

**Mid-western University
Surkhet**

**Masters of Educational Sciences
(M.E.S.)**

**Curriculum and Evaluation Courses
2013**

SEMESTER-WISE BREAKDOWN OF THE COURSES

Semester I	Semester II
1. EDU 511: Philosophical Foundations of Education 2. EDU 512: Education and Development 3. CE 513: Curriculum Development and Design 4. CE 514: Measurement and Evaluation 5. CE 515: Foundations of Curriculum Development 6. CE 516: Psychological Testing	7. EDU 521: Managing Diversity in Education 8. EDU 522: Research Methods in Education 9. EDU 523: Application of Learning Theories in Education 10. CE 524: Program Evaluation 11. CE 525: Contemporary Issues in Curriculum Development 12. CE 526: Curriculum Theory and Practice
Semester III	Semester IV
13. CE 531: Managing Diversity in Curriculum 14. CE 532: Curriculum and Ideology 15. CE 533: Application of Statistics in Test Development and Evaluation 16. CE 534: Action Research in Curriculum Instruction 17. CE 535: Curriculum Development in Post-Modern Era 18. CE 536: Curriculum Leadership	19. CE 541: Student Teaching: on-campus 20. CE 542: Student Teaching: off-campus 21. CE 543: Thesis Writing (12 Credits)

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CE 513: CURRICULUM DEVELOPMENT AND DESIGN

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

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

Credit Hours: 6
Full Marks:
Pass Marks:

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 rational, 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.
- n) State the meaning, characteristics, personnel, physical feature, and administrative arrangement of subject, activity and core designs.

3. Course Contents

Unit I: Conceptualizing Curriculum (8hrs)

- 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

Unit II: Need Assessment (10hrs)

- 1.1 Need Assessment in Curriculum
- 1.2 General Needs Assessment
- 1.3 Methods for Obtaining Data
- 1.4 Needs Assessment Models
 - 1.4.1 The Futurist Model
 - 1.4.2 The Rational Model
 - 1.4.3 The Training Model
- 1.5 Problems in Need Assessment
- 1.6 Addressing a Specific Problem
- 1.7 Researching a Specific Need

Unit III: Taxonomies of Educational Objectives (30hrs)

- 3.1 Recapitulation of Bloom's Taxonomy
- 3.2 Theoretical Basis for New Taxonomy
- 3.3 The Knowledge Domains
 - 3.3.1 Domain of Information
 - 3.3.2 Domain of Mental Procedures
 - 3.3.3 Domain of Psychomotor Procedures
- 3.4 The New Taxonomy and Three Domains of Knowledge
 - 3.4.1 Retrieval
 - 3.4.2 Comprehension
 - 3.4.3 Analysis
 - 3.4.4 Knowledge Utilization
 - 3.4.5 Metacognitive system
 - 3.4.6 Self System Thinking
- 3.5 Relationship between Bloom's Taxonomy and New Taxonomy

Unit IV: Curriculum Development Process (30hrs)

- 4.1 Concept of Curriculum Development
- 4.2 Models of Curriculum Development
 - 4.2.1 Rational Models
 - Tyler's Model
 - Taba's Model
 - Strengths of Rational Models

- Weaknesses of Rational Models
- 4.2.2 Cyclical Models
 - Wheeler's Model
 - Nicholls and Nicholls's Model
 - Strengths of Cyclical Models
 - Weaknesses of Cyclical Models
- 4.2.3 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 (12hrs)

- 4.1 Meaning of Curriculum Organization
- 4.2 Components of Curriculum Organization
- 4.3 Dimensions of Curriculum Organization
 - 4.3.1 Continuity
 - 4.3.2 Sequence
 - 4.3.3 Integration
 - 4.3.4 Scope
 - 4.3.5 Articulation
 - 4.3.6 Balance
- 4.4 Patterns of Curriculum Organization

Introduction, Characteristics, Personnel, Physical Features, Administrative Arrangements Required for Optimum Operation and Problems of Following Curriculum Organizations

 - 4.4.1 The Subject Curriculum
 - 4.4.2 The Activity Curriculum
 - 4.4.3 The Core 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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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 Compeny.

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.

CE 514: MEASUREMENT AND EVALUATION

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

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

Credit Hours: 6
Full Marks:
Pass Marks:

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 envloved in measurement
- d) Describe various types of evaluation
- e) Identify and describe various stages of test construction
- f) Explain different types of tests.
- g) Construct various kinds of subjective and objective tests
- h) Identify and describe the characteristics of a good test (i.e. validity reliability and usability.
- i) Compute reliability coefficient of an objective test
- j) Estimate validity of a test
- k) Describe the essential process of administering the test
- l) Score subjective and objective tests

- m) Develop understanding of item analysis and compute difficulty level and discrimination level of multiple choice items
- n) List various kinds of non-testing/non-formal methods of student evaluation, and explain each of them
- o) apply the knowledge of test, measurement and item analysis to compute and analyze learners results such as good standing
- p) assess the student evaluation system in Nepal, both at school and higher levels

3. Course Contents

Unit I Measurement and Evaluation: Introduction (15 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
- 1.7 Types of evaluation
 - ✓ Student evaluation
 - ✓ Teacher evaluation
 - ✓ Curriculum evaluation
 - ✓ Programme evaluation
 - ✓ Formative and summative evaluation

Unit II Construction of test (20 hours)

- 2.1 Introduction to test
- 2.2 Need and purpose of test
- 2.3 Teacher made test and standardised test
- 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
- 2.6 Construction of test
 - ✓ Essay type test
 - Short answer type
 - Long answer type
 - ✓ Objective test
 - Multiple choice item
 - Matching item
 - Completion item
 - True/False item

Unit III Test administration and scoring (10 hours)

- 3.1 Preparing the students
- 3.2 Test-preparation considerations
- 3.3 Test-administration considerations
- 3.4 Scoring procedures and issues
 - ✓ Essay type test
 - ✓ Objective test
- 3.5 Computer assisted test administration

Unit IV Evaluating test and item characteristics (12 hours)

- 4.1 Test characteristics to evaluate
- 4.2 Item analysis procedures
- 4.3 Index of difficulty
- 4.4 Index of discrimination
- 4.5 Item selection
- 4.6 Item revision
- 4.7 Post-test discussions

Unit V Essential qualities of test (13 hours)

- 5.1 Reliability
 - ✓ Meaning of reliability
 - ✓ Theory of reliability
 - ✓ Methods of estimating reliability
 - ✓ Factors affecting reliability
- 5.2 Validity
 - ✓ Theory of validity

