

PUNJABI UNIVERSITY, PATIALA



**ORDINANCES
AND
OUTLINES OF TESTS,
SYLLABI AND COURSES OF READING
FOR
M.A. (EDUCATION) PART-I
(SEMESTER I AND II)
(REGULAR & DISTANCE STUDENTS)
FOR
2022-23 and 2023-24 SESSIONS**

PUNJABI UNIVERSITY, PATIALA

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MASTER OF ARTS
(SEMESTER SYSTEM)

Notwithstanding the integrated nature of course spread over more than one academic year, the Ordinances in force at the time a student joins a course shall hold good only for the examination held during or at the end of the academic year. Nothing in these ordinances shall be deemed to debar the University from amending the ordinances subsequently and the amended regulations, if any, shall apply to all the students whether old or new.

1. The examination for the degree of Master of Arts shall be held in four parts to be called M.A. Semester-I, M.A. Semester-II, M.A. Semester-III and M.A. Semester-IV. The Examination shall be held in the months of December/January and April/ May or such other dates as may be fixed by the University.

2. (a) (i) The candidates will be required to pay examination

as prescribed by the University from time to time.

(ii) Last dates by which the examination forms and fees for the external examinations must reach the Deputy Registrar (Examinations) shall be as follow:-

| Semester | Without | With late | With late | with late | with late |
|-------------|------------|------------|-------------|-----------|------------|
| Examination | late fee | fee of | fee of | fee of | fee of |
| | | | | | |
| Rs. 800/- | Rs. 1200/- | Rs. 5000/- | Rs 10,000/- | | |
| Dec./Jan | Sept. 30 | Oct. 15 | Oct. 21 | Oct.31 | Nov.10* |
| April/May | Feb. 28 | March 15 | March 21 | March 31 | April 15 * |

*No examination will be excepted after this date.

(b) Candidates shall submit their admission forms and fee for admission to the examination countersigned by the authorities as mentioned in the relevant Ordinances. For improvement of marks/division the fee will be the same as prescribed for Private candidates and will be charged for each semester.

3. The following shall be the subjects out of which a candidate can offer one OR such other subjects as approved by the University:

English, Hindi, Punjabi, Urdu, Persian, Sanskrit, History, Economics, Political Science, Philosophy, Public Administration, Sociology, Defence and Strategic Studies, Anthropological Linguistics and Punjabi Language, Religious Studies, Theatre and Television, Social Work, Fine Arts, Music (Instrumental and Vocal), Folk Art and Culture, Psychology, Indian Dances, Education and Journalism and Mass Communication.

4. (i) The medium of examination for subjects in the Faculty of languages shall be the language concerned and for other subjects English or Punjabi.

(ii) The medium of examinations for the courses under the Faculty of Arts and culture (M.A. Music, Indian Dances, Fine Arts, Folk Art Culture and Theatre and Television) shall be Punjabi, English and Hindi.

Provided that candidates for M.A. Sanskrit and M.A. Persian examination shall be permitted at their option to offer medium of examination as under:

M.A. Sanskrit Sanskrit or Hindi or Punjabi

M.A. Persian Persian or Urdu or Punjabi.

5. The syllabus be such as may be prescribed by the University from time to time.
6. The minimum number of marks required to pass the examination shall be 35% marks in external assessment in each paper separately in theory and practical and 35% in aggregate of internal, external theory and practical.

Note: The Internal Assessment will be formulated and sent to COE as per prescribed schedule. fail/1- which the result of concerned candidates will be shown as RL.

7. There will be no condition of passing papers for promotion from odd semester to even semester in an Academic Session.

To qualify for admission to 2nd year of the Course, the candidate must have passed 50% of total papers of the two semesters of the 1st year.

A candidate placed under reappear in any paper, will be allowed two chances to clear the reappear, which shall be available within consecutive two years/chances i.e. to pass in a paper the candidate will have a total of three chances, one as regular student and two as reappear candidate.

Provided that he shall have to qualify in all the papers prescribed for M.A. course within a period of four years from the date he joined the course. In case he fails to do so within the prescribed period of four years as aforesaid he shall be declared fail. However, fresh admission to the first semester on merit with the new applicants.

The examination of reappear papers of odd semester will be held with regular examination of the odd semester and reappear examination of the even semester will be held with regular examination of even semester. But if a candidate is placed under reappear in the last semester of the course, he will be provided chance to pass the reappear with the examination of the next semester. Provided his reappear of lower semester does not go beyond next semester. It is understood that a reappear or failed candidate shall be allowed to take the examination in papers not cleared by him according to the date sheets of the semester examinations in which such papers may be adjusted. After completing two years of studies (i.e. four semester course) he shall not be admitted to any semester of the same course and will not have any privileges of a regular student.

