माध्यमिक शिक्षा पाठ्यक्रम, २०७७

(कक्षा ११ र १२)

भाग १

(ऐच्छिक विषय)

प्राक्कथन

पाठ्यक्रम सिकाइ शिक्षणको मूल आधार हो । पाठ्यक्रममा समावेश हुने विषयवस्तु र तिनको अभ्यासको स्तरले शिक्षाको समग्र गुणस्तरलाई प्रभाव पार्दछ । पाठ्यक्रमले प्रत्येक व्यक्तिमा अन्तर्निहित प्रतिभा प्रस्फुटन गराई व्यक्तित्व विकास गर्न सक्नुपर्छ । यसै गरी राष्ट्र र राष्ट्रियताप्रति निष्ठावान्, स्वाभिमानी, नैतिकवान्, जिम्मेवार, श्रमलाई सम्मान गर्ने, उद्यमशील र सिपयुक्त नागरिक विकासमा पाठ्यक्रमले सहयोग गर्नुपर्दछ । पाठ्यक्रम कार्यान्वयनपछि उत्पादित जनशक्तिले सामाजिकीकरणमा सहयोग गर्नुका साथै राष्ट्रिय एकता सुदृढ गर्दै राष्ट्रिय सम्पदा र पर्यावरणको संरक्षण गर्न सक्नुपर्छ । यस पाठ्यक्रमबाट विद्यार्थीमा शान्ति, समानता तथा सामाजिक न्यायप्रति प्रतिबद्ध भई सहिष्णुता तथा सदाचार जस्ता आचरण विकासमा सहयोग पुग्ने अपेक्षा गरिएको छ । यसबाट सूचना प्रविधिको प्रयोग, वैज्ञानिक अवधारणाको आत्मसात्, खोज तथा अनुसन्धान क्षमताको विकास र जीवनोपयोगी सिप प्राप्तिका माध्यमले प्रतिस्पर्धात्मक क्षमतायुक्त जनशक्ति तयार गर्नुका साथै आफ्नो भाषा, संस्कृति, कलाप्रतिको अनुरागसहितको पहिचानमा गौरवको अनुभूति गर्ने नागरिक विकासमा योगदान हुने अपेक्षा गरिएको छ । यी पक्षहरूलाई दृष्टिगत गर्दै राष्ट्रिय पाठ्यक्रम प्रारूप, २०७६ को मार्गनिर्देशनअनुसार कक्षा ११ र १२ का लागि यो पाठ्यक्रम विकास गरिएको हो ।

पाठ्यक्रम विकास प्रक्रियामा सम्बद्ध विभिन्न सरोकारवालाहरूको सहभागिता जुटाइएको थियो । माध्यमिक तह (कक्षा ११-१२) का विभिन्न विषयका पाठ्यक्रम विकास प्रक्रियामा सहभागी शिक्षाविद्, प्राध्यापक, शिक्षक, विद्यार्थी, अभिभावक तथा शिक्षासम्बद्ध सङ्घसंस्था र सरोकारावालाहरू, पाठ्यक्रम मस्यौदा कार्यदल तथा सम्बन्धित विषय समितिका सदस्यहरूलगायतका सुझावलाई समेटी यो पाठ्यक्रम तयार गरिएको छ । पाठ्यक्रममा विद्यार्थीका सक्षमता, अपेक्षित सिकाइ उपलब्धि, विषयवस्तुको क्षेत्र तथा क्रम, सिकाइ सहजीकरण प्रक्रिया र सिकाइ उपलब्धि आकलन प्रक्रिया समावेश गरिएको छ । यस कार्यमा पाठ्यक्रम मस्यौदा कार्यदल तथा सम्बन्धित विषय समितिका सदस्यहरूलगायत उल्लिखित सरोकारवालाहरू तथा पाठ्यक्रम विकास केन्द्रका सम्बन्धित कर्मचारी योगदान रहेको छ । पाठ्यक्रम विकासमा आवश्यक नीतिगत मार्गदर्शन प्रदान गर्नुका साथै पाठ्यक्रमलाई अन्तिम रूप दिने कार्यमा राष्ट्रिय पाठ्यक्रम विकास तथा मूल्याङ्कनबाट गठित विभिन्न प्राविधिक समितिहरूको भूमिका महत्त्वपूर्ण रहेको छ । पाठ्यक्रम विकास केन्द्र पाठ्यक्रम विकासमा योगदान गर्ने सबैप्रति कृतज्ञता प्रकट गर्दछ ।