- ✓ Types of validity and validation process

5.3 Objectivity

5.4 Usability

Unit VI Nontest and informal evaluation methods (10 hours)

6.1 Observational techniques

6.2 Informal inventories

6.3 Oral-questioning techniques

6.4 Portfolio assessment

Unit VII Student Evaluation in Nepal (10 hours)

7.1 Student evaluation at the school level

7.2 High stake testing – SLC and HSEB examination

7.3 Student evaluation at the university level

- ✓ Internal assessment

- ✓ External examination

7.4 Issues, problems and challenges of student evaluation and grading system in Nepal

- ✓ School level

- ✓ Higher level

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- 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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

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

CE 515: FOUNDATIONS OF CURRICULUM DEVELOPMENT

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

Course Title: **Foundations of Curriculum Development**
Course No: CE 515
Semester: First

Credit Hours: 6
Full Marks:
Pass Marks:

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:

- a) Explain the origin and development of curriculum as a field of study.
- b) Identify and describe the different concepts of curriculum.
- c) Analyze the influence of philosophy on curriculum.
- d) Introduce general philosophies and draw the implications of these philosophies on curriculum.
- e) Judge the different educational philosophies and generate the implications of these philosophies in curriculum development.
- f) Analyze the school to university level curriculum with reference to the various forms of educational philosophies.
- g) Elucidate the historical foundation of curriculum and draw its implication in curriculum development.
- h) Show the relationship between human development and the curriculum.
- i) Sketch the implications of different learning theories on curriculum development process.
- j) Explain the influence of sociological foundation on curriculum development.
- k) Analyze the impact of cultural pluralism on curricular activities.
- l) Assess the role of curriculum for mainstreaming the minorities, disadvantages, backwards, etc.

3. Course Contents

Unit I: Changing concepts of curriculum (8hrs)

1.8 Origin and Development of Curriculum as a Field of Study

1.9 Concepts of Curriculum

- 1.9.1 Curriculum as a Program of Studies
- 1.9.2 Curriculum as Course of Content
- 1.9.3 Curriculum as Planned Learning Experiences
- 1.9.4 Curriculum as Experiences 'Had' Under the Auspices of School
- 1.9.5 Curriculum as a Structured Series of Intended Learning Outcomes
- 1.9.6 Curriculum as a Plan for Action

Unit II: Philosophical foundation of curriculum (22hrs)

- 2.1 Influence of Philosophy on Curriculum
- 2.2 Review of General Philosophies
 - 2.2.1 Idealism
 - 2.2.2 Realism
 - 2.2.3 Naturalism
 - 2.2.4 Pragmatism
- 2.3 Influence of these Philosophies on Curriculum
- 2.4 Overview of Educational Philosophies
 - 2.4.1 Perennialism
 - 2.4.2 Essentialism
 - 2.4.3 Progressivism
 - 2.4.4 Reconstructionism
- 2.5 Influence of these Philosophies on Curriculum

Unit III: Historical foundation of curriculum (22hrs)

- 3.1 The Colonial Period
 - 3.1.1 Three Colonial Regions
 - 3.1.2 Colonial Schools
- 3.2 The National Period
 - 3.2.1 Rush: Science, Progress and Free Education
 - 3.2.2 Jefferson: Education for Citizenship
 - 3.2.3 Webster: Schoolmaster and Cultural Nationalism
- 3.3 Nineteenth Century European Educators
 - 3.3.1 Pestalozzi: General and Special Methods
 - 3.3.2 Froebel: The Kindergarten Movement
 - 3.3.3 Herbert: Moral and Intellectual Movement
 - 3.3.4 Spencer: Utilitarian and Scientific Education
- 3.4 The Raise of Universal Education
 - 3.4.1 Monitorial Schools
 - 3.4.2 Common Schools
 - 3.4.3 Secondary Schools
 - 3.4.4 The Academy
 - 3.4.5 The High School
- 3.5 Curriculum as a Field of Study
 - 3.5.1 Bobbitt and Charters: Behaviourism and Scientific Principles
 - 3.5.2 Kilpatrick: The Progressive Influence

- 3.5.3 The Twenty-six Yearbook
- 3.5.4 Rugg and Caswell: The Development Period
- 3.5.5 Tyler: Basic Principles

Unit IV: Psychological foundation of curriculum (23hrs)

- 4.1 Human Development and the Curriculum
- 4.2 Influence of Learning Theories on Curriculum
 - 4.2.1 Behaviourism: Classical Conditioning, Operant Conditioning and Connectionism
 - 4.2.2 Implication of these Theories in Curriculum Development
 - 4.2.3 Cognitive Psychology: Theories of Jean Piaget, the Theories of Lev Vygotsky, the Theories of Multiple Intelligence, Learning Styles, Constructivism
 - 4.2.4 Implication of these Theories in Curriculum Development
 - 4.2.5 Phenomenology and Humanistic Psychology: Gestalt Theory, Maslow's Theory of Human needs, Roger's Nondirective and Therapeutic Learning
 - 4.2.6 Implication of these Theories in Curriculum Development

Unit V: Sociological foundation of curriculum (15hrs)

- 5.1 Introduction
- 5.2 A Dynamic Society
 - 5.2.1 Society as a Source of Change
 - 5.2.2 School as Agents of Change
 - 5.2.3 Knowledge of Agent of Change
- 5.3 Processing Social-educational Priorities
 - 5.3.1 Education for All Students
 - 5.3.2 Focus on Academically Talented Students
 - 5.3.3 Focus on Disadvantaged Students
 - 5.3.4 Expanded Priorities to New Disadvantaged Groups
- 5.4 Cultural Pluralism and the Curriculum
- 5.5 Mainstreaming
 - 5.5.1 Argument for Mainstreaming
 - 5.5.2 Problem for Mainstreaming
 - 5.5.3 Mainstreaming and 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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

- a) Banks, J.A. (2006). *Cultural diversity and education: Foundations, curriculum and teaching* (4th edition). New York: Allyn and Bacon.
- b) Chaube, S.P. and Chaube, A. (2002). *Foundations of education* (2nd edition). New Delhi: Vikas Publishing House Pvt. Ltd.
- c) McNeil, J.D. (1977). *Curriculum: A comprehensive introduction*. Boston: Little Brown and Company.
- d) Ornstein, A.C. and Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues* (4th ed.). New York: Pearson Education, Inc.
- e) 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.
- f) Print, M. (1993). *Curriculum development and design*. Australia: Allen and Unwin Pvt. Ltd.
- g) Schiro, M.S. (2008). *Curriculum theory: Conflicting visions and enduring concerns*. California: Sage Publication.
- h) Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and World, Inc.
- i) Zais, R.S. (1976). *Curriculum principles and foundations*. New York: Harper and Row Publishers.