8. The grace marks shall be allowed according to the General Ordinances relating to 'Award of Grace Marks', Upto 1% of the total marks of Part-I and II examination subject to a maximum and Part-II examinations to award a higher division! 55% marks, to a candidate, provided that total number of grace marks given to him for passing the examination, and for awarding higher division! 55% marks shall not exceed the maximum prescribed limit.

*9. Three weeks after the termination of the examination or as soon as thereafter as possible the Registrar shall publish a list of candidates who have passed the examination of each semester. Each successful candidate in Semester-I, Semester-II, Semester III and Semester-IV examinations shall receive a certificate of having passed that examination. A list of successful candidates in the Part-II examination be arranged in three Divisions according to Ordinance 10 and the division obtained by the candidate will be stated in his Degree.

10. Successful candidate who obtains 60% or more of the aggregate marks in Part-I and Part-II examination taken together shall be placed in the first division. Those who obtain 50% or more but less than 60% shall be placed in the second division and all below 50% shall be placed in the third division.

(a) Candidates taking part in sports and other co-curricular activities viz. debate and dramatics who had represented India at International level for the State at the Inter-State level or the University at the Inter-university level or the sportsman who were winners or runners-up at University level matches; and

(b) Scheduled Castes Scheduled Tribes.

(c) Physically Handicapped.

** For detaining the eligibility for M.A. English/Punjabi examination. The marks obtained by the candidate in English Literature/Punjabi Literature and not in English Communication skill-Punjabi compulsory shall be taken into account.

7. Defence and : B.A./B.Sc./B.P.Ed.

Strategic Studies

8. Fine Arts : B.A. examination with Fine Arts as one of the subjects

9. Folk Art and Culture : B.A./ B.Sc examination

OR

B.A. examination with 50% with Anthropology/Sociology/ Arts Psychology/ Literature/ performance at the State-level as one of the subjects.

10. Education : B.Ed./ Graduation in any stream

11. Indian Dances : Graduate in any faculty

12. Theatre : B.A./ B.Sc./ B.Com. Honours School Course in Punjabi, and
Television English

Note: Dramatic Art/ Music Dance fine Arts will be preferred.

13. Philosophy : Only B.A./B.Sc. Passed

14. Religious Studies : B.A. degree in any Faculty from Punjabi University or from any other recognized University (with 50% marks obtained in that degree except for admission to Gurmat College, Patiala: provided that he has not passed M.A. (Religious Studies) examination previously.

15. Persian : MunshiFazil/AdibFazil/Certificate Course in Persian with 50% marks after passing B.A. examination.

16. Journalism & Mass : B.A. with 50% marks or B.A. with 45% marks Communication with Diploma in Advertising and Visual Publicity/Diploma in Public Relation and Advertising.

17. Punjabi/Hindi/ : B.A. examination with Gyani/ Prabhakar/ Shastri/ Adib Sanskrit/Urdu Fazil respectively.

Provided that a candidate offering an allied language subject e.g. Sanskrit, Hindi and Urdu at the degree stage shall be allowed admission in M.A. course allied to the respective language.

17 (a) Sanskrit: Any Graduate with 45% marks in aggregate. If a candidate has not passed the subject of Sanskrit at graduate level. He will have to compulsory pass a short term departmental Bridge-course in Sanskrit comprising 01'60 periods. During the first three months of 1st semester otherwise the candidate will not be eligible to appear in the 1st semester examination. A written departmental test of 100 marks will be held in the

month of October and the pass percentage shall be 35%. The prescribed fee for this Bridge-course will be charged at the time of admission for 1st semester of M.A. Part-I.

18. Political Science : B.A. with 50% marks with Political Science as one of the subject.
19. Psychology : B.A. with 50% marks with Psychology as one of the subject.
20. Urdu : B.A. with Urdu/Persian Munshi/Fazil/Adib/Fazil. Dip. in Urdu/Persian after B.A.

13. Candidate shall submit their application forms for admission to the 1st Semester and thereafter the 2nd semester examination duly countersigned by the Head of the Department/Principal of the College along with a certificate from the Head of the Department/Principal of the college that the candidate satisfies the following requirements:

- (a) has been on the rolls of the University Teaching Department/college throughout the academic term preceding the semester examination and;
- (b) of having good moral character; and
- (c) (i) Every candidate will be required to attend 75% attendance of the number of periods delivered in each paper from the date of the candidate's admission to the department/college.

In the Department where there is separate period for Guided Library Reading. The attendance for period, like the attendance of each paper. Shall be 75% and will be considered like a paper of separated Unit.

