Education*, 4(1), pp. 142 - 152
Doll, W. (1993). *A Post-Modern Perspective on Curriculum*. New York, NY: Teachers College, Columbia University.
Luo, L. (2004) Letter to my sister about Doll's 4 R's *Transnational Curriculum Inquiry*, 1(1), pp.28 – 42.
Mason, M. (eds.) (2008) *Complexity theory and philosophy of education*. Sussex, UK: Wiley-Blackwell.
Smitherman, S. (2004) Chaos and complexity theories. Louisiana: Louisiana State Univeristy.
Slattery, P. (2006) Curriculum Development in the Postmodern Era. New York, NY: Routledge.
Varbelow, S. (2012) Instruction, curriculum and society: iterations based on the ideals of William Doll, *International Journal of Instruction*, 5(1), pp. 87 – 98.

Course Title: **Curriculum Leadership**
Course No: CE 536
Semester: Third

Nature of course : Theory
Credit Hours: 3
Teaching Hours: 48

1. Course Introduction
This course is one of the specialization courses of Master of Education (Specialization Curriculum and Evaluation), which aims to acquaint students with the leadership roles of curriculum development, research and evaluation. It enables them to develop understanding of the meaning of various kinds of leadership shaping school curriculum, basic tasks of curriculum leadership, constructing the path of curriculum improvement and role of school leaders as curriculum researcher and evaluator. Furthermore, this course provides learning opportunities for students to assess the leadership roles of curriculum development at various levels of school governance in Nepal.

- 2. Course Objectives**
On completion of this course, the students are able to
- a) Define and explain the concept of leadership.
 - b) Distinguish between individual versus distributed leadership and authoritative versus democratic leadership.
 - c) Discuss the nature of curricular leadership at the national, district and school level.
 - d) Explain the need, purpose and mechanism of building the school curricular team.
 - e) Discuss the various approach and strategies of improving curriculum.
 - f) Explain the concept, approaches and process of curriculum improvement through staff development.
 - g) Assess the leadership roles of curriculum development at various levels of school governance in Nepal.

- 3. Course Contents**
- Unit I : Leadership in curriculum (10 hours)**
- 1.1 The concept of leadership
 - 1.2 Types of leadership
 - Individual versus distributed leadership
 - Authoritative versus democratic leadership
 - 1.3 Dynamic curricular leadership
 - At national level
 - At district level
 - At school level
 - 1.4 Importance of leadership

- Unit II: Building the school curriculum team (6 hours)**
- 2.1 Selecting the team
 - 2.2 Using committees to active change
 - 2.3 Conducting meetings
 - 2.4 Conferencing
 - 2.5 Achieving consensus for school improvement

- Unit III: Constructing the path for curriculum improvement (10 hours)**
- 3.1 Determining the vision
 - 3.2 Clarifying the steps
 - 3.3 Use of feedback in curriculum work
 - 3.4 Management and time-dating goals
 - 3.5 Standard as boundaries, not goals

- Unit IV: Curriculum improvement through staff development (10 hours)**
- 4.1 Teachers as the critical ingredient
 - 4.2 Preferred staff development design
 - 4.3 Assessing staff development effort
 - 4.4 Curriculum as the rationale for staff development
 - 4.5 In-service curricular training in Nepal

- Unit V: Curriculum leadership in Nepal (12 hours)**
- 5.1 Leadership at the central level
 - Responsibilities of Curriculum Approval Committee
 - Responsibilities of Curriculum Development Centre
 - 5.2 Curriculum leadership at the district level
 - Role of DEO
 - Role of school supervisors
 - Role of Resource Persons
 - 5.3 Curriculum leadership at the school level
 - Role of head teacher
 - Role of teacher
 - Development of local curriculum

- 4. Instructional Techniques**
- Lecture and discussion
 - Demonstration
 - Presentation
 - Self –study
 - Project work
 - Group and individual work
 - Micro teaching

- 5. Evaluation Scheme**
Internal – 40%
External – 60%

- Internal evaluation will be based on the following criteria:**
- Attendance 5 marks
 - Home assignment 10 marks
 - Midterm exam 10 marks
 - Project work/Class Presentation 10 marks
 - Reflective Report 5 marks



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Faculty of Educational Sciences
SURKHET, NEPAL

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Four Semester (Two Years) Program

Curriculum
2073/2016