CE 516: PSYCHOLOGICAL TESTING

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

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

Credit Hours: 6
Full Marks:
Pass Marks:

1. Course Introduction

This course is proposed for the students of Master in Educational Science. 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 be able to identify the Binet's modern scales and their major characteristics
- k) To make students familiarize with Wechsler's WAIS III and WISC IV scale and their properties and characteristics
- l) To clarify the concept and meaning of standardized achievement test
- m) To list out the function of achievement test in different sector
- n) To analyze the different tests of achievement briefly and familiar with their components
- o) To make the students clarify the concept and meaning of aptitude test
- p) To list the function of aptitude test in respective field.

- q) To make students acquaint with different tests of aptitude briefly and familiar with their components
- r) To give the concept and meaning of projective test
- s) To discuss the origins of projective technique
- t) To become familiar with the Rorschach test

3. Course Contents

Unit: 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
- 1.5 Individual and Group Tests

Unit II: The History of Psychological Testing (12)

- 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
 - 2.3.1. Galton and the First Battery of Mental Tests
 - 2.3.2. Cattell and the Early Mental Tests
 - 2.3.4. Binet's Contribution
- 2.4 Experimental Psychology and psychological Test
- 2.5 Emergence of New Approaches to Personality Test
- 2.6 Period of Rapid Changes in the Status of Test
- 2.7 The Current Environment

Unit: III Test and Testing Process (10)

- 3.1 Standardized Procedures in the Test Administration
- 3.2 Desirable Procedure of Test Administration
 - 3.1 Sensitivity to Disability
 - 3.2 Desirable Procedures of Group Testing
- 3.3 Influence of the Examiner
- 3.4 Background and Motivation of the Examinee
- 3.5 Issues in Scoring

Unit: IV Intelligence (12)

- 4.1. Concept and Meaning of Intelligence
- 4.2 Theories of Intelligence
 - 4.1.1 Gallton and Sensory Keenness
 - 4.1.2 Spearman and G- Factor
 - 4.1.3 Thurstone and the Primary Mental Abilities
 - 4.1.4 Cattell and the Fluid/Crystallized Distinction
 - 4.1.5. Gardner and the Theory of Multiple Intelligence
 - 4.1.6.Intelligence is a biological construct

Unit: V Intelligence (Brief Introduction, Property and Characteristics) (16)

- 5.1 The Early Binet Scale
 - 5.1.1. 1905 Binet-Simon Scale
 - 5.1.2. 1908 Scale
- 5.2. Modern Binet Scale
 - 5.2.1. 1986 Scale (Fourth Scale)
 - 5.2.2. 2003 Scale (Fifth Scale)
- 5.3 The Wechsler Intelligence
 - 5.3.1. Early Origin of Wechsler Test
 - 5.3.2. Wechsler Subtests
 - 5.3.3. Wechsler Adult Intelligence Scale III
 - 5.3.4. The Wechsler Intelligence Scale for Children, Fourth Edition (WISC IV)

Unit: VII Aptitude Test (10)

- 7.1 Concept of Aptitude Test
- 7.2 Function of Aptitude Test
- 7.3 Multiple Aptitude Tests
 - 7.3.1 The Differential Aptitude Test
 - 7.3.2 The General Aptitude Test Battery

Unit: VIII Projective Techniques (12)

- 8.1 Meaning and Concept of Projective Test
- 8.2 Origins of Projective Techniques
- 8.3 The Popularity of Projective Test: A Paradox
- 8.4 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:

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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

- a) Anastasi, A and Urbina, S. (1997) *Psychological testing* (7th ed.). New Delhi: Pearson Education
- b) Gregory, R.J.(2005) *Theory and practice of psychological testing* (3rd ed.) New Delhi: Surjeet Publication.
- c) Kaplan, R.M. and Saccuzzo, D.P. (2007) *Psychological testing: principles, applications and issues* (6th ed.). New Delhi: Thomas, Wadsworth
- d) Kline, T.J. B. (2005) *Psychological testing*. New Delhi: Vistaar Publication.

CE 524: PROGRAM EVALUATION

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

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

Credit Hours: 6
Full Marks:
Pass Marks:

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 and internal & external evaluation
- 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
- m) Describe various methods and tools of data collection in programme evaluation
- n) Specify the strengths and weaknesses of various data collection tools
- o) Explain the process of developing and finalising the tools of data collection
- p) Specify various components of proposal for programme evaluation

- q) Outline a proposal for programme evaluation

3. Course Contents

Unit I Programme evaluation: an introduction (8 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 Rationale of programme evaluation
- 1.5 Formative and summative programme evaluation
- 1.6 Internal and external evaluation

Unit II Historical, Philosophical and methodological approach to programme evaluation (8 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
- 2.4 Methodological differences
 - ✓ Quantitative methods
 - ✓ Qualitative methods

Unit III Aspects of programme evaluation (10 hours)

- 3.1 Needs assessment
- 3.2 Input evaluation
- 3.3 Process evaluation
- 3.4 Product evaluation
 - ✓ Component evaluation
 - ✓ Internal evaluation
 - ✓ External efficiency/impact evaluation
- 3.5 Cost-effectiveness analysis
- 3.6 Meta-evaluation
 - ✓ 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 (concepts, emphases, roles, types, constructs, criteria for judging, contributions, limitations and implications of the models) (30 hours)

5.1 Objectives oriented models

- ✓ Tyler model
- ✓ Hammonds models
- ✓ Provus models

5.2 Management oriented approaches

- ✓ Stufflebeam's CIPP model
- ✓ Alkin's UCLA model

5.3 Participants oriented approaches

- ✓ Stake's countenance model

Unit VI Methods and tools of data collection (10 hours)

- 6.1 Interview
- 6.2 Observation
- 6.3 Questionnaire
- 6.4 Focus group discussion
- 6.5 Test and inventories
- 6.6 Documents and other secondary data
- 6.7 Unobtrusive measures

Unit VII Proposal writing for programme evaluation (12 hours)

- 7.1 Selecting a problem/topic for programme evaluation
- 7.2 Specifying objectives of evaluation and formulating evaluation question

- 7.3 Specifying programme evaluation models
- 7.4 Developing tool matrixes for evaluation
- 7.5 Preparing strategies for fieldwork
- 7.6 Choosing appropriate data analysis techniques
- 7.7 Specifying limitation of evaluation work
- 7.8 Writing proposal

