

**Mid-West University  
Graduate School of Education  
Surkhet, Nepal**



**M.Ed. in Curriculum & Evaluation  
First Semester Curriculum  
2025**

**M.Ed. in Curriculum & Evaluation**  
**First Semester**

<b>1. Philosophical Foundations of Education (EDU211)</b>	<b>C.H. – 3</b>
<b>2. Education and Development (EDU212)</b>	<b>C.H. – 3</b>
<b>3. Curriculum Design (CE213)</b>	<b>C.H. – 3</b>
<b>4. Measurement and Evaluation (CE214)</b>	<b>C.H. – 3</b>
<b>5. Foundations of Curriculum Development (CE215)</b>	<b>C.H. – 3</b>
<b>6. Psychological Testing (CE216)</b>	<b>C.H. – 3</b>

**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Curriculum and Evaluation**

Course Title: Philosophical Foundations of Education  
 Level: M.Ed.  
 Semester: First

Course code: EDU211  
 Nature of Course: Theoretical  
 Credit Hours: 3

### 1. Course Description

This core course provides a comprehensive understanding of the philosophical and sociological foundation of education. It critically examines how education is shaped by society, culture, ideology and human development. Emphasis is placed on developing analytical, reflective, and research-based professional competencies essential for advanced educational practice and leadership. This course also provides the theoretical knowledge of philosophy and sociology. It discuss also tripartite relationship among philosophy, education and sociology.

### 2. Competencies

Upon completion of this course, students will be able to:

1. Understand education as a philosophical and social process.
2. Analyze the major philosophical schools and their educational implication.
3. Examine the concept and relationship between society, culture and education.
4. Critically reflect on contemporary social issues affecting education.
5. Apply socio philosophical perspectives in educational policy and practice

### 3. Course Content

Unit/Content	Learning Outcomes	Detailed contents/Depth of content
<b>Unit I: Philosophical Foundations of Education (10 hrs)</b>	<ul style="list-style-type: none"> <li>• Explain the concept, nature, and definition of education</li> <li>• Describe the concept of philosophy</li> <li>• Analyze the relationship between philosophy, society, and education</li> <li>• Justify education as a normative and social discipline</li> <li>• Over view the field of philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning, nature, and definition of education</li> <li>• Meaning and definition of philosophy</li> <li>• Use and functions of philosophy in education</li> <li>• Relationship between education and philosophy</li> <li>• Education as a normative and social process</li> <li>• Brief review of the field of philosophy</li> </ul> <ol style="list-style-type: none"> <li>1. Metaphysics</li> <li>2. Epistemology</li> <li>3. Axiology</li> <li>4. Logic</li> </ol>
<b>Unit II: Different Eastern Philosophy (10 hrs)</b>	<ul style="list-style-type: none"> <li>• Explain the meaning, features scope and sources of Eastern philosophy</li> <li>• Appreciate the holistic and spiritual orientation of Eastern thought</li> <li>• Emphasis the educational implication of all eastern philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning, features, scope, and sources of eastern philosophy</li> <li>• Concept of Hinduism and its six orthodox ( Naya, Vaisheshika, Sankhya, Yoga, Mimansa and Vedanta)</li> <li>• Meaning of Buddhism and its three Jewel (Ontology, Epistemology and Axiology)</li> <li>• Concept of Islam and its five pillars (Shahada, Salah, Zakat, Sawan and Hajj)</li> <li>• Short concept Kirat, Jain, Confucianism and Taoism</li> <li>• Educational implication of all philosophy</li> </ul>

<p><b>Unit III:</b> <b>Western</b> <b>Philosophy (8 hrs)</b></p>	<ul style="list-style-type: none"> <li>• Apply the meaning, characteristics, scope and sources of western philosophy</li> <li>• Study about progressive concept and its educational application</li> <li>• Explain the existential philosophical premises, role of teacher and student and implication</li> <li>• Critically evaluate the Christian philosophy and its ontology, epistemology and axiology</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning, features, scope, and sources of western philosophy</li> <li>• Progressivism, its philosophical premises, role of teachers, students and classroom implication</li> <li>• Existentialism, its philosophical premises, role of teachers, students and classroom implication</li> <li>• Concept of Christianity and its Ontology, Epistemology and Axiology</li> </ul>
<p><b>Unit IV:</b> <b>Sociological Foundations of Education (10 hrs)</b></p>	<ul style="list-style-type: none"> <li>• Explain sociological perspectives of education</li> <li>• Analyze the role of education in socialization and social change</li> <li>• Examine the relationship between education and social institutions Interpret education as a social process</li> <li>• Know the different between sociology of education and educational sociology</li> <li>• Elaborate the meaning of sociological theories</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and concept of sociology</li> <li>• Education and society: The relationship and function of education in society</li> <li>• Education as an instrument of social change and social control</li> <li>• Concept of socialization</li> <li>• Role of school, family, and community in education</li> <li>• Sociology of education and educational sociology</li> <li>• Sociological theories (Structure functionalism, Conflict and Symbolic )</li> </ul>
<p><b>Unit V:</b> <b>Social Transformation (10 hrs)</b></p>	<ul style="list-style-type: none"> <li>• Analyze the relationship between education and culture</li> <li>• Explain the impact of social stratification on education</li> <li>• Critically examine issues of equity and social justice</li> <li>• Evaluate the role of education in promoting democracy and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of social change and transformation</li> <li>• Education and culture: meaning and interrelationship</li> <li>• Social stratification and its basic characteristics (Antiquity, Ubiquity, The social patterning, amount, consequences, and the diverging form)</li> <li>• Equality, equity, and social justice in education</li> <li>• Education and democracy</li> <li>• Contemporary social issues: globalization, inclusion, multiculturalism</li> <li>• Social change and transformation</li> </ul>

		<ul style="list-style-type: none"> <li>Social mobility and its types (Vertical, Horizontal, Embourgeoisement, Latent, Intra and intergenerational)</li> </ul>
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#### 4. Teaching Learning Strategies

- Lectures (to explain the concept)
- Group discussion and seminar
- Case study and role play
- Demonstration and micro teaching
- Project or assignment work

#### 5. Assessment and Evaluation

40% Internal

60% External

##### Internal Evaluation will be based on the Following Criteria (40%):

- |                 |     |
|-----------------|-----|
| • Attendance    | 5%  |
| • Assignment    | 5%  |
| • Presentation  | 10% |
| • Project work  | 10% |
| • Mid-term Exam | 10% |

