

Faculty of **E**ducation

Master of Education (M.Ed.)

in

Curriculum and Evaluation

Curriculum

1999



Curriculum Development Centre

Tribhuvan University

Kirtipur, Kathmandu

Nepal

Faculty of Education

Master of Education (M.Ed.) in Curriculum and Evaluation *Curriculum* 1999



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Master of Education (M.Ed.)

Curriculum and Evaluation

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Kathmandu, Nepal

Tribhuvan University
Faculty of Education
Master of Education (M.Ed) Programme

Education has a key role in national development. The extent to which education will be able to support the process of national development depends on the academic and professional strengths of educational planners, managers, teacher educators, headmasters and teachers. As the demand for quality schooling and higher education rises, the need for competent professionals becomes even greater. To meet this need the Faculty of Education (FOE), Tribhuvan University with its two-year Master programme is committed to providing better and qualified teachers, teacher educators, educational administrators and planners, system analysts and experts in the field of education.

The FOE has introduced three-year B.ED. programme since 1996 with the curriculum focused on meeting varying social needs. This necessitated restructuring the M.Ed. curriculum so to make it consonant with the newly developed B.Ed. programme. All in all, this change has been prompted by the visions and the experiences of teacher educators and other professionals working in the field of education all these years.

I. Programme Objectives

The overall objective of the M.Ed. program is to produce higher level manpower in the field of education. More specifically, the main objectives are :

- to develop leadership manpower in the field of education;
- to produce better qualified and competent teacher educators;
- to produce efficient educational planners, administrators and supervisors and other educational experts;
- to promote innovative practices in the field of education; and
- to produce better trained teachers especially at the higher level.

II. Curriculum Structure

The curriculum structure for this programme consists mainly of the core and specialization areas. The weightage and full marks given to these areas are as follows:

Areas	Weightage	Full Marks
a. Core Courses	30%	300
b. Specialization	65%	650
c. Elective	5%	50
Total	100%	1000

a. **The core courses consist of the following:**

<u>Courses</u>	<u>Full Marks</u>
i. Foundations of Education	100
ii. Psychology in the Classroom	50
iii. Curriculum Planning and Practices	50
iv. Measurement and Evaluation in Education	50
v. Research Methodology	50
Total	300

b. **Each specialization subject covers the following areas:**

<u>Areas</u>	<u>Full Marks</u>
i. Content Courses	350-450
ii. Pedagogical Courses	100-200
iii. Practicum	50
iv. Thesis	50
Total	650

Students can specialize in any one of the following subjects provided that they have basic background knowledge in that subject:

- i Curriculum and Evaluation
- ii Educational Planning and Management
- iii English Education
- iv Nepali Education
- v Science Education
- vi Health Education
- vii Physical Education
- viii Geography Education
- ix Economics Education
- x History Education
- xi Political Science Education
- xii Mathematics Education

In addition to specializing in any one of these subjects, the students of this program are required to conduct independent research work and participate in teaching and its related activities (practicum). Both the thesis writing and practicum have to be related to the specialization subject of the student.

III. Course Cycle

Area	First Year	Full Marks	Second Year	Full Marks
Core area	Core Courses	200	Core Courses	100
	i. Foundation of Education	100	i. Measurement and Evaluation in education	50
	ii. Psychology in the classroom	50	ii. Research Methodology	50
	iii. Curriculum Planning and Practices	50		
Specialization	As approved by concerned subject committee	300	As approved by concerned subject committee	350
Elective			As approved by concerned subject committee/dept.	50
Total		500		500

IV. Instructional Days

Generally an academic year will consist of 150 teaching days excluding the days taken by admission and annual examination. A theory paper of 100 marks will generally carry 150 lectures and 5 periods a week and a paper of 50 marks, 75 lectures and 3 periods a week. A practical course of 50 marks requires the students to attend 4 periods per week. Each lecture must be of 55 minutes duration.

V. Method of Instruction

The method of teaching in the M.Ed. programme will be a combination of several approaches. Class lecture, group discussion, demonstrations, guest lectures, seminar, term paper presentation, case analysis, problem solving, practical experiences and fieldwork approaches will be used as different techniques of giving instruction in the courses so that students will be able to develop abilities for self learning, problem solving and critical thinking.

VI. Eligibility for Admission

A graduate with B.Ed. degree either one year, two year or three year from Tribhuvan University or a university recognized by Tribhuvan University will be eligible to apply for admission to the two year M.Ed. programme.

VII. Admission Criteria

An applicant seeking admission to the M.Ed. programme must appear in the Entrance Test (ET) of two hour's duration conducted by the FOE. The ET questions will be related to general education, educational aptitude and the subject of specialization. Fifty percent weightage will be given to education-related areas and the remaining fifty percent weightage will be given to specialization subject. A merit list of the applicants will be prepared by adding the percentage of marks they have obtained in their previous qualification for application with the marks scored by them in ET. An applicant who fails to

obtain a minimum qualifying score of 35 percent will not be eligible for admission. Admission of candidates will be based on the merit list and the intake capacity of the Central Department/Campuses. Each student will have to appear in the year-ending examination of all the courses offered in the first year to be eligible for enrolment in the second year.

VIII. Thesis Writing and Evaluation

Thesis writing within the specialization area is compulsory. **Only those students who have passed all the courses of the first year programme will be allowed to undertake thesis writing.** The thesis has to be written under the direct supervision of a Faculty member of the Campus/Department. The format for writing the research proposal and the procedure for approving it will be as fixed by the Departmental Research Committee. The evaluation of the thesis will be based both on the written part and viva-voce. Of the total weightage given to thesis course, seventy percent weightage will be allocated to the written quality of the thesis and the remaining thirty percent will be allocated to viva-voce. Viva -voce for the thesis of the student will be conducted only after passing all the courses offered in the second year of M.Ed.

IX. Practicum

The practicum is an integral part of the M.Ed. programme. It is designed to provide opportunities to students to actually participate in the activities of the campus or of higher secondary school level. Each student is required to complete three activities - classroom teaching, internship and curriculum evaluation in their specialization subject. However, students specializing in Educational Planning and Management are required to undertake other activities in place of classroom teaching. This practicum course is carried out within or after the second year of the programme for six weeks. **Students who have passed all the courses offered to them in the first year can participate in this course.**

X. Attendance and Evaluation System

- Minimum attendance (i.e. 70p. c.) in accordance with the University regulation is required in each subject in order to be eligible for the annual examinations (i.e. 70 percent).
- Controller of Examination, T.U., will conduct the annual examinations at the end of each academic session. Each student must appear in and pass all those examinations in order to qualify for M.Ed. degree.
- The evaluation procedures for practical courses will be as specified by the subject committees.
- The minimum pass marks for the theory paper is 40 percent and for the practicum, 50 percent.

XI. Grading System

The grading system will be as follows:

Third Division:	40% and above
Second Division	50% and above
First Division	60% and above
Distinction	75% and above

XII. Graduation Requirements

The M.Ed. programme extends over two academic years. M.Ed. degree is awarded on its successful completion. All the candidates for M.Ed. degree must fulfill the following requirements:

- The successful completion of 1000 marks as prescribed with the passing grades in all the courses.
- Completion of courses for the fulfillment of this programme must occur within the time frame prescribed by T.U.

Educational Core Courses

First Year

Course No.	Course Title	F. M	Year	Nature
Ed. Psy. 501	Foundations of Education	100	I	Theoretical
Ed. Psy. 502	Psychology in the Classroom	50	I	Theoretical
Ed. 503	Curriculum Planning and Practices	50	I	Theoretical

Second Year

Ed. 504	Research Methodology	50	II	Theoretical
Ed. Psy. 505	Measurement and Evaluation in Education	50	II	Theoretical

Foundations of Education

Course No.: Ed. 501

Nature of the course: Theoretical

Year: First

Full Marks: 100

Pass Marks: 40

Periods per week: 5

Course Description

This is a compulsory course designed for the students of Master Degree in Education. It intends to develop a comprehensive theoretical knowledge and understanding related to the philosophy, history and sociology of education. It also deals with the education system in selected countries of the world.

General Objectives

The general objectives of this course are (a) to assist the students in developing a philosophical base of education, (b) to explore the use of sociological knowledge in education, and (c) to acquaint the students with the basics of education in various countries.

