Course Title: **Classroom Instruction and Research**  Nature of course: Theoretical

Course No.: CE. Ed. 535

Level: M. Ed. Credit Hours: 3

Semester: Third Teaching Hours: 48

**1. Course Description**

This is a course for master level students specializing in Curriculum and Evaluation. The aim of this course is to equip students with methods and tools so that they can apply these methods and tools in their classroom. In addition, this course intends to enable students to identify issues and problems in classroom teaching learning practices in the Nepali schools, develop methods and instruments to try them out and draw implications from the research for effective teaching.

**2. General Objectives**

The general objectives of this course are as follows:

* To familiarize the students with major learning theories.
* To clarify the classroom practices as emphasized in learning theories.
* To enable the students to identify important problems related to classroom research
* To acquaint the students with methods and tools of research for classroom teaching.
* To develop skills of the students to employ research methods such as experimental, survey, ethnography, and action research
* To use tools such as interview, observation, checklist, rating scale to undertake research on classroom teaching and learning.
* To enable the students to identify and research various components of classroom teaching and learning in divergent and convergent ways.
* To provide hands-on research practices to the students on classroom teaching learning.
* To facilitate the students to try out classroom teaching and learning methods and materials and report their effectiveness and usability.
* To enable the students to make a classroom teaching learning improvement plan based on the evidence derived from the practice.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Briefly recap the major learning theories.
* Discuss different emphases of learning theories with respect to classroom practices.
* Analyze similarities and differences in the classroom teaching learning practices with respect to learning theories.
* Discuss research implication of different genre of classroom methods.
 | **Unit 1: Review of learning theories and their implication (3 hrs.)** * 1. Behaviorism, cognitivism, and constructivism
	2. Learning theories and classroom teaching learning practices
	3. Recap of teaching learning methods and research implication.
 |
| * Describe research methods suitable for the pedagogical research
* Select suitable research method(s) to study the identified problem in the classroom.
* Select suitable research tool(s) for the study context.
* Develop research tools for the study.
 | **Unit 2:** Methods and Tools of Teaching Learning research **(11 hrs.)*** 1. Research Methods for classroom instruction
		1. Experimental
		2. Survey
		3. Ethnography
		4. Action research: individual and participatory
	2. Research Tools
		1. Interview
		2. Observation
		3. Focus group discussion
		4. Checklist and rating scale
 |
| * Identify different aspects of classroom research.
* Make link of methods and tools for the purpose of researching classroom related comportments.
* Plan and assess the effectiveness of different aspects of classroom (both physical and organizational).
 | **Unit 3: Classroom as a research entity**  **(9 hrs)*** 1. Physical environment
	2. Classroom size
	3. Classroom display
	4. Seating arrangement
	5. Class organization (Subject, Grade, Multi Grade, Multi Grade Multi Level)
 |
| * Prepare a research plan to study different aspects of teacher and students' classroom activities.
* Assess the effectiveness of a lesson plan in student's learning.
* Experiment teacher instructional plans in the classroom situation.
* Study effectiveness of different types of instructional plans.
* Study and describe learners characteristic in sample of classes.
* Prepare research plan to study different aspects of students' classroom participation.
* Experiment different modalities of student's motivation and report their impact in student's learning.
 | **Unit 4: Researching teacher and student activities (13 hrs.)*** 1. Teacher
		1. Recap of qualities of good teachers; lesson planning; teaching methods
		2. Teacher activities in teaching learning (classroom managements, questioning, feedback, student motivation/encouragement/ treatment/punishment, student support, time on task)
		3. Teacher instructional planning (Individualized/Personalized, group, whole class)
	2. Student
		1. Learners characteristics – diversity, learning style, learning needs
		2. Classroom participation
		3. Motivation
 |
| * Recap different types of teaching methods and materials.
* Prepare lesson plans (in relevant subject/unit) using different instructional methods and materials and analyze their effectiveness.
* Undertake action research to select appropriate method(s) and material(s) for specific lesson/content area.
* Observe classroom teaching learning activities and analyze instructional methods and materials used in the classroom.
 | **Unit 5: Effectiveness of teaching methods and materials (12 hrs.)*** 1. Recap of teaching methods/strategies (teacher centered, learner centered, cooperative/collaborative, critical thinking)
	2. Recap of different types of instructional materials and their importance in classroom teaching learning
	3. Researching effectiveness of different types of teaching methods and instructional materials
 |

*Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

**4. Instructional Techniques**

 **4.1 General Techniques**

* Direct Instruction followed by discussion/sharing/interaction
* Link content to the research studies and research practices (international and national context)
* Suggest relevant research studies (CERID, CEHRD, UNESCO, UNICEF, and others) for students to study and learn about research approach, tools and analysis
* Encourage students to identify problem and design research study with respect to classroom teaching learning
* Plan and carry out research study in the classroom context
* Presentation and discussion of the research findings in the classroom.
	1. **Specific Instructional Techniques**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Activities and Instructional Techniques** | **Internal Assignment (20 marks for practice related works, 10 marks written test and 10 marks – attendance and participation)** |
| Unit 1 | * Review by teachers – emphasize on drawing upon theories to link with the research study to be undertaken by the student in the practical in the assignment.
 | Practice oriented* Develop concept note: Student choose classroom teaching learning method of his/her interest (B. Ed.) and prepare concept note linking with learning theory.
* Select and elaborate method and tools appropriate to the concept note developed
* Class presentation and discussion
 |
| Unit 2 | * This unit is mostly covered through direct instruction by the teacher to explain research methods and tool. Explanation by the teacher should be followed up by the discussion on use of them in the classroom research – context, appropriateness, approach, etc,
 |
| Unit 3 | * Bring up existing classroom environment in the Nepali context through experience sharing approach and lead to classroom interaction to discuss on the classroom entity pertinent for the research work. Good if class can come up with list of varied classroom entities from which they can pick up important and feasible ones for their research practice.
 | Practice oriented* Collect photographs of different schools, grades and situation (teacher ensure Varity when assigning task)
* Classroom discussion and prepare individual report on impact of the situation in teaching leaning, improvement to be made.
 |
| Unit 4  | * Prepare list of research studies (CERID, CEHRD, and others) and assign one report to one student to study, prepare summary (context, problem, objectives, methodology, finding and suggestions) and present in the class
* Link with the research report review to recap aspects related to teacher and student
* Encourage students to identify research areas/themes related to teacher and student classroom activities; prepare study plan and carry out study
* Sharing and discussion of the research in the classroom.
 | Practice oriented* Develop classroom teaching learning observation tool
* Observe at least 3 classes
* Analyze data/ information and prepare brief report on teacher and student activities
* Classroom presentation and discussion
 |
| Unit 5 | * Encourage students to recap about classroom methods and instructional materials they have covered in the previous levels
* Discussion on existing classroom practices, sharing from research report study
* Designing classroom research
 | Practice oriented* Collect and review studies on Nepali classrooms (at least 3)
* Identify problems and issues in the classroom teaching learning (include own experience and observation)
* Design a study for classroom research (Context, Problem, Objective, Methodology, Tools)
 |

**5. Evaluation**

 **5.1 Internal Evaluation 40%**

 Internal Evaluation will be conducted by course teacher based on following activities.

1. Attendance and participation 10 points
2. Practice related works 20 points
3. Written test 10 points

Total 40 points

 **5.2 External Evaluation (Final Examination) 60%**

 Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of semester.

 1) Objective type question (Multiple choice 10x1) 10 points

 2) Short answer questions (6 questions x 5 points) 30 points

 3) Long answer questions (2 questions x 10 points) 20 points

 Total 60 points

**6. Recommended Books and References**

Andrews, R. (2005). *Research Questions.* Continuum-Viva Research Methods. New Delhi: Viva Books Pvt. Ltd.

Borich, G. D. (2012). *Effective Teaching Methods – Research Based Practice (seventh edition).* New Delhi: Pearson.

Carey Philpott and Val Poultney. (2018). *Evidence-Based Teaching for Enquiring Teachers.* Critical Publishing.

Clive Millar. (2016). *A Practical Guide to Classroom Research.* Critical Publishing.

Costello, P. J. M. (2005). *Action Research.* Continuum-Viva Research Methods. New Delhi: Viva Books Pvt. Ltd.

Crawford, A; Saul, EW; Mathews, S; and Makinster, J. (2005). *Teaching and Learning Strategies for the Thinking Classroom.* New York: Open Society Institute. (Also available in Nepali translation).