##### External Evaluation will be based on the Following Criteria (60%):

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

#### 6. References

- Ozmon, H. A., & Craver, S. M. (2013). *Philosophical Foundations of Education*. Pearson
- Noddings, N. (2016). *Philosophy of Education*. Westview Press
- Sharma, R. A. (2014). *Philosophical and Sociological Foundations of Education*. Surjeet Publications
- Brubacher, J. S. (1962). *Modern Philosophies of Education*. McGraw-Hill
- Kneller, G. F. (1971). *Introduction to the Philosophy of Education*. Wiley
- Aggarwal, J. C. (2015). *Philosophical and Sociological Foundations of Education*. Shipra Publications
- Brookover, W. B. (1955). *Sociology of Education*. American Book Company
- Ballantine, J. H., & Hammack, F. M. (2012). *The Sociology of Education*. Pearson
- Sadker, D., & Zittleman, K. (2010). *Teachers, Schools and Society*. McGraw-Hill
- Banks, J. A. (2015). *Cultural Diversity and Education*. Routledge
- Bourdieu, P. (1990). *Reproduction in Education, Society and Culture*. Sage
- Gore, M. S. (2002). *Sociology of Education*. Rawat Publication
- Dewey, J. (1916). *Democracy and Education*. Macmillan
- Freire, P. (2000). *Pedagogy of the Oppressed*. Continuum
- Ministry of Education, Nepal. *Education Policies and Reports*

**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Curriculum and Evaluation**

Course Title: Education and Development  
 Level: M.Ed.  
 Semester: First

Course code: EDU212  
 Nature of Course: Theoretical  
 Credit Hours: 3

**1. Course Description**

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

**4. Competencies**

Upon completion of this course, students will be able to:

- a) To enable the students to explore the meaning of education and development.
- b) To make the students familiar with principles of resource mobilization for development through the educational process.
- c) To make the students explore the knowledge of globalization and social development.
- d) To enable the students to be familiar with the relation between school and development.
- e) To provide the students with the concept of different types of development theory.

**1. Course Content**

Unit/Content/Teaching Hours	Learning Outcomes	Detailed contents/Depth of content
<b>Unit 1: Meaning of Education and Development. ( 9)</b>	1.1- Write the meaning of education and development 1.2- Discuss the historical development of education and development 1.3- Explain the process of social development process 1.4- Explain the approaches to participatory social development modes.	1.1 Meaning of education. - Evolution of Education 1.2 Meaning of development. - Historical concept of development. 1.3 Individual development - Function of education for individual development. 1.4 Social development - Process of social development - Role of education in social development. 1.5 Participatory social development -Approaches of participatory social development. - Participatory - Empowerment - Adjustment - social justice
<b>Unit 2: Principles of Resource Mobilization for Development( 10)</b>	2.1- Define the principles of resource mobilization for development. 2.2 - Clarify the concept of access to education.	2.1- Concept of Access to Education. - National efforts on access to education. 2.2 - Meaning of inclusion - Policy of inclusion in Nepal 2.3- Protection of resources

	<p>2.3- Elaborate on the different resources in the context of Nepal</p> <p>2.4- Discuss the role of community participation theory in education</p> <p>2.6- Clarify the concept of HRD and its role in development.</p> <p>2.7- Discuss the different principles of vocational training.</p> <p>-</p>	<ul style="list-style-type: none"> <li>- Natural resources</li> <li>- cultural resources</li> <li>- social resources</li> <li>- Financial resources</li> </ul> <p>2.4- Community participation theory</p> <ul style="list-style-type: none"> <li>-Practices in community participation in education</li> <li>-Principles of community participation theory</li> </ul> <p>2.5- Cost-effective and appropriate resourcing in education.</p> <ul style="list-style-type: none"> <li>- Grants for education</li> <li>- Sources of investment in education</li> </ul> <p>2.6- Concept of human resources development.</p> <ul style="list-style-type: none"> <li>- strategy of human resources development</li> <li>- Policies and practices of human resources development</li> </ul> <p>2.7- Principles of vocational training</p> <ul style="list-style-type: none"> <li>- Types of training</li> <li>- Principles of training</li> </ul>
<p><b>Unit 3:</b> <b>Globalization and Social Development (10 Hrs)</b></p>	<p>3.1 Clarify the different dimensions of globalization</p> <p>3.2- Analyze the educational deficits and gaps of the educational sector.</p> <p>3.3- Explain the progress coverage in education.</p> <p>3.4- Show the relation between education, employment, and income.</p> <p>3.5- Discuss the dynamics of the production and employment structure.</p> <p>3.6- Analyze the globalization and labor flexibility.</p>	<p>3.1- Meaning and concept of globalization</p> <p>3.2 Different dimensions of globalization.</p> <p>3.3- Educational deficits and gaps of the educational sector.</p> <p>3.4- Progress coverage in education.</p> <p>3.5- Education, employment, and income.</p> <p>3.6- Globalization and employment</p> <p>3.7- Dynamics of the production and employment structure.</p> <p>3.8 Globalization and labor flexibility.</p> <p>3.9 Role of ICT in globalization</p>
<p><b>Unit-4</b> <b>School and Development(9)</b></p>	<p>4.1-Explore the concept of a school as a learning organization.</p> <p>4.2- Elaborate on the process of teacher recruitment.</p> <p>4.3 List out the stages of the carrier development programme.</p>	<p>4.1- Concept of school as a learning institution.</p> <p>4.2 – Significance and process of teacher recruitment.</p> <p>4.3 Stage of the carrier development programme.</p> <p>4.4 – The nature of the Profession.</p> <ul style="list-style-type: none"> <li>-Principles of an effective classroom setting</li> </ul> <p>4.5- Teacher collaboration and contrived collegiality.</p> <p>4.6- Knowledge and teaching are the new foundation of reform.</p>

		- types of knowledge - Sources of knowledge - Approaches of pedagogical reasoning
<b>Unit 5: Development Theories (10Hrs)</b>	5.1- Analyze the dependency theory. 5.2- Discuss the different modes of production theory. 5.3- Explain the principles of world system theory. 5.4 Analyze the impact of neoliberalism in the educational sector. 5.5- Explore the concept of modernism and its application in development. 5.6- Identify postmodernism with its principles.	5.1- Dependency theory. - Principles of dependency theory - Impact of dependency theory on society 5.2- Concept of production theory. - Key features and modes of production theory 5.3- World system theory and its assumptions 5.4- Neoliberalism. - Objective and principles of neoliberalism. 5.5- Modernism - objectives and principles of modernism 5.6- Post-modernism - Objectives and principles of modernism.

#### 4. Teaching Learning Strategies

Discussion, Lecture, Project method, presentation, note-taking, individual study, demonstration, and seminar sessions will be used to clarify the suggested content of this course.

