

**Far Western University**  
**Mahendranagar, Kanchanpur**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**



**Far Western University**  
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**Semester- One**

**Core Courses:**

- 1. Dimensions of Educational Thought (Ed.511)**
- 2. Contemporary Issues in Education (Ed.512)**

**Major Courses:**

- 1. Curriculum Principles and Issues (CPL.Ed.511)**
- 2. Processes and Models of Curriculum Development (CPL.Ed.512)**
- 3. Educational Administration and Supervision (CPL.Ed.513)**

**Semester- Two**

**Core Course:**

- 1. Research Methods in Education (Ed.521)**

**Major Courses:**

- 1. Educational Policies in Nepal (CPL.Ed.521)**
- 2. Educational Technology and Non-formal Education (CPL.Ed.522)**
- 3. International Perspectives on Education (CPL.Ed.523)**
- 4. School Culture and Leadership (CPL.Ed.524)**
- 5. Test Development and Assessment (CPL.Ed.525)**

**Semester- Three**

**Core Course:**

- 1. Educational Psychology (Ed.531)**

**Major Courses:**

- 1. Curriculum Studies (CPL.Ed.531)**
- 2. Educational Planning, Management and Financing (CPL.Ed.532)**
- 3. Educational Leadership-Theory and Practice (CPL.Ed.533)**
- 4. Curriculum Theory (CPL.Ed.534)**
- 5. Monitoring and Evaluation (CPL.Ed.535)**

**Semester- Four**

**Major Courses:**

- 1. Educational Management and Organization (CPL.Ed.541)**
- 2. Educational Measurement and Evaluation (CPL.Ed.542)**
- 3. Teaching Practice (CPL.Ed.543)**
- 4. Thesis (CPL.Ed.544)**

**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

Course Title: **Curriculum Principles and Issues**

Course No. : CPL.Ed.511

Nature of course: Theory

Level: M Ed (Curriculum, Planning and Leadership)

Semester: First

Total periods: 45

Time per period: 1 Hour

**1. Course Introduction**

This course is designed to assist the students to enhance their abilities to understand basic principles and issues of curriculum. It provides them with concepts and meanings of curriculum, philosophical strands of curriculum development, psychological foundation of curriculum, and social and cultural foundation of curriculum development. This course also helps the student understand major curricular issues and trends in the areas of local curriculum, hidden curriculum, multicultural curriculum, humanistic curriculum and social reconstructionist curriculum. In addition, it makes them aware of the agendas and issues of future curriculum. Finally, this course helps the students develop critical awareness and understanding of curricular problems and issues in Nepal.

**2. General Objectives:** The general objectives of this course are as follows:

- Analyze the changing concepts, meanings and components of curriculum
- Develop understanding of different foundations of curriculum development
- Distinguish between subject-centered, activity-centered and problem-centered curriculum
- Identify the current trends and issues of curriculum
- Be familiar with and develop critical understanding of the agendas and issues of curriculum in future
- Develop critical awareness and understanding of curriculum issues and problems in Nepal

**3. Contents in Detail with Specific Objectives**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Conceptualize various meanings of curriculum.</li> <li>• Analyze changing concepts of curriculum.</li> <li>• List components of curriculum and explain each of them.</li> </ul>	<p><b>1. Concepts of Curriculum (7 hours)</b></p> <p>1.1 Shift in meaning of curriculum</p> <ul style="list-style-type: none"> <li>✓ Curriculum as subject of studies</li> <li>✓ Curriculum as plan for learning</li> <li>✓ Curriculum as experience</li> <li>✓ Curriculum as ideology (political nature of Curriculum)</li> </ul> <p>1.2 Components of curriculum</p> <ul style="list-style-type: none"> <li>✓ Objectives</li> <li>✓ Contents</li> <li>✓ Teaching learning strategies</li> <li>✓ Assessment</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the philosophical bases of curriculum development.</li> <li>• Explain the various philosophical strands of curriculum development.</li> <li>• Discuss social and cultural foundations of curriculum development.</li> </ul>	<p><b>2 Foundations of Curriculum (8 hours)</b></p> <p>2.1 Philosophical foundations of curriculum</p> <ul style="list-style-type: none"> <li>✓ Linkage between curriculum and philosophy</li> <li>✓ Curricular philosophies: traditional (Idealism and Realism); modern (progressivism)</li> </ul> <p>2.2 Psychological foundations of curriculum development</p> <ul style="list-style-type: none"> <li>✓ Behaviorists' perspectives of learning</li> <li>✓ Cognitivists' perspectives of learning</li> <li>✓ Learners in curricular process</li> </ul> <p>2.3 Social and cultural foundations of curriculum development</p> <ul style="list-style-type: none"> <li>✓ Society and education</li> <li>✓ Social determinants of education</li> <li>✓ National politics and priorities</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the meanings, concepts and components of local curriculum.</li> <li>• Define hidden curriculum and discuss the role of hidden curriculum in learning.</li> <li>• Conceptualize the meaning of multicultural curriculum and discuss its importance in the context of Nepal.</li> <li>• Define humanistic curriculum and explain its importance.</li> </ul>	<p><b>3. Curricular issues and trends (7 hours)</b></p> <p>3.1 Local curriculum</p> <p>3.2 Hidden curriculum</p> <p>3.3 Multicultural curriculum</p> <p>3.4 The Humanistic curriculum</p> <p>3.5 The Social reconstructionist curriculum</p>
<ul style="list-style-type: none"> <li>• Conceptualize the meaning of subject-centered curriculum and explain its advantages and limitations.</li> <li>• Define activity-centered curriculum and discuss its advantages and limitations.</li> <li>• Discuss the meaning and importance of core curriculum.</li> </ul>	<p><b>4. Selected curriculum designs (7 hours)</b></p> <p>4.1 Subject-centered curriculum</p> <p>4.2 Activity-centered curriculum</p> <p>4.3 Core curriculum</p>

<ul style="list-style-type: none"> <li>• Discuss the agenda of curriculum in the current period and in the near future.</li> <li>• Explain the need of curriculum for addressing political and developmental instability.</li> <li>• Assess the need of curriculum of communication.</li> <li>• Discuss the new approach to curriculum for interdependence and ecological sustainability.</li> </ul>	<p><b>5. Curriculum for the future (7 hours)</b></p> <p>5.1 The agenda of curriculum in the current period and in the near future</p> <p>5.2 Education for instability</p> <p>5.3 A new curriculum of communication</p> <p>5.4 Curriculum for interdependence and ecological sustainability</p>
<ul style="list-style-type: none"> <li>• Develop critical understanding of the meaning and role of national curriculum.</li> <li>• Assess the current dominance of descriptive knowledge and need of skill-based curriculum.</li> <li>• Discuss the timely revision of curriculum.</li> <li>• Assess the lack of resources in Nepalese schools for the delivery of curriculum</li> <li>• Conceptualize the meaning of continuous/formative assessment and assess the problems surrounding this issue.</li> </ul>	<p><b>6. Curricular issues and problems in Nepal (9 hours)</b></p> <p>6.1 The national curriculum: whose knowledge/curriculum is it? whose cultures are reinforced and validated?</p> <p>6.2 Dominance of descriptive knowledge/Need of skill-based curriculum</p> <p>6.3 Need of timely revision of curriculum</p> <p>6.4 Lack of resources (physical, technical human resources) for the delivery of curriculum</p> <p>6.5 Curriculum development based on the local needs</p> <p>6.6 Need of continuous/formative assessment</p>

#### 4. References

- Beauchamp, G.A. (1975). *Curriculum theory*. Wilmetter, IL: The Kagg Press (Unit 1 to 4)
- Curriculum Development Centre (2009). *National Curriculum Framework*. Kathmandu: Author.
- Kress, G. (2000) A curriculum for the future, *Cambridge Journal of Education*, 30(1), pp. 133 – 145 (Unit 5)
- Marsh, Colin J. & Wills, George (1999). *Curriculum: alternative approaches, ongoing issues*. New Jersey: Prentice-Hall Inc (Unit 1 to 6)
- McNeil, J. D. (2008) *Contemporary Curriculum: in thought and action* (7<sup>th</sup> ed.). New York: John Wiley and Sons (Unit 3)
- Ornstein, A. & Hunkins, F. (2004). *Curriculum: foundation, principles and issues* (4<sup>th</sup> Edition). Boston: Allyn and Bacon (Unit 1 to 4)
- Print, M. (1993) *Curriculum development and design*, Crows Nest NSW: Allen and Unwin (Unit 1 to 5)
- Ross, A. (2000). *Curriculum: construction and critique*. London: Falmer Press (Unit 1 to 6)
- Schiro, M. S. (2008). *Curriculum theory: conflicting vision and enduring concern*. New Delhi: SAGE Publications (Unit 1 to 5)

Slattery, P. (1995) Curriculum development in the postmodern era. New York: Garland Publishing, Inc (Unit 1 to 5)

Sowell, E. J. (1996). *Curriculum: An integrative introduction*. Upper Siddle River, NJ: Merrill/Prentice Hall (Unit 1 to 3)

Tanner, D. & Tanner, L. (1980). *Curriculum development: theory into practice*. New York: Macmillan (Unit 1 to 5)

Wiles, J. & Bondi, J. (1993). *Curriculum development: A guide to practice*. Ohio: Prentice-Hall, Inc. (Unit 1 to 5)

**Far Western University**  
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**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

Course Title: **Process and Models of Curriculum Development**

Course No. : CPL.Ed.512

Nature of course: Theory

Level: M.Ed. (Curriculum, Planning and Leadership)

Semester: First

Total periods: 45

Time per period: 1 Hour

**1. Course Introduction**

This course is designed to acquaint the students with various models of curriculum development, providing them with opportunities for learning how a curriculum is designed and developed following specific stages and procedures. Learning the concepts and components of curriculum development models also enables them to work in a practical setting and thus prepares them for professional roles doing curriculum work. This course also makes the students aware of the complexities and challenges of curriculum development brought about by the post-modern thoughts and developments in recent years. With theoretical tools and practical ideas, the students have opportunities for reviewing the curriculum development process and school curricula in Nepal and suggesting ways and means to improve the practice.

**2. General Objectives:** The general objectives of this course are as follows:

- Explain essential components and processes of Tyler’s model of curriculum development.
- Develop understanding of Taba’s model of curriculum development.
- Describe the process of Wheeler’s model of curriculum development.
- Explain the process of Walker’s curriculum development model.
- Develop understanding of post-modern approach to curriculum development.
- Explain the curriculum development process in Nepal.
- Explore the problems and issues of curriculum development in Nepal.
- Analyze the Nepalese school curricula.
- Suggest the ways and means to improve school curricula in Nepal.

**3. Contents in Detail with Specific Objectives**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• List the stages of Tyler’s objective model of curriculum development.</li> <li>• Explain, with example, each stages of Tyler’s curriculum development model.</li> <li>• Develop essential knowledge and skills for using Tyler’s model for curriculum development.</li> </ul>	<ol style="list-style-type: none"> <li>1. Tyler’s objective or rational model of curriculum development (6 hours)               <ol style="list-style-type: none"> <li>1.1 What educational purposes should the school seek to attain? (determining educational objectives)</li> <li>1.2 What educational experiences can be provided that are likely to attain these purposes? (selecting learning experiences)</li> <li>1.3 How can these educational</li> </ol> </li> </ol>

	<p>experiences be effectively organized? (organizing learning experiences)</p> <p>1.4 How can we determine whether these purposes are being achieved? (evaluation)</p>
<ul style="list-style-type: none"> <li>List the stages of Taba's model of curriculum development.</li> <li>Explain, with example, each stages of Taba's curriculum development model.</li> <li>Demonstrate essential understanding for using Taba's model for curriculum development.</li> </ul>	<p>2. Taba's rational model of curriculum development (6 hours)</p> <p>2.1 Diagnosis of needs</p> <p>2.2 Formulation of objectives</p> <p>2.3 Selection of contents</p> <p>2.4 Organization of contents</p> <p>2.5 Selection of learning experiences</p> <p>2.6 Organization of learning experiences</p> <p>2.7 Determination of what to evaluate and of the ways and means of doing it</p>
<ul style="list-style-type: none"> <li>List the cyclic stages of Wheeler's model of curriculum development.</li> <li>Explain, with example, each stages of Wheeler's curriculum development model.</li> <li>Develop understanding and skill for using Wheeler's model of curriculum development.</li> </ul>	<p>3. Wheeler's cyclic model (6 hours)</p> <p>3.1 Aims, goals and objectives</p> <p>3.2 The selection of learning experiences</p> <p>3.3 The selection of content</p> <p>3.4 Organization and integration of experiences and contents</p> <p>3.5 Evaluation</p>
<ul style="list-style-type: none"> <li>List the stages of Walker's naturalistic model of curriculum development.</li> <li>Discuss the each stages of Walker's curriculum model.</li> <li>Develop essential knowledge and skill for using Walker's model of curriculum development.</li> </ul>	<p>4. Walker's naturalistic model (6 hours)</p> <p>4.1 Platform</p> <p>4.2 Deliberation</p> <p>4.3 Design</p> <p>4.4 The naturalist model and curriculum research</p>
<ul style="list-style-type: none"> <li>Develop critical understanding of top-</li> </ul>	<p>5. Post-modern approach to curriculum design and development (7 hours)</p>