Dana, NF and Yebdol-Silva, D. (2003). *The Reflective Educator's Guide to Classroom Research.* California: CORWIN Press Inc.

Gillham, B. (2005). *Case Study Research Methods.* Continuum-Viva Research Methods. New Delhi: Viva Books Pvt. Ltd.

Locke, T. (2005). *Critical Discourse Analysis.* Continuum-Viva Research Methods. New Delhi: Viva Books Pvt. Ltd.

Sapna Cheryan, Sianna A. Ziegler1 , Victoria C. Plaut , and Andrew N. Meltzoff (2014). *Designing Classrooms to Maximize Student Achievement*. Sage: Policy Insights from the Behavioral and Brain Sciences 2014, Vol. 1(1) 4–12. [file:///E:/foe/pedagogical%20reserch/14Cheryan\_etal\_Meltzoff\_Designing%20Classrooms.pdf](file:///E%3A/foe/pedagogical%20reserch/14Cheryan_etal_Meltzoff_Designing%20Classrooms.pdf)

UNESCO. (2014). *Teaching and Learning: Achieving quality for all.* EFA Global Monitoring Report. Paris: UNESCO. <https://en.unesco.org/gem-report/report/2014/teaching-and-learning-achieving-quality-all>

UNESCO. (2015). *Transforming Teaching and learning in Asia and The Pacific: Case Studies from Seven Countries.* Paris: UNESCO. (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

UNICEF. (2003). *Happy Learning! A Guide to Best Practices for Achieving the Potential of Children.* Kathmandu: UNICEF.

Westwood, Peter. (2008). *What teachers need to know about Teaching Methods*. Victoria: Acer Press.

World Bank Group. (2015). *Conducting Classroom Observations: Analyzing Classroom Dynamics and Instructional Time (User Guide).* World Bank: SIEF. <http://documents.worldbank.org/curated/en/790221467997639302/pdf/97904-WP-Box391498B-PUBLIC-WB-Stallings-web.pdf>

Wragg, E. C. (1999). *An Introduction to Classroom Observation (second edition).* London and New York: Routledge-Flamer.

CERID - Research reports on classroom teaching learning

CEHRD - Research reports on classroom teaching learning

Course Title: **Project on Program and Curriculum Evaluation**

Course No.: Ed .CE. 537 Nature of course: Practical

Level: M. Ed. Credit Hours: 3 cr. hrs.

Semester: Third Teaching Hours: 48 hours

1. **Course Description**

This is a specialization course designed for the students specializing in Curriculum and Evaluation in M. Ed. level. This is a practical course which aims to enable students to apply their theoretical knowledge in evaluation of educational programs and curriculum of different levels.  Through this course, students will be able to identify problems and issues related to educational programs and curriculum, design methodology and tools, collect data, analyze those data and prepare a report of the project work.

1. **General Objectives**

The general objectives of this course are as follows:

* Explore important and pressing issues and problems relevant to program and/or curricular phenomena.
* Prepare study proposal in the selected problem or issue.
* Conduct field study.
* Analyze and interpret collected information.
* Prepare a project report.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Identify an   appropriate educational evaluation topic relevant to local situation
 | **Unit 1: Selection of evaluation topic  (6)**1. Overview of program evaluation and curriculum evaluation
2. Review of related studies/ literature
3. Discussion on areas relevant to program and/or curriculum evaluation
4. Identification of an   appropriate evaluation topic
 |
| * Conceptualize evaluation study
* Prepare the evaluation proposal
 | **Unit 2:** **Developing proposal for evaluation    (12)**1. Writing evaluation questions and objectives
2. Selection of evaluation site as per the intent of the topic
3. Identification of information types and data sources
4. Selection of tools
5. Discussion on APA style and format of reporting
6. Prepare the proposal for evaluation study
 |
| * Prepare and finalize evaluation tools for the study.
* Prepare for field work
 | **Unit 3: Preparation for field work    (2)**1. Preparation of tools for data collection
2. Trying out, improvement and finalization of the tools
3. Determination of date and time for the field work
 |
| * Collect data relevant for evaluation through formal and informal ways from the field
* Prepare a field report
 | **Unit 4:** **Field work       (6)**1. Selection of the informants
2. Collection of data
3. Ethical considerations in field work
4. Preparation and submitting field report to the supervisor
 |
| * Organize and analyze quantitative and qualitative information
* Discuss the results
* Prepare final draft report
 | **Unit 5: Analyzing data and report writing  (18)**5.1  1. Analyzing quantitative data 2. Analyzing qualitative data5.2   3. Preparation of the preliminary draft report 5.3  4. Preparation of the final draft   |
| * Present and defend the draft report
* Prepare final report after incorporating the suggestions of  the seminar
 | **Unit 6: Dissemination of project work  (4)**1. Preparation of seminar
2. Presentation of the completed project work in the seminar
3. Preparation of a final report incorporating important suggestions of the seminar.
 |