#### 5. Assessment and Evaluation

40% Internal

60% External

##### Internal Evaluation will be based on the Following Criteria (40%):

- Attendance 5%
- Assignment 5%
- Presentation 10%
- Project work 10%
- Mid-term Exam 10%

##### External Evaluation will be based on the Following Criteria (60%):

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

#### 6. References:

Education and development (2002).Module 3 (compendium of readings part one) units 6 and 7  
 Christopher, C., Jeff, E., and Mathew, A. (2005). Human resource management practices alignment and firm performance. Ithaca, NY: Cornell University.

**Mid-West University**  
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**M.Ed. in Curriculum and Evaluation**

Course Title: Curriculum Design  
Level: M.Ed.  
Semester: First

Course code: CE213  
Nature of Course: Theoretical  
Credit Hours: 3

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### 1. Course Description

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

### 2. Competencies

- Demonstrate understanding of the meaning, concepts, and definitions of curriculum
- Explain various perspectives and foundations of curriculum
- Distinguish curriculum from syllabus and instruction
- Analyze different concepts and approaches of curriculum
- Evaluate curriculum as input, process, and output
- Examine curriculum issues using theoretical frameworks
- Explain principles and purposes of need assessment
- Compare need assessment models (Futurist, Rational, Training)
- Identify challenges and limitations in need assessment
- Apply basic need assessment strategies
- Apply Bloom's Taxonomy in writing objectives
- Differentiate cognitive, affective, and psychomotor domains
- Explain the New Taxonomy and knowledge domains
- Explain principles and types of curriculum design
- Compare subject-centered, learner-centered, problem-centered, activity-centered, and core designs
- Distinguish curriculum design from curriculum development
- Describe cyclical curriculum models (Wheeler, Nicholls & Nicholls)
- Describe dynamic curriculum models (Walker, Skilbeck)
- Analyze strengths and weaknesses of curriculum models• Explain stages and elements of curriculum development
- Describe national and local curriculum frameworks
- Explain the importance of local curriculum
- Explain components of curriculum organization (scope, sequence, continuity, integration)
- Describe dimensions of curriculum organization
- Apply basic cost-effectiveness analysis concepts
- Analyze curriculum effectiveness and feasibility

### 3. Course Content

Unit/Content/Teaching Hours	Learning Outcomes	Detailed contents
<b>Unit 1:</b> <b>Curriculum Development.</b> <b>(8 Hrs)</b>	<ul style="list-style-type: none"><li>• Define curriculum and explain its meaning and concept.</li></ul>	<ul style="list-style-type: none"><li>• Meaning of curriculum (traditional vs modern views)</li></ul>

<p>1.1 Meaning, Concept and Definition of Curriculum</p> <p>1.2 Different Concept of Curriculum</p> <p>1.3 Curriculum as disciplinary inquiry</p> <p>1.4 Curriculum as disciplinary activity</p> <p>Curriculum as input process and output</p>	<ul style="list-style-type: none"> <li>• Differentiate among various concepts of curriculum.</li> <li>• Explain curriculum as a disciplinary inquiry.</li> <li>• Describe curriculum as a disciplinary activity.</li> <li>• Analyze curriculum as input, process, and output.</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions by scholars</li> <li>• Scope and nature of curriculum</li> <li>• Curriculum vs syllabus</li> <li>• Curriculum as subject matter</li> <li>• Curriculum as objectives</li> <li>• Curriculum as experiences</li> <li>• Curriculum as a plan</li> <li>• Hidden curriculum</li> <li>• Curriculum as a field of study</li> <li>• Research orientation in curriculum</li> <li>• Curriculum theories and foundations</li> <li>• Curriculum planning activities</li> <li>• Implementation activities</li> <li>• Evaluation activities</li> <li>• Input (objectives, learners, resources)</li> <li>• Process (teaching-learning activities)</li> <li>• Output (learning outcomes, competencies)</li> </ul>
<p><b>Unit 2: Need Assessment Curriculum. (10 Hrs)</b></p> <p>2.1 Meaning and concept of need assessment curriculum</p> <p>2.2 Need assessment models</p> <ul style="list-style-type: none"> <li>• The futurist model</li> <li>• The Rational model</li> <li>• The Training Model</li> </ul> <p>2.3 Problems in Need Assessment</p> <p>2.3.1 Propose of need assessment</p> <p>2.3.2 Procedure and strategies of need assessment</p> <p>2.3.3 Views of need assessment</p> <p>2.4 Addressing a Specific Problem</p> <p>2.5 Researching a Specific Need</p> <p>2.6 Cost effectiveness analysis</p>	<ul style="list-style-type: none"> <li>• Explain the meaning and concept of need assessment.</li> <li>• Compare major need assessment models.</li> <li>• Identify problems in need assessment.</li> <li>• Describe procedures and strategies of need assessment.</li> <li>• Conduct basic cost-effectiveness analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition and purpose</li> <li>• Importance in curriculum development</li> <li>• Types of needs (felt, expressed, normative, comparative)</li> <li>• <b>Futurist Model</b> – forecasting future societal needs</li> <li>• <b>Rational Model</b> – systematic and logical analysis</li> <li>• <b>Training Model</b> – skill-gap identification</li> <li>• Data collection challenges</li> <li>• Stakeholder bias</li> <li>• Resource limitations</li> <li>• Misinterpretation of needs</li> <li>• Problem identification</li> <li>• Analysis techniques</li> </ul>