यो पाठ्यक्रमको प्रभावकारी कार्यान्वयनका लागि सम्बद्ध सबै पक्षको योगदान अपेक्षित छ । पाठ्यक्रम सुधारको कार्य निरन्तर चल्ने प्रक्रिया भएकाले भविष्यमा यसलाई अझ प्रभावकारी बनाउन शिक्षक, अभिभावक तथा समस्त बुद्धिजीवीहरूलगायत सम्बद्ध सबैबाट पाठ्यक्रम विकास केन्द्र रचनात्मक सुझावको अपेक्षा गर्दछ ।

वि.सं. २०७७

पाठ्यक्रम विकास केन्द्र
सानोठिमी, भक्तपुर

विषय सूची

Child Development and Learning

Grade: 11   **Subject Code: cdl 115 (Grade 11)**

Credit Hour: 5   **Annual Working hours: 160**

1. Introduction

Child psychology is basically a study of subconscious and conscious childhood development that observes how a child interacts with their parents, themselves, and the world, to understand their mental development. This curriculum on child psychology and learning helps students develop the basic understanding of principles and stages of child development and theories of learning with the competencies of supporting children to grow and learn naturally. It mainly deals with the nature of human growth and development particularly the principles of child development, nature and processes of learning along with learning practices adopted in local contexts.

It is expected that the curriculum will help the students with better understanding of children and apply the principles of child psychology in family, community, organization and school. It is also expected that the course will help for providing basic foundations for further study in education. The teaching and learning process comprises of the activities for developing both theoretical and practical knowledge on the subject.

The curriculum has been structured for an academic year as per the curriculum structure prescribed by National Curriculum Framework. It will be delivered using both the conceptual and theoretical inputs through presentation, discussion, reflective reading and group works as well as practical and real world experiences through different practical activities. It incorporates the level-wise competencies, grade-wise leaning outcomes and scope and sequence of contents, suggested practical/project activities, learning facilitation process and assessment strategies so as to enhance the learning on the subject.

2. Level-wise Competencies

The course intends to develop the following competencies in the students:

1. Demonstrate the understanding of various stages of child development, and identify basic principles and characteristics of children at different stages

2. Apply the principles of developmental psychology in childcare and education at family, community and school

3. Identify and analyze the factors associated with children's learning and contribute to develop positive learning environment for children at family, school and local organization

4. Contextualize the core concept of different learning theories, and select and use appropriate learning theories in the local context of family, community and school

5. Identify and communicate the needs of and ways to parental involvement in child's education

6. Identify and acknowledge children's diverse needs, pace and techniques of learning

7. Demonstrate the capacity of applying the principles and theories of child development and learning in teaching learning process at basic level.

3. Grade-wise Learning Outcomes

Part One: Child Development

S.N.	Content Domain/area	Learning outcomes (Grade 11)
1.	Concept of human growth and development	1.1 Describe the meaning and scope of psychology 1.2 Illustrate the concept of human growth and development 1.3 Specify the stages of human development 1.4 Identify the roles of prenatal development and early adjustment in shaping the human life 1.5 List out and explain the characteristics of human development 1.6 Explain the role of heredity and environment on child development
2.	Early childhood development	2.1 Describe the characteristics of early childhood 2.2 List the developmental tasks of early childhood 2.3 Elaborate the various aspects of early childhood development 2.4 Discuss the factors affecting early childhood development
3	Late childhood development	3.1 Conceptualize the characteristics of late childhood 3.2 Discuss the developmental tasks of late childhood 3.3 Elaborate the various aspects of late childhood development 3.4 Analyze the factors affecting late childhood development
4.	arental involvement in education	4.1 Describe the concept and models of parental involvement in children's learning 4.2 Identify and describe dimensions of parental involvement in learning 4.3 State barriers to parental involvement in learning 4.4 Illustrate the role of parent as first teacher 4.5 Explain the approaches of involving parent in children's learning process
Part TWO: Nature and process of learning		
5.	Concept of learning	5.1 Discuss the concept of learning. 5.2 Identify and describe the factors that influencing learning 5.3 Explore the relation among readiness, maturation and learning. 5.4 Outline the role of incentive and motivation in learning.