<p>down and bottom-up approach to curriculum development.</p> <ul style="list-style-type: none"> <li>• Be familiar with the postmodernists' approach to no definite beginning and end of curriculum development.</li> <li>• Discuss the postmodernists' issues of diversity in curriculum development.</li> <li>• Acknowledge the postmodern approach to flexibility and localization of knowledge.</li> <li>• Discuss the need of richness, recursion, relationships and rigor in curriculum.</li> </ul>	<p>5.1 Developing from practice, bottom-up (teachers and students can develop curriculum)</p> <p>5.2 No definite beginning and end</p> <p>5.3 Rich in diversity, problematic, heuristics and classroom environment</p> <p>5.4 Greater flexibility and modification</p> <p>5.5 Localization of knowledge</p> <p>5.6 Richness, recursion, relationships and rigour</p>
<ul style="list-style-type: none"> <li>• Specify the roles and responsibilities of CDC.</li> <li>• Explain the curriculum development process in Nepal.</li> <li>• Explain the textbook development and distribution process in Nepal.</li> <li>• Conceptualize the meaning of local curriculum and discuss the existing provision of local curriculum in school education Nepal.</li> <li>• Critically assess the problems and issues of curriculum development in Nepal.</li> </ul>	<p>6. Curriculum Development in Nepal (7 hours)</p> <p>6.1 Curriculum Development Centre: organizational structure and roles and responsibilities</p> <p>6.2 Curriculum development and approval process</p> <p>6.3 Textbooks development at CDC</p> <p>6.4 Local curriculum development process</p> <p>6.5 Problems and issues of curriculum development in Nepal</p>
<ul style="list-style-type: none"> <li>• Analyze the school curricula in Nepal.</li> <li>• Assess the relevance and integration of primary, lower secondary and secondary school curricula in Nepal.</li> <li>• Provide constructive suggestions for improving school curricula in Nepal.</li> </ul>	<p>7. Analysis of school curricula in Nepal (7 hours)</p> <p>7.1 Primary school curricula</p> <p>7.2 Lower-secondary school curricula</p> <p>7.3 Secondary school curricula</p> <p>7.4 Suggestion for improving school curricula in Nepal</p>

#### 4. References

Curriculum Development Centre (2005) *National Curriculum Framework for School Education (pre-primary – 12) in Nepal*, Sanathimi: Author (Unit 6 and 7)

Doll, W. E. (1993). *A Postmodern Perspective on Curriculum*. New York: Teachers College Press (Unit 5)

Lau, D.C. (2001). Analysing the curriculum development process: three models, *Pedagogy, Culture and Society*, 9(1), pp. 29 – 44 (Unit 1,2, 3 and 4).

Print, M. (1993). Curriculum development and design. Sydney: Allen (Unit 1 to 4)

Slattery, P. (1995). Curriculum development in the postmodern time, New York: Garland Publishing (Unit 5)

Taba, H. (1962). Curriculum Development: theory and practice. New York, NY: Harcourt, Brace and World (Unit 2)

Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago:University of Chicago Press (Unit 1)

Walker, D. F. (1971). A naturalistic model for curriculum development. *School Review*, 80(1), pp. 51-67 (Unit 4)

Website of Curriculum Development Centre [www.moecdc.gov.np](http://www.moecdc.gov.np) (Unit 6 and 7)

Wheeler, D.K. (1979). Curriculum Process, London: Hodder and Stoughton (Unit 3)

**Far Western University**  
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**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

**Course Title: Educational Administration and Supervision**

**Course No. : CPL.Ed.513**

**Nature of course: Theory**

**Level: M Ed (Curriculum, Planning and Leadership)**

**Semester: First**

**Total periods: 45**

**Time per period: 1 Hour**

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### **1. Course Introduction**

This course is designed to help the students understand the principles and procedures of educational administration as well as to acquaint them with principles, purposes and processes of educational supervision. This course also deals with the problems and issues relating to educational administration and supervision prevailing in school system in Nepal. It also provides the students with learning opportunity to understand and reflect upon the emerging trends and issues of educational administration and supervision.

**2. General Objectives:** The general objectives of this course are as follows:

- Understand meaning, concept and theory of educational administration.
- List the processes involved in administration and explain each process.
- Identify and assess the issues of school administration in Nepal.
- Demonstrate understanding of meaning, concepts and process of supervision.
- List the processes involved in supervision and explain each process.
- Explain various functions of supervision.
- Demonstrate critical understanding of the development, processes and issues of school supervision in Nepal.

### **3. Contents in Detail with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• Explain the meaning of administration.</li><li>• Distinguish between administration and management.</li><li>• Describe the meaning of school administration.</li><li>• Understand the theory of administration.</li><li>• Discuss the dynamics of decision making in educational administration.</li></ul>	<p><b>1 Concepts of administration (5 hours)</b></p> <p>1.1 Meaning of administration</p> <p>1.2 Difference between administration and management</p> <p>1.3 Overview of educational administration</p> <p>1.4 Theory of educational administration</p> <p>1.5 Decision making in educational</p>

	administration
<ul style="list-style-type: none"> <li>List various process involved in school administration.</li> <li>Explain the major tasks to be undertaken in each stage of administrative process.</li> <li>Discuss the problems and challenges to be overcome in each stage of administrative process.</li> </ul>	<b>2 Administrative process (5 hours)</b> <ul style="list-style-type: none"> <li>2.1 Planning</li> <li>2.2 Organizing</li> <li>2.3 Communicating</li> <li>2.4 Influencing</li> <li>2.5 Co-ordinating</li> <li>2.6 Evaluating</li> </ul>
<ul style="list-style-type: none"> <li>List the various issues and challenges of school administration in Nepal.</li> <li>Assess the problem of bureaucratic control in policy making.</li> <li>Discuss the issue of teacher appointment, promotion and transfer.</li> <li>Explain the process and problems of head teachers' appointment in public schools.</li> <li>Critically analyze the problem associated with political influence in educational decision-making.</li> </ul>	<b>3 Issues of school administration in Nepal (5 hours)</b> <ul style="list-style-type: none"> <li>3.1 Bureaucratic control in policy makings</li> <li>3.2 Diversity in teachers' appointment, promotion and transfer</li> <li>3.3 Head teachers' appointment</li> <li>3.4 school decision-making and the roles of school management committee</li> <li>3.5 Political influence in decision-making</li> </ul>
<ul style="list-style-type: none"> <li>Understand meaning and concepts of supervision.</li> <li>Distinguish between administrative supervision vs pedagogic supervision.</li> <li>Explain the purpose of educational.</li> <li>Describe the evolution of educational supervision.</li> </ul>	<b>4 Meaning and Concepts of supervision (5 hours)</b> <ul style="list-style-type: none"> <li>4.1 Meaning and definitions of educational supervision</li> <li>4.2 Administrative vs. Pedagogical supervision</li> <li>4.3 The purpose of educational supervision</li> <li>4.4 Evolution of educational supervision</li> </ul>
<ul style="list-style-type: none"> <li>List the process involved in school supervision.</li> <li>Specify the process of needs</li> </ul>	<b>5 Process of supervision (6 hours)</b> <ul style="list-style-type: none"> <li>5.1 Needs identification of teachers and</li> </ul>

<p>identification of teachers and schools.</p> <ul style="list-style-type: none"> <li>• Explain the meaning, importance and process of planning for supervision.</li> <li>• Assess the importance of building rapport with school persons for effective supervision.</li> <li>• Explain tools and methods for collecting school level data for supervision.</li> <li>• Describe the importance and process of providing feedback to schools and teachers.</li> </ul>	<p>schools</p> <p>5.2 Planning for supervision</p> <p>5.3 Building rapport with schools and teachers</p> <p>5.4 Identifying and using various modalities of supervision</p> <p>5.5 Collecting and analyzing school and classroom level data</p> <p>5.6 Providing feedback to schools and teachers</p>
<ul style="list-style-type: none"> <li>• List various functions of supervision.</li> <li>• Explain the role of supervisor in curriculum development, implementation, renewal, implementation and evaluation.</li> <li>• Discuss the supervisors' responsibility for conducting in-service training courses.</li> <li>• Discuss the roles of supervisors in providing training to teachers and head teachers.</li> </ul>	<p><b>6 Functions of supervision (6 hours)</b></p> <p>6.1 Curriculum development and renewal</p> <p>6.2 Curriculum dissemination and implementation</p> <p>6.3 Curriculum evaluation</p> <p>6.4 Dissemination of educational policy</p> <p>6.5 Designing and conducting in-service training courses</p> <p>6.6 Providing training, follow-up</p>
<ul style="list-style-type: none"> <li>• Describe historical development of school supervision in Nepal.</li> <li>• Analyze the existing school supervision policy in Nepal.</li> <li>• Specify the roles and responsibilities of school supervisors.</li> <li>• Analyze the roles of head teachers in school supervision.</li> <li>• Assess the existing problems of school supervision in Nepal.</li> </ul>	<p><b>1 School supervision in Nepal (6 hours)</b></p> <p>1.1 Historical evolution of supervisory practices in Nepal</p> <p>1.2 School supervision policy in Nepal</p> <p>1.3 Roles and responsibilities of school supervisors</p> <p>1.4 Roles of head teachers and school sup in school supervision</p> <p>1.5 Problems of school supervision in Nepal</p>

#### 4. References

Bista, M.B. & Carney, S. (2004) *Reforming the Ministry to improve education: An institutional analysis of the Ministry of Education and Sports (MOES) of Nepal*. Paris: UNESCO (Unit 3 and 7)

Campbell, Ronald F. (1986) *Introduction to educational administration*. London: Open University Press (Unit 1 and 2)

Gorton, R. & Alston, J. (2011) *School leadership and administration: Important concepts, case studies and simulations*. New York, NY: McGraw-Hill Companies (Unit 1 and 2)

Lunenburg, F.C. & Ornstein, A. (2011) *Educational Administration: concepts and practices* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth Cengage Learning (Unit 1 and 2)

Pawlas, G.E. & Oliva, P. F. (2007) *Supervision for today's school*. John Wiley & Sons (Unit 4, 5 and 6)

Khanal, H.P. (2005) *School supervision in Nepal: an investigation on the current practice*. An unpublished M Phil Thesis, School of Education, Kathmandu University (Unit 7)

Khania, T.R. (1997) *Teacher support through resource centres: the Nepalese case* (Trends in school supervision), Paris: UNESCO (Unit 3 and 7)

Hanson, E.M. (2003) *Educational administration and organizational behaviour*. London: Allyn and Bacon (Unit 1 and 2)

**Far Western University**  
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**Course Title: Educational policies in Nepal**  
**Full mark: 100**  
**Credit hours: 3**

**Nature of course: Theory**  
**Code No.: CPL.Ed.521**  
**Semester: Second**

**General description of course:**

This course is designed to introduce students to educational policy debates, with a particular focus on the condition, major issues and challenges facing Nepalese policymakers. After a brief overview of the shape and history of the educational policy, the course will begin by delving into Nepalese educational policies. It then turns from purpose to policy and policy formation process in relation to the practice, considering a variety of different perspectives on educational policies in Nepal. We will examine a variety of recent reform efforts at both the national level and local levels, with particular attention to No Child Left Behind and the debates around its reauthorization in different commission, plan and committees. We will consider issues such as funding, teacher policy and leadership, teachers unions, and recent efforts to reform schools in Nepal. Finally, we will consider questions of politics, with an eye towards how to move ideas into action especially in the context of federalism in Nepal. The course also includes both seminal texts on educational policy and politics as well as the most current thinking on these questions.

**General Objectives and Goals**

- To conceptualize educational policy.
- To link educational policy and legal provision in Nepal.
- To understand role of international initiatives in national educational policy
- To asses educational policies in national initiatives
- To conceptualize policy evaluation and research
- To conduct seminar on policy issues

**Specific Objectives and Content**

<p>1.1. To introduce educational policy  1.2. To distinguish types of educational policy  1.3. To explain themes in educational policy  1.4. To describe policy formulation process</p>	<p><b>Unit One: Concept of Educational Policy (8)</b>  1.1. Introduction  1.2. Types of Educational policies (National, local and institutional policy; and short term policy)  1.3. Themes in educational policy (Educational policy and human capital, Education policy, citizenship and social justice,)  1.4. Process of policy formulation</p>
<p>2.1. To introduce legal provision and educational policies in Nepal  2.2. To explain legal provisions of educational policies in Nepal  2.3. To relate five years plan and educational</p>	<p><b>Unit Two: National educational policies and Legal Provisions in Nepal (8)</b>  2.1. Introduction  2.2. Educational policy and legal provisions in Nepal (Interim Constitutional of Nepal</p>