<ul style="list-style-type: none"> <li>• Cost benefit analysis</li> <li>• Cost utility analysis</li> <li>• Cost feasibility analysis</li> </ul>		<ul style="list-style-type: none"> <li>• Curriculum response strategies</li> <li>• Research methods</li> <li>• Data interpretation</li> <li>• Reporting findings</li> <li>• <b>Cost Benefit Analysis</b></li> <li>• <b>Cost Utility Analysis</b></li> <li>• <b>Cost Feasibility Analysis</b></li> </ul>
<p><b>Unit 3: Taxonomies of Educational Objectives.</b> (8 Hrs)</p> <p>3.1 Meaning and concept of Bloom Taxonomy</p> <p>3.2 Domain of Bloom Taxonomy</p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Affective</li> <li>• Psychomotor</li> </ul> <p>3.3 The New Taxonomy and Three Domains of Knowledge</p> <ul style="list-style-type: none"> <li>• Retrieval</li> <li>• Comprehension</li> <li>• Analysis</li> <li>• Knowledge Utilization</li> <li>• Meta-Cognitive system</li> <li>• Self System Thinking</li> </ul> <p>3.4 The Knowledge Domains</p> <ul style="list-style-type: none"> <li>• Domain of Information</li> <li>• Domain of Mental Procedures</li> <li>• Domain of Psychomotor Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Explain Bloom’s Taxonomy.</li> <li>• Differentiate cognitive, affective, and psychomotor domains.</li> <li>• Explain the New Taxonomy of educational objectives.</li> <li>• Describe knowledge domains.</li> </ul>	<ul style="list-style-type: none"> <li>• Historical background</li> <li>• Purpose and importance</li> <li>• Hierarchical structure</li> <li>• <b>Cognitive Domain</b> (knowledge → evaluation/creation)</li> <li>• <b>Affective Domain</b> (attitudes, values)</li> <li>• <b>Psychomotor Domain</b> (skills, actions)</li> <li>• <b>Retrieval</b></li> <li>• <b>Comprehension</b></li> <li>• <b>Analysis</b></li> <li>• <b>Knowledge Utilization</b></li> <li>• <b>Metacognitive System</b></li> <li>• <b>Self-System Thinking</b></li> <li>• Domain of Information</li> <li>• Domain of Mental Procedures</li> <li>• Domain of Psychomotor Procedures</li> </ul>
<p><b>Unit 4: Curriculum Design.</b> (14 Hrs)</p> <p>4.1 Meaning concept and definition of curriculum design</p> <p>4.2 Types of curriculum design</p> <p>4.2.1 Subject centered curriculum design</p> <p>4.2.2 Learner centered curriculum design</p>	<ul style="list-style-type: none"> <li>• Define curriculum design.</li> <li>• Compare types of curriculum design.</li> <li>• Explain different curriculum concepts.</li> <li>• Differentiate curriculum design and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept and principles</li> <li>• Importance</li> <li>• Subject-centered</li> <li>• Learner-centered</li> <li>• Problem-centered</li> <li>• Activity-centered</li> <li>• Core curriculum</li> <li>• Curriculum as subject matter</li> </ul>

<p>4.2.3 Problem centered curriculum design</p> <p>4.2.4 Activity centered curriculum design</p> <p>4.2.5 Core curriculum design</p> <p>4.3 Different concept of curriculum</p> <p>4.3.1 Curriculum as subject matter</p> <p>4.3.2 Curriculum as objective matter</p> <p>4.3.3 Curriculum as experience</p> <p>4.3.4 Curriculum as instructional Plan</p> <p>4.4 Different between curriculum design and curriculum development</p> <p>4.5 Curriculum development Process school level education in Nepal</p> <p>4.6 Cyclical Models</p> <ul style="list-style-type: none"> <li>• Wheeler's Model</li> <li>• Nicholls and Nicholls's Model</li> <li>• Strengths of Cyclical Models</li> <li>• Weaknesses of Cyclical Models</li> </ul> <p>4.7 Dynamic Models</p> <ul style="list-style-type: none"> <li>• Walker's Model</li> <li>• Skilbeck's Model</li> <li>• Strengths of Dynamic Models</li> <li>• Weaknesses of Dynamic Models</li> </ul>	<ul style="list-style-type: none"> <li>• Explain curriculum development processes in Nepal.</li> <li>• Analyze cyclical and dynamic models.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum as objectives</li> <li>• Curriculum as experience</li> <li>• Curriculum as instructional plan</li> <li>• Planning vs process orientation</li> <li>• Structural vs procedural differences</li> <li>• National framework</li> <li>• Local adaptation</li> <li>• Stakeholder roles</li> <li>• Wheeler’s Model</li> <li>• Nicholls &amp; Nicholls’s Model</li> <li>• Strengths and weaknesses</li> <li>• Walker’s Model</li> <li>• Skilbeck’s Model</li> <li>• Strengths and weaknesses</li> </ul>
<p><b>Unit 5: Patterns of Curriculum Development. 8 Hrs)</b></p> <p>5.1 Meaning concept and definition of Curriculum development</p> <p>5.2 Elements of curriculum Objective</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Methods/Materials</li> <li>• Evaluation</li> </ul> <p>5.3 national Curriculum Framework</p>	<ul style="list-style-type: none"> <li>• Define curriculum development.</li> <li>• Explain elements of curriculum.</li> <li>• Describe National Curriculum Framework.</li> <li>• Explain local curriculum and its need.</li> <li>• Explain curriculum organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept and stages</li> <li>• Objectives</li> <li>• Content</li> <li>• Methods &amp; Materials</li> <li>• Evaluation</li> <li>• Purpose and structure</li> <li>• Policy guidelines</li> <li>• Meaning and characteristics</li> <li>• Flexibility and contextualization</li> <li>• Cultural relevance</li> </ul>

5.4 Local curriculum 5.5 Need of local curriculum 5.6 Components of curriculum organization 5.7 Dimensions of Curriculum Organization		<ul style="list-style-type: none"> <li>• Local needs and priorities</li> <li>• Scope</li> <li>• Sequence</li> <li>• Continuity</li> <li>• Integration</li> <li>• Vertical organization</li> <li>• Horizontal organization</li> <li>• Spiral arrangement</li> </ul>
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#### 4. Instructional Techniques.

- Lecture and Discussion.
- Demonstration.
- Presentation.
- Self-study.
- Project work.
- Group and individual work.
- Micro teaching.

#### 5. Evaluation scheme.

- Internal - 40 %
- External - 60%

#### Internal Evaluation will be based on the Following Criteria (40%):

- |                 |     |
|-----------------|-----|
| • Attendance    | 5%  |
| • Assignment    | 5%  |
| • Presentation  | 10% |
| • Project work  | 10% |
| • Mid-term Exam | 10% |

#### External Evaluation will be based on the Following Criteria (60%):

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

#### 6. Teaching Learning Strategies

Follow the new and innovative Strategies

#### 7. References

- Apple, M.W. (2004). Ideology and curriculum (3<sup>rd</sup> ed.) Routledge.
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**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Curriculum and Evaluation**

Course Title: Measurement and Evaluation

Level: M.Ed.

Semester: First

Course code: CE214

Nature of Course: Theoretical

Credit Hours: 3

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## **1. Course Description**

Measurement and Evaluation is the fundamental course in the Master's degree program that focuses on the systematic process of assessing learning, performance and educational outcomes. The course provides advanced knowledge and skills related to the principles, tools and techniques of educational measurement, testing, and evaluation. It emphasizes the scientific construction, administration, scoring and interpretation of tests used in educational and research settings.

This course enables students to understand both qualitative and quantitative approaches to evaluation, including formative, Summative evaluation, norm referenced and criterion-referenced assessment, and modern trends in assessment practices. Special attention is given to reliability, validity, standardization and ethical issues in testing and evaluation. Through theoretical discussions and practical applications, students develop competencies to design assessment tools, analyze test results and use evaluation findings for decision-making, curriculum improvement, and educational research. The course prepares graduate students to become effective educators, researchers and evaluators capable of ensuring quality and accountability in education.

