

Course title: **Curriculum and Evaluation**

Course No.: Ed. 431

Nature of the course: Theory

Level: B. Ed

Year: Third

Full marks: 100

Pass marks : 35

Periods per week: 6

Time per period: 55 minutes

Total periods: 150

1. Course Description

This is a core course designed for the B. Ed. students. This course is divided into two parts. The first part deals with the basic concept of curriculum, sources of curriculum, local curriculum, curriculum development process, and its implementation in Nepal. The second part deals with the concept of test, measurement, assessment and evaluation, administration and scoring of the test, and use of statistics for interpretation of the test results. This course also aims to enable the students in designing curriculum, preparing specification chart, and developing test items with technical qualities.

2. General Objectives

The general objectives of this course are as follows:

- To help students develop a broader understanding of the concept and sources of curriculum.
- To make the students familiar with the curriculum development process and curriculum designs.
- To enable the students in analyzing the curriculum implementation process.
- To acquaint the students with the curriculum development practices in Nepal
- To provide the students with a deeper understanding of the concept of measurement, assessment, and evaluation.
- To develop the skills among the students in constructing test items with technical qualities.
- To enable the students in administering and scoring the different types of test items.
- To make the students able in analyzing the test results.
- To familiarize the students with the existing evaluation practices in the schools of Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define and explain the meaning of curriculum.• Explain the importance of curriculum.• Describe the changing concepts of curriculum.• Describe the relationship between syllabus, curriculum and textbook.	Unit I : Concept of Curriculum (15) <ul style="list-style-type: none">1.1 Meaning and definition of curriculum1.2 Importance of curriculum1.3 Different concepts of curriculum<ul style="list-style-type: none">1.3.1 Curriculum as subject matter1.3.2 Curriculum as objective1.3.3 Curriculum as experiences1.3.4 Curriculum as instructional plan1.4 Concept of hidden curriculum1.5 Relationship between syllabus, curriculum, and textbook

<ul style="list-style-type: none"> Describe various sources of influence on curriculum. 	<p>Unit II: Sources of Influences on Curriculum (12)</p> <p>2.1 Philosophy: Major philosophies (Idealism, realism, pragmatism, and existentialism) and their influence in curriculum</p> <p>2.2 Major learning theories: Implications of Behaviourists', cognitivists' and constructivists' theories to curriculum</p> <p>2.3 Society: Influences of society and culture on curriculum</p>
<ul style="list-style-type: none"> Identify the elements of curriculum. List the process of curriculum development. Identify the needs of curriculum. Differentiate among aims, goals and objectives. Explain the principles for determining objectives. Prepare different levels of objectives according to taxonomy of educational objectives. Explain the criteria for selection and organization of contents. Explain the criteria for selection and organization of learning experiences. Describe the functions and criteria for curriculum evaluation. Explain the various forms of curriculum design. 	<p>Unit III: Curriculum Development (20)</p> <p>3.1 Elements of curriculum</p> <p>3.1.1 Objectives</p> <p>3.1.2 Contents</p> <p>3.1.3 Learning experiences</p> <p>3.1.4 Evaluation</p> <p>3.2 Curriculum development process</p> <p>3.2.1 Needs identification</p> <p>3.2.2 Determination of aims, goals and objectives</p> <ul style="list-style-type: none"> Principles for determining objectives Types of educational objectives: behavior and non-behavioral Taxonomy of educational objectives <p>3.2.3 Selection and organization of content</p> <ul style="list-style-type: none"> Criteria for selection of content Criteria for organizing contents <p>3.2.4 Selection and organization of learning experiences</p> <ul style="list-style-type: none"> Criteria for selecting learning experiences Relationship between contents and learning experiences <p>3.2.5 Evaluation</p> <p>3.3 Forms of curriculum designs</p> <p>3.3.1 Subject centered</p> <p>3.3.2 Learner centered</p> <p>3.3.3 Problem centered</p> <p>3.3.4 Core curriculum</p>
<ul style="list-style-type: none"> Describe the national goals of education in Nepal. Identify the competencies of grade 9 and 10. Describe the structure of school level curriculum. Identify and describe the components in secondary school curriculum (9-10). Explain the contemporary 	<p>Unit IV: Existing Secondary School Curriculum of Nepal (15)</p> <p>4.1 National goals of education</p> <p>4.2 Competencies of grade 9-10</p> <p>4.3 Structure of school level curriculum, subjects and weightage (9-10)</p> <p>4.4 Components in secondary school curriculum (9-10)</p> <p>4.5 National curriculum framework</p> <p>4.5.1 Introduction and rationale</p>