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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

- a) Fitzpatrick, J.L., Sanders, J.R. and Blain, R.W. (2010) *Program Evaluation: alternative approach and practical guidelines* (4th ed.) New York, NY: Pearson/Allyn and Bacon.
- b) Hansen, H.F. (2005) Choosing evaluation models: a discussion on evaluation design, *Evaluation*, 11(4), pp. 447 – 462
- c) Mertens, D.M. and Wilson, A.T. (2012) *Program evaluation theory and practice: a comprehensive guide*. New York, NY: The Guilford Press

- d) Patton, M.Q. (2002) *Qualitative research and evaluation methods* (3rd ed.). Sage: Thousand Oaks, CA
- e) Popham, W.J. (1975) *Educational evaluation*. New Jersey: Prentice Hall
- f) Stufflebean, D.L. and Shinkfield, A.J. (2007) *Evaluation theory, models and applications*. San Francisco, CA: Jossey-Bass
- g) Worthen, B.R. and Sanders, J.R. (1973) *Educational evaluation: theory and practice*. Belmont, CA: Wadsworth
- h) Worthen, B.R. and Sanders, J. R. (1987) *Educational evaluation: alternative approaches and practical guidelines*. New York, NY: Longman

CE 525: CONTEMPORARY ISSUES IN CURRICULUM DEVELOPMENT

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

Course Title: Contemporary Issues in Curriculum Development	Credit Hours: 6
Course No: CE 525	Full Marks:
Semester: Second	Pass Marks:

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:

- a) Analyze the problems posed by different definitions of curriculum.
- b) Describe the problems created by social changes on curriculum development.
- c) Explore the problems that the curriculum developers encounter at the time of curriculum design construction.
- d) List out and explain the sources of authority to curriculum building.
- e) Explain the problematic nature of human knowledge and its impact on curriculum development.
- f) Elucidate how the politics of knowledge influence on curriculum development.
- g) State and discuss the various issues in the function of education.
- h) Scrutinize the issues and challenges of curriculum development and implementation in the reference to Nepal.
- i) Elaborate the different approaches to multicultural curriculum reform.
- j) Describe the different stages of curriculum evaluation.
- k) Introduce high-stake assessment in brief.

- l) Differentiate NRM from CRM, and formative evaluation from summative evaluation.
- m) Explain the human issues of evaluation.

3. Course Contents

Unit I: Problems of curriculum development (30hrs)

- 1.1 Problems Posed by Following Definitions
 - 1.1.1 Curriculum as Permanent Studies
 - 1.1.2 Curriculum as a Plan for Learning
 - 1.1.3 Curriculum as Guided Learning Experiences
 - 1.1.4 Curriculum as Guided Living
- 1.2 Social Changes and Problems of Curriculum Development
 - 1.2.1 Science and Technology Influence Culture
 - 1.2.2 Social Stratification of Communities
 - 1.2.3 Changes in Family Life
 - 1.2.4 Changes of Occupation and Employment
 - 1.2.5 What these Changes Mean for Curriculum Development
- 1.3 Critical Problems of Curriculum Design
 - 1.3.1 General versus Special Education Design
 - 1.3.2 Maintaining Relationship among Curriculum Components
 - 1.3.3 Problem of Continuity
 - 1.3.4 Problem of Sequence
 - 1.3.5 Problem of Scope
 - 1.3.6 Problem of Integration
 - 1.3.7 Problem of Balance

Unit II: The Sources of Authority to Curriculum Building (8hrs)

- 2.1 Devine Will as the basis of Educational Authority
- 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 (12hrs)

- 3.1 The Problematic Nature of Human Knowledge
 - 3.1.1 Absolutist Theories
 - 3.1.2 Objections to Absolutism

3.2 The Politics of Knowledge

3.2.1 Totalitarianism

3.2.2 Resistance to Change

3.2.3 Ideological Dominance

3.2.4 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 (13hrs)

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

Unit VI: Curriculum Reform and Evaluation (15hrs)

- 6.1 Approaches to Multicultural Curriculum Reform
 - 6.1.1 The Contributions Approach
 - 6.1.2 The Ethnic Addictive Approach
 - 6.1.3 The Transformation Approach
 - 6.1.4 The Decision Making and Social Action Approach
 - 6.1.5 Mixing and Blending the Approaches
- 6.2 Practices and Issues of Evaluation
 - 6.2.1 Phases of Evaluation
 - 6.2.2 Alternative Assessment
 - 6.2.3 High-Stakes Assessment
 - 6.2.4 Norm-Referenced versus Criterion-Referenced Measurement
 - 6.2.5 Formative versus Summative Evaluation
 - 6.2.6 Human Issues of Evaluation

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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

- a) Banks, J.A. (2006). *Cultural diversity and education: Foundations, curriculum and teaching* (4th edition). New York: Allyn and Bacon.
- b) Bhalla, N. (2007). *Curriculum development*. India: Authors Press.
- c) CDC (2005). *National curriculum framework for school education in Nepal*. Sanathimi: Authors.
- d) Kelly, A.V. (2003). *The curriculum: Theory and practice* (5th edition). London: Paul Chapman Publishing Limited.
- e) Marsh, C.J. and Willis, G. (1999). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Prentice Hall, Inc.
- f) Ornstein, A.C. and Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues* (4th ed.). New York: Pearson Education, Inc.
- g) Smith, B.O., Stanley, W.O. and Shores, J.H. (1950). *Fundamentals of curriculum development*. New York: World Book Company.
- h) Zais, R.S. (1976). *Curriculum principles and foundations*. New York: Harper and Row Publishers.

CE 526: CURRICULUM THEORY AND PRACTICE

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

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

Credit Hours: 6
Full Marks:
Pass Marks:

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) List out the different fields of curriculum with brief introduction.
- e) Differentiate curriculum improvement from curriculum change.
- 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) Elucidate the process of curriculum change.
- j) Analyze and assess the various strategies of curriculum change.
- k) Distinguish between curriculum diffusion and curriculum dissemination.
- l) Analyze the different models of curriculum dissemination.
- m) Explain the role of planning, support and communication in curriculum implementation.
- n) Discuss curriculum implementation as a change process.
- o) Compare and contrast the different models of curriculum implementation.
- p) Find out the problems of curriculum implementation with ways forward to solve these problems.
- q) Explain the concept and purposes of curriculum evaluation.
- r) Clarify the evaluation question in curriculum development.
- s) Analyze the various models of curriculum evaluation.