## **2. Competencies**

The Objectives of the course are to enable students to:

- To develop a clear understanding of the concept and nature of test, measurement, Assessment and evaluation.
- To enable students to differentiate among measurement, assessment, testing, and Evaluation.
- To develop skills in planning, constructing, administering, scoring, and interpreting educational tests according to national curriculum and examination practices.
- To provide knowledge of various tools and techniques of educational measurement.
- To familiarize students with the concepts of reliability, validity, norm-referenced and criterion-referenced measurement.
- To develop understanding of formative, summative, diagnostic, and continuous evaluation practices used in school and higher education in Nepal.
- To acquaint students with grading systems, examination reforms, and internal and external evaluation practices in Nepalese universities and schools.
- To develop awareness of modern trends and innovations in measurement and evaluation.
- To develop the ability to conduct test standardization, and evaluation studies in educational settings.
- To promote ethical practices and fairness in testing, measurement, and evaluation.
- To develop and understanding of test items analysis, compute difficult level and discrimination level.

## 2. Course Details

Unit/Content/Teaching Hours	Learning Outcomes	Detailed contents/Depth of content
<p><b>Unit-1:Introduction to Educational Measurement and Evaluation (8 Hrs)</b></p> <p>1.1 Concept of Test, Measurement, Assessment and Evaluation</p> <p>1.2 Difference among Test, Measurement, Assessment and Evaluation</p> <p>1.3 Objectives and Applications educational Evaluation</p>	<p>-Develop concept of Test, Measurement, Assessment and Evaluation</p> <p>-Show the difference among Test, Measurement, Assessment and Evaluation</p> <p>-Mention Objectives and Applications of Educational Evaluation</p>	<p>1.1 Concept of Test, Measurement, Assessment and Evaluation</p> <ul style="list-style-type: none"> <li>• Meaning and Definitions of Test, Measurement, Assessment and Evaluation</li> <li>• Steps and Errors of Measurement</li> <li>• Measurement Scale</li> <li>• Types of Measurement and Evaluation</li> </ul> <p>1.2 Difference among Test Measurement, Assessment and Evaluation</p> <p>1.3 Objectives and Applications of Educational Evaluation</p>
<p><b>Unit-2 Test Construction (10hrs)</b></p> <p>2.1 Introduction of test</p> <p>2.2 Types of test</p> <p>2.3 Needs and Purposes of test</p> <p>2.4 Steps of test construction</p> <p>2.5 Planning a test</p>	<p>-Elaborate Introduction of test</p> <p>-Write the different types of test</p> <p>-Describe the Needs and Purpose of Test</p> <p>-Explain the steps of test construction</p> <p>-Explain the Planning a test</p>	<p>2.1 Introduction of Test</p> <p>2.2 Types of test</p> <ul style="list-style-type: none"> <li>• Teacher made test</li> <li>• Standardized test</li> </ul> <p>2.3 Needs and Purpose of Test</p> <p>2.4 Steps of Test construction</p> <ul style="list-style-type: none"> <li>• Defining objectives</li> <li>• Content Analysis</li> <li>• Specification chart</li> <li>• Writing test items</li> <li>• Recording of Test items</li> <li>• Editing and Arranging Test items</li> <li>• Writing Direction for the Test</li> <li>• Reproducing the test</li> <li>• Pilot Study</li> <li>• Item analysis and Selection of final Test items</li> </ul> <p>2.5 Planning a Test</p> <ul style="list-style-type: none"> <li>• Why Testing ?</li> <li>• What to Test ?</li> <li>• How to Test ?</li> <li>• When to Test ?</li> </ul>
<p><b>Unit-3 Test item Characteristics (10 hrs)</b></p> <p>3.1 Introduction of Test item Characteristics</p> <p>3.2 Procedure of Item analysis</p> <p>3.3 Item selection</p> <p>3.4 Test administration</p> <p>3.5 Interpretation of test score</p>	<p>- Introduce Test item characteristics</p> <p>- Explain the procedure of Item Analysis</p> <p>- Clarify the concept of Item Selection</p> <p>- Analyze the Test Administration</p> <p>-Interpret of test score</p>	<p>3.1 Introduction of Test item characteristics</p> <p>3.2 Procedure of Item analysis</p> <ul style="list-style-type: none"> <li>• Administration of the Test</li> <li>• Scoring of Answer Script</li> <li>• Arrangement of Scores</li> <li>• Formation of Upper and Lower Groups</li> <li>• Calculation of item difficulty index</li> <li>• Calculation of item discrimination index</li> <li>• Analysis of Distractor (for objective items)</li> </ul>

		<ul style="list-style-type: none"> <li>• Interpretation of Results</li> <li>• Revision or Rejection of Items</li> </ul> <p>3.3 Item Selection</p> <p>3.4 Test Administration</p> <p>3.5 Interpretation of test score</p>
<p><b>Unit-4 Key Qualities of good Test (10hrs)</b></p> <p>4.1 Reliability</p> <ul style="list-style-type: none"> <li>• Meaning of Reliability</li> <li>• Methods of estimating Reliability</li> <li>• Factors influencing Reliability measures</li> <li>• Theory of Reliability</li> </ul> <p>4.2 Validity</p> <ul style="list-style-type: none"> <li>• Meaning of Validity</li> <li>• Types of Validity</li> <li>• Factors influencing Validity</li> <li>• Theory of Validity</li> </ul> <p>4.3 Relationship between Reliability and Validity in Educational field</p>	<p>- Critically analyze Current practice of measurement and Evaluation System in School Education in the context of Nepal</p> <p>-Explain student Evaluation system in Higher level Education</p> <p>-Elaborate the problems and Challenges in evaluation System of Nepal</p>	<p>4.1 Concept of Reliability</p> <ul style="list-style-type: none"> <li>• Meaning of Reliability</li> <li>• Methods of estimating Reliability</li> <li>-Test retest method</li> <li>-Parallel or Equivalent form method</li> <li>-Split Half method</li> <li>-Kuder Richardson method</li> <li>• Factors influencing Reliability measure</li> <li>• Theory of Reliability</li> </ul> <p>4.2 Concept of Validity</p> <ul style="list-style-type: none"> <li>• Meaning of Validity</li> <li>• Types of Validity</li> <li>-Content Validity</li> <li>-Criterion related validity</li> <li>- Construct Validity</li> <li>• Theory of Validity</li> <li>• Relationship between Reliability and Validity in Educational Field</li> </ul>
<p><b>Unit-5 Evaluation System in Nepal (10hrs)</b></p> <p>5.1 Current practice of Student Evaluation in School level</p> <p>5.2 Student Evaluation System in Higher level education</p> <p>5.3 Problems and Challenges in evaluation System of Nepal</p>		<p>5.1 Current practice of Evaluation System in School level in the context of Nepal</p> <ul style="list-style-type: none"> <li>• Continuous Assessment System (CAS)</li> <li>• Summative Evaluation</li> <li>• Internal Assessment</li> <li>• Grading System</li> <li>• Skill and Competency measurement</li> </ul> <p>5.2 Student Evaluation system in Higher level education</p> <ul style="list-style-type: none"> <li>• Internal Evaluation</li> <li>-Project Work /Class presentation</li> <li>-Attendance and Participation</li> <li>-Mid-term Exam</li> <li>-Assignment</li> <li>-Reflective thinking</li> <li>• External Evaluation</li> <li>• Semester System</li> <li>• Grading System</li> </ul> <p>5.3 Problems and Challenges of Evaluation System in Nepal</p>