Specific Objectives

- Explain the meaning, uses and functions of philosophy.
- Explain progressivism and existentialism and their contributions in education.
- Discuss the concepts of reality, nature of knowledge, values system and their implications in education of Hindu and Buddhist Philosophy.
- Explain the Origin, Nature and Structure of the Sociology of Education.
- Analyse the Theories of Social Stratification in Education.
- Describe the perspective of Social Mobility in Education.
- Explain the factors of cultural reproduction and the process of transmission of knowledge.
- Describe the process of social transformation in Education.
- Explain the political role in Education.
- Describe major educational systems of the Ancient, Medieval and Modern periods.
- Explain the structure of education in the context of selected countries.
- Identify the national goals of education in different countries.
- Study and explore the subject areas taught in the primary and secondary levels including their major focus.
- Explore the evaluation systems of different countries, and make a comparative analysis.
- Describe the administrative structure of education at the central, district and local levels.
- Analyze the provision of teacher education in selected countries.

Course Contents

Part I: Philosophical Foundation

- Unit I Introduction to Philosophy** **6 hrs.**
- Approaches to study philosophy
 - Philosophy and Education
 - Uses of philosophy
 - Fields of philosophy (Metaphysics, Epistemology, Axiology, Logic)
 - Functions of Philosophy (Descriptive, Speculative, Prescriptive, Analytic)
- Unit II Progressivism in Education** **6 hrs.**
- Basic principles
 - Progressivism and Education
 - Progressivism and Aims of Education
 - Progressivism and Curriculum
 - Progressivism and Role of the Teacher, School and Students.
- Unit III Existentialism in Education** **6 hrs.**
- Existentialism and Education
 - Existentialism and Aims of Education
 - Existentialism and Curriculum
 - Existentialism and Role of the Teacher, Student and School
- Unit IV Hindu and Buddhist Philosophy** **7 hrs.**
- Views of Hindu Philosophy**
- Concept of Reality
 - Nature of Knowledge
 - Value system
- Views of Buddhist philosophy**
- Concept of Reality
 - Nature of Knowledge
 - Value system
 - Implications of their views in Education

Part II Sociological Foundation

- Unit V The Origin, Nature and Structure of the Sociological Foundation of Education** **6 hrs.**
- Origin and development stage
 - Educational Sociology and the Sociology of Education (concept, differences and functions)
 - The content and the scope of the Sociology of Education.

- Theory and methodology related to the Sociology of Education (The nature of theory, Major theoretical orientation: Structural - Functionalism, conflict Theory, Symbolic Interactions and Contradiction Theory of Marx)

Unit VI Theories of Social Stratification 6 hrs.

- Social Stratification: five basic characteristics (Ancient, Ubiquitous, The social patterning, the diversity of form, amount and the consequences)
- Thought and theory of stratification (consensus vs conflict theories)
- The shape of stratification (classes and status groups, continuous versus discrete variables, objective versus criteria, the reputation approach)

Unit VII Education and Social Selection 6 hrs.

- The nature of Social Mobility (concept, measures and trends)
- Socio-economic status; intelligence and the attainment of higher education.
- Educational Factor and Social Mobility

Unit VIII Social Transformation and Education 6 hrs.

- Social policy and Education (concept, need and impact)
- Educational opportunity and equity.
- The problems of the economics of education.
- Changes-place in society (evolutionary theory, cyclic theory and conflict theory)
- Changing process in the context of Nepalese society.

Unit IX The Politics of Education 7 hrs.

- The nature of power (force, authority, and democratic representative).
- The distribution and use of power (structure approach, the power elite approach, the pluralist approach)
 - Characteristics
 - Nature of Society
 - Social Changes
 - Social Mobility
- The role of the state in Education (power, functions, order, and rules and regulations)
- The teacher and the student movement (concept, organizational structure and the role)

Unit X Education and Culture 5 hrs.

- Concept of Culture (pattern and functions)
- Relation between Education and Culture
- The process of Cultural Transmission

- comparatively explain the social justice approaches in education

Unit XI Education and Social Justice **5 hrs.**

- Approaches to Social justice
 - International Conventions: - Human Right, Child Rights, Labourers' Rights, Women's Rights.
 - National Legislative Provisions: - Human Right, Child Rights, Labourers' Rights, Women's Rights.
- Marginalized and Disadvantaged Population
- Approaches to Promote Social Justice in the Society
 - Education
 - Legislative provision
 - Advocacy for Social Justice
 - Rehabilitation program

Part III Historical Foundations of Education

Unit XII Historical Background of the Education System **7 hrs.**

- Bird's Eye- view
 - Ancient Education system in the west - Greek & Roman Education.
 - Ancient Education system in the East-Hindu and Buddhist Education.
 - Education during the Medieval period
 - Development of Education in Nepal from Ancient to Modern periods.

Unit XIII Major Educational Movements Leading to the Development of Education in the Modern Period **7 hrs.**

- Basic Needs Approaches in Education
- Movement from Selective to Mass Education
- Movement from Religion to Nationalism
- Movement from Authoritarian to Democratic Education
- Human Rights Movement
 - Right to education
 - Gender equality
 - Peace education

Part IV Education System of Nepal, India, China, USA, Russia and Japan

Unit XIV Bases of Education of Above mentioned Countries **20 hrs.**

- National Goals
- Cultural factors
- Social factors
- Religious factors
- Geographical factors

- National economic factors
- Political system factor

Unit XV Structure and Levelwise Goals of Education of Above Mentined Countries 30 hrs.

- Pre-primary Education
- Primary Education
- Secondary
- Higher secondary
- Higher Education
- Teacher Education

Unit XVI Problems of Education Systems Interrelation of Education of Above Mentined Countries 20 hrs.

- Curriculum organization
- Examination system
- Student of admission
- Financing education

Instructional Techniques

- Lecture
- Discussion
- Assignments
- Presentations
- However, the following techniques may be useful for the study of the Education Systems in selected countries.
- Have the students study the materials provided by the teacher.
- The contents should be dealt with in a comparative form, not on an individual basis
- Comparative charts of each of the said contents should be developed, both by the teachers (for a model) and students in groups.
- Presentation of comparison (at least two countries) from each group is expected

Evaluation Technique

Final examination at the end of the academic year

External Examination 100%

Textbooks and References

- Allan C. Ornstein and David V. Levine, (1989), **Foundations of Education**, Houghton Mifflin Company, Boston, USA
- Boyd, William (1957), **History of Western Education**, London, Adam and Charts Black.
- Butler, **Four Philosophies and their practice in Education and Religion**, Harper & Row Publication.
- Chanube SP and Chanbe A (1994) **Foundations of Education** New Delhi: Vikas Publishing House.

- Dandekar, **Psychological Foundations in Education** Macmillan India Limited.
- Good, H.G. (1960), **History of Western Education**, New York, MacMillan Company.
- George L.F. Bereday, (1967) **Comparative Method in Education**, Oxford and IBS Publishing Company Calcutta, India.
- Haralambos, Michael and Holborn, Martin (1995) **Sociology: Themes and Perspectives**. London: Collins Educational
- Hans, Nicholas, **Comparative Education**, Routledge and Kegan Paul Ltd. London.
- Kneller, George F (1964). **Introduction to the Philosophy of Education**. New York: Johnwiley & Sons.
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- Morris, Ivor (1976). **The Sociology of Education: An Introduction**. London: George Allen & UNwin Ltd.
- Tumin, Melvin. M., (1982), **Social stratification** Prentice Hall of India.
- Thakur, A.S., (1977), **The Philosophical Foundations of Education**, National, New Delhi.
- Wagley M. & Karki, H. (1998), **Different Foundations of Education**. Bidhyartha Publications, Kathmandu.

Psychology in the Classroom

Course No.: Ed. Psy. 502

Nature of the course: Theoretical

Year: First

Full Marks: 50

Pass Marks: 20

Periods per week: 3

Course Description

This is an educational psychology course focussing upon the theories and principles of human development, learning and guidance in education. It briefly deals also with the concept and causes of the different types of developmental deviations and their remedial measures.

General Objectives

The main objective of this course is to familiarise and orient the students with the different approaches to human development, learning theories, principles of guidance and the concept of developmental deviations so as to enable them to draw implications for teaching and education.