**4. Instructional Techniques**

Two types of instructional techniques—general instructional techniques and specific instructional techniques -- will be used to encourage students for learning activities. A brief introduction of these techniques is given below respectively.

**4.1 General Instructional Techniques**

The students will carry out the practical work individually throughout the course from first, second, third, fourth, fifth and sixth units. The subject teacher or supervisor will provide necessary working guidance relevant to each unit/phase for the project work in the course.

**4.2 Specific Instructional Techniques**

Unit wise specific activities will be carried out to develop practical knowledge and skills for the project work in the course. Some important specific instructional activities to develop required competencies in the students for this practical course are given as follows.

|  |  |
| --- | --- |
| **Units** | **Specific Instructional Techniques** |
| Unit 1  | * The teacher will assist the students for ways of finding related literature and encourage  them to draw ideas from these literature
* Presentation and discussion on curricular related  issues in the classroom
* Helping students identify  study area and study topic
 |
|  Unit 2 | * The teacher will present a model proposal to the students
* Helping the students prepare study proposal.
* Presentation of the proposal  in the class by the students
* Helping the students to finalize study proposal.
 |
| Units 3 and 4 | * The teacher will provide instruction to students before they set out for field work.
* Providing continuous suggestions to problems as arise during field work.
* Helping the students verify the field data for report writing
* Obtain continuous progress report.
 |
| Unit 5 | * Provide necessary suggestions for data analysis and interpretation.
* Discuss approaches to report writing
* Helping the students prepare and present the draft report
* Make necessary comments and help them to prepare final draft.
 |
| Unit 6  | * Provide support in conducting dissemination seminar.
* Help defend the study report during seminar/dissemination
 |

**5. Evaluation Scheme**

The performance of the students in this practical course will be evaluated based on 100 point marks such as the internal evaluation, i.e., 40 point marks and external evaluation, i.e., 60 point marks.

**5.1 Internal Evaluation (40%)**

 Internal Evaluation will be conducted by course teacher based on following activities.

* First assignment on conceptualizing the topic 10  points
* Second assignment on review of literature 10 points
* Third assignment on designing methodology and tools 10 points
* Fourth assignment on field work 10 points

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**Total 40 points**

**5.2 External Evaluation (60%)**

Examination Division, office of the Dean, Faculty of Education will sent external examiner for conducting final viva. The external examiner will evaluate the report and viva on the basis of following criteria:

**1)  Quality of the report 30 points**

* Introduction 6
* Methodology 6
* Organization and analysis of data 6
* Clarity of findings and recommendations 6
* Overall quality of the report 6

**2)  Viva 30 points**

* Summary presentation 10
* Understanding of the contents 10
* Defending to queries and commitment on corrections 10

…………………………………………………………………………..

 **Total 60 points**

**6.** **References**

Anderson, L. W. and Postlethwaite, T. N. (2007). *Program evaluation: Large-scale and small-scale studies.* Paris: The International Institute for Educational Planning.

Hussain, A., Dogar, A. H., Azeem, M. and Shakoor, A.  (*October 2011).*  Evaluation of curriculum development process.*International Journal of Humanities and Social Science.* Vol. 1(14).

Lewy, A. (Ed.). (1977)*. Handbook of curriculum evaluation.* Paris: IIEP/UNESCO.

*Sanders, J. R. and Sullins, C. D. (2006). Evaluating school programs: An educator’s guide,* 3rd edition. California: Corwin press.

Wolf, P., Hill, A. and Evers, F. (2006). *Handbook for curriculum assessment.* Canada: University of Guelph.