#### 4. Teaching Learning Strategies

Discussion, Lecture, Project method, Presentation, Note making, Individual Study, Demonstration, Micro teaching and Seminar will be used to clarify the Suggested contents with this course.

#### 5. Evaluation Schemes:

- Internal: 40%
- External: 60%

#### Internal Evaluation will be based on the Following Criteria (40%):

- Attendance 5%
- Assignment 5%
- Presentation 10%
- Project work 10%
- Mid-term Exam 10%

#### External Evaluation will be based on the Following Criteria (60%):

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

#### 6. References

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**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Curriculum and Evaluation**

Course Title: Foundations of Curriculum Development  
 Level: M.Ed.  
 Semester: First

Course code: CE215  
 Nature of Course: Theoretical  
 Credit Hours: 3

**1. Course Description**

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

**2. Competencies**

Upon completion of this course, students will be able to:

- a) Explain the origin and development of curriculum as a field of study.
- b) Identify and describe the different concepts of curriculum
- c) Introduce different philosophies on curriculum
- d) Analyze the uses of different philosophies in curriculum development
- e) Elucidate the historical foundation of curriculum and draw its implications for curriculum development.
- f) Explain the different learning theories on curriculum development.
- g) Explain the sociological foundations of curriculum development

**3. Course Content**

<b>Unit/Content/Teaching Hours</b>	<b>Learning Outcomes</b>	<b>Detailed contents/Depth of content</b>
<b>Unit 1: concept of curriculum ( 9)</b> 1.1 Meaning of Curriculum 1.2 Definition of curriculum 1.3 Changing concept of curriculum 1.4 Components of curriculum 1.5 Components of syllabus 1.6 Difference between curriculum and syllabus	1.1- Explain the meaning and definition of curriculum 1.2- Explore the changing concept of curriculum and discuss each of them. 1.3- Elaborate on the different components of the curriculum and syllabus 1.4 Show the difference between curriculum and syllabus.	1.1 Meaning of Curriculum 1.2- Definition of curriculum 3.1- Changing concept of curriculum. -Curriculum as the subject - Curriculum as students' learning experiences - Curriculum as intended learning outcomes. -Curriculum as transmitter of cultural heritage. - Curriculum as a reflection of social change - Curriculum as total life experiences. 3.2-Components of curriculum - the learner and society - Aims and objectives -Content or subject matter -Teaching methodology -Evaluation 1.6 Components of Syllabus - Aims and objectives - contents - References 1.6- Differences between curriculum and syllabus.-

<p><b>Unit 2: Philosophical foundation of curriculum( 10)</b></p> <p>2.1- Idealism  2.2- Realism  2.3- Naturalism  2.4- Pragmatism  2.5- Existentialism  2.6- Progressivism  2.7 – Essentialism  2.8- Prenalism  2.9- Reconstructionism</p>	<p>2.1- Elaborate on the philosophical foundation of curriculum.  2.2- Define different philosophies and explain the philosophical perspective towards curriculum.  2.3- Discuss the importance of philosophy for curriculum development</p>	<p>2.1- Concept of idealism  - Philosophical perspective of curriculum.  - The idealism of curriculum.  - Concept of curriculum  2.2- Concept of realism  - philosophical perspective towards curriculum  - The realism of curriculum.  2.3- The concept of Naturalism  - Philosophical perspective of the curriculum.  - The naturalism of curriculum  2.4- Concept of Pragmatism  - Philosophical perspective of the curriculum  - The pragmatism of the curriculum  2.5- Concept of Existentialism  - Philosophical perspective of the curriculum  - The Existentialism of curriculum.  2.6-Concept of Progressivism  - Philosophical perspective of curriculum  - The Progressivism of the curriculum  2.7 –Concept of Essentialism  -Philosophical perspective of the curriculum.  -The Essentialism of curriculum  2.8- Concept of Prenalism  - Philosophical perspective of curriculum  - The Prenalism of curriculum  2.9- Concept of Reconstructionism  - Philosophical perspective of curriculum  - The reconstructionism of curriculum.</p>
<p><b>Unit 3: Historical Foundation of Curriculum (10 Hrs)</b></p> <p>3.1- The Colonial period  3.2- The National Period  3.3- Nineteenth Century  3.4- Curriculum as a field of study</p>	<p>3.1- Explore the concept of the historical foundation of curriculum.  - Discuss the colonial periods of curriculum development.  - Elaborate he national period of the curriculum.  - Explore the nineteenth-century educators in curriculum development.  - Analyze the curriculum as a field of study.</p>	<p>3.1- The colonial period  - Colonial schools  3.2- The national period  -Rush: Science, progress, and free education  - Jefferson: Education for citizenship  -Webster: Schoolmaster and cultural Nationalism  3.3- Nineteenth Century  - Pestalozzi: General and Special Methods  -Froebel: The Kindergarten Movement  -Herbert: Moral and Intellectual Movement  - Spencer: Utilitarian and Scientific Education  3.4- Curriculum as a field of study  - William Kilpatrick(1871-1965)  -Harold Rug(1886-1960)  -Hollis Caswell (1901-1989)  -Ralph Tyler(1902-1994)</p>