<ul style="list-style-type: none"> curricular issues. Describe theoretical basis for curriculum development. Analyze the functions and role of CDC in curriculum development. Describe the process of secondary level curriculum development. 	<p>4.5.2 Contemporary curricular issues</p> <p>4.5.3 Theoretical basis for curriculum development</p> <p>4.6 Role and functions of Curriculum Development Centre (CDC-MoE)</p> <p>4.7 Process of secondary level school curriculum development of Nepal.</p>
<ul style="list-style-type: none"> Explain the concept and need of local curriculum. Explain the process of constructing local curriculum. Explain the policies and practices of local curriculum in Nepal. Describe the problems and challenges in implementing local curriculum. 	<p>Unit V: Local Curriculum (8)</p> <p>5.1 Concept and need of local curriculum</p> <p>5.2 Process of constructing local curriculum</p> <p>5.3 Policy and practices of local curriculum in Nepal</p> <p>5.4 Problems and challenges in implementing local curriculum</p>
<ul style="list-style-type: none"> Explain the terms 'test', 'measurement', 'assessment' and 'evaluation'. Differentiate among test, measurement, assessment and evaluation. Explain the purposes of assessment. Differentiate between norm and criterion assessment. Describe the various modes of assessment. Identify and describe the sources of assessment. 	<p>Unit VI: Measurement and Assessment (12)</p> <p>6.1 Concept of test, measurement, assessment and evaluation</p> <p>6.2 Purposes of assessment</p> <p>6.3 Norm and criterion referenced assessment</p> <p>6.4 Assessment modes</p> <p>6.4.1 Formal and informal assessment</p> <p>6.4.2 Formative and summative</p> <p>6.4.3 Final and continuous</p> <p>6.5 Sources of assessment</p> <p>6.5.1 Students</p> <p>6.5.2 Students' peers</p> <p>6.5.3 Tutors and others within the learning environment</p> <p>6.5.4 Those who operate outside the immediate learning environment</p>
<ul style="list-style-type: none"> Classify the test on the basis of administration, scoring, and standardization. Explain the essential qualities of a good test. Explain the meaning of 'reliability'. Calculate reliability from correlation method. Explain the factors affecting reliability. Explain the meaning of validity. Describe various types of 	<p>Unit VII: Characteristics of a Good Test (15)</p> <p>7.1 Essential qualities of a good test</p> <p>7.1.1 Reliability</p> <p>7.1.2 Validity</p> <p>7.1.3 Objectivity</p> <p>7.1.4 Usability</p> <p>7.1.5 Norms</p> <p>7.2 Reliability</p> <p>7.2.1 Meaning and nature of reliability</p> <p>7.2.2 Methods of estimating reliability</p> <ul style="list-style-type: none"> Test-retest Parallel form Split halves Kuder Richardson method