Woods, J. D. (1988). Curriculum evaluation models: Practical applications for teachers. *Australian Journal of Teacher Education.* Vol. 13 (1). Retrieved from: <http://ro.ecu.edu.au/ajte/vol13/iss1/1>

Course Title: **Application of Statistics in Education**

Course No.: CE.Ed. 539 Nature of course: Theoretical

Level: M. Ed. Credit Hours: 3 cr. hrs.

Semester: Third Teaching Hours: 48 hours

**1. Course description**

This course is designed for the M. Ed. students who specialize in Curriculum and Evaluation. This course aims to help the students to carry on statistical analysis for decision-making and prediction in the field of evaluation and research. Furthermore, this course aims to enable the students to apply the statistical methods in the field of education.

**2. General objectives**

The general objectives of this course are as follows:

* To explain the need of research in the field of education.
* To compute and explain parameters for identifying the nature of a population
* To describe the importance of the concept of probability
* To mention the differences between correlation and regression analysis
* To apply normal curve to interpret the nature of a population
* To identify the extent of relationship between two or more interrelated variables
* To make inferences based on nature of two or more sets of data.

**3. Specific objectives and contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Define statistics
* Identify the use of statistics in education and research
* Point out the scope of statistics
* Identify the type and scale of statistical data
* Point out the limitation of statistics
 | **Unit I: Introduction to statistics (4)**1. Concept of statistics
2. Function of statistics
3. Use of statistics in education and research
4. Scope of statistics
5. Data types and scales in statistics
6. Limitations of statistics
 |
| * Give an overview of central tendency, dispersion, and relative position.
* Compute mean, median and mode
* Apply mean, median and mode in assessing students' performance and in comparing the performance of students.
* Compute and apply range, inter quartile range, standard deviation and variance in assessing students’ performance.
* State the use and limitations of different measures of dispersion
* Compute and interpret percentile rank, percentile and standard score in assessing students’ performance.
 | **Unit II: Measures of Central Tendency, Dispersion and Relative Position (12)**1. Overview of central tendency
2. Concept
3. Computation of arithmetic mean, median and mode
4. Application of central tendency in assessing students’ performance
5. Use and limitations of mean, mode, and median
6. Dispersion
7. Concept
8. Computation of range, inter quartile range, standard deviation and variance
9. Application of measures of dispersion in assessing students’ performance
10. Use and limitations of measures of dispersion.
11. Measures of relative position
12. Concept
13. Computation of percentile rank, percentile, stanine, standard score
14. Application of measures of dispersion in assessing students’ performance
 |
| * Explain the nature of normal curve
* Describe the importance of the concept of probabality
* Describe skewness and kurtosis as the qualities of a normal curve
* Apply normal curve to interpret a set of data
 | **Unit III: The normal probability curve (7)**1. The nature of normal probability curve
2. Properties of normal probability curve distribution
3. Importance of the concept of probabality
4. Measuring divergence from normality
5. Skewness and its application
6. Kurtosis and its application
7. Applications of normal curve in interpreting the data
 |
| * Clarify the concept of correlation
* Describe the use of scatter diagram
* Compute different types of correlation.
* Apply different types of correlation in education.

  | **Unit IV: Measures of relationship (8)**1. Concept of correlation as a measure of relationship
2. Scatter diagram
3. Pearson’s product moment correlation (r)
4. Spearman’s ρ (rho): Non repeated and repeated ranks
 |
| * Express the meaning of regression analysis
* Mention the uses of regression analysis
* Derive regression equation in standard and raw score form.
* Mention the differences between correlation and regression analysis
 | **Unit V: Regression (10)**1. Concept of regression analysis
2. Uses of regression analysis
3. The regression equation: standard score form and raw score form
4. Differences between correlation and regression analysis

  |
| * Point out the differences between parametric and non parametric inferential statistics
* Use t, Z and F test for making inferences about parametric sets of data
* Apply Chi-square test for making inferences about non-parametric sets of data
 | **Unit VI: Inferential statistics (8)**1. Concept of inferential statistics: parametric and non-parametric tests
2. Parametric tests: t, Z and F test (One way and two-way ANOVA)
3. Non-parametric tests: Chi square (χ2) tests
 |