<p><b>Unit-4 Psychological Foundation of Curriculum (10)</b>  4.1- Behaviorism  4.2- Cognitivism  4.3- Humanism  4.4- Constructivism</p>	4.1-Explain behaviorism with its principles. 4.2- Elaborate on cognitivism and its application for curriculum development. 4.3- Discuss humanism and list out its principles. 4.4- Explore the concept of constructivism and its need and importance in curriculum development.	4.1- Behaviorism - classical conditioning - Operant conditioning - Connectionism 4.2- Cognitivism - Theories of Wertheimer - Theories of Kohler 4.3- Humanism - Maslow's theory - Rogers Nondirective and Therapeutic learning 4.4- Constructivism - Theories of Piaget - Theories of Lev Vygotsky
<p><b>Unit-5 Sociological foundation curriculum(9)</b>  5.1- Introduction  5.2- A dynamic society  5.3- The sociological aspect of curriculum development  5.4- Societal problems  5.5-Processing Social Educational Priorities</p>	5.1- Clarify the concept of the sociological foundation of curriculum. 5.2- Discuss the sociological aspect of curriculum development. 5.3- Identify the social problems of curriculum development. 5.4- Explore the processing of social educational priorities.	5.1- Introduction to the sociological foundation of curriculum 5.2- A dynamic society -Society as a source of change - School as an agent of change -Knowledge of the agent of change 5.3- The sociological aspect of curriculum -Social change -Economic issue -Technology -Diversity - home\Family -Environment -Political factor -Church\Mosque\temple 5.4- social problems of curriculum 5.5- Processing social educational Priorities -Education for all students - Focus on disadvantaged students - Focus on academically talented students - Expanded priorities to a new disadvantaged group

#### 4. Teaching Learning Strategies

Discussion, Lecture, Project method, presentation, note-taking, individual study, demonstration, and seminar sessions will be used to clarify the suggested content of this course.

#### 5. Assessment and Evaluation

40% Internal

60% External

**Internal Evaluation will be based on the Following Criteria (40%):**

- Attendance 5%
- Assignment 5%
- Presentation 10%
- Project work 10%
- Mid-term Exam 10%

**External Evaluation will be based on the Following Criteria (60%):**

<b>Nature of Questions</b>	<b>Total Questions to be Asked</b>	<b>Number of Questions to be Answered</b>	<b>Weightage</b>
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

**6: References:**

- Banks, J.A. (2006). Cultural diversity and education: Foundations, curriculum and teaching (4th edition). New York: Allyn and Bacon.
- Chaube, S.P. and Chaube, A. (2002). Foundations of education (2nd edition). New Delhi: Vikas Publishing House Pvt. Ltd.
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**Mid-West University**  
**Graduate School of Education**  
**M.Ed. in Curriculum and Evaluation**

Course Title: Psychological Testing  
 Level: M.Ed.  
 Semester: First

Course code: CE216  
 Nature of Course: Theoretical  
 Credit Hours: 3

**1. Course Description**

This course is proposed for students of curriculum and evaluation in master's level. The overall aim of this course is to make students familiar with general concept of psychological traits, understand some major psychological test and develop psychological test in terms of curriculum development and implementation. In a changing context, those responsible for curriculum design and implementation must not only understand the psychological aspects of learners but also be able to assess them at both general and specific levels. As graduates produced at this level are expected to apply their specialized competencies in the field of curriculum development and implementation. This course provides significant and essential support in that regard.

**2. Competencies**

After completing this course, students will be able to achieve the following competencies:

1. Students will be able to recall and define the fundamental traits of psychology, as well as the basic concepts and historical background of psychological testing.
2. Students will be able to clearly explain the nature and application areas of intelligence, personality, achievement, aptitude, tests, and will also understand the concepts of reliability, validity, and standardization with appropriate examples.
3. To select, administer, score, and conduct of appropriate psychological tests within the field of curriculum development and implementation.
4. To analyze the similarities and differences among various psychological tests and, on the basis of test results, to examine individual differences among students.
5. To critically evaluate the usefulness, limitations, and ethical considerations of psychological tests currently in use within the Nepalese context.

**Creation:** To design, use, and revise simple psychological tests or instruments in accordance with educational objectives.

**3. Course Contents**

<b>Unit/Content/Teaching Hours</b>	<b>Learning Outcomes</b>	<b>Detailed contents/Depth of content</b>
Unit 1: Concept of psychological traits and psychological test (8 Hrs.) 1.1. Introduction of psychological traits 1.2. General introduction of major psychological traits 1.3. Role of the heredity and environment in the development of psychological traits 1.4. Historical development of psychological test 1.5. Individual vs group test 1.6. psychological test on curriculum development and implementation <b><u>Home assignment:</u></b>	-Explain the concept of psychological traits - Identify and describe major psychological traits - Analyzed the role of heredity and environment in the development of psychological traits - Trace the historical development of psychological test - Differentiate between individual and group test - Evaluate the role of psychological tests in curriculum development and implementation	1.1.1. Meaning and nature of psychological test 1.1.2. Importance of psychological test in curriculum development and implementation 1.2.1. General introduction of Intelligence, achievement, aptitude, attitude, interest, personality 1.4.1. Historical development of intelligence and achievement test 1.5.1. Meaning and differences between individual and group test 1.6.1. Importance of psychological test on curriculum development and design 1.6.2. Importance of psychological test on curriculum implementation

<p>Give arguments about role of heredity and environment in the development of psychological traits</p> <p>❖ <i>(Hogan, 2019), (Haslam, 2007), (Loehlin &amp; Nichols, 1976), (Urbina, 2014), (Kenny &amp; La Voie, 1985), (Ransford et al., 2009)</i></p>	<p>- critically analyze and present evidence-based arguments explaining the relative roles of heredity and environment in shaping psychological traits.</p>	
<p>Unit 2: Intelligence test (10 Hrs.)</p> <p>2.1. Concept of intelligence</p> <p>2.2. Theoretical perspective of intelligence</p> <p>2.3. General concept of IQ</p> <p>2.4. Stanford-Binet intelligence scale</p> <p>2.5. Contemporary trends in intelligence test</p> <p>2.6. Uses of intelligence theory</p> <p><b><u>Project Work (Group)</u></b></p> <p>Construction of intelligence scale (test) for school level students (based on Stanford-Binet intelligence scale for any one class students)</p> <p>❖ <i>(Peter et al., 2008), (Roid &amp; Pomplun, 2012), (Kaufman, 2022), (Díaz-Posada et al., 2017), (Vovchenko et al., 2022), (Goleman, 2001),</i></p>	<p>- Explain the concept of intelligence</p> <p>- Compare the major theoretical perspective of intelligence</p> <p>- Describe the concept and uses of IQ</p> <p>- Explain the structure and purpose of the Stanford-Binet Intelligence Scale</p> <p>- Examine contemporary trends in intelligence testing</p> <p>- Apply intelligence theories in educational settings.</p> <p>- Students will be able to construct a basic intelligence test for school-level learners by applying the principles of the Stanford–Binet Intelligence Scale.</p>	<p>2.1.1. Meaning and definitions of intelligence test</p> <p>2.1.2. Scope of intelligence test</p> <p>2.2.1. Two-factor theory (Spearman)</p> <p>2.2.2. Multifactor theory (Thurstone)</p> <p>2.2.3. Multiple intelligence theory (Gardner)</p> <p>2.3.1. Meaning and level of IQ</p> <p>2.3.2. Importance of IQ in the educational field</p> <p>2.4.1. Introduction of Stanford-Binet intelligence scale</p> <p>2.4.1. Uses of Stanford-Binet intelligence scale in curriculum implementation</p> <p>2.5.1. Computer-based intelligence test</p> <p>2.5.2. Intelligence test in inclusive education</p> <p>2.5.3. Shift from IQ-based to competency-based intelligence test</p> <p>2.6.1. Use of intelligence theory in curriculum development</p> <p>2.6.2. Use of intelligence test for curriculum implementation</p>
<p>Unit 3: Aptitude test (8 Hrs.)</p> <p>3.1. Concept of aptitude test</p> <p>3.2. Types of aptitude test</p> <p>3.3. Scholastic aptitude test - SAT</p> <p>3.4. Use of aptitude test</p> <p><b><u>Project work (individual)</u></b></p> <p>Construction of aptitude test items (25) for selection students in higher education</p> <p>❖ <i>(Moser-Mercer, 2011), (Sirikit &amp; Mahalawalert,</i></p>	<p>- Explain the concept of aptitude test</p> <p>- Classify and describe different types of aptitude tests</p> <p>- Describe the structure and purpose of the Scholastic Aptitude Test (SAT)</p> <p>- Analyze the uses of aptitude tests in curriculum development and implementation</p>	<p>3.1.1. Meaning and nature of aptitude</p> <p>3.1.2. Meaning and importance of aptitude test</p> <p>3.2.1. Types of aptitude test (only concept)</p> <p>I. general and special aptitude test</p> <p>II. verbal and non-verbal aptitude test</p> <p>III. individual and group aptitude test</p> <p>IV. speed and power aptitude test</p> <p>3.3.1. Scholastic aptitude test -SAT (introduction, item construction, implementation, reliability and validity, uses and importance)</p>