<p>policy in Nepal</p> <p>2.4. To identify Role of UGC guidelines in educational policy in Nepal</p>	<p>(2063). Education Act (2028, Recently amended), Education Rule (Recently amended), University Act (Recently Amended) and Higher Secondary Education Act (2046) (Recently amended)</p> <p>2.3. Education policy and Five year plans</p> <p>2.4. UGC guidelines and educational policy</p>
<p>3.1. To introduce international initiatives in education</p> <p>3.2. To describe role of international agencies, convention and treaties in policy formation</p> <p>3.3. To synthesize influence of globalization in education policy</p>	<p><b>Unit Three: International Initiatives and Educational Policy (6)</b></p> <p>3.1. Introduction</p> <p>3.2. Role of international agencies, convention and treaties in policy formation (UNESCO, UNICEF, UNGEI, WB, MDG, EFA, Child right and Human right convention),</p> <p>3.3. Globalization and Educational policy</p>
<p>4.1. Introduce national initiatives in education</p> <p>4.2. To describe educational policies in the educational commission, committee and plans</p> <p>4.3. To apprise educational policy in programs and project</p> <p>4.4 Evaluate policy implementation and monitoring in Nepal</p>	<p><b>Unit Four: National initiatives and Educational policy (8)</b></p> <p>4.1 Introduction</p> <p>4.2 Educational Policy in Commissions, Committee and Plans in Nepal (NNEPC (2011), ARNEC (2018), NESP (2028), NEC (2049), HLNEC (2055) (Funding, human resources development and training, appointment, teaching profession, supervision, teaching learning process, evaluation system, curriculum, planning, administration, management and student participation policy)</p> <p>4.3. Major Projects and programs and educational policy. (Seti project, BPEP, NFC, SSRP)</p> <p>4.4. Policy implementation and Monitoring in Nepal</p>
<p>5.1 To conceptualize policy evaluation and research</p> <p>5.2. To explain approaches of policy evaluation and research</p> <p>5.3. To enumerate importance of policy evaluation and research</p>	<p><b>Unit Five: Policy Evaluation and Research (6)</b></p> <p>5.1. Concept of policy evaluation and research</p> <p>5.2 Approaches policy research and evaluation (Analysis of document, research survey and evaluation studies, impact evaluation and process evaluation)</p> <p>5.3. Importance of policy research and evaluation</p>
<p>6.1. To conduct seminar on policy related Issues</p>	<p><b>Unit Six: Policy related issues: Seminar in Education Policy in Nepal:-9</b></p> <p>a) Financing of education</p> <p>b) Partnership in education (PPP)</p> <p>c) Community participation and local control of education</p> <p>d) Free education</p> <p>e) Compulsory education</p>



	<ul style="list-style-type: none"><li>f) Quality education</li><li>g) Privatization of education</li><li>h) Funding in education</li><li>i) School age</li><li>j) School frame work</li><li>k) Teachers training</li><li>l) Teaching profession</li><li>m) Educational administration</li><li>n) Decentralization of education</li></ul>
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The convention in the Rights of the Child (Article 23, 28, 29, a2, 3, 6 and 10 & 12)

The World Declaration on Education for all and its Framework for Action to meet Basic-Learning needs, 1990(Article 3 Clause 5)

**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

**Course Title: Educational Technology and Non-formal Education**

**Course No.: CPL.Ed.522**

**Nature of course: Theory**

**Level: M.Ed. (Curriculum, Planning and Leadership)**

**Semester: Second**

**Total periods: 45**

**Time per period: 1 Hour**

**1. Course Introduction**

Use of technology in educational service and delivery is indispensable in modern times. With widening the need and scope of education, technology has unprecedentedly contributed to the development of both formal and non-formal education sectors. In this context, this course acquaints the students with the approaches to non-formal education and educational technology in the view of growing educational needs of the individual and society. In so doing, this course provides opportunity for learning emerging concepts, issues opportunities, programmes and problems surrounding the issue of educational technology and non-formal education and helps the develop critical understanding of the policy, approaches and programmes of non-formal education and open and distance learning in Nepal.

**2. General Objectives:** The general objectives of this course are as follows:

- Demonstrate understanding of wider meaning and nature of non-formal education.
- Explain the relationship of non-formal education with wider education system.
- Discuss the influence of non-formal education with wider education system.
- Develop critical understanding of non-formal education policy in Nepal.
- Be familiar with various non-formal programs and providers in Nepal.
- Discuss meaning and importance of using technology in teaching and learning and explore challenges of educational technology in the context of Nepal.
- Discuss the opportunities and challenges of open learning and distance education system and assess the opportunities and challenges in the context of Nepal.

**3. Contents in Detail with Specific Objectives**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Distinguish between formal, non-formal and informal education.</li> <li>• Understand various concepts and meanings of non-formal education.</li> <li>• List various types of non-formal education and explain, with example, each type.</li> </ul> <p>Discuss more recent shifts in the roles of NFE</p>	<p><b>1. The nature of non-formal education (7 hours)</b></p> <p>1.1 Formal, non-formal and informal education</p> <p>1.2 Reconceptualising non-formal education</p> <ul style="list-style-type: none"> <li>✓ NEF as a complement of the formal system</li> <li>✓ NEF as an alternate</li> <li>✓ NEF as a supplement</li> </ul> <p>1.3 Types of non-formal education</p> <ul style="list-style-type: none"> <li>✓ Paranormal education</li> <li>✓ Popular education</li> <li>✓ Personal development activities</li> <li>✓ Professional and vocational training</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Literacy with skill development</li> <li>✓ Supplementary NEF for vulnerable groups</li> </ul> <p>1.4 More recent shifts in the roles of NFE</p>
<ul style="list-style-type: none"> <li>• Explain the magnetic and dynamic relationship of Non-formal relationship with wider education system.</li> <li>• Discuss the kinds of influence of NFE in formal education</li> <li>• Mention the formal system's NFE dimension</li> <li>• Enumerate anchorage points for articulation.</li> </ul>	<p><b>2 Non-formal education and wider education system (7 hours)</b></p> <p>2.1 A magnetic and dynamic relationship</p> <p>2.2 The influence of NFE in formal education</p> <p>2.3 The formal system's NFE dimension within basic education</p> <p>2.4 Anchorage points for articulation</p>
<ul style="list-style-type: none"> <li>• Discuss the NFE education policy in Nepal.</li> <li>• Enumerate NFE programmes in Nepal and discuss their natures, coverage and characteristics</li> <li>• List various NFE providers in Nepal and discuss the kinds of NFE programmes they provide.</li> <li>• Explore issues and challenges of NFE in Nepal.</li> </ul>	<p><b>3. Non-formal education in Nepal (8 hours)</b></p> <p>3.1 Non-formal education policy</p> <p>3.2 NFE programmes</p> <ul style="list-style-type: none"> <li>✓ Literacy and education</li> <li>✓ Vocational and professional training</li> <li>✓ Income generation and self-help programme</li> <li>✓ health awareness programme</li> </ul> <p>3.3 NFE Providers</p> <ul style="list-style-type: none"> <li>✓ Government organization (GOs)</li> <li>✓ Non-government organizations (NGOs)</li> <li>✓ International Non-government organizations (INGOs)</li> <li>✓ Community Learning Centers (CLCSs)</li> <li>✓ Other organizations</li> </ul> <p>3.4 Issues and challenges of NFE in Nepal</p>
<ul style="list-style-type: none"> <li>• Discuss the nature and kinds of education technology then and now.</li> <li>• Mention the characteristics and kinds of sensory and audio-visual aids.</li> <li>• Enumerate various kinds of teaching aids and technologies and discuss their uses</li> <li>• Define programmed instruction and explain its concepts, processes and uses.</li> <li>• Discuss the role of ICTs in education</li> <li>• Explore and discuss the challenges of education technology in Nepal.</li> </ul>	<p><b>4. Technology in education (8 hours)</b></p> <p>4.1 Education, Then and Now</p> <p>4.2 Sensory learning and audio-visual aids</p> <p>4.3 Teaching aids and technologies</p> <ul style="list-style-type: none"> <li>✓ Reprographic equipments</li> <li>✓ Non-projected aids</li> <li>✓ Projected aids</li> <li>✓ Aural Aids and TV</li> <li>✓ Hardware, Software and Internet</li> <li>✓ Direct observations</li> </ul> <p>4.4 Programmed instruction</p> <p>4.5 Teaching machines</p> <p>4.6 ICTs and education</p> <p>4.7 Challenges of using educational technology in Nepal.</p>
<ul style="list-style-type: none"> <li>• Assess whether the issues and problems of school cultures are different between public and private schools.</li> <li>• Discuss issues and problems of school culture at public and private schools.</li> <li>• Suggest the sways for improving school culture at public and private schools</li> </ul>	<p><b>5. Internet usage and web-based education (7 hours)</b></p> <p>5.1 Concept of web-based learning</p> <p>5.2 Creating a new educational platform</p> <p>5.3 Individualized learning and teaching</p> <p>5.4 Group learning and teaching via the Internet</p>

	5.5 Moodle 5.6 Collaborative activities
<ul style="list-style-type: none"> <li>• Explain the meaning and concept of open learning</li> <li>• Discuss the nature, roles and programmes of open schools and universities.</li> <li>• Mention the role of radio, correspondence and internet-based education in non-formal learning.</li> <li>• Mention various components of all distance system.</li> <li>• Explore and discuss programmes, opportunities and challenges of open and distance learning in Nepal.</li> </ul>	<b>6. Open learning and distance education (8 hours)</b> 6.1 Meaning and concept of open learning 6.2 Open schools and universities 6.3 Radio, Correspondence and Internet-based education 6.4 Components of all distance learning systems <ul style="list-style-type: none"> <li>✓ Missions, goals and objectives</li> <li>✓ Courses and curricula</li> <li>✓ Teaching strategies and techniques</li> <li>✓ learning material and resources</li> <li>✓ Communication</li> <li>✓ Local support</li> <li>✓ management and administration</li> <li>✓ Housing and equipment</li> <li>✓ Evaluation</li> </ul> 6.5 Programmes , opportunities and challenges of open and distance learning in Nepal.

#### 4. References

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**Far Western University**  
**Master of Education**  
**(Curriculum, Planning and Leadership)**

**Course Title: International Perspectives on Education      Semester: Second**

**Code No.: CPL.Ed.523**

**Credit hours: 3**

**Full mark: 100**

**Nature of course: Theory**

**General description of Course**

This course is designed to develop understanding on the different perspectives of education. After the completion of the course the students will be able to understand the different perspectives in education that influence the current practices of the education. Especially educational perspectives of globalization, neo liberalization, lifelong education, post modernity perspective including their respective concepts. The course will provide opportunity for conducting seminar on the international perspectives on education to the students.

**General objectives and goals:** On completion of this course, the students will be able to:

1. Summarize perspectives of education
2. Explain educational perspective of globalization
3. Identify the implications of globalization for education at the local, national, and international levels
4. Conceptualize neo liberation
5. Describe neoliberal views on educational perspective
6. Understand post modernity and its observation on education

**Specific Objectives and Content**

<b>Specific Objectives</b>	<b>Content</b>
1. To introduce perspectives of education 2. To relate knowledge and society 3. To explain process of knowledge Construction 4. To distinguish the use of knowledge in changing scenario 5. To recognize the current practices of education	<b>Unit 1: Perspectives on Education</b> 1.1 Introduction 1.2 Knowledge and Society 1.3 Process of Knowledge Construction: <ul style="list-style-type: none"> <li>• Concept development-(Understanding, Logical Reasoning, Critical Thinking and Problem Solving.)</li> <li>• Learner's engagement-(Observing, exploring, discovering, analyzing, Critical Thinking and Reflection, Contextualization, Multiple Interpretation, Collaboration.)</li> </ul> 1.4 Knowledge use: Paradigm shift (Objective-Constructed; Simple-Complex; Explicit-Tacit/Implicit; Individual-Social) 1.5 Current practices in education (Global Education, Inclusive Education, Peace Education, Value Education, Lifelong Education, Girls Education, Vocational Education)
1. To conceptualize globalization 2. To describe nature of globalization	<b>Unit Two: Globalization and Education</b> 2.1 Concept of Globalization

<p>3. To explain influence of globalization in education</p> <p>4. To list challenges caused by globalization in education</p> <p>5. To identify the areas of restructuring in education caused by globalization</p> <p>6. To conclude role of globalization in knowledge economy</p>	<p>2.2 Nature of Globalization-(Social, Economic, Cultural and Political Globalization)</p> <p>2.3 Globalization and Education</p> <p>2.4 Globalization and Challenges in Education</p> <p>2.5 Restructuring education at different levels due to Globalization.</p> <ul style="list-style-type: none"> <li>- Institutional Restructuring</li> <li>- Curriculum Restructuring</li> <li>- Instructional Restructuring</li> <li>- Restructuring in Evaluation</li> </ul> <p>2.6 Globalization and the knowledge economy</p>
<p>1. To introduce neo liberation</p> <p>2. List the characteristics of neo Liberalism</p> <p>3. To relate education governmentality and competitive neutrality</p> <p>4. To explain neo liberal views on knowledge economy</p>	<p><b>Unit Three: Neo Liberalism and Education</b></p> <p>3.1 Introduction</p> <p>3.2 Characteristics of Neo liberalism</p> <p>3.3 Neo liberalism and Educational Policy</p> <p>3.4 Neoliberal Governmentality and Competitive neutrality and Education</p> <p>3.5 Neo liberation and Knowledge economy: free market to Knowledge capitalism</p>
<p>1. To conceptualize lifelong Education</p> <p>2. To discuss purpose and need of lifelong education</p> <p>3. To conclude role of lifelong learner for knowledge and knowledge society</p> <p>4. To identify need for EFA and LLE</p> <p>5. To list approaches of lifelong learning</p>	<p><b>Unit Four: Lifelong Education</b></p> <p>4.1 Concept of lifelong education: Validation of skills, knowledge and experience in lifelong learning</p> <p>4.2 Purpose and need of LLE</p> <p>4.3 The lifelong learners of the knowledge economy and knowledge society</p> <p>4.4 Education for all vs. Lifelong Education</p> <p>4.5 Approaches of LLE (Intergenerational Learning in the Family; peer mentoring; Community based learning center; Distance and Non formal education)</p>
<p>1. To conceptualize post modernity</p> <p>2. To explain the value of PM Education</p> <p>3. To identify the purpose of PM Education</p> <p>4. To describe the power of knowledge in post modernity</p> <p>5. To discuss subjectivity in PM education</p>	<p><b>Unit Five: Post-modernity and Education</b></p> <p>5.1 Concept of post modernity</p> <p>5.2 The values of post modern education: (diverse and personally useful value)</p> <p>5.3 The individual and post modern education: (Self esteem, Individual goal and construction of identity)</p> <p>5.4 Power of knowledge (Discourse, Discipline and Resistance) in post modern education</p> <p>5.5 Education and subjectivity</p>
<p>1. To conduct a project and prepare report on given topic</p>	<p><b>Unit six: Project work on</b></p> <p>6.1 Lifelong education in Nepal</p> <p>6.2 Assessing impact of globalization in Nepal</p> <p>6.3 Post modernity and Nepalese education</p> <p>6.4 Neo liberation and Nepalese education</p>

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**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

Course Title: **School Culture and Leadership**

Course No. : CPL.Ed.524

Level: M.Ed.