<p>validity.</p> <ul style="list-style-type: none"> Explain the factors affecting validity. 	<p>7.3.3 Factors affecting reliability</p> <p>7.3 Validity</p> <p>7.3.1 Meaning and nature of validity</p> <p>7.3.2 Types of validity</p> <ul style="list-style-type: none"> Content Criterion Construct <p>7.3.3 Factors affecting validity</p> <p>7.4 Relationship between reliability and validity</p>
<ul style="list-style-type: none"> Explain the term 'teacher made test'. Differentiate between teacher made test and standardized test. Describe the concept and uses of achievement test Classify and discuss the various types of test items. Explain various types of objective test items. Suggest measures for writing objectives test items. Prepare various types of test items. Explain the merits and limitations of subjective test. Suggest measures for writing essay test items. Prepare various types of test items. List the process of teacher made test construction. Develop the plan for classroom testing. Write instruction objectives for testing. Explain the meaning and functions of specification chart. Prepare a specification chart. Identify necessary process for preparing of test items. 	<p>Unit VIII: Construction of Teacher Made Test (20)</p> <p>8.1 Concept of teacher made test</p> <p>8.2 Differences between teacher made test and standardized test</p> <p>8.3 Concept and uses of achievement test</p> <p>8.4 Types of test items</p> <p>8.4.1 Objective test</p> <ul style="list-style-type: none"> Types of objectives test items Meaning of true false, matching, multiple choice and supply items Uses, merits, and limitations Suggestion for writing objective test items Comparison of objective test items (formats) <p>8.4.2 Subjective test</p> <ul style="list-style-type: none"> Types of subjective test Meaning of essay and short answer items Merits of essay and short answer item Limitations Suggestions for writing essay test items Suggestions for scoring essay test items <p>8.5 Construction of teacher made test</p> <p>8.5.1 Planning the test</p> <ul style="list-style-type: none"> Determining the objectives Writing instructional objectives Functions of specification chart Preparation of specification chart <p>8.5.2 Preparing the test</p> <ul style="list-style-type: none"> Preparing test items Preparing instruction Preparing the scoring key Process and suggestions for preparing scoring rubrics
<ul style="list-style-type: none"> Explain the process of assembling the test. 	<p>Unit IX: Assembling, Administration, Scoring and Analyzing Test Score (15)</p>

<ul style="list-style-type: none"> Describe the necessary conditions for test administration. Explain the purpose of marks. Explain the meaning and techniques grading system. Apply frequency distribution, mean, mode, median and standard deviation in interpreting test scores. Apply item analysis in determining difficulty level, discrimination index and effectiveness of distracters. Explain the uses of item analysis. 	9.1 Assembling a test 9.2 Administration of test : Necessary conditions for test administration 9.3 Scoring answer sheets 9.4 Purpose of marks and grading system 9.5 Statistical analysis of test scores <ul style="list-style-type: none"> 9.5.1 Frequency distribution 9.5.2 Central tendency <ul style="list-style-type: none"> Mean Mode Median 9.5.3 Measures of dispersion (Standard deviation) 9.6 Uses and procedures of item analysis 9.7 Analysis and use of test result
<ul style="list-style-type: none"> Explain the concept and purposes of portfolio. Explain various forms of other devices of evaluation. Prepare various forms of other devices of evaluation. 	Unit X: Other Devices of Evaluation (10) 10.1 Portfolios <ul style="list-style-type: none"> 10.1.1 Concept and purposes 10.1.2 Guidelines for portfolio entries 10.2 Concept, strength, limitations and preparation of other devices of evaluation <ul style="list-style-type: none"> 10.2.1 Rating scales 10.2.2 Checklist 10.2.3 Anecdotal records 10.2.4 Self-evaluation
<ul style="list-style-type: none"> Explain the characteristics and process of CAS. Assess critically the current evaluation system of school level education. Describe the existing grading system in SEE with its strengths and limitations. 	Unit XI: Current Evaluation System in the School Level of Nepal (8) 11.1 Continuous assessment system (CAS) <ul style="list-style-type: none"> 11.1.1 Characteristics of continuous assessment 11.2.1 Application of CAS in Basic grades 11.2 Existing evaluation system (Grade 1-10) of school level of Nepal. 11.3 Existing grading system in SEE.

Note: The figures in the parentheses indicate the approximate periods for respective units.

4. Instructional Techniques

The instructional techniques for this course are classified into two groups. First group contains of general instructional techniques applicable to most of the contents. The second group consists of specific instructional techniques applicable to specific contents.