3. Course Contents

Unit I: Conceptualizing curriculum theory and theorizing (21hrs)

- 1.11 Concept of Theory
- 1.12 Sources of Curriculum Theory
- 1.13 Functions of Theory
- 1.14 Steps in Theory Building
- 1.15 Concept of Curriculum Theorizing
- 1.16 Classical bases of Curriculum Theorizing
- 1.17 Major Categories of Curriculum Theorizing
 - 1.17.1 System Oriented Proponents
 - 1.17.2 System Supportive Explorers
 - 1.17.3 System Alternative Proponents
 - 1.17.4 System Alternative Explorers
- 1.18 Curriculum Theory and Theorizing Today

Unit II: Fields of curriculum (8hrs)

- 1.1 Curriculum Foundations
- 1.2 Curriculum Design
- 1.3 Curriculum Construction
- 1.4 Curriculum Development
- 1.5 Curriculum Implementation
- 1.6 Curriculum Engineering
- 1.7 Curriculum Improvement Versus Curriculum Change
- 1.8** Curricular Versus Non-curricular Issues

Unit III: Dynamics of curriculum change (18hrs)

- 2.1 Concept of Curriculum Changes
- 2.2 Factors Affecting Curriculum Change
 - 2.2.1 Teacher's Background
 - 2.2.2 Students' Ability
 - 2.2.3 Students' Viewpoints
 - 2.2.4 School Infrastructure
 - 2.2.5 Financial Pressure
 - 2.2.6 Employer and Industry Viewpoints
 - 2.2.7 University and Government Regulation
 - 2.2.8 National and Internal Accreditation Bodies
 - 2.2.9 Advancement of Science and Technology
 - 2.2.10 Academic Fashion
- 2.3 Curriculum Change Process
 - 2.3.1 Need
 - 2.3.2 Adoption
 - 2.3.3 Implementation
 - 2.3.4 Institutionalization

- 2.4 Change Strategies
 - 2.4.1 Rational-empirical Strategies
 - 2.4.2 Normative Re-educative Strategies
 - 2.4.3 Political Administrative Strategies

Unit IV: Curriculum dissemination and implementation (21hrs)

- 3.1 Curriculum Dissemination
 - 3.1.1 Concept of Innovation
 - 3.1.2 Meaning of Diffusion and Dissemination
 - 3.1.3 Models of Curriculum Dissemination
 - Schon's Models
 - Havlock's Models
- 3.2 Curriculum Implementation
 - 3.2.1 Nature of Implementation
 - 3.2.2 Role of Planning, Communication and Supports in Curriculum Implementation
 - 3.2.3 Implementation as a Change Process
 - 3.2.4 Curriculum Implementation Models
 - Overcoming Resistance to Change Model
 - Organizational Development Model
 - Concern-based Adoption Model
 - Educational Change Model
 - 3.2.5 Problems of Curriculum Implementation
 - 3.2.6 Possible Ways to Solve these Problems

Unit V: Curriculum evaluation (21hrs)

- 4.1 Concept of Curriculum Evaluation
- 4.2 Purpose of Curriculum Evaluation
- 4.3 Evaluation Questions
 - 4.3.1 The Question of Intrinsic Value
 - 4.3.2 The Question of Instrumental Value
 - 4.3.3 The Question of Comparative Value
 - 4.3.4 The Question of Idealization Value
 - 4.3.5 The Question of Decision Value
- 4.4 Curriculum Evaluation Models
 - 4.4.1 Scientific-positivist Evaluation Models
 - Provus's Discrepancy Evaluation Model
 - Stufflebeam's CIPP Model
 - Stake's Congruence-contingency Model
 - 4.4.2 Humanistic and Naturalistic Evaluation Models
 - Eisner's Connoisseurship Evaluation Model
 - Stake's Responsive 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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

- a) Connelly, F.M. (2008). *The sage handbook of curriculum and instruction*. New Delhi: Sage Publication.
- b) Marsh, C.J. and Willis, G. (1999). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Prentice Hall, Inc.
- c) McNeil, J.D. (1977). *Curriculum: A comprehensive introduction*. Boston: Little Brown and Company.
- d) Ornstein, A.C. and Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues* (4th ed.). New York: Pearson Education, Inc.
- e) Popham, J. (1975). *Educational evaluation*. New Jersey: Prentice Hall, Inc.
- f) Pratt, D. (1980). *Curriculum design and development*. New York: Harcourt Brace Jovanovich, Inc.
- g) Print, M. (1993). *Curriculum development and design*. Australia: Allen and Unwin Pvt. Ltd.
- h) Saylor, J.G. and Alexander, W.M. (1974). *Planning curriculum for schools*. New York: Holt, Rinehart and Winston, Inc.

- i) Wiles, J. and Bondi, J. (1993). *Curriculum development: A guide to practice* (4th edition). New York: Macmillan Publishing Company.
- j) Worthen, B.R. and Sanders, J.B. (1987). *Educational evaluation: Alternative approaches and practical guidelines*. London: Longman Group Ltd.
- k) Zais, R.S. (1976). *Curriculum principles and foundations*. New York: Harper and Row Publishers.

CE 531: MANAGING DIVERSITY IN CURRICULUM

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

Course Title: **Managing Diversity in Curriculum**
Course No: CE 531
Semester: Third

Credit Hours: 6
Full Marks:
Pass Marks:

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

- a) Conceptualise the meaning and dimension of diversity
- b) List and analyze the approaches to cultural diversities
- c) Assess the challenges of cultural diversities and draw challenges of diversity in Nepalese context
- d) 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
- e) discuss strategies and ways for accommodating diversity in education from social justice perspective
- f) Assess how socio-economic status, teacher knowledge and expectation influence the achievement of students from diverse background
- g) Critically assess the factors that influence the achievement of students from diverse background in terms of test bias and learning style of students
- h) Familiarize with the community based-education and transformational framework through critical policy making
- i) Discuss the ways for making education world safe for students from diverse background to bandage the fractured future

- j) 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 (12 hours)

- 1.1. Cultural and cultural diversity
- 1.2. Culturally diverse students
- 1.3. Race, ethnicity and racial ethnic diversity
- 1.4. Language and language diversity
- 1.5. Linguistically diverse students
- 1.6. Gender and gender construction
- 1.7. Social class and socioeconomic status
- 1.8. Economically diverse students
- 1.9. Geography and geographical variability
- 1.10. Geographically diverse students
- 1.11. Physical and mental development (physical and mental impairment)
- 1.12. Gifted and talented students
- 1.13. Diversity in learning