Total periods: 45

Nature of course: Theory + Practical

Semester: Second

Time per period: 1 Hour

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### 1. Course Introduction

This course is designed to help students understand the meaning and importance of school culture and enable them to develop and use tools to diagnose and assess the culture of a school. This course acquaints them with various components of school culture and the role of school leaders in shaping school culture. It also provides them with opportunities for learning about the meaning and importance of inclusive school culture. Finally, this course helps students develop critical understanding of the issues and problems of improving school culture at both public and private schools in Nepal.

**2. General Objectives:** The general objectives of this course are as follows:

- Develop understanding of school climate and culture.
- List various components of school culture and explain each component
- Be acquainted with various tools to diagnose and assess school culture
- Develop a school culture audit tool (quantitative) considering the characteristics of Nepali schools
- Assess the culture of a school (quantitative assessment)
- Differentiate between individual and collaborative/collective leadership
- Explain the roles of school leaders in shaping school culture
- Understand the meaning of inclusive education and inclusive school culture
- Explain the essential means and ways for building inclusive school culture
- Assess the problems and issues of developing school culture at public and private schools in Nepal
- Suggesting the ways and means for improving school culture at public and private schools in Nepal

### 3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"><li>• Conceptualize the meaning of school culture.</li><li>• Differentiate between school culture and school climate.</li><li>• Explain the relationship between school climate and culture.</li></ul>	<p><b>1. School climate and culture (7 hours)</b></p> <p>1.1 Meaning of school culture</p> <p>1.2 Difference between school culture and climate</p>



<ul style="list-style-type: none"> <li>• Discuss the advantages of studying school culture.</li> <li>• Be familiarize with the demerits of organizational culture (in school context)</li> </ul>	<p>1.3 The connection between climate and culture</p> <p>1.4 Advantages of studying school culture</p> <p>1.5 Demerits of organizational culture (in school context)</p>
<ul style="list-style-type: none"> <li>• List various components of school culture.</li> <li>• Explain, with example, each components of school culture.</li> <li>• Discuss the importance of the components of school culture.</li> <li>• Assess the role of each components of school culture in the overall performance and development of school.</li> </ul>	<p><b>2 Components of school culture (8 hours)</b></p> <p>2.1 Vision and values</p> <p>2.2 Ritual and ceremonies</p> <p>2.3 History and stories</p> <p>2.4 People and relationships</p> <p>2.5 Architecture, artifacts and symbols</p>
<ul style="list-style-type: none"> <li>• Explain the meaning of school culture audit.</li> <li>• List various stages of school culture audit.</li> <li>• Develop school culture audit tool considering the characteristics of Nepali schools.</li> <li>• Use audit tools to measure school culture.</li> <li>• Analyze school culture data and assess the cultural status of a school.</li> </ul>	<p><b>3. School culture audit (8 hours + fieldwork)</b></p> <p>3.1 Review of inventories/tools for diagnosing school culture</p> <p>3.2 Development of audit tool considering the characteristics of Nepali schools</p> <p>3.3 Measuring school culture (practical work)</p> <p>3.4 Data processing and decision making</p>
<ul style="list-style-type: none"> <li>• Discuss the nature of leadership in school context in Nepal.</li> <li>• Differentiate between individual versus collaborative leadership.</li> <li>• Explain the role of teachers, head teacher, parents and school management committee in shaping the school culture.</li> </ul>	<p><b>4. Leadership for school culture (7 hours)</b></p> <p>4.1 Who are school leaders? SMC chair, head teacher, teachers or parents?</p> <p>4.2 Individual versus collaborative leadership</p> <p>4.3 Role of head teacher in</p>

	<p>building positive culture</p> <p>4.4 Role of teachers in shaping school culture</p> <p>4.5 Role of school management in shaping school culture</p> <p>4.6 Role of parents in shaping school culture</p>
<ul style="list-style-type: none"> <li>• Discuss the meaning of inclusive education.</li> <li>• Conceptualize the meaning of inclusive school culture.</li> <li>• Discuss essential considerations for building inclusive school culture.</li> </ul>	<p><b>5. Inclusive school culture (7 hours)</b></p> <p>5.1 Inclusive education</p> <p>5.2 Meaning of Inclusive school culture</p> <p>5.3 Essential considerations for building inclusive school culture</p>
<ul style="list-style-type: none"> <li>• Assess whether the issues and problems of school culture are different between public and private schools.</li> <li>• Discuss issues and problems of school culture at public and private schools.</li> <li>• Suggest the ways for improving school culture at public and private schools.</li> </ul>	<p><b>6. Issues and problems of improving school culture in Nepali schools (8 hours)</b></p> <p>6.1 Are issues and problems of school culture different at public and private schools?</p> <p>6.2 Issues and problems of school culture at private schools</p> <p>6.3 Issues and problems of school culture at public schools</p> <p>6.4 Ways of improving school culture at private schools</p> <p>6.5 Ways of improving school culture at public schools</p>

#### 4. References

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**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

**Course Title: Test Development and Assessment**

Semester: Second

Course No. : CPL.Ed.525

Credit Hour: 3

Full marks: 100 (50T+50P)

Level: M.Ed.

Pass marks: 45

Course Nature :( Theory and practical)

Teaching hours: 45 (30T+15P)

**1. Course Introduction**

Tests and assessment are very sensitive and inseparable aspects of educational process. This course is designed to acknowledge the students having specialization on Curriculum, Planning and Leadership theoretically and practically to develop test and assessment. Course includes historical backgrounds of test and assessment with various aspects of classical and modern test theory. It deals with statistical methods that are broadly used in testing and assessment procedures, including types and characteristics of good test. This course also includes step by step procedures for developing tests, scoring, item analysis and norm development. In addition, this course is intending to acquaint the students with functions and types of grading and reporting system. Practical part of this course provides students necessary skills to construct standardized achievement test.

**2. General Objectives**

General objectives of this course are as follows:

- To understand the concept of test with types and uses.
- To reflect on the various aspects of classical and modern test theory.
- To use statistical methods to analyze test and test results.
- To familiarize the students with types and characteristics of test.
- To enable students planning, administrating, analyzing the test and reporting the results.

**3. Content With Specific Objectives**

**Part one: Theory**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Explain the meaning and definition of test.</li> <li>• Discuss the origin and development of test.</li> <li>• Classify the test according as various criteria.</li> <li>• Acknowledge the need and uses of test.</li> </ul>	<p><b>Unit One: concept of Test ( 4 )</b></p> <p>1.1. Meaning and definition of test.            1.2. Origin and development of test.            1.3. Classification of test.            1.4. Need and uses of test.</p>
<ul style="list-style-type: none"> <li>• Explain concept of classical test theory on the basis of true and error scores.</li> <li>• Obtain reliability on the basis of score variation and derive formula for standard error of measurement.</li> </ul>	<p><b>Unit Two: Classical and modern test theory ( 6 )</b></p> <p>2.1. Concept of classical test theory.            2.1.1. True score and measurement of error            2.1.2. Reliability and standard error of measurement.            2.1.3. Estimation of the true score.</p>

<ul style="list-style-type: none"> <li>• Discuss advantages, limitations and assumption of classical test theory.</li> <li>• Conceptualize the modern test theory and sketch item characteristic curve.</li> <li>• Discuss models within modern test theory and able to find the probability to solve test item on the basis of various parameters.</li> <li>• Explain advantages, limitations and assumptions of modern test theory.</li> </ul>	<p>2.1.4. Advantages, limitations and assumption of classical test theory.</p> <p>2.2. Concept of modern test theory.</p> <p>2.2.1. The item characteristic curve.</p> <p>2.2.2. Models within modern test theory.</p> <p>2.2.3. Advantages, limitations and assumptions of modern test theory.</p>
<ul style="list-style-type: none"> <li>• Present and organize the educational data.</li> <li>• Calculate the central/average values.</li> <li>• Find the variability of the data.</li> <li>• Present the data in various graphical forms.</li> <li>• Elucidate the meaning of correlation and regression and calculate using statistical formulae.</li> <li>• Calculate relative positions of test scores.</li> <li>• Transform raw scores into standard scores.</li> </ul>	<p><b>Unit Three: Statistical Methods (8)</b></p> <p>3.1. Presentation and organization of data.</p> <p>3.2. Measures of central tendency</p> <p>3.2.1. Mean</p> <p>3.2.2. Median</p> <p>3.2.3. Mode</p> <p>3.3. Measures of variability</p> <p>3.3.1. Quartile deviation</p> <p>3.3.2. Standard deviation</p> <p>3.4. Graphic presentation</p> <p>3.4.1. Bar graphs</p> <p>3.4.2. Pie chart</p> <p>3.4.3. Frequency polygon</p> <p>3.4.4. Line graph</p> <p>3.5. Correlation and regression</p> <p>3.6. Measures of relative position.</p> <p>3.6.1. Percentile rank</p> <p>3.6.2. Percentiles</p> <p>3.6.3. Standard Scores</p> <ul style="list-style-type: none"> <li>• The Z-Score</li> <li>• The T-Score</li> <li>• Stanines</li> </ul>

<ul style="list-style-type: none"> <li>• Be acquainted with types of tests</li> <li>• Be familiar with criteria of good test</li> <li>• Calculate reliability of test using Kuder-Richardson and coefficient alpha methods</li> <li>• Distinguish between reliability of difference score and composite score</li> <li>• Explain concept of cross-validation and extra validity concerns</li> <li>• Describe relation of validity to reliability</li> </ul>	<p><b>Unit Four: Theories and Practices of Testing ( 6 )</b></p> <p>4.1. Types of test</p> <ul style="list-style-type: none"> <li>4.1.1 Psychological test</li> <li>4.1.2 Teacher made test</li> <li>4.1.3 Standardized test</li> <li>4.1.4 Reference test</li> <li>4.1.5 Diagnostic test</li> </ul> <p>4.2. Criteria of good test</p> <p>4.2.1. Reliability</p> <ul style="list-style-type: none"> <li>• Kuder-Richardson method</li> <li>• Coefficient Alpha</li> <li>• Reliability of difference score</li> <li>• Reliability of composite score</li> </ul> <p>4.2.2. Validity</p> <ul style="list-style-type: none"> <li>• Concept of cross-validation</li> <li>• Extra validity concerns</li> <li>• Relation of validity to reliability</li> </ul> <p>4.2.3. Discriminative power</p> <p>4.2.4. Objectivity</p> <p>4.2.5. Usability</p>
<ul style="list-style-type: none"> <li>• Prepare plan for the achievement test.</li> <li>• Describe the process of test administration and scoring.</li> <li>• Analyze the test items.</li> <li>• Explain steps of developing norms and its types.</li> <li>• Elaborate function and types of grading and reporting.</li> <li>• Describe the aspects included in reporting test results.</li> </ul>	<p><b>Unit Five: Assessment, Grading and Reporting ( 6 )</b></p> <p>5.1. Planning achievement testing and assessment.</p> <ul style="list-style-type: none"> <li>5.1.1. Establishing purposes of test and assessment.</li> <li>5.1.2. Developing specification for testing and assessment.</li> <li>5.1.3. Constructing test items</li> </ul> <p>5.2. Test administration</p> <p>5.3. Scoring</p> <p>5.4. Item analysis</p> <ul style="list-style-type: none"> <li>5.4.1. Item difficulty level</li> <li>5.4.2. Index of discrimination</li> <li>5.4.3. Distracter analysis</li> </ul> <p>5.5. Developing norms</p> <ul style="list-style-type: none"> <li>5.5.1. Steps in developing norms</li> <li>5.5.2. Types of norms</li> </ul> <p>5.6. Grading and reporting</p> <ul style="list-style-type: none"> <li>5.6.1. Functions and types</li> </ul> <p>5.7. Reporting test results.</p>

**Part two: Practical**

Specific objectives	Contents
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<ul style="list-style-type: none"> <li>Carry out the stages within the planning of test.</li> </ul>	<b>Unit one: Carrying out the planning of test development. ( 4 )</b> 1.1.Establishing purpose of the test. 1.2.Preparation of specification chart. 1.3.Construction of test items. 1.4.Assembling the test.
<ul style="list-style-type: none"> <li>Administrate the test.</li> <li>Enable to score and analyze test items.</li> <li>Construct final test and re-administrate the test.</li> </ul>	<b>Unit two: Administration of test. ( 5 )</b> 2.1. Administration of test. 2.2. Scoring 2.3. Item analysis 2.4. Construction of final test 2.5. Re-administration of the test. 2.6. Rescoring
<ul style="list-style-type: none"> <li>Analyze the final test</li> <li>Compute coefficient of reliability</li> <li>Find content/criterion validity</li> <li>Develop norms (grade, age and sex) and calculate standard error of measurement.</li> </ul>	<b>Unit three: Analysis of test scores ( 5 )</b> 3.1. Item analysis 3.2. Reliability of the test 3.3. Validation process 3.4. Developing norms 3.5. Standard error of measurement of the test.
<ul style="list-style-type: none"> <li>Prepare test manual.</li> </ul>	<b>Unit four: Preparation of test manual ( 1 )</b>

**Note: The practical work should be done simultaneously with the theory of unit-V.**

#### 4. References

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**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

**Course Title: Curriculum Studies**  
**Credits: 3**  
**Course Code: CPL.Ed.531**  
**Contacts per week: Lectures: 3**

**Semester: Third**  
**Max. Marks:100**  
**Internal: 40**  
**External: 60**

**Course description:** The course is designed to develop understanding on basic concepts of curriculum. It will provide perspective on curriculum to the students. Similarly, students will familiar with foundations of curriculum developments and types of curriculum. This course enables students to understand types and approaches of curriculum studies. Similarly, This course will develop concept of curriculum dissemination, implementation and evaluation of curriculum. Finally, curriculum helps to build up the ability of curriculum concepts and process of change and innovation.