4.1 General Instructional Techniques

- Introductory presentations on each topic of the unit by the teacher.
- Use of lecture, question-answer, discussion, brainstorming and buzz session for the theoretical contents.
- Presentation by students.
- Students' participation in group discussions and group assignments.

4.2 Specific Instructional Techniques

Unit III:

- Assignment of studying secondary school curriculum to the students.
- Brief presentation about the elements of curriculum by the students.
- Assignment and practice on writing behavioral objectives.

Unit IV:

- Group assignment to study the school structure, school curriculum, curriculum structure (9-10), subjects and weightage of subjects in the schools of Nepal and presentation by the groups in the classroom.
- School visits by the students.
- Enquiry by the students with the subject teachers regarding strengths and weaknesses of their concerned subjects.
- Discussion and presentation in the classroom by the students.

Unit V:

- Field visit by the students to explore the objectives and contents that are appropriate for their local context.

Unit VIII:

- Practice on writing instructional objectives.
- Preparation of specification chart.
- Construction of various types of test items by different group of students and presentation in the classroom.

Unit IX:

- Administration of test items developed by the students in the schools.
- Scoring of different types of test items administered in the school.
- Calculation of frequency distribution, mean, median, mode and standard deviation.
- Item analysis of multiple choice items.

Unit X:

- Preparation of rating scale, checklist, cumulative and presentation in the class.

Unit XI:

- Report writing on policy and practices of evaluation system in the schools of Nepal and presentation in the class.

5. Evaluation

Students will be evaluated on the basis of the written test in between or at the end of academic session, classroom participation, presentation of the reports and other practical activities. The scores obtained will be used only for the feedback purposes. But the performance of the students will be evaluated finally through the annual examination to be held by the Office of the Controller of Examination. The types and number of questions to be asked in the annual examination are mentioned below:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	8 with 3 'or' questions	8 x 7 marks	56
Group C: Long questions	2 with 1 'or' question	2 x 12 marks	24

6. Recommended Books and References

Recommended Books

- CDC. (2060 B. S.). *Local curriculum construction guidelines*. Bhaktapur: Ministry of Education (MOE), Curriculum Development Centre (CDC). **(For unit V)**
- CDC. (2071 B.S. revised). *National curriculum framework*. Bhaktapur: MOE, CDC. **(For unit IV)**
- Freeman, R. & L. R. (2005). *Planning and implementing assessment (1st Indian Reprint)*. India: Kogan Page Limited **(For units VI - VIII and X)**
- Linn. R. L. & Gronlund, N. E. (2003). *Measurement and assessment in teaching (8th ed)*. India: Pearson Education. **(For units VI - X)**
- Print, M. (1993). *Curriculum development and design*. ed., Malaysia: Allen and Unwin SRM Production Services. **(For units I and III)**
- Swain, S. K., Pradhan, C. & Khato, P. K. (2005). *Educational measurement, statistics and guidance (2nd ed)*. New Delhi: Kalyani Publishers. **(For units VII - IX)**
- Taba, H. (1962). *Curriculum development theory and practice*. USA: Harcourt, Brace & World, Inc. **(For units II and III)**

References

- Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of educational measurement (5th ed.)*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- Kubiszyn, T. & Borich, G. (2004). *Educational testing and measurement: Classroom application and practice (7th ed.)*. India: John Wiley & Sons. Inc.
- Ornstein, A. C. & Hunkins, F. (1993). *Curriculum foundations, principles and theory (2nd ed.)*. USA: Allyn and Bacon.
- Patel, R. N. (2005). *Educational evaluation theory and practice (6th ed.)*. Mumbai: Himalaya Publishing House Pvt. Ltd.
- Singh, A. K. (1997). *Tests, measurement, and research methods in behavioral sciences (2nd ed.)*. India: Bharati Bhawan Publishers and Distributors.
- Wheeler, D. K. (1967). *Curriculum Process*. London : University of London Press.