Specific Objectives

- Identify the stages of human development and their major characteristics.
- Explain the physical, mental and emotional characteristics of the adolescent and their implications in education.
- Compare the characteristics of the Nepalese adolescent with those of the west.
- Identify major factors involved in human development and their implications in education.
- Be familiar with different approaches to human development and their educational implications.
- Be acquainted with deviations and their remedial measures.
- Define guidance and counseling.
- Identify the areas of guidance.
- Explain the inter-relationship between guidance and education.
- Identify the needs of guidance in schools.
- Discuss the status of guidance services in Nepal today.
- Identify major theories of learning.
- Distinguish between behaviouristic and cognitive approaches to learning.
- Discuss the implications of each of the major behaviouristics and cognitive theories of learning.
- Explain the psychological base of some models of teaching
- Familiarise themselves with the nature of experiments done in learning.

Course Contents

- Unit I Nature and Stages of Human Development** **2 hrs.**
- A review of the different stages of human development and their major characteristics.
 - Concept of developmental norms and status of the normative studies in Nepal.
- Unit II Domains of Human Development** **3 hrs.**
- A review of physical, mental and emotional characteristics of adolescence and their educational implications.
 - The Nepalese adolescent vis-avis the adolescent in the west.
- Unit III Major Factors Influencing Human Development** **4 hrs.**
- Genetic and sex-related factors.
 - Socio-economic and educational factors.
 - Eco-cultural factors.
- Unit IV Theories of Human development** **8 hrs.**
- Major Issues in Human Development
 - Nature Vs Nurture
 - Universal Vs Culture Specific.
 - Maturation Vs Learning
 - Major Approaches to Human development
 - Behaviouristics Approach: Skinner's view
 - Psychoanalytic Approach: Freud's view
 - Humanistic Approach: Maslow's view
 - Cognitive Approach: Piaget's view
- Unit V Developmental Deviation: A General Survey** **13 hrs.**
- Nature and Types
 - Mental Retardation: symptoms and causes
 - Sexual Perversions: sex diseases and perversions
 - Behavioural Disorders: delinquency and psycho-sociopaths
 - The Drug Abusers
 - The economically and culturally deprived children.
 - Remedial Measures
 - Medical Measures
 - Institutionalization and Family Rehabilitation.
 - Special Education Programs: headstart program and education for the out-of school children.
 - Psychotherapies.
 - Practical: Case studies of the deviated.
- Unit VI Orientation to Guidance** **3 hrs.**
- Guidance Program (Preventive Measures)
 - Meaning of guidance

- Guidance and education
- Purpose of guidance
- Role of teachers and parents in guidance

Unit VII Scope and Functions of Guidance 6 hrs.

- Process and Functions of Guidance
 - Understand the individual and his/her environment.
 - Help the individual develop his/her potentialities.
 - Enable him/her to solve life problems and live a happy life.
- Types of Guidance
 - Educational Guidance
 - Personal Guidance
- Guidance Services
 - Inventory Service
 - Information Service
 - Counselling Service
 - Placement Service
 - Follow-up and Research

Unit VIII Counselling 6 hrs.

- The Concept
 - Meaning of Counselling
 - Relation of Counselling
 - Purpose and functions of counselling and the counselor.
- Types of Counselling
 - Diagnostic Counselling
 - Therapeutic Counselling
 - Directive and non-directive approaches to counselling.
- Techniques of Counselling
 - Individual Counselling
 - Group Counselling

Unit IX Introduction to the Theories of Learning 7 hrs.

- Major issues in psychology of learning
 - Process and mechanism of learning
 - Role of practice, reward and punishment, and understanding in learning.
- Introduction to the behaviouristic and cognitive theories of learning and their distinctive features.

Unit X Behaviouristic Theories
1 Pavlovian Conditioning 7 hrs..

- Principles and Applications
 - Acquisition of Conditioned Response (CR): The Pavlovian conditioning procedure,
 - Application of Pavlovian conditioning in

- * Habit formation,
- * Fear and other emotional conditioning,
- * Verbal learning
- * Sensitization
- Different Types of Conditioning
 - Aversive and escape conditioning
 - Vicarious conditioning
- Application of different forms of conditioning in acquiring and changing behaviour.
- Extinction of CR.
 - The extinction or unconditioning process.
 - The nature and type of inhibition process.
 - The phenomenon of spontaneous recovery and its implication.
 - Application of unconditioning in desensitization and emotional control.
- Contribution of Pavlov to the development of the theory and practice of learning.
- Practical demonstration of a simple Pavlovian conditioning experiment in the class or in Psychology lab.

2 Skinnerian Operant Conditioning

6 hrs.

- Acquisition of operant response: The technique of operant conditioning.
- Role of reinforcement in operant conditioning
 - Nature of reinforcement: Skinner's view,
 - Types of reinforcement
- * Primary and secondary reinforcement.
- * Positive and negative reinforcement.
 - Schedule of reinforcement.
- * Fixed-variable
- * Interval-ratio
- * Differential schedule
 - Impact of different schedules of reinforcement on operant behaviour.
- Application of operant conditioning in
 - Personnel management; group contingency management
 - Behaviour therapy
 - Verbal learning
 - Programmed instruction
 - Use of token economy.
 - Group Contingency
- Practical: The teacher demonstrates a simple experiment to show the effect of reinforcement and non-reinforcement on learning and teaching.

3 Thorndike's Connectionism

3 hrs.

- Thorndike's Trial and Error Process of Learning
- Application of Trial and Error in skill learning.
- Thorndike's Laws of Learning
- Applications of the primary laws of learning in teaching.
- Practical: Demonstrate the role of practice on learning verbal or motor skill.

Unit XI Cognitive Approaches to Learning

6 hrs.

- The information processing theory of learning
- Contribution of
 - Tolman's place learning, latent learning and expectancy learning experiments.
 - Wertheimer's productive thinking
 - Kohler's insight learning
 - Piaget's cognitive development to the development of cognitive theory of learning.
- Applications of information processing in
 - Memory
 - Concept and principle learning
 - Problem solving and creative thinking

Unit XII Models of Teaching

6 hrs.

- The Basic Teaching Model
- The Teacher Centred Teaching Models: the lecture, recitation and classical technological models of teaching.
- Child-centred Teaching Model: the progressive teaching and systems.
- Interactional Teaching Model: The constructivists' model.
- Model Planning from the students

Instructional Techniques

- Lecture-cum-discussion
- Group discussion
- Library work and
- Individual activity

Evaluation Technique

Final examination at the end of the academic year

External Examination 100 %

Instructional Materials

Main texts

- Bernard, Harold W. and Fullmer, Daniel W. (1977), **Principles of Guidance**. Thomas Y. Crowell Company.
- Begee, Morris L. (1976) **Learning Theoris for Teachers**. Harper & Row.
- Bhatia, **Textbook of Educational Psychology** Macmillan India Limited.
- Beggi, Morri, L. and Hunt, Maurice P. (1968), **Psychological Foundations of Education Harper and Row**, New York.
- Craig, Grace J. (1989) **Human Development**, Prentice Hall.
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- Van Hoose, William H.; and Pietrofesa, john J. (Eds.) 1970, **Connseling and Guidance in the Twenticth Centure**. Houghton Mifflin Company.

Curriculum Planning and Practices

Course No.: Ed.503

Nature of the course: Theoretical

Year: First

Full Marks: 50

Pass Marks: 20

Periods per week: 3

Course Description

This is a compulsory course on curriculum designed for the students of Master Degree in Education. This course deals with the concept of curriculum and its development procedures, the patterns of organization as well as the issues and challenges in its development. The course aims at acquainting the students with the theoretical base of the existing practices in curriculum planning and development.

General Objective

To acquaint the students with the theoretical bases of the existing practices in curriculum planning and development.

Specific Objective

- Explore the meaning of curriculum in different perspectives.
- Explain the process of curriculum development.
- Discuss the systemic view of curriculum.
- Explore different issues in curriculum
- Identify emerging challenges in curriculum development.
- Appraise different patterns of curriculum organisation.

Course Contents

Unit I	Changing Concept of Curriculum	8 hrs .
	a. Curriculum as syllabus / subject matter / courses of study.	
	b. Curriculum as a plan for instruction	
	c. Curriculum as an organization of educational process.	
Unit II	Steps of Curriculum Development	8 hrs .
	a. Objectives	
	b. Contents	
	c. Methods / strategies	
	d. Evaluation	
Unit III	Patterns of Curriculum Organization (To address specific issues)	10 hrs .
	a. Activity-based curriculum	
	b. Broadfield Curriculum	
	c. Curriculum based on life situation (intergrated curriculum)	
	d. Core Curriculum	

Unit IV A Systemic View of Curriculum

22 pds.