**The course objectives:** The students will be able to:

- Conceptualize the meaning and different perspective of curriculum
- Understand the epistemological, sociological and psychological bases of curriculum development
- Understand the different type of curriculum with respect to their main orientation and approaches
- Compare and analyze the National curriculum frameworks over the years with respect to their foundational consideration, concerns, priorities and goals.

<b>Specific objectives</b>	<b>Unit 1: Perspectives on curriculum</b>
1.1. Introduce perspectives on curriculum 1.2. List types of perspectives on curriculum 1.3. Explain design of curriculum 1.4. Discuss curriculum framework	1.1. Introduction 1.2. Perspectives on curriculum <ul style="list-style-type: none"> <li>a. Traditionalists</li> <li>b. Conceptual-Empiricists</li> <li>c. Reconceptualists</li> <li>d. Social constructivists</li> </ul> 1.3. Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance 1.4. Curriculum framework-need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.
	<b>Unit II: Foundations of Curriculum Development</b>
2.1. Introduce foundation of curriculum developments 2.2. Acquaint foundations of curriculum developments	2.1. Introduction 2.2. Foundations of curriculum development <ul style="list-style-type: none"> <li>• Epistemological bases: Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding;</li> <li>• Sociological bases: (Societal needs and aspirations, culture and values, social changes, knowledge explosion, national</li> </ul>



	<p>concerns and goals, globalization, localization and privatization, political ideology and technological influences, economic necessities: Socio-cultural context of students-multi-cultural, multi-lingual aspects; Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and, social sensitivity)</p> <ul style="list-style-type: none"> <li>• Nature of learner and learning process(Developmental characteristics of a learner; developmental tasks; learning theories: Behaviouristic, cognitivistic and social learning and their relevance to curriculum development)</li> </ul>
<p>3.1. Introduce types of curriculum 3.2. Elucidate types of curriculum</p>	<p><b>Unit III: Types of Curriculum</b></p> <p>3.1. Introduction 3.2. Types of curriculum (Characteristics, Purpose, Strength and weakness, Role of Teacher and Student only)</p> <ul style="list-style-type: none"> <li>• Subject-centered,</li> <li>• Learner-centered,</li> <li>• Problem centered,</li> <li>• Community centered,</li> <li>• Environment centered,</li> <li>• Humanistic curriculum:</li> <li>• Social Reconstructionist curriculum:</li> </ul>
<p>4.1. Introduce curriculum studies 4.2. Discuss categories of curriculum studies 4.3. Describe curriculum Management 4.4. Explain curriculum content theory</p>	<p><b>Unit IV: Curriculum Studies</b></p> <p>4.1. Introduction 4.2. Curriculum studies</p> <ul style="list-style-type: none"> <li>• Philosophical/Worldview studies</li> <li>• Sociological Curriculum Studies (Social Relevancy)</li> <li>• Historical Curriculum Studies (with special reference to the modern history of curriculum and NFC)</li> <li>• Comparative Curriculum Studies (Curriculum framework of US, Australia, Japan and UK with respective to their priorities goals towards school education)</li> <li>• Psychological curriculum Studies</li> </ul> <p>4.3. Curriculum management 4.4. Curriculum content theory</p>
<p>5.1. Introduce dissemination, implementation and evaluation 5.2. List dissemination purpose 5.3. Discuss process and models of curriculum dissemination 5.4. Conceptualize curriculum implementation</p>	<p><b>Unit V: Curriculum Dissemination, Implementation &amp; Evaluation</b></p> <p>5.1. Introduction 5.2. Dissemination purpose (Dissemination for awareness, dissemination for understanding and dissemination for action)</p>

<p>5.5. Explanation of curriculum evaluation</p>	<p>5.3. Dissemination process &amp; Models of curriculum dissemination</p> <p>5.4. Curriculum Implementation</p> <ul style="list-style-type: none"> <li>• Definition of Curriculum Implementation</li> <li>• Factors that Influence Curriculum Implementation</li> </ul> <p>5.5. Curriculum Evaluation</p> <ul style="list-style-type: none"> <li>• Definitions of Curriculum Evaluation</li> <li>• Curriculum Evaluation Approaches</li> <li>• Functions of Curriculum Evaluation</li> <li>• Focuses of Evaluation</li> </ul>
<p>6.1. Define curriculum change and Innovation</p> <p>6.2. Explain context of curriculum change and innovation</p> <p>6.3. List strategies and models of curriculum change and innovation</p> <p>6.4. Discuss plan and executing curriculum change</p>	<p><b>Unit VI: Curriculum Change and Innovation</b></p> <p>6.1. Defining Curriculum Change and Innovation</p> <p>6.2. The Concept of Curriculum Change and Innovation</p> <p>6.3. Strategies and Models for Curriculum Change and Innovation</p> <p>6.4 Planning and Executing Change</p>

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**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

**Course Title: Educational Planning, Management and Financing**

**Course code: CPL.Ed.532**

**Semester: Third**

**Credits Hours: 3**

**Marks: 100**

**Examination Duration: 4 Hours**

**Internal: 40**

**Total teaching hours: 45**

**External: 60**

**Course Description**

The course is designed to develop knowledge, understanding and skill on institutional affairs related to planning, management and financing. The student will familiar with overall issues of the educational planning in Nepalese context. Similarly course will provide insight on management concept and theories with special reference to the Nepalese practice. It will develop understanding on educational resources. Finally the course will develop cognition on financial aspects of education in Nepal.

**The course Objectives:** On completion of the course the students' teachers will be able to:

- To identify the need, scope and purpose of educational planning,
- To understand principles and approaches of educational planning.
- To study educational planning system in Nepal with reference to national, district and local level structures.
- To develop and insight into the perspectives of management theories in th light of practices in education,
- To study educational management system in Nepal with specific reference to national, state, district and local levels structures.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To acquaint the students with the relationship between the financial support of education and quality of education,
- To develop familiarities with carious sources of financing in Nepal
- To develop in them the understanding of school accounting and developing skill in school budgeting;

**Course Content**

Specific Objectives	Unit One- Introduction of Educational Planning (6)
	1.1. Introduction 1.2. Guiding principles of educational planning 1.3. Methods and techniques of educational planning 1.4. Approaches to educational planning <ul style="list-style-type: none"> <li>• Social demand approach</li> <li>• Man-power approach</li> <li>• Return of Investment approach</li> </ul> 1.5. Types of educational planning: National, district, institutional planning.

	1.6. Critical Analysis of educational planning in Nepal
	<p><b>Unit Two- Planning Mechanism in Nepal (6)</b></p> <p>2.1 Introduction</p> <p>2.2 Perspective planning at national, district and local levels: concepts of macro, meso and micro level planning.</p> <p>2.3 Priorities of national and local level planning</p> <p>2.4 Perspective plan for education in the current Five Year plan.</p> <p>2.5 District level planning: recent initiatives.</p> <p>2.6 Institutional Planning.</p>
	<p><b>Unit Three: Performance &amp; Resource Management (10)</b></p> <p>3.1. Introduction</p> <p>3.2. Monitoring of school performance.</p> <p>3.3. Performance appraisal of teachers.</p> <p>3.4 Scientific principles of management-PERT, CPM, PPBS system approach.</p> <p>3.5. Financial and administrative management of educational institutions.</p> <p>3.6. Need for resource management in education. (Material resources, Human resources and Financial resource)</p> <p>3.7. Procurement, utilization and maintenance of resources</p> <p>3.8. Quality assurance in material and human resources.</p>
	<p><b>Unit Four- Educational Finance (10)</b></p> <p>4.1. Concept of Educational Finance</p> <p>4.2. Need and Significance of Educational Finance</p> <p>4.3. Rising Unit costs and resources constraints</p> <p>4.4. Demand for education and Supply of education</p> <p>4.5. Constitutional responsibility for providing education.</p> <p>4.6. Principles of education finance and General theory of public finance:</p> <p>4.7. Allocation of resources-economic and social bases for allocation of resources in education.</p> <p>4.8. Financing education for: Equality of education-social justice; Efficiency-cost-minimization and quality improvement; Productivity-relevance of education to the world of work and create qualified and productive manpower.</p> <p>4.9. Educational Financing in Nepal: Historical</p>

	Perspective
	<p><b>Unit Five: Finance and Education Expenditure (5)</b></p> <p>5.1 Introduction</p> <p>5.2 Source of finance</p> <ul style="list-style-type: none"> <li>• Government Grant (Central,local)</li> <li>• Tuition fee</li> <li>• Taxes</li> <li>• Endowment</li> <li>• Donation and gifts</li> <li>• Foreign aids,</li> <li>• Grant-in-aid system:</li> <li>• School Budgetary and accounting procedure</li> <li>• Government grants and allocation of grants by U.G.C.</li> <li>• Grant policy in Nepal</li> </ul> <p>5.3 Monitoring of expenditure control and utilization of funds, accounting and auditing.</p> <p>5.4 Problems and Issues in Educational Expenditure Management</p>
	<p><b>Unit Six: Project Work (Conduct group work, prepare report and present in the class room)</b></p> <p>6.1 Educational planning in Nepal</p> <p>6.2 Educational Management Nepal</p> <p>6.3 Educational Finance Nepal</p>

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**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

**Course Title: Educational Leadership-Theory and Practice**

**Semester: Third**

**Credit Hours: 3**

**Level: M.Ed.**

**Course Nature: Theory**

**Course No. : CPL.Ed.533**

**FullMarks:100**

**Pass marks: 50**

**Teaching hours: 45**

**1. Course Introduction**

Leadership is a main aspect which needed to lead every type of organizations like commercial, political, religious and educational effectively. The objective of this course is to focus on the basic concepts of leadership. Special emphasis is given to educational leadership and school leadership. This course is designed for the students having specialization in **Curriculum, Planning and Leadership (CPL) programme**. This course enables the students to understand the features, styles and theories of leadership. It also familiarizes the students with concepts, models and importance of educational as well as school leadership. Besides the international perspectives on school leadership, the course highlights the art of school leadership. Lessons of effective school leadership and actual practices of school leaders in Nepalese contexts are also introduced in this course.

**2. General Objectives**

General objectives of this course are as follows:

- To conceptualize the leadership with its meaning, features, styles and theories.
- To familiarize with meaning, models and importance of educational leadership.
- To understand meaning, dimensions, models and importance of school leadership.
- To describe various international perspectives in school leadership.
- To explain different aspects related to art of school leadership.
- To develop understanding of lessons of effective school leadership.
- To critically analyze the practices of school leaders in Nepal.