		5.5 Sketch out the role of reinforcement in learning.
		5.6 Specify and illustrate the role of feedback in learning.
		5.7 Map out the uses of practice in learning.
		5.8 Explain the concept of transfer of learning and its uses in teaching.
		5.9 Explain the concept and uses of memory in learning.
6.	Theories of learning	6.1 Explain the basic premises and general uses of behavioral theories.
		6.2 Trace out the early development of cognitive theory
		6.3 Describe insightful learning and sign learning
		6.4 Explain the cognitive learning theory of Piaget.
		6.5 Describe Vygotsky's social constructivist learning theory.
Part three: Practice analysis		
7.	Guidance and counseling	7.1 Elaborate the concept of guidance.
		7.2 Describe the concept and services of educational guidance
		7.3 Elaborate the concept of counseling.
		7.4 Describe the concept and techniques of of educational counseling
8.	Analysis of pre-school learning approaches	8.1 Elaborate the concept of early childhood education and development
		8.2 Identify various type and nature of early childhood education and development programme
		8.3 Review the status of early childhood education and development programme in Nepal
		8.4 Identify the process, techniques, institutional arrangement for child care and development:
		8.5 Illustrate the method and process of studying child
		8.6 Describe the process and techniques of supporting sensory, social and emotional development of a child
9.	Applications of some child centered learning approaches	9.1 Outline the current status of child centered learning at school
		9.2 Illustrate play way method, story telling method and learning by doing techniques of learning
		9.3 Review the homework policy and practices
		9.4 Describe the concept of teaching by curriculum.

4. Scope and Sequence of Contents

S. N.	Content Area	Elaboration of Contents	Working hours
1.	Concept of human growth and development	1.1 Concept and scope of educational psychology 1.2 Concept of human growth and development 1.3 Different stages of human development 1.4 Prenatal development and early adjustment 1.5 Characteristics of human development 1.6 Role of heredity and environment in child development	12
2.	Early childhood development	2.1 Characteristics of early childhood 2.2 Developmental tasks 2.3 Physical and skill development 2.4 Speech and language development 2.5 Emotional patterns 2.6 Socialization and family relationship 2.7 Hazards in early childhood 2.8 Factors affecting early childhood development	14
3.	Late childhood development	3.1 Characteristics of late childhood 3.2 Developmental tasks 3.3 Physical and skill development 3.4 Speech and language development 3.5 Emotional patterns 3.6 Socialization and family relationship 3.7 Hazards in late childhood 3.8 Factors affecting late childhood development	14
4.	Parental involvement in education	4.1 Concept of parental involvement in children's education (including theories and models) 4.2 Dimensions of parental involvement in learning 4.3 Barriers to parental involvement in learning 4.4 Role of parent as first teacher of the child 4.5 Approaches of involving parents in children's learning process	10

5.	Concept of learning	5.1 Concept of learning	20
		5.2 Factors influencing learning	
		5.3 Relation amongst readiness, maturation and learning	
		5.4 Concept of incentives in learning	
		5.5 Concept of motivation and its application in learning	
		5.6 Role of reinforcement in learning	
		5.7 Concept of feedback and its application in learning	
		5.8 Use of practice in learning	
		5.9 Transfer of learning	
		5.10 Memory	
6.	Theories of learning	6.1 Behavioral theories: Basic premises and its application in present context	20
		• Conditioning (Ivan Pavlov's classical conditioning, and B. F. Skinner's operant conditioning)	
		• Connectionism (Edward Thorndike's theory)	
		6.2 Cognitive learning theory:	
		• Development of cognitive learning theories (Overview of the ideas of Gestalt theory, Insightful learning, and Sign learning)	
		• Piaget's cognitive learning theory	
		6.3 Constructivist theory: Vygotsky's theory of learning	
7.	Guidance and counseling	7.1 Meaning of guidance	6
		7.2 Concept and different services of education guidance	
		7.3 Meaning of counseling	
		7.4 Concept and techniques of educational counseling	
8.	Analysis of pre-school learning approaches	8.1 Concept of early childhood education and development	14
		8.2 Early childhood education and development programme: nature of programme, community based and school based early childhood development center	