- a. Curriculum Inputs
 - Operant
 - * Contents
 - * Materials
 - * Facilities
 - Operator
 - * Teachers
 - * Students
 - * Administrative personnel
- b. Curriculum Process
 - Teaching Learning Process
 - Time and Task
 - Activities
- c. Curriculum Output
 - Student Achievement
 - Institutional Development
 - Cost-effectiveness
 - External Efficiency

Unit V Issues in Curriculum

12 pds.

- a. Relevance to life (Does education help the learner to solve his daily problems of life ? Does education help the learner to become a good member of society?)
- b. Medium of instruction
- c. integration of courses
- d. monolithic vs diversities of course.

Unit VI Emerging Challenges in Curriculum Development

15 pds.

- a. Impact of Science and Technology on Social life and Curriculum Plan.
- b. Behavioural Problems (Social evils)
- c. Impact of drugs, alcohol, sex problems, aculturation and deculturation of society.
- d. Student migration out for education.

Instructional Techniques

- Lecture
- Discussion
- Term paper writing

Evaluation Technique

Final examination at the end of the year
External Examination 100%

Textbooks

- Taba, Hilda: 1962, **Curriculum Development: Theory and Practice**. Harcourt Brace World Inc. New York,
- Samuel A. Krik. **Educating Exceptional Children**,
- Alexander, W.M. & Saylov, J.G. (1974), **Curriculum Planning for School**, Holt, Rinehard and Winston, Inc.

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- **Curriculum of Different Levels of Schooling.**
- Hayman, R.T. (1973) ; **Approaches in Curriculum**, Prentice Hall.
- **Report of Various Commissions on Education in Nepal.**
- Sowell, J. (1996): **Curriculum: An integrated Introduction**, Merrill and Imprint, Prentice Hall, Englewood Cliffs, New Jersey (Ohio)
- Print, Marray (1993) **Curriculum Development and Design**, Allen & Unwin.
- Tyler, R.W., (1974), **Basic Principles of Curriculum and Instruction** Open University Publication, London
- Tanner, D., and Tanner., L. (1980), **Curriculum Development Theory into Practice.**
- Zais, R.S., (1976), **Curriculum Principles and Foundations**, Harper and Row Publication London,

Research Methodology

Course No.: Ed. 504

Full Marks: 50

Nature of the course: Theoretical

Pass Marks: 20

Year: Second

Period per week: 3

Course Description

This course on Research and Evaluation in Education is designed to acquaint the students with and to enable them to conduct evaluation and research studies on education. The course will plan, write proposal, construct and administer tools and analyse the results. At the end of the course the students will be required to submit a research proposal.

Course Objectives

- Discuss the concept and the purpose of educational research.
- Explain the purpose and methods of sampling
- State different types of research designs and their use.
- Explain the uses and importance of different kinds of methods and tools in research and evaluation.
- Analyze and present the data in different forms.
- Develop a research proposal on any educational topic.
- State basic concepts and use of statistics in education.
- Use basic statistics for research and other purposes.
- Analyse and interpret statistical data

Course Contents

Unit I Concept of Research

6 hrs.

- a. Definition and purpose of research in Education.
- b. Quantitative and qualitative research.
- c. Statement of problems and hypothesis.
- d. Measurement: Scales, reliability, validity
- e. Sampling:
 - Random sampling,
 - Stratified sampling,
 - Purposeful sampling,
 - Sampling size

Unit II Research Designs

6 hrs.

- a. Factors jeopardizing internal and external validity
- b. Pre-experimental designs
 - The one shot case study
 - The one group pretest post test
 - The static group comparison
- c. Experimental designs
 - The pre-test-post test control group

- The post test only control group
- d. Quasi-experimental designs
 - The time-series experiment
 - Time equivalent time-samples
 - The non equivalent control group
 - Ex post facto

Unit III Methods and Tools of Data Collection

6 hrs.

- a. Interview schedule
- b. Observation
- c. Tests: types and uses.
- d. Case - study
- e. Questionnaire
- f. Checklists
- g. Opinionnaire/gallop poll.
- h. Rating scales
- i. Anecdotal records

Unit IV Introduction to Educational Statistics

5 hrs.

- a. Meaning and uses of statistics
- b. Population and sampling
- c. Variables - continuous and discrete
- d. Measurement - nominal, ordinal, interval, and ratio

Unit V Measures of Dispersion (Meaning, Purpose and Computation)

5 hrs.

- a. Range
- b. Variance
- c. Standard deviation
- d. Probability of normal distribution: normal probability, normal distribution, application of normal probability curve.

Unit VI Measure of Relative Position

5 hrs.

- a. Percentile rank
- b. Percentile score
- c. Standard score

- Unit VII Measures of Relationship / Association** **15 hrs.**
- Significance of testing differences and association: testing of significance of means, chi-square (χ^2 tests), concept of multiple regression.
 - Coefficient of correlation (r test)
 - t test
 - Analysis of variance (concept and applications)
 - Analysis of co-variance (concept only)

- Unit VIII Analysis and Presentation of Data** **5 hrs.**
- Tabulation and graphic presentation
 - Computation of percentage
 - Central Tendency (mean, median, and measures of dispersion, standard deviation)

- Unit IX Research Proposal** **15 hrs.**
- Statement of the problem
 - Significance of the problems
 - Definition, assumption, limitation and delimitation
 - Review of related literature
 - Hypothesis
 - Methods: sampling, data collection procedure (instruments/tools, manpower), data analysis and interpretation.
 - Time schedule
 - Budget

- Unit X: The Research Report** **7 hrs.**
- Executive summary
 - Introduction
 - Objectives
 - Statement of hypothesis
 - Methodology sampling plan, data collection, tools, analysis
 - Presentation: based on findings: summary, conclusion and recommendations

- Instructional Techniques**
- Lecture
 - Assignment/term paper
 - Presentation

Evaluation Technique
 Final examination at the end of the year
 External Examination 100%

Textbooks

1. Best, J.W. and Kahn, Jams V. (1995). **Research in Education**, New Delhi: Prentice Hall of India Private Limited
2. Koul, Lokesh (1997). **Methodology of Educational Research**, New Delhi: Vikash Publishing House Pvt. Ltd.

References

1. APA (1974). **Publication Manual**. Washington, D.C.: American Psychological Association (Available in Dept. Library)
2. Campbell, D.T. and Stanley, J.C. (1963). **Experimental and Quasi-experimental Designs for Research**. Chicago: Rand McNally & Company.
3. Cohen, Louis and Manion, Lawrence (1994) **Research Methods in Education** London, Routledge.
4. Dewivedi, R.S. **Research Methodology in Behavioural Science**, Mac Millan of India Limited.
5. Fowler, Jr. F.J. (1987). **Survey Research Methods**. New Delhi: SAGE Publications.
6. Issac, S. and Michael, W.B. (1978). **Handbook in Research and Evaluation**. San Diego, CA :EDITS Publication.
7. Jack R. Fraenkel, Norman E. Wallen (1996), **How To Design and Evaluate Research in Education**, Mc. Graw-Hill, Inc.
8. Kerlinger, F.N. (1995) **Foundations of Behavioural Research**. New York: Holt Reinsert and Winston, Inc.

Measurement and Evaluation in Education

Course No.: Ed. Psy. 505
Nature of the course: Theoretical
Year: Second

Full marks: 50
Pass Marks: 20
Periods per week: 3

Course Description

This course deals with the nature of measurement and evaluation in education along with planning, constructing, testing, scoring and analyzing the test. Measurement analysis, graphic representation of the data; and evaluation tools, techniques and approaches are given which are applicable in education. Major examples of standardized tests are oriented towards widening the students' visions. The students are required to fulfill the practical activities mentioned in this course.

General Objectives

The objective of the course is to provide knowledge and skills on educational measurement and evaluation.

Specific Objectives

- Explain the concepts of measurement and evaluation.
- Explain the need of classroom tests.
- Describe the difference between teacher made test and standardized tests.
- Develop different types of tests.
- Plan, administer, score, analyse and improve a test.
- Analyse the test statistically.
- Describe the different kinds of standardized tests and their uses.
- Plan and conduct testing program.

Course Contents

Unit I Concept of Measurement

10 hrs.