Unit- II: Approaches to Cultural Diversity (8)

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

Unit-III: Challenges of Cultural Diversity (13)

- 3.1. Changing pattern of ethnic diversity
- 3.2. Continuing influence of inter-ethnic relations
- 3.3. Diversity: changes for national policy-makers and planner
- 3.4. Models for incorporating diversity
- 3.5. Need to revisit policy responses to diversity
- 3.6. Educational issues central to debates about planning
- 3.7. Debates about school-based priorities in addressing diversities
- 3.8. Drawing the challenges of diversity in Nepalese context

Unit-IV: Key Vectors of Cultural Diversity (15)

4.1. Language

- Language dynamics today
- Language and identity

4.2. Education

- The relevance of educational methods and contents
- Learning societies and right to education
- Participatory learning and intercultural competencies

4.3. Communication and Cultural Contents

- Globalization and new media trends
- Impact of communication and cultural products
- Policy fostering cultural diversities

4.4. Creativity and the Market Place

- Artistic creation and the creative economy
- Crafts and international tourism
- Cultural diversity and business world

Unit-V: Strategies and Ways for Accommodating Diversity in Education (10 hours)

- 5.1. Multicultural curriculum
- 5.2. Culturally compatible classroom
- 5.3. Culturally relevant pedagogy
- 5.4. Bilingual and multilingual education
- 5.5. Inclusive education
- 5.6. Changing school culture
- 5.7. Action for social justice
- 5.8. Local and school-based curriculum
- 5.9. Teacher education based on diversity
- 5.10. Instruction based on equity rather than equality

Unit-VI: Factors Influencing the Achievement of Culturally Diverse Students (8)

- 6.1. Socio-economic status of the students
- 6.2. Low teacher expectation
- 6.3. Teachers' belief and knowledge
- 6.4. Standardized test bias
 - Teachers quality
 - Home school mismatch
- 6.5. Students' learning style

Unit-VII: Building Community-Based Education through Critical Policy Making (13)

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

Unit-VIII: Making the Educational World Safe for Students from diverse backgrounds (9)

- 8.1. Emancipation and neutrality in educational research and teacher education
- 8.2. Discourse and power in education
- 8.3. Doing critical research for teacher education and teacher practice
- 8.4. Research by teacher practitioners
- 8.5. Researcher and teacher-practitioners as co-researchers
 - Two approaches to teacher research

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 and class Presentation 5 marks
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6. Prescribed Texts

- a) Banks, J. A. (2006) Culutral diversity and education: foundations, curriculum and teaching. Boston, MA: Allyn and Bacon
- b) Baska, J.V.T. (2004). Curriculum for gifted and talented students. California: Crown Press
- c) Corson, D. (1998) Changing education for diversity. Buckingham: Open University Press
- d) 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.
- e) Inglis, C. (2008) Planning for curltural diversity. Paris: UNESCO/IIEP
- f) UNESCO. (2009). Investing in cultural diversity and intercultural dialogue. Paris: UNESCO
- g) Watson, C.W. (2002) Mulitculturalism. New Delhi: Viva Books
- h) Woolfolk, A. (2004) Educational psychology (9th ed.) New Delhi: Pearson Education

CE 532: CURRICULUM AND IDEOLOGY

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

Course Title: **Curriculum and Ideology**
Course No: CE 532
Semester: Third

Credit Hours: 6
Full Marks:
Pass Marks:

1. Course Introduction

This is a professional course prepared for those students who want to complete Master's Degree in Educational Science 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 (25hrs)

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

Unit II: Curriculum history and social control (20hrs)

- 2.1 Schooling and cultural capital
- 2.2 Meaning and control in the curriculum history
- 2.3 Ideology and curriculum in use
- 2.4 Power and culture
- 2.5 Urbanization and the historical function of schooling
- 2.6 The social function of the curriculum
- 2.7 The curriculum field and the problem of community

Unit III: Philosophical orientation to curriculum development (15hrs)

- a. Influence of philosophy on curricular activities
- b. Behaviourism and curriculum
- c. Existentialism and curriculum
- d. Phenomenology and curriculum
- e. Analytic philosophy and curriculum
- f. Marxism and curriculum

Unit IV: Curriculum and reproduction (10hrs)

- 4.1 Education as an agent for social transformation
- 4.2 The reproduction of social inequality
- 4.3 The hidden curriculum and the needs of capitalist production
- 4.4 Cultural capital and its reproduction
- 4.5 Codes of class and language

Unit V: Contemporary curriculum discourses (20hrs)

- 5.1 Understanding curriculum as racial text
 - 5.1.1 Concept of race
 - 5.1.2 Multiculturalism
 - 5.1.3 Identity and repression
 - 5.1.4 Racial representation
 - 5.1.5 Curriculum politics
- 5.2 Understanding curriculum as gender text
 - 5.2.1 The prevailing system of gender
 - 5.2.2 Feminism, gender analysis and reconceptualization
 - 5.2.3 Creating spaces and finding voices
 - 5.2.4 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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

- 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.

CE 533: APPLICATION OF STATISTICS IN TEST DEVELOPMENT AND EVALUATION

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

Course Title: **Application of Statistics in Test Development and Evaluation**

Credit Hours: 6

Course No: CE 533

Full Marks:

Semester: Third

Pass Marks:

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 provide hands-on experience, through a practical work at a nearby school, to develop and administer a test, and analyse, summarise and report the result of the test.

2. Course objectives

On completion of this course the students will be able to

- a) Organize test scores into frequency distributions, and present them as frequency polygons, histograms and pie charts.
- b) 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.
- c) Interpret measures of central tendency.
- d) Describe appropriate applications of measures of variability.
- e) Compute range and standard deviation for any given set of data.
- f) Compute various kinds of reliability coefficient from the given set of scores.
- g) Explain the meaning of item analysis with examples
- h) Compute difficulty level and discrimination index of an objective test
- i) Understand the meaning of raw score and standard score
- j) Convert raw scores into z, T and stanine scores.
- k) 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 (20 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: Reliability computation (10 hours)

- 2.1 Standard error of measurement
- 2.2 Test-retest reliability
- 2.3 Alternative forms
- 2.4 Internal consistency
- 2.5 Interpretation of reliability coefficient

Unit III. Item analysis and scoring (10 hours)

- 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 (10 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 (40 hours)

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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

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

CE 534: ACTION RESEARCH IN CURRICULUM INSTRUCTION

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

Course Title: **Action Research in Curriculum Instruction**
Course No: CE 534
Semester: Third