**3. Content with Specific Objectives**

<b>Specific Objectives</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>• Explain meaning of leadership</li> <li>• Mention features of leadership</li> <li>• Describe various styles of leadership</li> <li>• Explain the theories of leadership</li> </ul>	<p><b>Unit one: Concept of leadership (7)</b></p> <p>1.1 Introduction</p> <p>1.2 Features of leadership</p> <p>1.3 Leadership styles</p> <p style="padding-left: 20px;">1.3.1 Autocratic</p> <p style="padding-left: 20px;">1.3.2 Democratic</p> <p style="padding-left: 20px;">1.3.3 Delegative</p> <p>1.4 Leadership theories</p> <p style="padding-left: 20px;">1.4.1 Situational Leadership</p> <p style="padding-left: 20px;">1.4.2 Contingency Theory</p> <p style="padding-left: 20px;">1.4.3 Transactional Leadership</p> <p style="padding-left: 20px;">1.4.4 Transformational Leadership</p>



<ul style="list-style-type: none"> <li>• Define educational leadership and explain its meaning</li> <li>• Critically analyze various educational leadership models</li> <li>• Describe the educational leadership strategies</li> <li>• List the importance of educational leadership and explain them</li> </ul>	<p><b>Unit two: Educational Leadership (7)</b></p> <p>2.1 Concept of educational leadership</p> <p>2.2 Leadership models</p> <p>    2.2.1 Transformational</p> <p>    2.2.2 Participative</p> <p>    2.2.3 Postmodern</p> <p>    2.2.4 Moral</p> <p>    2.2.5 Instructional</p> <p>2.3 Educational leadership strategies</p> <p>2.4 Importance of educational leadership</p>
<ul style="list-style-type: none"> <li>• Explain the meaning of school leadership</li> <li>• Describe the dimensions of school leadership</li> <li>• Present educational institutions as organizations</li> <li>• Be familiar with various aspects of competent leader</li> <li>• Enumerate the need and importance of school leadership</li> </ul>	<p><b>Unit Three: Concept of School Leadership (6)</b></p> <p>3.1 Introduction</p> <p>3.2 Dimensions of school leadership</p> <p>    3.2.1 The strategic dimension</p> <p>    3.2.2 The ethical dimension</p> <p>3.3 Educational institutions as organizations</p> <p>3.4 The competent leader</p> <p>3.5 Need and importance of school leadership</p>
<ul style="list-style-type: none"> <li>• Describe the role of educational leadership for democracy and social justice</li> <li>• Assess the principal as educational leader</li> <li>• Explain the value based leadership</li> <li>• Introduce multiple thinking and creativity in school leadership</li> <li>• Discuss instructional approach in leadership development to prepare school leaders</li> </ul>	<p><b>Unit Four: School Leadership: International Perspectives (6)</b></p> <p>4.1 Educational leadership for democracy and social justice</p> <p>4.2 The principal as educational leader</p> <p>4.3 Value based leadership</p> <p>4.4 Multiple thinking and creativity in school leadership</p> <p>4.5 Preparing school leaders-Instructional approach in leadership development</p>
<ul style="list-style-type: none"> <li>• Explain the concepts- leading a school, promoting collegiality, setting goals and wielding power, facilitating creativity and team work, making meetings meaningful, celebrating differences and partnering with parents as the arts of school leadership</li> </ul>	<p><b>Unit Five: Art of School Leadership (7)</b></p> <p>5.1 Leading a school</p> <p>5.2 Promoting collegiality</p> <p>5.3 Setting goals and wielding power</p> <p>5.4 Facilitating creativity and team work</p> <p>5.5 Making meetings meaningful</p> <p>5.6 Celebrating differences</p> <p>5.7 Partnering with parents</p>
<ul style="list-style-type: none"> <li>• Highlight the concepts-focusing the work, building the team, developing leadership and creating support as the means of effective school leadership</li> </ul>	<p><b>Unit Six: Effective School Leadership (6)</b></p> <p>6.1 Focusing the work</p> <p>6.2 Building the team</p> <p>6.3 Developing leadership</p> <p>6.4 Creating support</p>

<ul style="list-style-type: none"> <li>• Be familiar with the historical background of practices of school leaders in Nepal</li> <li>• Critically analyze the roles of DEO, RP, SMC chair, PTA chair and head teacher in Nepal</li> </ul>	<p><b>Unit Seven: Practices of School Leaders in Nepalese Schools (6)</b></p> <p>7.1 Historical background  7.2 District education officer  7.3 Resource person  7.4 Chair person- SMC  7.5 Chair person- PTA  7.6 Head teacher</p>
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#### 4. References

- a) Bill, M. (2003). *Nine Lessons of Successful School Leadership Teams*. San Francisco: West Ed.  
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- b) Bush, T. (2007). *Educational Leadership and Management: theory, policy and practice*. Vol 27(3) 391-406. (Unit 2)
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**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

**Course Title: Curriculum Theory**

**Nature of Course: Theoretical**

**Course No.: CPL.Ed.534**

**Semester: III**

**Level: M.Ed. (Curriculum, Planning & Leadership)**

**Time per period: 1 hour**

**Total Periods: 45+15**

**1. Course Introduction**

This course is designed for the students to understand the theoretical and the practical procedures of curriculum as well as to acquaint them with the fields, domains and various ideologies of curriculum. This course also deals with contemporary curriculum approaches, major categories of curriculum theorizing and some important areas that curriculum should be emphasized. This course provides the students with learning opportunity to understand and adopt to theoretical aspects of curriculum theory in the various modern philosophical orientations e.g. post-structuralism, deconstructed & post-modernism.

**2. General Objective**

- Understand the curriculum field, curriculum approaches, domains of curriculum and are of curriculum emphasis
- Demonstrate the comparative understanding of various curriculum ideologies with reference to aims, knowledge, learning process, the child and the evaluation procedure.
- Conceptualize the curriculum theory, its sources and functions.
- List the major categories of curriculum theorizing and their basic assumptions.
- Explain the various educational realities and various value systems in curriculum
- Demonstrate the critical understanding of discipline of curriculum theory
- Explain the nature of curriculum theory in the context of model philosophical orientation such as post-structuralism, demonstrated & post-modernism.

**3. Specific objective with detailed content**

<b>Specific Objective</b>	<b>Contents</b>
<ul style="list-style-type: none"> <li>• Identify the background issues for defining the field of curriculum</li> <li>• List the fundamental questions associated with the definition</li> <li>• Describe comparatively the various curriculum approaches</li> <li>• Discuss the main domains of curriculum</li> <li>• Illustrate the various types of curriculum based on the area of emphasis</li> </ul>	<p><b>Unit 1: The field of curriculum (8 hrs.)</b></p> <p>1.1 Concept of Curriculum</p> <p style="padding-left: 20px;">1.1.1 Meaning &amp; Definitional Issues of Curriculum</p> <p>1.2 Curriculum approaches</p> <ul style="list-style-type: none"> <li>– Behavioral approach</li> <li>– Managerial approach</li> <li>– The system approach</li> <li>– Academic approach</li> <li>– Humanistic approach</li> <li>– Re-conceptualists</li> </ul> <p>1.3 Domains of Curriculum</p> <ul style="list-style-type: none"> <li>1.3.1 Curriculum foundations</li> <li>1.3.2 Curriculum developments</li> <li>1.3.3 Curriculum design</li> <li>1.3.4 Curriculum change &amp; innovation</li> </ul>

	<p>1.3.5 Curriculum theory &amp; practice</p> <p>1.4 Area of Curriculum Emphasis</p> <p>1.4.1 Intended curriculum</p> <p>1.4.2 Taught curriculum</p> <p>1.4.3 Tested curriculum</p> <p>1.4.4 Learned curriculum</p>
<ul style="list-style-type: none"> <li>List the ideologies of curriculum</li> <li>Demonstrate the comparative understanding of the ideologies with respect to aims, nature of knowledge, learning, the child evaluation procedure</li> </ul>	<p><b>UNIT 2: Curriculum Ideologies (8 hrs.)</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>2.1 The Scholar Academic Ideology</li> <li>2.2 The Social Efficiency Ideology</li> <li>2.3 The Learner Centered Ideology</li> <li>2.4 The Social Reconstruction Ideology (Ideologies with reference to aims, knowledge, learning, the child &amp; evaluation)</li> </ul>
<ul style="list-style-type: none"> <li>Explain the different sources of curriculum theory</li> <li>List and discuss the classical bases of curriculum</li> <li>Identify the functions of theory</li> <li>List the major categories of curriculum theorizing and their basic assumption</li> </ul>	<p><b>UNIT 3: Curriculum Theorizing (8 hrs.)</b></p> <p>3.1 Concept of Theory</p> <p>3.2 Functions of theory</p> <p>3.3 Concept of Curriculum Theory</p> <p>3.4 Sources of Curriculum Theory</p> <p>3.5 The Classical Bases of Curriculum Theorizing</p> <p>3.5.1 Scientific Theory</p> <p>3.5.2 Philosophical &amp; Humanistic Theory</p> <p>3.6 Major Categories of Curriculum Theorizing</p> <p>3.6.1 System-Oriented Proponents</p> <p>3.6.2 System supportive explorers</p> <p>3.6.3 System alternative proponents</p> <p>3.6.4 System alternative explores</p>
<ul style="list-style-type: none"> <li>Explain the various traditional curriculum tasks</li> <li>Illustrate the educational realities reflected in the curricular process</li> <li>Describe the value systems in reference to curriculum in process</li> </ul>	<p><b>UNIT 4: Curriculum Theory &amp; Value System</b></p> <p>4.1 Traditional curriculum tasks</p> <p>4.2 Educational realities</p> <p>4.3 Value system</p> <p>4.3.1 Technical value</p> <p>4.3.2 Political value</p> <p>4.3.3 Scientific value</p> <p>4.3.4 Ethical value</p> <p>4.3.5 Aesthetic value</p> <p>4.3.6 Aesthetical rationality</p> <p>4.3.7 Ethical rationality</p>
<ul style="list-style-type: none"> <li>Identify the concept of structure of discipline</li> <li>Analyze the organizational structure, substantial structure and syntactical structure</li> <li>List &amp; explain the design dimension consideration of curriculum</li> <li>Critically understand the implication of each structures in education</li> </ul>	<p><b>UNIT 5: Discipline of Curriculum Theory</b></p> <p>5.1 Concept of structure of discipline</p> <p>5.2 Organizational structure</p> <p>5.3 Syntactical structure</p> <p>5.5 Relationship among the structure</p> <p>5.6 Implication of each structure in curriculum</p> <p>5.7 Problems of discipline in curriculum theory</p>

<ul style="list-style-type: none"> <li>• Identify the problems of discipline depicted in curriculum theory</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify the basic premises of structuralism &amp; modernism</li> <li>• Explain the basic premises and Philosophical viewpoints of post structuralism and post modernism</li> <li>• Elucidate the nature of curriculum theory according to post structuralism</li> <li>• Describe the nature of curriculum theory according to post modernism</li> <li>• Interpret the difference curriculum theories emerged since 1950</li> </ul>	<b>UNIT 6: Curriculum Theory in the Post-structuralism and Post modern text</b> 6.1 Concept of structuralism & modernism 6.2 Concept of Post-structuralism and Post modernism 6.3 Post-structuralism & curriculum theory 6.4 Post modernism & curriculum theory 6.5 Curriculum theory since 1950

#### 4. Recommended Books

Marsh, Colin J & Will, George(1999) *Curriculum Approaches, Ongoing issues*, Columbus, Ohio: MERRIL: An Imprint of Prentice Hall (For Unit 3)

Ornstein, Allan C. and Hunkins, Francis P. (2004) *Curriculum Foundations, Principles & Issues (4th ed.)* New York: Pearson Education, Inc. (For Unit 1, 3, 5)

Pinar, William F. (2007), *Curriculum Theory Since 1950: Crisis, Reconceptualization, Interrelationalization*. (A PDF file)

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Pinar, William F. et al (1996), *Understanding Curriculum*. New York: Peter Lang Publishing Inc

Print, Murray (1993) *Curriculum Development & Design*, Australia: Allen & Unwin Pty. Ltd (For Unit 1, 5)

Schiro, Michael Stephen (2008) *Curriculum Theory: Conflicting Visions & Enduring Concerns*, Thousand Okas: Sage Publication, Inc. (For Unit 2)

UNICEF (2000) *Curriculum Report Card*, New York: Working Paper Series, Education Section, Program Division (For Unit 1)

Wiles, John & Bondi, Joseph (1993) *Curriculum Development: A Guide to Practice*, Columbus, Ohio: MERILL: An Imprint of Prentice Hall (For Unit 4)

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**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

**Subject: Monitoring and Evaluation**

**Credits: 3**

**Nature of course: Theory and practice**

**Examination Duration: 4 hours**

**Teaching Hours: 45**

**Semester: III**

**Course Code: CPL.Ed.535**

**Max. marks: 100**

**Internal: 40**

**External: 60**

**Course description**

The course, Introduction to Monitoring and Evaluation, sets the foundation for the graduate students in monitoring and evaluation and introduce students to the terminology, critical issues, and current debates in the field of M&E. In this course, students will gain the skills necessary to design and development the project and M&E plans and proposal the reflect the circumstances and parameters related to different social impact. The course provides in-depth knowledge planning and implementation of monitoring and evaluation plan. The students will follow the development of Log Frames and PMPs through the input, process, outcome phases of projects. It also develop skill related to preparing M&E report. Finally, students will be able to use findings of monitoring & evaluation for continuous improvement of the program.