(Physical measurement and psychological measurement)

- a. Purposes of measurement
- b. Uses of measurement
- c. Scales: nominal, ordinal, interval, ratio
- d. Characteristics of Measuring Instruments
 - Reliability
 - Validity
 - Practicability
 - Comparability
 - Utility
- e. Errors of measurement and methods of minimizing errors
- f. Norm and criterion referenced measurement.

Unit II Concept of Evaluation **12 hrs.**

- a. Comprehensive Concept of Evaluation: Student Evaluation, Teacher Evaluation, Curriculum Evaluation, Program Evaluation
- b. Types of Evaluation
 - Formative
 - Summative
 - Evaluation at all levels (primary, secondary and higher education)
- c. Components of Student Evaluation
 - Social Development
 - Attitudinal Development
 - Emotional Development
 - Intellectual Development
 - Achievement/Performance
 - Co-curricular Activities

Unit III Construction of a Test **16 hrs.**

- a. Differences between Teacher-made Test and Standardized
- b. Need and Purposes of Test
- c. Planning Test
 - Why Testing
 - What to test (selection of subject matter, area)
 - How to test (written / oral, subjective, objective, practical)
 - When to test (testing schedule)
- d. Construction of Test
 - Content analysis
 - Specification Chart
 - Writing test items
 - Editing and arranging test items
 - Writing directions for test administration
 - Administering test
 - Interpretation of test results
 - Pilot study.
 - Item analysis and selection of final test items

Unit IV Standardization of a Test **11 hrs.**

- a. Item Analysis
- b. Reliability (with computation)
- c. Validity (with computation)
- d. Norms
- e. Administration of Final Test
- f. Scoring
- g. Interpretation of Test Result

Unit V Standardized Test**12 hrs.**

- a. Historical Development of Tests, Functions and Uses
- b. Intelligence test: Stanford Binet, WAIS
- c. Achievement test: STEP, SAT
- d. Aptitude test: DAT, GATB
- e. Personality Inventory: MMPI
- f. Interest Inventory: Strong's and Kudir's Inventories
- g. Projective Technique: Rorchach's inh.-blot Technique

Unit VI Non- Testing Devices**6 hrs.**

- a. Observation
- b. Questionnaire
- c. Interview Schedules
- d. Opinionnaire
- e. Sociometric Test
- f. Gallop Poll

Unit VII Planning Testing Program**8 hrs.**

- a. Steps of Testing Program
- b. Purposes
- c. Organizing a test library (Question Bank)
- d. Selection of Competent Personnel
- e. Test Administration
- f. Reporting Test Results
- g. Organizing remedial measures

Practical Activities

Each students is required to undertake the following practical activities (any two):

1. Construction of a teacher-made test including preparation of specification chart, writing items, editing and arranging the items, and preparation of final format with specific directions.
2. Items analysis of achievement test including difficulty level, discrimination index, power of distractors and language of the items.
3. (a) Construction of rating scale or check list for observation; opinionnaire or questionnaire; interview schedule; sociometric test; (b) Trail test of the evaluations tools mentioned above & their improvement.
4. Development of a school testing program

Instruction Techniques

- Lecture
- Discussion
- Assignment
 - Individual work
 - Group work

Evaluation Technique

Final Examination at the end of the year

External Examination 100%

References

1. Ebel, L.R. and Frisbie, D.A. (1991) **Essentials of Educational Measurement**, Prentice Hall of India Pvt. Ltd. New Delhi.
2. Groulund , N.E., (1976), **Measurement and Evaluation in Teaching**, New York: Macmillan
3. Sing, A.K., **Measurement and Research in Behavioural Science**, McGraw Tata.
4. Thorndike, A.W. and Hagen, E. (1977) (Recent) **Measurement and Evaluation in Psychology and Education**. John Weley and Sons, Inc. New York.

Specialization

Curriculum and Evaluation Courses

First Year

Course No.	Title	FM.	Nature
Ed.CE 511	Curriculum Theory	100	Theoretical
Ed.CE 514	Psychological Test	100	Theoretical
Ed.CE 519	Programme Evaluation	100	Theoretical

Second Year

Ed.CE 551	Curriculum Studies	50	Theoretical
Ed.CE 552	Qualitative Evaluation Research	100	Th. + Pra.
Ed.CE 553	Application of Statistics in Education	100	Practical
Ed. 598	Thesis	50	Practical
Ed. 599	Practical	50	Practical

Elective

One course of 50 marks from Planning and Management

Curriculum Theory

Course No.: Ed.CE. 511

Nature of the course: Theoretical

Year: First

Full Marks: 100

Pass Marks: 40

Periods per week: 5

Course Description

This course is designed for two-year M.Ed. students willing to specialize in curriculum and evaluation. The course deals with concepts of curriculum theorisation and development, discipline of curriculum, value system, human interests & educational experiences. It also deals with needs assessment, diagnosis in curriculum development, planning, taxonomy of education objectives, curriculum designs evaluation of curriculum in implementation.

General Objectives

The main objective of the course is to provide the theoretical foundations of curriculum development.

Specific Objectives

- Explain the concept of curriculum theory and its trends
- State different structures in the process of curriculum development
- Discuss the aspects and methods of needs assessment
- Discuss the role of value system in curriculum development
- Explain the importance of human interests in curriculum development.
- Analyse the various educational experiences.
- Discuss curriculum design
- Explain and classify educational objectives.
- Analyses different views on curriculum.
- Prepare term papers on the issues of curriculum planning
- Respond to the changing nature of the curricular content

Course Contents

Unit I Curriculum Theory and Development	19 hrs.
<ul style="list-style-type: none">• Concept• Concerns of Curriculum Theory<ul style="list-style-type: none">- Knowledge-oriented statements- Reality-oriented statements- Value-oriented statements• Inter-relationships among them	
Unit II Discipline of Curriculum Theory	13 hrs.
<ul style="list-style-type: none">• Introduction• Organizational structure• Substantive structures	

- Syntactical structures
- Correlation of structures
- Goals of education
- Socio-political setting
- Stages of learners

Unit III Value System 20 hrs.

- Introduction
- Technical values
- Political values
- Scientific values
- Esthetic values/Rationality
- Ethical values/Rationality
- System of Rationality

Unit IV Needs Assessment 10 hrs .

- Introduction
- Rationale
- Learners' needs
- Socio-political needs / National needs
- Relationship between curriculum development and needs assessment
- Prioritization of needs

Unit V Diagnosis in Curriculum Development 8 hrs .

- Diagnosis of achievement
- Diagnosis of students as learners
- Diagnosis of curriculum problems
- Diagnosis of public reactions to education system

Unit VI Theory of Curriculum Planning 10 hrs .

- Theories concerning subjects and subject matter
- Theory of a functional curriculum
- Tyler's comprehensive model
- Theories concerning analysis of curriculum and Instructions

Unit VII Goals and Objectives of Education 15 hrs .

- Taxonomy of Educational Objectives
 - Cognitive Domain (Levels of objectives)
 - A. Knowledge
 - a.1 Knowledge of specifics
 - a.2 Knowledge of ways and means of dealing with specifics
 - a.3 Knowledge of universals and abstractions in a field
 - B. Comprehension
 - b.1 Translation

- b.2 Interpretation
- b.3 Extrapolation

C. Application

D. Analysis

- d.1 Analysis of element
- d.2 Analysis of relationship
- d.3 Analysis of organizations & principles

E. Synthesis

- e.1 Production of unique communication
- e.2 Production of plan or a proposed set of operations
- e.3 Derivation of a set of abstract relations.

F. Evaluation

- f.1 Judgement in items of evidence
- f.2 Judgement in terms of external criteria.

- Affective Domain (Levels of objectives)

A. Receiving

- a.1 Awareness
- a.2 Willingness to receive
- a.3 Controlled or selected attention

B. Responding

- b.1 Acquiescence in responding
- b.2 Willingness to respond
- b.3 Satisfaction in response

C. Valuing

- c.1 Acceptance of values
- c.2 Preference for value
- c.3 Commitment (Conviction)

D. Organization

- d.1 Conceptualization of a value
- d.2 Organization of a value system

E. Characterization by a value complex

- e.1 Generalized set
- e.2 Characterization.

Psychomotor Domain (Levels of objectives)

- | | | | |
|---------------|---------------------------|-----------|----------|
| A. Perception | B. Set | C. Guided | Response |
| D. Mechanism | E. Complex Overt Response | | |
| F. Adoption | G. Origination | | |

Unit	VIII Curriculum as Concern for Man's Temporality	12 hrs.
•	Introduction	
•	Goals, purposes and objectives	
•	Learning	
•	Temporality	

- Individual-World Dialectic
- Curriculum as Environmental Design

Unit IX Curriculum and Human Interests 12 hrs.