<p><i>2021), (Angoff &amp; Johnson, 1988)</i></p>	<p>- Students will be able to design and construct valid aptitude test items for the selection of students in higher education.</p>	<p>3.4.1. Use of aptitude test in curriculum development 3.4.2. Use of aptitude test in curriculum implementation</p>
<p>Unit 4: Achievement test (12 Hrs.) 4.1. Concept of achievement test 4.2. Cognitive (knowledge) and behavioral (skills) achievement 4.3. Stanford Achievement Test -SAT 4.4. Relation between instructional objectives and achievement test 4.5. Teacher made vs standardized achievement test 4.6. National level achievement tests of Nepal 4.7. Paper-pencil vs performance-based achievement test <b>Applied Task</b> Students should be organized a workshop about compare the achievement test among Universities (TU, MU, KU) ❖ <i>(Algarabel &amp; Dasi, 2001), (Traxler, 2000), (Hussain et al., 2016), (Archbald &amp; Newmann, 1988)</i></p>	<p>- Explain the concept and purpose of achievement tests - Differentiate between cognitive (knowledge) and behavioral (skill-based) achievement - Describe the structure and function of the Stanford Achievement Test (SAT) - Analyze the relationship between instructional objectives and achievement tests - Compare teacher-made and standardized achievement tests - Examine national-level achievement tests of Nepal - Differentiate between paper-pencil and performance-based achievement tests. - Students will be able to organize and conduct a workshop comparing achievement tests across different universities.</p>	<p>4.1.1. Meaning and definitions of achievement test 4.1.2. Characteristics and importance of achievement test 4.2.1. Meaning and nature of Cognitive (knowledge) and behavioral (skills) achievement 4.2.2. Importance of Cognitive (knowledge) and behavioral (skills) achievement 4.3.1. introduction, item construction, implementation, reliability and validity, uses and importance of Stanford Achievement Test (SAT) 4.4.1. Relation between instructional objectives and achievement test (based on blooms taxonomy – cognitive (knowledge), affective (attitude), psychomotor (skill) 4.5.1. concept, importance, scope, construction, administration, reliability, validity, norms and criteria of teacher made and standardized achievement test 4.6.1. SEE (introduction Only) 4.6.2. SLC- Board exam of class 12 (introduction, construction, administration, scoring, reliability and validity, strengths and weakness, ways of improvement) 4.7.1. Differences between paper-pencil and performance-based achievement test (concept, importance, approaches, ways of establish reliability and validity, role of the teacher for performance-based achievement test)</p>
<p>Unit 5: Personality Test (10) 5.1. Concept of personality 5.2. Theories of personality 5.3. Big five inventory (BFI) test 5.4. General concept of personality inventories (Test) 5.5. Uses and importance of personality test</p>	<p>- Explain the concept of personality - Compare major theories of personality - Describe the structure and dimensions of the Big Five Inventory (BFI)</p>	<p>5.1.1. Meaning and definitions of personality 5.1.2. Importance of good personality for teacher 5.2.1. Psychodynamic theory (Freud) 5.2.2. Humanistic theory (Maslow's and Rogers) 2.2.3. Social-cognitive theory (Bandura)</p>

<p>5.6. Ethical consideration in psychological test</p> <p><b>Term Paper (individual)</b></p> <p>Students should make term paper about personality of school teacher (case study of any one teacher)</p> <p>❖ (Bergner, 2020), (Ewen, 2014), (Fossati et al., 2011), (Ben-Porath, 2003), (Brunello &amp; Schlotter, 2011), (Anastasi &amp; Urbina, 1988), (Melikyan et al., 2019)</p>	<p>- Explain the general concept and types of personality inventories</p> <p>- Analyze the uses and importance of personality tests</p> <p>- Evaluate ethical considerations in psychological testing</p> <p>- Students will be able to conduct a case study and prepare a term paper analyzing the personality of a school teacher.</p>	<p>5.3.1. introduction, construction, administration, reliability and validity, uses, importance of BFI</p> <p>5.4.1. Self-Inventories</p> <p>5.4.2. Rating scales</p> <p>5.4.3. Behavioral checklist</p> <p>5.5.1. Uses and importance of personality test</p> <p>I. Teachers for teaching</p> <p>II. Leaders for politics</p> <p>III. Social worker for social worker</p> <p>IV. Businessmen for good business</p> <p>V. Administrator for educational administration</p>
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#### 4. Instructional techniques/ strategies

- Lecture and discussion
- Group work
- Project work
- Demonstration
- Problem based learning (PBL)
- Flipped classroom
- Case study method
- Reflective practice

#### 5. Student evaluation

- Internal 40 %
- External 60 %

#### Internal Evaluation will be based on the Following Criteria (40%):

• Attendance	5%
• Assignment	5%
• Presentation	10%
• Project work	10%
• Mid-term Exam	10%

#### External Evaluation will be based on the Following Criteria (60%):

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

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