***Note:*** *The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

**4. Instructional Techniques**

 **4.1 General Techniques**

* Lecture & PPT presentation followed by discussion and QA
* Computation and data analysis manually and using software (MS Excel and/or SPSS)
* Home assignment and self-study
* Project work

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activities and Instructional Techniques** |
| I | * Division of the students into 3 groups and let each group study and discussion on (a) Functions of statistics, (b) Use of statistics in education and research, (c) Scope of statistics and (d) Limitations of statistics
* Preparation of 2/3-page report on their topic
* Presentation of the report in the classroom followed by discussion
 |
| II | * Computation of mean, median and mode manually and/or using software (Excel and/or SPSS)
* Computation of range, inter quartile range, standard deviation and variance manually and/or using software (Excel and/or SPSS)
* Computation of percentile rank, percentile and standard score manually and/or using software (Excel and/or SPSS)
* Application of above statistical tools in interpreting test scores.
 |
| III | * Sketching the normal curve and its properties based on some data
* Explore the importance of the concept of probability using the properties of normal curve
 |
| IV | * Computation of different types of correlations manually and using software (Excel and/or SPSS)
 |
| V | * Computation of regression equation, and differences between correlation and regression analysis manually and using software (Excel and/or SPSS)
 |
| VI | * Computation of t, Z and F test for making inferences about parametric sets of data manually and using software (Excel and/or SPSS)
* Computation of Chi-square test for making inferences about non-parametric sets of data manually and using software (Excel and/or SPSS)
 |

**5. Evaluation**

 **5.1 Internal Evaluation 40%**

 Internal Evaluation will be conducted by course teacher based on following activities.

1. Attendance and participation 10 points
2. First assignment/book review/written assignment/quizzes 10 points
3. Second assignment/paper writing and or presentation 10 points
4. Third assessment/ written test (1 or two) 10 points

Total 40 points

 **5.2 External Evaluation (Final Examination) 60%**

 Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of semester.

 1) Objective type question (Multiple choice 10x1) 10 points

 2) Short answer questions (6 questions x 5 points) 30 points

 3) Long answer questions (2 questions x 10 points) 20 points

 Total 60 points

 **Recommended books**

Garrett, H. E. and Woodworth, R. S. (1965). Statistics in psychology and education, (3rd ed.). Bombay: Bikas, Feller and Simons.

Gupta, S.C. and Kapoor, V.K. (2020). *Fundamental of mathematical statistics* (12th ed.). New Delhi: Sultan Chand and Sons.

Mangal, S.K. (2010). *Statistics in psychology and education* (2nd ed.). New Delhi: Tata McGraw Hill.

Minium E.W., and King, B.M. (2002). *Statistical reasoning in psychology and education* (4th ed.). New York, NY: John Willey and Sons.

Tanner, D. (2012). *Using statistics to make educational decisions*. Thousand Oaks, CA: Sage.

Course Title: **Emerging Perspectives in Curriculum**

Course No.: CE.Ed.539 Nature of course: Theoretical

Level: M. Ed. Credit hours: 3

Semester: Third Teaching hours: 48 hours

**1. Course Description**

This course is designed for students specializing in Curriculum and Evaluation to develop wider perspectives in designing, implementing and assessing curriculum both at the school and university levels. The course's main focus will be on looking at a curriculum from the perspectives of children's rights, fostering peace, sustainable development, and inclusivity. Additionally, this course intends to develop students' collaborative, analytical, critical thinking and problem-solving skills so they could examine the curriculum from several angles.

**2. General Objectives**

The general objectives of the course are as follows :