- Introduction
- Knowledge and Human Interests
- Curriculum and Human Interests
- Illustration of Value Orientation

Unit X Analysis of Educational Experience 11 hrs.

- Introduction
- Assessment
- Outline of a method
- Difficulties

Unit XI Curriculum Designs and Domains 12 hrs .

- Gap between Goals and Design
- Concepts of Curriculum Domains
- Steps of Curriculum Designing
- Deficiencies in the Rationale of Current Curriculum Designs
- Relationship among the Elements of Curriculum

Unit XII Planning Curriculum Implementation Instruction 5 hrs .

- Nature of Instructional Planning
- Instructional Modes
 - Structured class situation
 - Non-class situations

Unit XIII Evaluating Curriculum Plans 9 hrs .

- Evaluation models
- Aspects of Curriculum Evaluation
- Evaluating the Evaluation Program

Instructional Techniques

- Lecture
- Assignment
- Discussion
- Group work
- Prepare two critical term papers based on the above units.

Evaluation Technique

Final / annual examination at the end of the academic year

External Examination 100%

Recommended Books

1. Basistha, S.R. **Theory of Curriculum**, Anmol Publications, India.
2. Bloom, B.S., (ed.) (1956), **Taxonomy of Educational Objectives Handbook I Cognitive Domain**, David McKay Co, New York.
3. Harrow, A., (1972). **A Taxonomy of the Psychomotor Domain: A Guide for Developing Behavioral objectives**, David, Mckay Co, New York.
4. Krathwohl, D.R., Bloom, B.S., and Masia, B.B., (1956), **Taxonomy of Educational objectives Handbook II: Affective Domain**, David Mckay Co New York.
5. Pinar, William, 1975, **Curriculum Theorizing: The Reconceptualists**, Mccutchan Publishing Corporation, Berkley, California:
6. Saylor, J. Gallon and Alaxander, W.M., 1974, **Planning Curriculum for Schools**, Holt Rinchart and Wihston, Inc.
7. Simpson, E.J., 1966-67, **The Classification of Educational Objectives: Psychomotor Domain** Illinois Teacher of Home Economics (Winter).
8. Taba, Hida, (1962), **Curriculum Develoment: Theory and Practice**, Harcourt, Brace World Inc. New York.

Psychological Test

Course No.: ED.CE 514

Nature of the course: Theoretical

Year: first

Full Marks: 100

Pass Marks: 40

Periods per week: 5

Course Description

This course is designed for those students who want to specialize in curriculum and evaluation. It is designed to acquaint the students with development, concept, construction and contents of psychological tests.

General Objectives

The objective of the course is to provide the students with the foundations of developing psychological tests.

Specific Objectives

- Explain the concept of different psychological tests
- Explain the different types of validity
- Explain factorial analysis
- Explain the concepts, methods of measuring ability, attitude test and measuring personality traits.

Course Contents

Unit I Introduction to Psychological Test

6 hrs.

- a. Concept
- b. Development

Unit II Validity

14 hrs.

- a. Predictive
- b. Content
- c. Construct

Unit III Factorial Analysis

20 hrs.

- a. Fundamentals of Factors Analysis
- b. Exploratory and Confirmatory Analysis
- c. Component Factors and Common Factors

Unit IV Abilities Tests

20 hrs.

- a. Concept
- b. Thurstone's Research on Abilities
- c. Factors of Ability Test
- d. Present Outlooks on Studies of Human Abilities
- e. Structures of Ability
- f. Importance of Factors of Ability

- Unit V Achievement Test** **15 hrs.**
- a. Concept
 - b. Uses
 - c. Representative batteries of achievement tests

- Unit VI Attitude Test** **15 hrs.**
- a. Concept
 - b. Approaches to the Measurement of Attitudes
 - c. Validity of Self-report Measures
 - d. Psychophysical Methods
 - e. Rating Scale
 - f. Summated Scale

- Unit VII Measurement of Personality Traits** **20 hrs.**
- a. Concept
 - b. Idiographic and nomothetic theories
 - c. Self-inventory methods
 - d. Observational methods
 - e. Projective techniques
 - f. Physiological measures of Personality Traits
 - g. Personality traits in Perception and Judgement

- Unit VIII Intelligence Test** **15 hrs.**
- a. Concept
 - b. Stanford - Binet, Weschler, intelligence test / scale

- Unit IX Aptitude Test** **15 hrs.**
- a. Concept
 - b. Standardized Test
 - i. DAT
 - ii. GATB
 - iii. Teaching

- Unit X Interest Inventory** **10 hrs.**
- a. Concept
 - b. Types

Instructional Techniques

- Lecture
- Discussion
- Assignment

Evaluation Technique

Final examination at the end of the academic year
External Examination 100 %

Recommended Books

1. Anastasi, A. and Urbina, s. (1997), **Psychological Testing (Seventh Edition)**, Prentice-Hall International, Inc.
2. Freema, F.S., (1976), **Theory and Practice of Psychological Testing**, Oxford & IBH Publishing Company. New Delhi.
3. Nunnally, Jum C. (1978), **Psychometric Test**, McGraw-Hill Book Company.
4. Payne, D.A. and Mc Morris, r.F. (ed) (1972), **Educational and Psychological Measurement**, Oxford & IBH. Publishing Co. New Delhi.
5. Thorndike A.W. and Hagen: E., (1977), **Measurement and Evaluation in Psychology and Education**, John Weley and Sons, Ins., New York.

Programme Evaluation

Course No.: Ed.CE. 519

Nature of the course: Theoretical.

Year: First

Full Marks: 100

Pass Marks: 40

Periods Per week: 5

Course Description

This course deals with the emergence of different approaches to programme along with a historical review. It also deals with the concepts, techniques and procedures for assessing the quality, effectiveness and impact of the educational programmes.

General Objective

The major objective of this course is to develop knowledge about programme evaluation and skills of proposal writing and to conduct evaluation activities in education.

Specific Objectives

- Explain the concept and rationale of programme evaluation
- Explain the various aspects of programme evaluation
- Explain the various steps to be adopted while planning and organising programme evaluation
- Compare the strengths and limitations of quantitative and qualitative methods and techniques
- Discuss the use of evaluation designs
- Develop proposal for programme evaluation
- Explain the historical development of programme evaluation, and
- Discuss different approaches in education in relation to strength and limitations and their implications in programme evaluation

Contents

Unit I Introduction

6 hrs.

- a. The concept and rationale of programme evaluation
- b. Definition, purpose and functions
- c. Comparison between evaluation and research
- d. Formal and informal evaluation
- e. Formative and summative
- f. Intrinsic and Extrinsic/Internal and external evaluation.

Unit II Emergence of Programme Evaluation

10 hrs.

- a. Origin of Alternative Views of Evaluation
- b. Ideological and Philosophical Views
- c. Diverse Conceptions of Educational Evaluation

d. Development of Programme Evaluation: A Historical Perspective

- Prior to 1920
- from 1920 to 1965
- from 1965 onwards

Unit III Aspects of Programme Evaluation

16 hrs.

- Needs Assessment
- Status Survey
 - Input Evaluation
 - Process - Internal efficiency
 - Product - External efficiency
- Component Evaluation
- Cost effectiveness analysis
- Meta Evaluation

Unit IV Planning and Organizing Programme Evaluation

20 hrs.

- Formulation and Identification of programme goals/objectives.
- Choosing the goal, and setting the boundaries.
- Specification of Indicators of programme outcomes.
- Identification of the approaches measuring the indicators.
- Identification of clients, concerns, audiences.
- Consideration of resource and capabilities.
- Consideration of political context; issues and ethics.
- Establishing rapport between programme developers, decision-makers and the evaluators.

Unit V Alternative Approaches to Programme Evaluation

(Dealing with concept, purpose, emphasis, role, types, proposed constructs, criteria for judging, implications for evaluation design, contributions and limitations of each of the models.)

a. Objective - Oriented Approaches to Evaluation

24 hrs.

- Tyler Approach
- Hammonds Approach
- Provus Approach
- Metfessal and Michael Approach

b. Management Oriented Models /Approaches

12 hrs.

- Stufflebean (CIPP)
- Alkin (UCLA)

c. Consumer Oriented Approaches

7 hrs.