Note: (a) In case of students, whose names are struck off/on account of non-payment of fee, their periods, for the time they were not on the rolls, shall not be accounted for.

(b) The shortage in the attendance of lectures by the candidate will be condoned as per rules made by the University from time to time.

(c) has been admitted to the examination as reappear/failed candidate.

14. The Part-II (3rd semester and thereafter the 4th semester)

Examination shall be open to any person who has passed Part-I

Examination in full or has cleared at least 50% of the papers of two semesters of the 1st year from this University.

OR

*has passed Part-I examination in the subject offered from the Punjab/Guru Nanak Dev University provided that he has offered the same papers in Part-I as are available in this University. A candidate who has passed Bachelor of Journalism and Mass Communication (annual) course from this University shall be eligible for admission to Master of Journalism and Mass Communication Part-II 3rd Semester and satisfies the following requirements for each semester:-

(A) (i) has been on the rolls of the University/College throughout the academic term preceding the Semester examination.

(ii) has not discontinued his studies for more than one year after passing Part-I examination.

** (iii) Every candidate will be required to attend minimum

75% lectures/period*** delivered to that class in each paper.

- * In the case of candidates who have passed Part-I examination from the Panjab, Guru Nanak Dev University, the marks obtained by them in Part-I examination shall be counted towards the division of successful candidate of Part-II examination of this University by increasing or reducing the marks obtained.

** Note: Teaching Weeks in an academic year = 25

Required Credit Hours (CH) per week for student = 25

1 Credit Hours (CH) = 1 Lecture Contact Hour (LCH)

= 1 Seminars/tutorial/Guided /library Reading

Contact Hour (STGRCH)

= 2 Practical Contact Hours (PCH)

*** A student who was debarred from appearing in an examination owing to shortage in the number of lectures delivered in all subject (s) shall be permitted to complete his lectures in the next session and to appear in the examination within the period prescribed in the Ordinances for appearing as late University/College student.

For M.A. Social Work only.

In the subject for Social Work, the student shall also submit at least 25 field work concurrent reports during each year in order to become eligible for the submission of the comprehensive field work report and for appearing in the theory papers in each of the two years.

Concurrent field work will be of 100 marks in each year out of this 50 marks are allotted to viva-voce examination and 50 marks are allotted to the field work report.

The college/department shall be required to deliver atleast 75% of the total number of lectures prescribed for each paper. Teaching/Seminars/Tutorial Guided Library Reading Period of

1 hour's duration -1 attendance

Practical one period may be 2-3 hours duration-1 attendance

In the Departments, where there is separate period for Guided Library Reading, the attendance of period, like the attendance of each paper, shall be 75% and will be considered like paper of separate Unit.

Note: (a) In case of students, whose names are struck off on account of non-payment fee, their periods for the time they were not on the rolls shall not be accounted for.

(b) The shortage in the attendance of lectures by the candidate will be condoned as per rules made by the University from time to time.

15. IMPROVEMENT OF DIVISION/SCORE

- * A candidate who has passed M.A. examination from this University may be allowed to reappear as a private candidate for improving division/score. For this purpose he will be given two chances within a period of two years, from the date of passing the M.A. examination. Improvement shall not be allowed in more than 50% of the total theory papers offered in Part-I and Part-II examination. Improvement will not be allowed in Dissertation/viva-voce/practical, for which previous marks shall be carried forward where, the same form a part of the paper in which he appears for improvement.

For the purpose of improvement under the above ordinances, a candidate may appear in both the Part-I and Part - II examination, simultaneously or separately but he must complete the examination within the prescribed period. Such a candidate shall have to submit separate admission form and fee

**Note : Out of papers taken up the candidate will be given benefit o/increase in marks, where the marks have increased in Paper/Papers.*

For each semester. Such candidate shall be allowed to appear only in annual examination.

The result of such a candidate shall be declared only if he improves his division/score, otherwise his result will be declared P.R.S. (Previous Result Stands).

Up to 1 % of the total marks as of Part-I and Part-II examination shall be given to each candidate for awarding him higher division/55% marks provided that the total number of grace marks given to him for passing the examination and Improvement shall not exceed the maximum prescribed limit.