* To familiarize students with different perspectives that they need to considere while making decision about a curriculum.
* To help students apply child-right perspective while planning, implementing, and assessing a curriculum.
* To acquiant students with the implications of peace perspective in developing school to university level curriculum.
* To enable students in integrating sustainable development agendas in education through devised curriculum.
* To inculcate knowledge and skills that learners need to differentiate the general education curriculum to ensure all children's inclusion in education.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Develop a multi-perspective approach to analyze a curriculum
* Justify the needs of examining curricula from various perspectives.
* Analyze the influence of different perspectives on making decisions about a curriculum from school to university level.
* Draw implications of assessing curriculum from diverse perspectives in reference to Nepal.
 | **Unit 1: Review of Curriculum from Different Perspectives (8)*** 1. Concept of analyzing curriculum from different perspectives
	2. Needs of examining curriculum from different perspectives
	3. Influence of diverse perspectives on making curricular desisions
	4. Implications of assessing curriculum from diverse perspectives in Nepal
 |
| * Introduce the right-based perspective in education.
* Explain the emergence of right based perspective in curriculum development.
* Analyze child-rights povisioned in national and international conventions to draw their educational implications.
* Identify existing practices of addressing child-rights through curriculum.
* Draw implications of child-right perspectives in curriculum development process in Nepal.
 | **Unit 2: Right-based Perspective in Education (9)*** 1. Introduction to right-based perspective
	2. Emergence of child-right perspective in school-level curriculum development
	3. Child rights apparoaches endorsed in national and nnternational conventions (Focus on curriculum, instruction, evaluation, and physical infrastructure of school)
* The Children's Act-2018
* The Constitution of Nepal-2015
* The United Nations Conventions on the Rights of the Child-1989
	1. Existing practices of addressing the child rights through curriculum
	2. Implications of child rights Perspective in curriculum development with reference to Nepal
 |
| * Introduce the peace education and its importance.
* Draw educational implications from non-violent movement led by Martin Luther King.
* Draw educational implications from non-violent movement led by Mahantma Gandhi.
* Explain and illustrate different approaches to peace development.
* Create a culture of peace in educational institutions to provide better services to learners.
* Explore the implications of peace building perspective in curriculum development in Nepalese context.
 | Unit 3: **Peace and Non Violence Perspective in Education (10)**3.1 Concept of peace education3.1.1 Martin Luther King's non-violent movement 3.1.2 Gandhi's nonviolence movement 3.2 Peace Paradigms : Five approaches to peace3.2.1 Peace through coercive power3.2.2 Peace through power of law3.2.3 Peace through willpower* + 1. Peace through power of communication

3.2.5 Peace through power of love3.3 Development of a culture of peace in education3.4. Implications of peace building perspective in curriculum development in nepal |
| * State the concept of sustainable development.
* Explain sustainable development goals in brief.
* Clarify the emergence of sustainable development perspective in education.
* Integrate sustainable development agendas into curriculum.
* Draw implications of sustainable development perspective while designing curriculum from school to university level in Nepal.
 | **Unit 4: Sustainable Development Perspective in Curriculum Development (9)*** 1. Concept of sustainable development
	2. Overview of sustainable development goals

4.3 Emergence of sustainable development perspective in education 4.4 Integration of sustainable development agendas into curriculum 4.5 Implications of sustainable development perspective in curriculum development with reference to Nepal |
| * Conceputalize the meaning of curriculum differentiation.
* Describe the rationales of curriculum differentiation.
* Illustrate different domains of curriculum differentiation in short.
* Use different approaches to curriculum differentiation to make the general education curriculum for all learners.
* Draw implications of curriculum differentiation in Nepalese context.
 | **Unit 5 : Inclusion Perspective in Curriculum (12)**5.1 Inclusion in dducation through curriculum differentiaion 5.1.1 Introduction to inclusive education5.1.2 Concept of curriculum differentiation5.2 Rationales of curriculum differentiation 5.3 Domains of curriculum differentiation 5.3.1 Content5.3.2 Process5.3.3 Product5.3.4 Environment 5.4 Approaches to curriculum differentiation 5.4.1 Curriculum accommodation5.4.2 Curriculum modification5.4.3 Curriculum enrichment5.4.4 Curriculum acceleration 5.4.5 Curriculum compacting 5.5 Implications of curriculum differentiation for improving teaching learning in Nepal |

*Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

**4. Instructional Techniques**

To build the desired knowledge and abilities on the topics covered in this course, various teaching strategies will be used. To give the learners a set of learning experiences for ingraining the information and abilities intended, two types of instructional techniques will be used primarily: general instructional techniques and specific instructional techniques. Below are the quick descriptions of each of these techniques:

**4.1 General Instructional Techniques**

Generally lecture method, question-answer method, problem solving method, individual study, cooperative instructional techniques, brain-storming, and discussion methods will be used to clarify the prescribed curricular contents to the students. However, in order to ensure that all students actively participate in the teaching-learning process, focus will be given to student-oriented, collaborative, and project-oriented instructional strategies. To increase the relevance of the curriculum's contents to Nepal, it will be taught in relation to Nepalese situations. After finishing each subject, the students will be given a variety of assignments, either individually or in groups, to provide them plenty of chances to practice the desired behavior. While putting this course into practice in actual classroom settings, the instructor will act more as a facilitator than as a transmitter of knowledge.