- Scriven Approach

d. Expertise Oriented Approaches

12 hrs.

- Accreditation
- Ad hoc Panel Review

e. Naturalistic and Participants Oriented Approaches

10 hrs.

- Robert Stakes' Countenance Model - Naturalistic Evaluation

- Responsive Evaluation

Unit VI Techniques of Information Collection, Analysis and Reporting **20 hrs.**

- a. Introduction, strengths, limitations and implications of quantitative and qualitative methods of inquiry.
- b. Techniques of Programme Evaluation:
 - i. Interview (structured and unstructured)
 - ii. Observation (Direct, Indirect and Participant)
 - iii. Unobtrusive measures
 - iv. Documents/ records analysis
 - v. Case-study
 - vi. Inquiry forms/Questionnaire
 - vii. Test and Inventories
 - viii. Focus Group Discussion
 - ix. Participants, Observation
 - x. PRA-Participatory Rapid Appraisal
- c. Planning for Reporting
 - i. Analysis and Interpretation of information
 - ii. Reporting (Format of the report and consideration in reporting).

Unit VII Evaluation Designs **5 hrs.**

- a. Pre-experimental
- b. Experimental
- c. Quasi-experimental/Ex post Facto

Unit VIII Developing Proposal for Programme Evaluation Studies **8 hrs.**

- a. Format of the Proposal
- b. Select a topic and write a proposal on it

Instructional Techniques

- a. Lecture/discussion
- b. Library work
- c. Proposal writing

Evaluation Techniques

Final / annual examination at the end of the academic year
External Examination 100%

Recommended Books

1. Bogdan, Robert and Taylor. (1975), **Introduction to Qualitative Research Methods** John Wiley and sons.
2. Cronbach, Lee J. (1983), **Designing Evaluations of Educational and Social Programmes** Jossey - Bass.
3. Cuba, Boon C. and Lincon. (1980), **Effective Evaluation** Jassey - bass.
4. House, Ernest R. (1986), **New Directions in Educational Evaluation**, The Falmer Press.
5. Krueger, Richard, **Focus Group: A Practical Guide to Applied Research**, Sage Publications, New Delhi.
6. Levin, H.M. (1985). **Cost - Effectiveness: A primer**. Sage Publications India Pvt. Inc.
7. Pophan, W.J. (1975), **Education Evaluation**, Englewood Cliffs N.J.: PrenticeHall.
8. Spradley, James P. **Participant Observation**, Holt Rinehart and Winston, New York.
9. Stufflebeam, Daniel L., Scriven, Michael S., Madam, George F., (1988), **Evaluation Models** Kluwer-Nijhoff Publishing, Boston.
10. Worthen Blain R. and Sanders James R. (199..) **Education / Alternative Approaches and Practical Guidelines**, Longman.

Curriculum Studies

Course No.: Ed. CE 551

Full Marks: 50

Nature of the course: Theoretical

Pass Marks: 20

Year: Second

Periods per week: 3

Course Description

This course provides the students with the concept of curriculum research, its objectives functions, approaches, techniques as well as models of curriculum and curriculum development process in Nepal.

General Objectives:

The general objectives of this course is to give students theoretical bases on curriculum research

Specific Objectives

- Define evaluative research
- Examine the objectives and role of research in curriculum
- Identify the aspects of curriculum studies/research
- Develop tools for curriculum studies
- Examine critically various curriculum models
- Compare the curriculum of different countries
- Write critical papers on curriculum.

Course Contents

Unit I Introduction

15 hrs.

- Concept of Evaluative Research
- Role of Research in Curriculum
- Objectives of Research in Curriculum Development

Unit II Curriculum Research

30 hrs.

1. Approaches to Curriculum Research

- R & D model
- Functional analysis
- Action research (case study approach)

2. Aspects of Curriculum Research

- Curriculum development process
- Quality of curriculum materials
- Curriculum implementation
- Evaluation of curriculum effects
- Internal efficiency of curriculum implementation

3. Techniques of Curriculum Research

- Comparative studies
- Process studies
- Longitudinal studies
- Survey

- Follow up studies
- External efficiency of educational product

Unit III Models of Curriculum Development **20 hrs.**

- Elements and Functions of a Model
- Tyler Model
- Taba Model
- Kerr Model
- Implications of the above models for curriculum development process

Unit IV Analysis of the Curriculum and its Development Process at the school level in Nepal from 1951 onwards **10 hrs.**

Instructional Techniques

- Lecture
- Assignment on paper writing
- Discussion

Evaluation Technique

Final examination at the end of the session.

External Examination 100%

Recommended Books

1. Alexander W.M. & Saylor, J.G., (1974), **Planning Curriculum for schools** Holt, Rinegart and winston, Inc.
2. Biswas, N.B., (1999). **Curriculum Studies (A model for SAARC Countries)**, Indian Publishers Distributors, Delhi.
3. Kerr. J.F (Ed): (1968), **Changing the Curriculum**. university of London Press, London
4. Lewy, A. (ed.) (1977). **Handbook of Curriculum Evaluation**, IIEP/UNESCO/Paris.
5. Taba, Hilda A. (1962), **Curriculum Development Thoery & Practice**, Harcourt, Brace & World, Inc., New York,
6. Tyler, P.A. & Cowley, D.M., (1972), **Readings in Curriculum Evaluation**, Dubuque, IOWA ; WM.C. Brown Co., Publishers,
7. Urevbu, K. (1991), **Curriculum Studies**, Longman Group, U.K. Ltd.
8. Wheeler, D.K. (1979), **Curriculum Process** Hodder and Stoughton, London

Qualitative Evaluation Research

Course No.: Ed.CE. 552

Nature of the course: Theoretical + Practical

Year: Second

Full Marks: 100 (50 T+ 50P)

Pass Marks: 45 (20 + 25)

Period per week: 6 (3+3)

Course Description

This course is designed to help students to develop knowledge and skills in using qualitative methods in evaluating educational activities. This course deals with concept, approaches/models and methods of collecting data for qualitative evaluation research.

Objectives

- Explain the nature, purpose and importance of qualitative evaluation in the Field of education.
- Identify appropriate methods and tools in evaluating educational program.
- Explain the relationship between evaluation models and qualitative methods.
- Conduct a study using qualitative method and prepare a report.

Unit I Introduction

20 hrs.

- a. Emergence of Qualitative Method - A review of comparing evaluation models,
- b. Nature of Qualitative Data
- c. Strategies of Qualitative Method / approach
- d. The need for a strategic framework
 - Holistic view
 - Inductive method
 - Naturalistic approach
- e. Getting close to the phenomenon under study
- f. Root of qualitative approach/research

Unit II Qualitative Approaches and Evaluation Models

20 hrs.

- a. Evaluation models and qualitative strategies
 - Incompatible models
 - Compatible models
- b. Advantages of qualitative / naturalistic approach

Unit III Methods of Collecting Qualitative Data

40 hrs.

- a. Participant Observation
 - Pre-fieldwork
 - Fieldwork
 - Post fieldwork
- b. Interview
 - Structured

- Unstructured
 - * Content identification
 - * Process of interviewing
 - * Data recording
- c. Focus Group Interview /Discussion (FGI/FGD)
 - Introduction
 - Use of focus group
 - Planning for focus group
 - Process of conducting focus group
 - Analysis and reporting of focus group result
- d. Documents, records and unobtrusive measures

Unit IV Initiating and Organizing the Evaluation 20 hrs.

- a. Identifying the issue
- b. Deciding the method and approach to be used
- c. Identifying the clients / side
- d. Organizing the evaluation team
- e. Reporting the field.

Unit V Analyzing and Reporting the Results 20 hrs.

- a. Organizing and transcribing the information
- b. Organizing and summarizing the notes.
- c. Writing the report.

Unit VI Field Experiences 30 hrs.

- a. Conduct a project on curriculum and prepare a report using qualitative method.