		8.3 Child care and development: process, techniques, institutional arrangement	
		8.4 Method and process of studying child	
		8.5 Sensory development of a child	
		8.6 Emotional and social development of a child	
9.	Applications of some child centered learning approaches	9.1 Child centered learning at school	10
		9.2 Play way method and story telling as key process of child centered learning approach in the context of Nepal	
		9.3 Use of learning by doing techniques in learning	
		9.4 Review of homework policy and practices in early grades	
		9.5 Curriculum based teaching learning	
Total			120

5. Possible List of Practical/Project Work

The following are suggested practical activities/project works:

S. N.	Content Area	Suggested Activities	Working hours.
1.	Concept of human growth and development	1.1 Prepare questionnaires to the parents of children in your home or children from the neighbors to identify major characteristics and development tasks of various developmental stages of child from birth to early childhood in a small group and finalize by discussing with various groups.	**3**
2.	Early childhood development	2.1 Use the same questionnaires as in unit one and identify developmental tasks performed by some children in your house or in the neighbors. Compare these developmental tasks with already discussed developmental tasks in the classroom and prepare a report.	**5**
3.	Late childhood development	3.1 Prepare a case study report about two students of late childhood, one having good academic performance and another having average academic performance, and identify the factors affecting children's development.	**5**
4.	Parental involvement in	4.1 Visit at least one school and prepare a plan to involve parents in children's learning process.	**3**

		education		
5.	Concept of learning	5.1 Choose a subject area and the contents from basic education curriculum and prepare strategies to transfer the learning.	**4**
6.	Theories of learning	6.1 Choose a subject area and the contents from basic education curriculum and prepare a learning plan using constructivist learning theory of Vygotsky.	**4**
7.	Guidance and counseling	7.1 Visit a school in a small group and prepare the status of guidance and counseling, and present in the classroom.	**2**
8.	Analysis of Pre-school learning approaches	8.1 There are different forms and duration for pre-school learning and development. Differentiate between childcare and ECED in school and suggests appropriate forms and duration for ECED in Nepal.	**4**
9.	Applications of some child centered learning approaches	9.1 Prepare a survey tools and visit school with the tools and prepare a report in a group about the status of child centered learning at school. 9.2 Prepare questionnaires to the students and their parents as well teachers to identify the perception about no homework policy, particularly to Grade 1-3 students. Administered these questionnaires to at least 10 students and 5 parents and prepare report.	**10**
		Total	**40**

6. Learning Facilitation Methods and Process

Most of the lessons should be began with presenting cases or examples by students or teachers. The dcussion followed by presentation will then find the linkages of these cases or examples to the relevant concepts/theories/models. However, in some of the content areas/lessons, teacher may also starts from conceptual discussion and then presenting examples, cases or practices to illustrate concepts, models and theories. Students' active participation should be ensured in the learning process by using student center pedagogy that includes small group work followed by presentation and discussion, student's individual presentation of cases/examples, project work with individual and group presentation student initiated discussions and brainstorming, role play, field study, inquiry-based learning, cooperative learning. The following are the possible activities for learning facilitation:

- Group work/ discussion on certain topic/issue
- Reflective note presentation by students
- Short presentation by teacher
- Case analysis
- Field visit

- Library work and website visit
- Project based learning

7. Student Assessment

There will be two types of assessments: formative and summative. The main purpose of formative assessment are to improve student learning through continue assessment and feedback. The summative assessment includes written test using varieties of questions covering range of capacities and levels of learning.

Formative assessment is to be carried out in the continuous basis. Generally the following strategies are to be utilized for the formative assessment:

- Assessment of students' everyday learning
- Presentation of home assignments by the students
- Students' participation in discussions
- Project work completion
- Weekly, Monthly and trimester tests

Summative assessment will be carried out through internal and external evaluation. Internal evaluation carries 25 marks whereas external evaluation carries 75 marks.

(a) Internal Evaluation (25%)

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

S. N.	Bases for Evaluation	Marks
1	Attendance and participation in the classroom	3
2	Performed project/practical activities mentioned in this curriculum	(16)
	• each activity 1.1, 4.1, 5.1, 6.1, 7.1 and 8.1 carries 1 marks	6
	• each activity 2.1 and 3.1 carries 2 marks	4
	• each activity 9.1 and 9.2 carries 3 marks	6
3	Score from two trimester examinations	6
	Total	**25**

(b) External Evaluation (75%)

As a part of summative assessment, a final annual examination will be administered and it carries 75% of the total weight. The examination will be conducted based on the specification grid developed by Curriculum Development Centre.