**The course Objectives:** The students will be able to

- Conceptualize monitoring and evaluation
- Differentiate and similarities between evaluation, monitoring and research
- Be able to conceptualize project design and development
- Be able to develop and select appropriate indicators for measuring programme output, outcomes and impact. Able to develop a monitoring and evaluation plan/proposal
- Be able to develop appropriate research questions for an evaluation
- To prepare performance questions for planning an evaluation
- Collect required data for monitoring and evaluation
- Analyze the collected data and prepare M&E report

Specific Objectives	Contents
1.1 Conceptualize monitoring and evaluation 1.2 Differentiate monitoring and evaluation 1.3 Describe purpose of monitoring and evaluation 1.4 Explain importance of M&E 1.5 Discuss types of monitoring 1.6 Explain types of evaluation 1.7 Illustrate existing method of monitoring and evaluation 1.8 Describe evolution of monitoring and evaluation	<b>Unit One: Introduction of monitoring and Evaluation(8)</b> 1.1 Concept of monitoring and evaluation 1.2 Difference between monitoring and evaluation 1.3 Purpose of monitoring and evaluation <ul style="list-style-type: none"> <li>• Monitoring for results</li> <li>• Monitoring for implementation</li> </ul> 1.4 Importance of monitoring and evaluation 1.5 Types of monitoring(Based on objective and involvement) 1.6 Types of evaluation 1.7 Existing Method and System of Monitoring

	and Evaluation 1.8 Evolution of Monitoring and Evaluation in Nepal
<ul style="list-style-type: none"> <li>• Introduce project and development</li> <li>• Illustrate situation analysis of the project</li> <li>• Explain logical framework of the project</li> <li>• Explain intervention quantitative methods in M&amp;E</li> <li>• Discuss indicators</li> <li>• Prepare project proposal</li> </ul>	<b>Unit Two: Project Design &amp; Development (6)</b> 2.1 Introduction 2.2 Situation analysis-(SWOT analysis, Background studies, Cause effective analysis, Problem tree, Objective tree, Strategic analysis, Need analysis, Goal analysis) 2.3 Logical framework: (inputs, activities, output, outcome, impact) 2.4 Intervention logic 2.5 Indicators 2.6 Project Proposal with Budget details/ financial framework, program component, ToR and monitoring & evaluation matrix
<ul style="list-style-type: none"> <li>• Introduce M&amp;E plan</li> <li>• Describe Program description and Frameworks</li> <li>• Explain implementation plan</li> <li>• Elucidate indicators &amp; info. Sources</li> <li>• Explain monitoring, evaluation &amp; data quality plan</li> <li>• Explain info. Dissemination and utilization</li> </ul>	<b>Unit Three: Monitoring and Evaluation Plan(6)</b> 3.1 Introduction 3.2 Program Description and Frameworks 3.3 Program Implementation Plan, 3.4 Indicators and Information Sources 3.5 Monitoring Plan, Evaluation Plan & Data Quality Plan 3.6 Information Dissemination and Utilization
<ul style="list-style-type: none"> <li>• Introduce M&amp;E report analysis and feedback</li> <li>• Select data collection instruments and procedure</li> <li>• Comprehend data analysis process</li> <li>• Compare actual performance with target standard</li> <li>• Discuss monitoring evaluation report</li> <li>• Analyze and utilize evaluation report</li> </ul>	<b>Unit Four: Data collection, Analysis, Preparing report and Feedback (5)</b> 4.1 Data collection instruments and procedure 4.2 Data analysis (Qualitative and Quantitative data analysis) 4.3 Comparing actual performance with target standard 4.4 Monitoring and Evaluation Report 4.5 Analysis and Utilization of Monitoring and Evaluation Reports
<ul style="list-style-type: none"> <li>• Prepare M&amp;E proposal; implement M&amp;E plan and prepare M&amp;E report</li> </ul>	<b>Unit Five: Practical work (20)</b> 5.1 Introduction 5.2 Develop M&E proposal/plan 5.3 Implementation of monitoring and evaluation and prepare report 5.4 Preparation of and presentation of M&E report

## Reference

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**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

**Course Title: Educational Management and Organization**

**Semester: Fourth**

**Credit Hours: 3**

**Level: M.Ed.**

**Course Nature: Theory**

**Course No.CPL.Ed.541**

**Full Marks: 100**

**Pass Marks: 50**

**Teaching Hours: 45**

**1. Course Introduction**

This course is developed to understand the concept of educational management and organization. Course is especially designed for the students having specialization in **Curriculum, Planning and Leadership**. This course enables the students to understand management theories and models of educational management. Course emphasizes on management of educational resources and conflicts. It also familiarizes the students with management of organizational change and theories of managing organizational change. Practices of educational management and organizational change in Nepalese context are also included in the course.

**2. General Objectives**

General objectives of this course are as follows:

- To understand the concept, principles and functions of management in educational context.
- To familiarize with various theories of management.
- To describe models of educational management.
- To get acquainted with management of educational resources.
- To develop understanding of conflict management in educational organization.
- To conceptualize organization with its basic aspects and explain management of organizational change.
- To introduce theories of managing organizational change.
- To assess practices of educational management and organizational change in Nepalese context.

**3. Content with Specific Objectives**

<b>Specific Objectives</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>• Explain meaning of management and educational management</li> <li>• List and describe principles of management in education with their applications</li> <li>• Mention managerial skills and roles</li> <li>• Establish relationship between management and administration</li> <li>• Discuss functions of educational manager</li> </ul>	<p><b>Unit one: Educational Management (8)</b></p> <p>1.1 Concept of management and educational management</p> <p>1.2 Principles of management in education</p> <p>1.3 Application of principles of management in educational context</p> <p>1.4 Managerial skills and roles</p> <p>1.5 The relationship between management and administration</p> <p>1.6 Functions of educational manager</p>
<ul style="list-style-type: none"> <li>• Conceptualize management theories</li> <li>• Describe theories of management</li> <li>• List educational implications of management theories</li> </ul>	<p><b>Unit two: Management Theories (7)</b></p> <p>2.1 Introduction</p> <p>2.2 Theories of management</p> <p style="padding-left: 20px;">2.2.1 Scientific management theory</p> <p style="padding-left: 20px;">2.2.2 Administrative management theory</p>

	<p>2.2.3 Humane relations management theory</p> <p>2.3 Educational implications of management theories</p>
<ul style="list-style-type: none"> <li>• Introduce models of educational management</li> <li>• Critically analyze various models of educational management</li> <li>• Highlight the implications of models of educational management</li> </ul>	<p><b>Unit Three: Models of Educational Management (7)</b></p> <p>3.1 Introduction</p> <p>3.2 Models of educational management</p> <p>3.2.1 Formal model</p> <p>3.2.2 Collegial model</p> <p>3.2.3 Political model</p> <p>3.2.4 subjective model</p> <p>3.2.5 Cultural model</p> <p>3.3 Educational implications of models of educational management</p>
<ul style="list-style-type: none"> <li>• Explain resource management and mention its types</li> <li>• Assess the role of resources in educational management</li> <li>• Be familiar with educational manager's role in the management of resources</li> <li>• Define conflict and its management in educational organization</li> <li>• Describe types and sources of conflict in educational organization</li> <li>• Highlight the role of conflict in educational organization</li> <li>• Mention styles of handling conflict in organization</li> </ul>	<p><b>Unit Four: Management of Resources and Conflict in Education (8)</b></p> <p>4.1 Resource management</p> <p>4.1.1 Types of resources</p> <p>4.1.2 The role of resources in educational management</p> <p>4.1.3 Educational managers role in the management of resources</p> <p>4.2 Conflict management</p> <p>4.2.1 Meaning of conflict and conflict management</p> <p>4.2.2 Types of conflicts in educational organization</p> <p>4.2.3 Sources of conflict in educational organization</p> <p>4.2.4 The role of conflict in educational organization</p> <p>4.2.5 Styles of handling conflict in organization</p>
<ul style="list-style-type: none"> <li>• Define organization with its types and characteristics</li> <li>• Conceptualize educational organization</li> <li>• Design organizational structure and chart</li> <li>• Explain organizational effectiveness</li> <li>• Describe various aspects of management of organizational change</li> </ul>	<p><b>Unit Five: Organization (8)</b></p> <p>5.1 Meaning and characteristics of organization</p> <p>5.2 Types of organization</p> <p>5.3 Educational organization</p> <p>5.4 Organizational structure and chart</p> <p>5.5 Organizational effectiveness</p> <p>5.6 Management of organizational change</p> <p>5.6.1 Employees behaviors in the process of organizational change</p> <p>5.6.2 Approaches to organizational change management</p> <p>5.6.3 Leadership styles and management of organizational change</p>

<ul style="list-style-type: none"> <li>• Explain meaning of organizational change</li> <li>• Discuss types and sources of change</li> <li>• Elucidate the theories of management of change</li> <li>• Critically assess the practices of educational management and organizational change in Nepalese context</li> </ul>	<p><b>Unit Six: Theories of managing organizational Change (7)</b></p> <p>6.1 Meaning of organizational change</p> <p>6.2 Types and sources of change</p> <p>6.3 Theories of management of change</p> <p>    6.3.1 Lewin model</p> <p>    6.3.2 Kotter model</p> <p>6.4 Practices of educational management and organizational change in Nepalese context</p>
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#### 4. References

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**Far-Western University**  
**Faculty of Education**  
**CPL Graduate level**

Course Title: **Educational Measurement and Evaluation**

Semester: Fourth

Credit Hours: 3

Level: M.Ed.

Course Nature: Theory

Course No.: CPL.Ed.542

Full marks: 100

Pass Marks: 50

Teaching Hours: 45

**1. Course Introduction**

This course is developed to understand the concept of educational evaluation. Especially, the course will enable student of CPL to understand different concepts, approaches and aspects of educational evaluation. The course emphasizes on concepts types approaches and new trends and developments in educational evaluation and develops capabilities in students like construction and application of different approach of evaluation in order to assess student and program. It also familiarizes the students with alternative approaches of evaluation as well as modern technologies developed in evaluation. It also develops capabilities of analysis and use results.

**2. General Objectives:** General objectives of this course are as follows:

- To acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
- To orient the students with tools and techniques of measurement and evaluation.
- To develop skills and competencies in constructing and standardizing a test.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation

**3. Content with Specific Objectives**

SN	Specific objectives	Content
	<ul style="list-style-type: none"> <li>• Explain concept of measurement, assessment and evaluation.</li> <li>• Discuss interrelation among measurement, assessment and evaluation.</li> <li>• Explain technological advancement in testing and assessment.</li> </ul>	<p><b>Unit I: Introduction of the Measurement and Evaluation (6)</b></p> <p>1.1 Concept of test, Measurement, Assessment and Evaluation</p> <p>1.2 Inter-relationship between measurement assessment and evaluation</p> <p>1.3 Technological advancement in testing and assessment: (Grading and Reporting system, Semester system, internal assessment, Continuous and comprehensive evaluation, Use of computer in evaluation)</p>
		<p><b>UNIT II: Tools of Measurement and Evaluation(8)</b></p>
	<ul style="list-style-type: none"> <li>• Introduce tools of measurement and evaluation</li> </ul>	<p>2.1 Introduction</p> <p>2.2 Tools of measurement and evaluation</p>

	<ul style="list-style-type: none"> <li>• Elucidate tools of measurement and evaluation</li> <li>• Describe test, scale and inventories</li> <li>• Discuss testing devices as measuring tools</li> <li>• Explain non-testing devices</li> </ul>	<p>2.3 Test, scale and inventories: (objective test, subjective test, scale, schedules, performance based test, questionnaire, inventories)</p> <p>2.4 Non-testing devices (observation, field work/project work, seminar/webinar, workshop, portfolio, peer appraisal, anecdotal record, self-report techniques, continuous assessment)</p>
		<p><b>UNIT III: Test Construction, Standardization, Administration, Scoring and Use of Test Results(10)</b></p>
	<ul style="list-style-type: none"> <li>• Introduce test construction, standardization, administration, scoring and use of test result</li> <li>• Discuss general principle of test construction and its standardization</li> <li>• Explain criteria of writing subjective and objective test</li> <li>• Describe item analysis</li> <li>• Illustrate test standardization</li> <li>• Explain construction and standardization of an achievement test</li> <li>• Elucidate basic characteristics of measuring tools</li> <li>• Explain administration and scoring of test</li> <li>• Conceptualize true, standard and error score</li> <li>• Discuss interpretation and use of test result</li> </ul>	<p>3.1 Introduction</p> <p>3.2 General principles of test construction and its standardization</p> <p>3.3 Writing test items: objective and subjective type items</p> <p>3.4 Item analysis in test construction</p> <p>3.5 Test standardization</p> <p>3.6 Construction and standardization of an achievement test</p> <p>3.7 Basic characteristics of measuring tools: (Reliability, validity, objectivity, norms and usability)</p> <p>3.8 Administration and scoring of test</p> <p>3.9 Concepts of true score, standard score and error scores</p> <p>3.10 Interpretation and use of test result</p>
		<p><b>UNIT IV: Educational Evaluation Types and Importance (4)</b></p>
	<ul style="list-style-type: none"> <li>• Conceptualize educational evaluation</li> <li>• Discuss types of evaluation</li> <li>• Explain importance of evaluation</li> </ul>	<p>4.1 Concept of educational evaluation</p> <p>4.2 Types of evaluation: (Formative/summative/diagnostic; informal/formal; continuous/final; process/product and divergent/convergent evaluation)</p> <p>4.3 Importance of evaluation</p>
		<p><b>UNIT V: Classroom Assessment Techniques(5)</b></p>
	<ul style="list-style-type: none"> <li>• Introduce CAT</li> <li>• Explain benefits of CAT</li> <li>• Describe selection of CAT techniques</li> <li>• Analyze the importance of CAT</li> </ul>	<p>5.1 Introduction</p> <p>5.2 Benefits of CAT</p> <p>5.3 Selection of CAT techniques: Assessing Prior Knowledge, Recall, Understanding</p> <ul style="list-style-type: none"> <li>• Assessing Skill in Synthesis in Application and Performance</li> </ul>

		<ul style="list-style-type: none"> <li>Assessing Skill in Analysis and Critical Thinking</li> </ul> 5.4 Importance of CAT
		<b>UNIT VI: Psychological Test (6)</b>
	<ul style="list-style-type: none"> <li>Discuss concept and development of psychological test</li> <li>Explain need &amp; importance of psychological testing</li> <li>Describe types of psychological test</li> <li>Illustrate projective methods</li> </ul>	5.1 Concept and development of psychological test 5.2 Need and importance of psychological test <ul style="list-style-type: none"> <li>Intelligent test (Introduction only)</li> <li>Aptitude test (Introduction only)</li> <li>Attitude test (Introduction only)</li> <li>Personality test (Introduction only)</li> <li>Interest inventories (Introduction only)</li> <li>Projective methods (In Detail)</li> </ul>
		<b>UNIT VII: Program Evaluation (6)</b>
	<ul style="list-style-type: none"> <li>Conceptualize program evaluation</li> <li>Discuss scope of program evaluation</li> <li>List importance of program evaluation</li> <li>Explain approaches of program evaluation</li> </ul>	6.1 Concept of program evaluation 6.2 Scope of program evaluation 6.3 Importance of program evaluation 6.4 Approaches of program evaluation <ul style="list-style-type: none"> <li>Stufflebeam model: CIPP model (In detail)</li> <li>Scriven model (introduction only)</li> <li>Hammond model (Introduction only)</li> <li>Provus discrepancy model V</li> </ul>

### References

- Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance , Hoit, Rinchart & Winston, New York.
- Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, Sterling, New Delhi.
- Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston.
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- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.
- Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Holt, Rinehart & Winston, 1965.
- Gareet, H.E. (1973), Statistics in Education and Psychology, Vakils, Feffer, and Simons, Bombay.
- Gronlund, N.E.(1981), Measurement and Evaluation in Teaching, Mac Millan, New York.
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- Linn, LR & Miller, MD (2008), Measurement and Assessment in Teaching. New Delhi. Dorling Kindersley (India) Pvt. Ltd.
- Mehrens, W.A., and Lehman, I.J. (1984), Measurement and Evaluation in Education and Psychology, Holt, Rinchart and Winston, New York.
- Singh AK (2002), Test Measurement and research Methods in Behavioral Science. PatnaBB Printers
- Thorndike, R.L. and Hagen, E. (1970), Measurement and Evaluation in Psychology and Education, Wiley, New York.
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**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

Course Title: **Practicum**  
Course No.: CPL.Ed.543  
Credit Hour: 3 (45 hours)

Semester: IV  
Full Marks: 100  
Pass Marks: 50

### **1. Course Introduction**

This is a practical course in which students are required to prepare and present lessons in the classrooms. This is an opportunity for them to implement what they have learnt in their course work. This course is divided into two parts; on-campus preparation and off-campus teaching. In the on-campus preparation, students learn to plan their lessons, activities and tasks and present them to their peers in micro-teaching contexts. In the second part of the course, students will go to the designated institution for supervised teaching.