Credit Hours: 6
Full Marks:
Pass Marks:

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) Conceptualise 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) Develop understanding of cyclic process of action research
- e) List and explain stages and process of carrying out an action research
- f) List and explain various types of explain research
- g) Be familiar with and develop essential understanding of ethical issues in action research
- h) Discuss the role of action research in curricular improvement
- i) Plan and carry out an action research study

3. Course Contents

Unit 1. 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 2. Cyclic process of action research (10 hours)

- 2.1. Initial reflection
- 2.2. Planning
- 2.3. Action
- 2.4. Observation
- 2.5. Reflection

Unit 3. Action research process (15 hours)

- 3.1. Identifying and limiting the topic
- 3.2. Reviewing the related literature
- 3.3. Developing a research plan
- 3.4. Implementing the plan and collecting data
- 3.5. Analysing the data
- 3.6. Developing action strategies and putting them into practice
- 3.7. Sharing and communicating the result

Unit 4. Types of action research (5 hours)

- 4.1. Individual versus collaborative action research
- 4.2. Emancipator action research
- 4.3. Socially critical action research

Unit 5. Ethical issues in action research (10 hours)

- 5.1. Informed consent of participants
- 5.2. Protecting the confidentiality of participants
- 5.3. Autonomy of participants
- 5.4. Ethical standards related to discipline

Action research and curriculum improvement (10 hours)

- 6.1. Who does action research – curriculum developer, School supervisor, head teacher and teacher
- 6.2. The feedback system
- 6.3. Curriculum revision and improvement

Unit 7. Carrying out a action research project (Practical work)

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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

CE 535: CURRICULUM DEVELOPMENT IN POST-MODERN ERA

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

Course Title: **Curriculum Development in Post-Modern Era**
Course No: CE 535
Semester: Third

Credit Hours: 6
Full Marks:
Pass Marks:

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
- j) Discuss the underlying paradigmatic assumptions of postmodern curriculum
- k) Explore the issues and challenges of education brought about by postmodernism

3. Course Contents

1. Modernism and Post-modernism (10 hours)

- 1.1 Meaning of modernism
- 1.2 Meaning of post modernism
- 1.3 Characteristics of postmodernism

- 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 or morality;
- 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.

2. 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 Taba’s models of curriculum

3. 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

4. Doll’s postmodern curriculum (10 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)

4.2.1 Richness

4.2.2 Recursion

4.2.3 Relations

4.2.4 Rigor

5 Chaos and complexity theory (15 hours)

5.2 meaning of chaos theory

5.3 three aspects of chaos theory

- 5.3.1 Fractal patterns
- 5.3.2 Bounded infinity
- 5.3.3 Unpredictability
- 5.4 Meaning of complexity theory
- 5.5 Three aspects of complexity theory
 - 5.5.1 Cellular automata
 - 5.5.2 Dissipative structures
 - 5.5.3 Open systems
- 5.6 Implications of Chaos and complexity theories for education and teaching

6 Postmodern curriculum paradigm (25 hours)

- 6.2 The hermeneutic circle and postmodern community
- 6.3 Race, gender, and ethnicity in a multicultural milieu
- 6.4 Postmodern philosophies
- 6.5 Curriculum for interdependency and ecological sustainability
- 6.6 Utopian visions, democracy and the egalitarian ideal
- 6.7 Qualitative inquiry, fine arts and syncretical moment
- 6.8 Time management and chaos in the infinite cosmos

7 Issues and challenges of education in Nepal brought by postmodernism (10 hours)

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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

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

CE 536: CURRICULUM LEADERSHIP

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

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

Credit Hours: 6
Full Marks:
Pass Marks:

1. Course Introduction

This course is one of the specialization courses of Master of Educational Science (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) List various types of leadership roles in education sector.
- e) List and explain basic tasks of curriculum leadership.
- f) Explain the need, purpose and mechanism of building the school curricular team.
- g) Discuss the various approach and strategies of improving curriculum.
- h) Explain the concept, approaches and process of curriculum improvement through staff development.
- i) Explore the roles of school leaders as curriculum researchers and evaluator.
- j) Assess the leadership roles of curriculum development at various levels of school governance in Nepal.

3. Course Contents

1. Leadership (10 hours)

- 1.1 The concept of leadership
- 1.2 Types of leadership
 - 1.2.1 Individual versus distributed leadership
 - 1.2.2 Authoritative versus democratic leadership
- 1.3 Dynamic curricular leadership
 - ✓ At national level
 - ✓ At district level
 - ✓ At school level
- 1.4 Importance of leadership

2. Leadership roles in education sector (12 hours)

- 2.1 Expert, 2.2 instructor, 2.3 Trainer, 2.4 Retriever, 2.5 Referrer, 2.6 Linker, 2.7 Demonstrators, 2.8 Modeler, 2.9 Advocate, 2.10 Confronter, 2.11 Counselor, 2.12 Advisor, 2.13 Observer, 2.14 Data collector, 2.15 Analyzer, 2.16 Diagnoser, 2.17 Designer, 2.18 Manager, 2.19 Evaluator

3. Basic tasks of curriculum leadership (10 hours)

- 3.1 Defining the programme
- 3.2 Collaborating for success
- 3.3 Providing the path
- 3.4 Collaborative activity
- 3.5 The leader's role

4. Building the school curriculum team (10 hours)

- 4.1 Selecting the team
- 4.2 Using committees to active change
- 4.3 Conducting meetings
- 4.4 Conferencing
- 4.5 Achieving consensus for school improvement

5. Constructing the path for curriculum improvement (12 hours)

- 5.1 Determining the vision
- 5.2 Clarifying the steps
- 5.3 Use of feedback in curriculum work

- 5.4 Management and time-dating goals
- 5.5 Standard as boundaries, not goals

6. Curriculum improvement through staff development (12 hours)

- 6.1 Teachers as the critical ingredient
- 6.2 Preferred staff development design
- 6.3 Assessing staff development effort
- 6.4 Curriculum as the rationale for staff development
- 6.5 In-service curricular training in Nepal

7. Role of leader as curriculum researcher and evaluator (12 hours)

- 7.1 Purpose of evaluation
- 7.2 Types of evaluation
- 7.3 Areas of evaluation
- 7.4 Using technology of evaluation
- 7.5 Curriculum improvement through evaluation

8. Curriculum leadership in Nepal (12 hours)

- 8.1 Leadership at the central level
 - ✓ Responsibilities of Curriculum Approval Committee
 - ✓ Responsibilities of Curriculum Development Centre
- 8.2 Curriculum leadership at the district level
 - 8.2.1 Role of DEO
 - 8.2.2 Role of school supervisors
 - 8.2.3 Role of Resource Persons
- 8.3 Curriculum leadership at the school level
 - 8.3.1 Role of head teacher
 - 8.3.2 Role of teacher
 - 8.3.3 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 and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 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

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

CE 541 & 542: PRACTICUM: ON-CAMPUS AND OFF - CAMPUS

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

Course Title: **Practicum (On-campus and Off-campus)**
Course No: CE 541 & 542
Semester: Fourth

Credit Hours: 6 + 6
Full Marks:
Pass Marks:

1. Course Introduction

Teaching practice is a core part of all MES 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-centred 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-centred methods of teaching.