**4.2 Specific Instructional Techniques**

Unit-specific activities will be carried out to get deeper understanding on emerging perspectives in curriculum. The students will have plenty of opportunities to practice the desired behaviors through targeted teaching strategies. These teaching methods will be useful for ensuring that students actively participate in the classroom in order to build a clear understanding of the necessary contents. While carrying out these educational activities in the classroom, the teacher will act as a facilitator. The table below lists the main instructional strategies that will be used in the implementation of this course:

|  |  |
| --- | --- |
| **Units** | **Specific Instructional Techniques** |
| **II** | We have talked about a variety of laws and agreements that guarantee children's rights in Nepal's education and other fields. However, various studies have found that despite the Nepali Constitution's provisions, educational institutions have not been acting in a way that fosters and supports the implementation of children's rights in actual classroom settings. In this regard, students will visit a nearby school and note some actions taken to institutionalize children's rights there on the one hand, and some impediments that make it unlikely that children's rights will be upheld in the institution for a long time on the other. Then students will create a concise report that includes the following elements:* Title page
* Background of the study
* Introduction to sample school
* Activities enacted to optimize child rights
* Activities that jeopardize the possibility of practicing child rights
* Conclusion
 |
| **IV** | To attain sustainable development goals, almost every country in the world has changed its educational policies and curricula from elementary school to university level. Since Nepal is not an exception, these objectives have also been taken into account when developing educational policies and curricula for schools through universities in Nepal. In this context, students will choose any curriculum from the school level and examine: How the curriculum has included the sustainable development goals. What should be done to improve its responsiveness to the achievement of sustainable development goals? The students will write the answers to these questions in no more than 5 pages. |
| **V** | Nepal is a multicultural, multiethnic, multi-linguistic, and socio-economically diversified country. Such diversity is also reflected in almost all classes from the school to university level. Due to their varied origins, students enrolling in a particular grade may have various experiences, learning needs, learning styles, and learnability from one another. Without customizing a curriculum for each of these learners in accordance with their unique learning requirements and abilities, none of them may benefit from it. In this regard, students will consider any academic session you've had, from elementary school through college. Write down briefly any multiple means of representation, multiple means of engagement, and multiple means of expression that a specific subject teacher can use to ensure that his or her students have equitable access to the curriculum. |

 *Note: The teacher can assign these activities as a part of the internal assignment and then s/he can determine a grade as per the quality of the product.*

**5. Evaluation**

Both internal and external assessments will be applied to evaluate the knowledge and skills of students that is supposed to be learnt under this course. Internal assessment will be used as a part of both formative and summative evaluation. Instructional activities of the classroom will be improved by considering the result of each internal assessment and the score obtained in the assessment will be used to determine the grade of each student in the end of each semester. Brief description of proposed internal and external assignments is given below:

 **5.1 Internal Assessment**

 Subject teacher will conduct different type of internal assessments based on the contents taught on the behalf of department/college. Teacher will use attendance, classroom participation, individual work, group work, presentation, written exam, etc. as the major criteria of internal assignment. Thus, the teacher will evaluate each student internally by using following criteria:

|  |  |
| --- | --- |
| **Criteria of Assessment**  |  **Points** |
| * Attendance
 | 5 |
| * Classroom participation
 | 5 |
| * First assignment
 | 10 |
| * Second assignment
 | 10 |
| * Third assignment
 | 10 |
| **Total** | **40** |

**5.2 Final Examination**

Final exam will be carried out from Dean's Office, Faculty of Education, TU, at the end of each semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge on the offered course. The structure of the final exam will be as follows:

|  |  |  |
| --- | --- | --- |
| **Types of Questions** | **Number of Questions** | **Marks** |
| * Objective questions
 | 10 multiple choice items | 10x1=10 |
| * Short answer-type questions
 | 6 questions  | 6x5 = 30 |
| * Long answer-type questions
 | 2 questions  | 2x10 = 20 |
| **Total**  | **18 questions**  | **60 points**  |

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