Instructional Techniques

- a. Lecture
- b. Assignment
- c. Field work

Evaluation Technique

Final examination at the end of session

External Examination

- | | |
|----------------|-----|
| 1. Theoretical | 50% |
| 2. Practical | 50% |

Textbooks

1. Guba, Egon G. and Lincoln, Yvonna S. (1981). **Effective Evaluation**. Jossey - Bass Publishers, San Francisco. for Unit I Pp. 1-38,
2. Morgan, David E., (1988), **Focus Group as Qualitative Research Methods Series 16**, A SAGE University Press, New Delhi;
3. Spradely, P. James, (1980), **Participant Observation**, Holt, Rinehart and Winston, New York:

References

1. Cohen, L. and Manion, L. (1994) **Research Methods in Education** (Fourth Edition), Routledge, London and New York.
2. Debus, Mary, **Methodological Review, A Handbook for Excellence in Focus Group Research**, Academy for Educational Development (HEALTHCOM), Washington D.C.: U.S.A.
3. Krueger, A. Richard, (1988), **Focus Groups; A Practical Guide for Applied Research**, Sage Publication, New Delhi:
4. Patton, M. Quinn, (1983), **Qualitative Evaluation Methods**, Sage Publications, Beverly Hills London:
5. Tyler J. Steven and Bogden, Robert, (1975), **Introduction to Qualitative Research Methods**, John Wiley & Sons, New York:

Application of Statistics in Education

Course No.: Ed. CE. 553

Nature of the course: Practical

Year: Second

Full Marks: 100

Pass Marks: 50

Periods per week: 5

Course Description

This course is designed to help students apply statistics in education. The students will be required to collect different types of data and use various appropriate statistical tools in analyzing the data. This course is essentially of a practical nature.

General Objectives

The objective of the course is to help students use statistical tools and techniques in analysing data.

Specific Objectives

Upon completion of this course, the students will be able to analyze data by using:

- Measures of central tendency
- Measures of dispersion
- Measures of relative position
- Measures of relationship/association
- Errors of measurement
- T-test
- Chi-square

Course Contents

Unit I Measures of Central Tendency

5 hrs.

- a. Mean
- b. Median

Each student will collect data on school subjects of at least, 50 students' achievement scores in English and Science (any two subjects) from a school and two subjects of the campus level 50 students. The students will also collect 5 years enrolment data from the department and make a trend study.

The students will be required to analyse and interpret the data from different points using the following statistical tools and write and submit a comprehensive report.

Simple Format for Report Writing

1. Background
2. Objectives
3. Methods
 - a. Data collection

- b. Selection of subjects by levels
- c. Analysis and interpretation of data by using all the statistics mentioned in the course)

4. Conclusions

Unit II Measures of Dispersion **5 hrs.**

- a. Range
- b. Standard Deviation

On the basis of the same data, the students will show the range of the students' achievement in the two subject and interpret the differences.

The students will also show the spread of the students in terms of their achievements on the basis of standard deviation in the some two subjects.

Unit III Charts and Graphs **10 hrs.**

- a. Histogram
- b. Polygon
- c. Pie-chart

Prepare Histogram, Polygon and Pie-chart representing the following aspects:

- a) Five years' students enrollment by sex.
- b) Last year's final pass percentage of the school.
- c) Individual student's achivement in different subject areas.

Unit IV Meaures of Relative Positions **10 hrs.**

- a. Percentile rank
- b. Quartile rank

On the basis of the same data, the students will calculate percentile rank and quartile rank and interpret the positions of the students in English and science, show their relative positions in the two subjects and also show comparative positions of girls and boys.

Unit V Measures of Relationship **20 hrs.**

- a. Correlation
- b. Regression

The students who may do good in English may / may not do equally good in science. In order to find out if the students who are good in English are also good in science, correlation of the two subjects should be calculated. The coefficient of correlation will indicate the extent of correlation of the subjects. The students will calculate the coefficient of correlation.

On the other hand, some subjects may regress each other. For this the students will collect the data on two subjects math and Nepali of class ten students. The students will calculate regression on these data. They will interpret the result.

Unit VI Testing Hypothesis

25 hrs.

- a. Errors of Measurement
- b. t-test
- c. Chi-square

1. In the statistical analysis the assumption made is that the distribution of differences between the performance of individuals on two tests will be similar to the distribution of differences between one individual's performance on various parts of tests. These discrepancies represent the errors of measurement. The standard errors of measurement is the standard deviation of the distribution of error scores (i.e. $s_m = s_x \sqrt{1 - r_{tt}}$) where s_m = standard errors of mes; s_x = std. deviation of obtained scores and r_{tt} = reliability coefficient for the test
 - a. Calculate s_m of 8th grade mathematics achievement test and entrance test of B.Ed. first year students
 - b. Interpret the above two results.
2. Use the t-test and interpret the results in the following situations.
 - a. Five to seven students of two groups taking the same test of any subject in grade 9.
 - b. Comparing two tests in any subject in any grade.
 - c. Test the significance of the difference between two means (use of two methods of teaching science in experimental and control groups) at 5 and 1 percent significant level.

Instructional Techniques

- Field work
- Group work
- Individual work
- Class presentation

Evaluation Technique

Final examination at the end of session
External Examination 100%

Each student is required to accomplish each of the following units carrying the weightage as follows:

Unit I	10%
Unit II	10%
Unit III	15%
Unit IV	15%

Unit V	15%
Unit VI	15%
Viva Voce	20%

Recommended Books

1. Garrett, Henry. E. **Statistics in Education and Psychology**, Vakils, Fetter and Simons Pot. Limited Surject publication, Delhi- 7
2. Frend, J.E., and Simon, G.A., (1997), **Modern Elementary Statistics**, Prentice-Hall International, Inc. New Jersey 07458.
3. Kerlinger, F.N., (1995), **Foundations of Behavioral Research**, (Third Edition), A PRISM Indian Edition.
4. Singh, A.K., (1997), **Tests, Measurements and Research Methods in Behavioral Science**, Bharati Bhawan Publishers and Distributors.

THESIS WRITING

Course No.: Ed. 598

Nature: Practical

Year: Second

Full Marks: 50

Pass Marks: 25

Duration:

Course Description

The course is designed to provide the students with hands-on experience in educational research and thesis writing. In this course, the students will have an opportunity to apply the theoretical knowledge of educational research to research such as identification of research problem, development of research instruments, preparation of research design, collection, analysis and presentation of data and writing of the thesis report.

The major purposes of the course are to help students design and conduct educational research studies independently and use the findings of the studies to make the research work meaningful.

Course Objectives

The course intends to accomplish the following specific objectives:

- To develop competencies on the part of the students in identifying and defining research problems, preparing data collection instruments, and collecting and analyzing the data;
- To help students search and review relevant literature;
- To enable students to use the findings of research studies in thesis writing
- To enable students to prepare a research report in one's chosen area of study.

Prerequisites of the course

- The students must have passed the first year of M.Ed. before undertaking the thesis work.
- Viva voce for the thesis of the student will be conducted only after passing all the courses offered in the second year of M.Ed.

Requirements

- The Departmental Research Committee (DRC) will seek thesis proposals from the students approve the proposals and designate the thesis guides for the students
- The student should prepare and submit to the DRC a brief research proposal on the chosen area of study as per the format.
- The students should face an oral examination to finalize the proposal in the DRC.
- The students should undertake the study under the guidance and supervision of the guide designated by DRC.
- The student should submit 4 copies of the thesis to the department concerned.

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

Format for thesis writing

I. Introduction

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

II. Review of Related Literature

- Theoretical framework of the study
- Related literature (in and outside Nepal)

III. Methodology

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

IV. Analysis and Interpretation of Data

V. Summary, Conclusions and Recommendations

- Summary
- Conclusions
- Recommendations

VI. Selected References (Bibliography) Annexes/Appendices

Evaluation of the Thesis

The thesis will be evaluated on the basis of its written quality and the performance of the student in viva voce. Of the total weightage given to thesis course, seventy percent weightage will be allocated to the written quality of the thesis and the remaining thirty percent will be allocated to viva voce. A Thesis Evaluation Committee (TEC) will evaluate both the written quality of the thesis and viva voce of the student. The average of the marks individually awarded by the TEC members will be treated as the final mark of the student. The evaluation criteria are given below.

Criteria for Evaluating Masteral Thesis

Written Quality

Weightage

Appropriateness of method (s) and the quality of instruments	10
Clarity of conceptual/theoretical framework and or literature review	10
Appropriateness of presentation and analysis of result	10
Appropriateness of conclusions and suggestions	10
Overall organization of the report (format, use of references and bibliography)	10
Contribution of the study to related theory and practice	10
Overall quality of the report	10
Total	70%

Oral Quality

Presentation of the research work (Substantive part, Methodology, Findings Conclusions)	20
Accuracy, fluency and clarity of verbal presentation	10
Total	30%

Grand Total: 100%

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