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 programmes. 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

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 educational, 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 techniques 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;

Objectives off-campus activities (college teaching)

During the teaching experience in real setting STs will demonstrate the following professional teaching competencies:

Plan and organize systematically and imaginatively

- Identify and interpret student interests, varying learning styles and developmental needs, and use this understanding in all planning
- Plan lessons and tasks which
 - ✓ reflect knowledge and understanding by the student
 - ✓ show imagination, insight, and an ability to plan beyond the expected
- Use available resources to teach with conviction
- Plan a lesson that is balanced, appropriate for the student group, and meaningful
- Promote a positive learning atmosphere
- Create whole, group, and individual activities to allow for successful learning
- Plan an extracurricular programme

Relate to and communicate with students sensitively and appropriately

- Be sensitive to students by gaining an understanding of the societal and classroom influences that affect their learning
- Motivate students to want to learn
- Relate and talk to students in a mature, respectful way, without condescension
- Respond to the needs of individual students as well as the needs of the class as a whole
- Use methods and styles of teaching that are most suitable for students and their context

Conduct lessons confidently on the basis of knowledge and executing extracurricular programme

- Understand and apply knowledge of theories and models of learning to teaching
- Appropriately and correctly teach subject content knowledge
- Conduct, where possible, assessment of student learning in appropriate ways that reflect theories and models of learning
- Conducting extracurricular programme

Assess own individual growth as teachers

- Evaluate personal learning and the development of teaching
- Make informed judgements and decisions about their own practice as teachers
- Be able to reflect critically on their teaching, and to accept informed criticism of your work

Activities

On Campus Activities (6 credit)

S.N	Items/tasks	Activities to be completed	Credit hour	Assessment
A.	Model Class Demonstration	Prior to carrying out micro teaching sessions with necessary lesson plans and materials, STs are expected to participate in model class demonstration. The model class demonstration will be carried out in a group of students or teachers.	0.5	Observation
B.	Site Visit	The STs will visit the school where they expect to carry out their off-campus teaching. During these visits, they consult the head teacher and enquire about the various aspects of the school such as educational, physical, administrative and economic aspects, problems and challenges of teaching and others. This helps them develop rapport with school persons and get familiarity of the school.	0.5	Observation
C.	Critical Reflection	After the school visit, the STs will write their reflections on school's status, functioning and problems in a report format. The length of the report could be between 2000 to 4000 words.	0.5	Report assessment and evaluation

D.	Discussion Seminar	The STs will organise and participate in a seminar where they present their critical reflection about the schools they visited. The STs are responsible for developing own format of seminar presentation. As a suggestion, they are encouraged to analyzed the issues of school functioning and problems into a number of points, work out the relation between them, research what significant thinkers have said about them, and decide what is important to present to the group.	0.5	Observation
E.	Lesson Plan	Format of lesson plan (Micro-Teaching) a. Introductory parts ▪ Lesson plan no. ▪ Name and address of college ▪ Grade ▪ Subject of teaching/ teaching hour/period ▪ Specific contents/title b. Specific objective (Only one objective) c. Teaching learning materials (List the materials to be used in teaching) d. Teaching learning activities- (List the activities of teachers and students specifically) e. Feedback and evaluation (List the strategies and tools of feedback and evaluation) The supervisor and collaborators (subject teacher) provide feedback on teaching. The teaching cycle continues until the ST demonstrates reasonably good mastery over teaching skills)	3.5 0.5	Class observation (Supervisors and peer review) The supervisor will observe the micro-teaching, provide feedback on teaching. Typically, he should supervise at least 5 to 7 micro-teaching classes of each student.

		Material development workshop The ST will conduct a material development workshop during the micro-teaching period. In the workshop s/he demonstrates the materials they develop and discuss the various aspects of teaching materials, such as types, uses, benefits and limitations.		
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Off Campus Activities (6 credit)

No	Tasks	Activities	Credit	Assessment
1	Lesson plans and materials	Writing lesson plan prior to the lesson and preparation/collection of teaching material; record keeping of the lesson plans and materials.	1	Portfolio assessment
2	Student teaching	Teaching in a school/college; at least 30 lessons	2.5	Class observation (External observer, Campus supervisor and School supervisor)
3	Appearance, conduct, character, leadership	School head/school supervisor observes and keeps record	0.5	Class observation and rating scale
4	Organizational analysis	i. Institution study Each student prepares a report on the issues surrounding the history, mission, goals, programmes, resources, outcomes of the school ii. Case study Each students choose a particular case such as poor but talented, specific skills of the students- music, dancing, playing.	1	Report assessment
5	Analysis of the curriculum or textbook	The STs will analyse the curriculum or textbooks of the subject/s they are teaching. They	0.5	Report assessment

		assess the relevance, scope, sequence, coverage, organization weakness and strength of the curriculum or textbook and see whether they are in line with the curriculum objectives, contents, teaching methods/strategies, and evaluation.		
6.	Teaching logbook ,and Audio visual materials	Every student must keep the teaching logbook of their every day teaching. Finally they will prepare a You Tube video showing how s/he performed some key activities in the classroom teaching.	0.5	You-tube video

CE 543: THESIS WRITING (12 CREDITS)

Mid-western University
Faculty of Educational Sciences
M.E.S. in Curriculum and Evaluation

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

Credit Hours: 12
Full Marks:
Pass Marks:

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

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:

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

Stages

- a) The Departmental Research Committee (DRC) will seek thesis proposal from the students and designate the supervisor.
- b) Under the guidance of the supervisor, the student finalises the proposals and submit to the DRC for final evaluation.
- c) The DRC interviews the students and provides feedback for the amendments.
- d) The students undertakes the study study under the guidance of the supervisor
- e) The students finalise the writing and submit 3 copies of draft report to the concerned department.

- f) 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 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.

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