### **2. Course Objectives**

The objectives of the course are:

- a) to enable the students to prepare lesson plans and teaching materials
- b) to engage them in designing teaching/learning activities and tasks
- c) to involve them in micro-teaching as a preparation to the real teaching
- d) to develop in students class observation skills
- e) to expose students in classroom context for real teaching experience
- f) to enable them to prepare case studies and conduce co-curricular activities.

### **3. Course Contents**

#### **Part I: On-campus preparation**

Prior to the real teaching in schools/colleges, the students will be engaged in the preparatory work. This part of the course will consist of two key components; lesson plan preparation, supervised micro-teaching.

#### **a) Lesson Plans, Activities and Tasks**

Each student will be required to prepare at least 20 lesson plans from various related courses prescribed for grades 11, 12 of Higher Secondary Education Board (HSEB) and the undergraduate courses of various universities and submit them to their tutors/supervisors. The students will work closely with their tutors/supervisors to improve their lesson plans including the activities and tasks.

#### **b) Supervised Micro-teaching**

Each student will be required to present at least ten micro-lessons to their peers in a micro-teaching context and this will be closely supervised by their tutors/supervisors. Students will improve their lessons based on the feedback given by their tutors/supervisors and their colleagues and submit the final versions of the ten micro lessons to their tutors/supervisors for final grading.

#### **Part II: Off Campus Real Teaching and Other Activities:**

Each student will be assigned to teach either in a college or a campus. In addition to classroom teaching, students will also be engaged in organizing co-curricular activities and writing a case study report.

#### **a) Actual Teaching**

Students will teach a minimum of 30 lessons in the class they are assigned. Prior to their teaching in the colleges/campus, students will be required to prepare the lessons including the tasks, activities, worksheet and teaching materials and show them to their tutor/supervisor. Tutors/supervisors will observe the classes at a fixed interval and provide feedback on a regular basis. Out of thirty lessons, at least 7 classes will be supervised by their tutor/supervisor.



## **b) Case Study**

Each student will be asked to identify a particular case for a detailed study during their classroom teaching. In their day-to-day classroom teaching, student teachers will encounter various situations and they might want to have a close look at something that they have noticed. They will be encouraged to identify a particular case such as a student who seems to possess extra talent, a student with a unique learning style, a student who seems to be aloof and isolated in class, a student or a group of students who are less confident to speak English in class etc. and do an in-depth study of a particular case. Student teacher will collect the data to understand the case and prepare a report (in about 2500 words) either to learn lessons or address the problem that lies in the case.

## **c) Co-curricular Activities**

Students either in group or individually should organize at least one co-curricular activity in the college/campus where they are assigned to teach. Such an event might include spelling contest, quiz contest, debate, class presentation etc. After the completion of the event, they will need to submit a report to their tutor/supervisor.

## **5. Evaluation Scheme**

### **5.1. On-campus internal evaluation 40%**

- Preparation of lesson plan, teaching learning activities, tasks, worksheet 10%
- Supervised micro-teaching 30%

### **5.2. Off-campus teaching 60%**

- Real classroom teaching 40 marks
- Case study 10 marks
- Co-curricular activities event report 10 marks

## **Prescribed Texts**

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

**Far Western University**  
**Faculty of Education**  
**M.Ed. in Education**  
**(Curriculum, Planning and Leadership)**

Course Title: **Thesis Writing**  
Course No. CPL.Ed.544  
Credit Hour: 6 (90 hours)

Semester: IV  
Full Marks: 100  
Pass Marks: 50

### **1. Course Description**

This is a research course in which the students carry out research work and produce a thesis document. The course begins with the introductory work such as background reading, brainstorming for the research topic, elaborated discussion on the topic with their supervisor(s) and their friends, identifying the appropriate methods of the inquiry process including the design and procedures. Then the students will carry out the research and write a thesis for final evaluation.

### **2. Course Objectives**

The objectives of course are as follows:

- a) to practically introduce the students to the inquiry process in the world of academia
- b) to offer them a framework for their research project
- c) to help them find the appropriate research design for their research
- d) to provide them backstopping support during their research process
- e) to guide them to successfully complete their research.

### **3. Contents and Process in Detail**

Research is a phase-wise process. Each phase requires a careful planning. The entire research project can be divided into following five key stages:

#### **Stage One: Pre-research phase**

In this phase students do some background reading in the area of their interest. Getting the right topic for the research is the most difficult task. One way of thinking of a research topic is to look into the problems, challenges and concerns in the related field. It is not necessary to be very specific about the topic at this stage. This will be done later. Students need to read books, references and previous research work in order to crystalize their idea. Once the students have some idea of what they are going to do for their research, they can list some possible research topics and talk to their supervisors who will guide them to finalize the topic.

#### **Stage Two: Proposal Phase**

In this phase, the students will write the proposal on their research topic under the close supervision of their supervisor. If a proposal is academically rich and procedurally well built, half of the research is done. A proposal is a roadmap that outlines the details of how the researcher is going to undertake the research journey. Proposal should clearly mention what is going to be researched, how it is going to be researched and what is expected from the research. The proposal should be written according to the format provided by the department. However, the proposal should include the following key components:

- 1) Introduction of the research topic
- 2) Research problem
- 3) Review of related literature
- 4) Research objectives

- 5) Research questions
- 6) Research design
- 7) Research instruments
- 8) Research sample
- 9) Research process
- 10) Analysis and discussion framework
- 11) Timeline
- 12) References

Once the proposal is ready, it should be submitted to the department through the supervisor and the department will ask the students to present it to the panel of experts from the department. The experts will provide feedback on the proposal and the student will submit the final version to the department for final approval.

### **Stage Three: Research Phase**

In this phase the student will go to the field and collect the data. Depending upon the nature of research, the data could be collected from the respondents or reviewing the secondary sources in the library. Collecting rich data is very crucial in research as the entire thesis will be written based on the data collected at this stage. In addition to the research instrument, students should also have a diary and they need to make notes of anything relevant that they observe during the field which are not necessarily covered by the research instrument. Students need to report the progress of their field work to their supervisors on a regular basis.

### **Stage Four: Thesis Writing Phase**

Once the data are collected, they need to be organized in a systematic manner. The data should be read and re-read so that the researcher could make a clear mind map for the discussion. Looking at the patterns in the data, themes and sub-themes should be generated for discussion. The arguments should be discussed along with the evidences from the data and the discussion should be substantiated with the appropriate tables, figures, charts etc.

The thesis format will be provided by the department that will include the following components:

#### **Preliminaries and front matters:**

- Cover Page
- Declaration
- Recommendation For Acceptance
- Recommendation For Evaluation
- Evaluation And Approval
- Dedication
- Acknowledgements
- Abstract
- Table Of Contents
- List Of Tables And Charts
- List Of Abbreviations And Symbols

#### **Body of the Thesis**

##### **Chapter One: Introduction**

- Context or background of the research
- Review of literature: Thematic review and empirical review

- Objectives
- Research questions
- Significance of the research

## **Chapter Two: Methodology**

- Research design
- Research sample
- Research instrument(s)
- Data collection procedures
- Limitation/delimitation

**Chapter Three: Analysis and Discussion** - Thematic discussion of the data.

## **Chapter Four: Findings, conclusions and implications**

### **References in APA style**

### **Appendices**

- Research tools
- Sample data

### **Stage Five: Post Research Phase**

This is the stage in which the students will present their thesis findings to the panel of experts. When the final draft of the thesis is ready, it should be submitted to the department through the supervisor and the department will assign an external examiner to assess the research work. After the evaluation, the department will conduct a viva voce in which the student will have to present the summary of the thesis. The experts panel will provide comments and feedback. The student will have to submit the final version of the thesis to the department incorporating all the comments and feedback.

### **3. Evaluation Scheme**

#### **3.1. Internal Examination (Proposal development) 40%**

- Background reading and topic selection 5%
- Review of literature 10%
- Research design and inquiry process 5%
- Proposal viva voce 20%

#### **3.2. External Examination (Thesis work and viva voce) 60%**

- Language 7%
- Layout 5%
- Time 3%
- Methodology 5%
- Analysis and discussion 10%
- Conclusion and implications 5%
- Citations and references 5%
- Viva voce 20%

### **References**

- 1) American Psychological Association. (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: APA.
- 2) Bitchener, J. (2010). *Writing an applied linguistics thesis or dissertation*. London: Palgrave Macmillan.
- 3) Blakeslee, A. & Fleischer, C. (2007). *Becoming a writing researcher*. London. Lawrence Erlbaum Associates, Publishers.
- 4) Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: CUP.
- 5) Cohen, L., Manion, L. & Morrison, K. (2010). *Research methods in education (6<sup>th</sup> edition)*. London: Routledge.
- 6) Dornei, Z. (2007). *Research methods in applied linguistics*. Oxford: OUP.
- 7) McDonough, J. & McDonough, S. (2008). *Research methods for English language teachers*. London: Hodder Arnold.
- 8) McKay, S.L. (2006). *Researching second language classrooms*. New Jersey: Lawrence Erlbaum Associates.
- 9) Nunan, D. (2008). *Research methods in language learning*. Cambridge: Cambridge University Press.
- 10) Richards, K. (2003). *Qualitative inquiry in TESOL*. New York. Palgrave Macmillan.
- 11) Sealey, A. (2010). *Researching English language*. London. Routledge.

## **Methodology and Techniques**

### ***Modes of instruction:***

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work
- Practical work

### ***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion
- Field visit

## **Evaluation Scheme**

- Internal 40%
- External 60%

The internal evaluation will be conducted as follow:

### **Activities**

#### **Marks**

- |  |    |
|--|----|
| a) Regularity and class participation(Attendance)                                | 5  |
| b) Class room presentation   | 5  |
| c) Term paper  | 5  |
| d) Investigative project work / article review (2nd sem.)/Book review (3rd sem.) | 5  |
| e) Group work/discussion   | 5  |
| f) Reflection notes / Portfolio (3rd sem.)                                       | 5  |
| g) Mid-term exams  | 10 |

**Attendance in Class:** Students should regularly attend and participate in discussion in the class. 80% percent class attendance is mandatory for the students to enable them to appear in the End-Term examination. Below 80% in attendances that signify is NOT QUALIFIED (NQ) in subject to attend the end term examination.

**Term paper:** Term paper must be prepared by the use of computer in a standard format of technical writing and must contain at least 5 pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken one of the major criteria of the evaluation.

**Presentation:** Student will be divided into groups and each group will be provided topic for presentation and it will be evaluated individually as well as GroupWise.

**Assignment:** Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken one of the major criteria of the evaluation.

**Mid-Term Examinations:** It is a written examination and the questions will be set covering the topics as taught in the sessions. Mid-term examination will be based on the model prescribed for End-term examination and will contain 50% questions and full marks of it.

**End-Term/External Examinations:** It is also a written examination and the questions will be asked covering all the topics in the session of the course. It carries 60 marks. For simplicity, full marks will be assumed 100, and 60% of marks obtained will be taken for evaluation. Format of the question paper for End-term examination will be as follow:

<b>Types of questions</b>	<b>Total questions to be asked</b>	<b>Number of questions to be answered and marks allotted</b>	<b>Total marks</b>
Group A: Multiple choice items	10	10 x 1 mark	10
Group B: Short subjective questions	6+1 or question	6 x 10 marks	60
Group C: Long subjective questions	2+1 or question	2x15 marks	30
Total	Objective: 10 Subjective: 8+2 or qns.	Objective: 10 Subjective: 8	100

**Strict Notice:** Each student must secure 50% marks in internal evaluation and 80% attendance in order to qualify the End-Term Examinations. Failing to get such score will be given NOT QUILIFIED (NQ) and the student will not be eligible to appear the End-Term examinations.