J. Kam

Head

Department of Education & C S
Punjab University, Patiala

MASTER OF ARTS (EDUCATION)
COURSE CODE: EDUM2PUP
(2-year Programme)

| Programme Specific Outcomes (PSO) for M.A. (Education) | |
|---|--|
| PSO 1 | Demonstrate a critical engagement with educational discourse, theories, and practice. |
| PSO 2 | Explain the nature of issues and problems faced by the state system of education and suggest some innovative remedies or policies to solve them. |
| PSO 3 | Identify and engage with inter/multidisciplinary perspectives in education. |
| PSO 4 | Appreciate as well as to evaluate various policies and provisions made in the plan documents of state and central governments to spread quality education at all levels in the country. |
| PSO 5 | Situate education practices in historical, political and socio-cultural contexts, both locally and globally. |
| PSO 6 | Propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of learners in order to execute their responsibilities as —Global citizens. |
| PSO 7 | Critically think, reflect, and analyse arguments, claims, evidences and problems in the Indian education context. |
| PSO 8 | Imbibe the attitudes and skills required of ‘life-long learners’ on the present day ‘ICT influenced world’. |
| PSO 9 | Pursue guided and ethical research study and demonstrate the ability to analyse and synthesize information to address research questions. |
| PSO 10 | Engage with educational practice at both school and non-school sites. |
| PSO 11 | Demonstrate analytical and professional skills related to teaching-learning, teacher education, curriculum and material development, education policies and programmes across different levels of education. |
| PSO 12 | Reflect on the educational processes and experiences of self and others while engaging with the psycho-social underpinnings of education. |

MASTER OF ARTS (EDUCATION)
COURSE CODE: EDUM2PUP
(2-year Programme)
CREDIT BASED SYSTEM
FOR 2021-23 BATCH
OUTLINES FOR EVALUATION

SEMESTER I

| Paper | Subject | 16 credits | Subject Code |
|--------------|--|-------------------|---------------------|
| I. | Philosophical Foundations of Education | 4 credits | EDUM1101T |
| II. | Psychological Foundations of Education | 4 credits | EDUM1102T |
| III. | Methodology of Educational Research I | 4 credits | EDUM1103T |
| IV. | Basis of Pedagogy | 4 credits | EDUM1104T |

SEMESTER II

| Paper | Subject | 16 credits | Subject Code |
|--------------|---|-------------------|---------------------|
| I. | Sociological Foundations of Education | 4 credits | EDUM1201T |
| II. | Psychological Characteristics and Abilities | 4 credits | EDUM1202T |
| III. | Methodology of Educational Research II | 4 credits | EDUM1203T |
| IV. | Curriculum Development | 4 credits | EDUM1204T |
| | Open Elective Subject | | |
| | Assessment of Learning | | |

SYLLABUS
M.A. (EDUCATION) PART-I
SESSION 2020-21, 2021-22
SEMESTER – I

PAPER-I PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Subject code: EDUM1101T

Max. Marks: 100
External: 70 marks
Internal: 30 marks

(A) COURSE OUTCOMES

On completion of this course, the students will be able to:

- Critically examine how philosophy & education are related to each other and enable them to philosophize educational actions and interactions.
- Logically analyze, interpret and synthesize the various philosophical principles about the educational process.
- Develop a philosophical outlook towards educational issues.
- Facilitate discussion on Western and Indian schools of philosophies.
- Develop critical awareness about the contributions of different philosophies in education.
- Identify the Educational scenario with respect to value inculcation.

(B) SYLLABUS

SECTION-A

Education: Concept, scope and functions, Aims of Education: need, importance and determinants, Types of aims: Knowledge aim, Vocational aim, Cultural aim, Education for character building and Individual versus Social aim, Relationship between Education and Philosophy: Educational Philosophy and Philosophy of Education.

SECTION-B

Concept of Epistemology, axiology and metaphysics, Philosophies of Education: Idealism, Pragmatism and Naturalism, Educational thought of Tagore and Rousseau, Values: Concept, classification, hierarchy and role of education in inculcating values.

(D) EVALUATION

| | |
|----------------------------------|-----------------|
| External Examination | 70 Marks |
| Time | 3 Hrs |
| Internal Assessment | 30 Marks |
| Attendance | 6 |
| Written Assignment/ project work | 12 |
| Two Mid - term Examinations | 12 |

(C) Books Recommended

Ansari, S. H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.

Black, N. (2003). *Philosophy of Education*. UK: Blackwell Publishers.

Broudy, H. S. (1955). *Building a Philosophy of Education*. New Delhi: Prentice Hall of India.

- Chaubey, S. P. (2007). *Foundations of Education*, New Delhi: Vikas Publishing House.
- Dhillon, S. S. (2021). *Philosophical bases of education*. Shahdara, Delhi: Gyan Geeta Prakashan
- Gnanakan, K. (2011). *Integrated Learning*. New Delhi: Oxford University Press.
- Gupta, S., & Singh, A. (Eds.). (2008). *Value based education: Dimensions and directions*. Mandi Gobindgarh, Punjab: Desh Bhagat Group of Institutions.
- Kaur, J., & Saraswat, R. (2015). *Philosophical Foundations of Education*, Rakhi Prakashan, Agra
- Nandra, I. S., Dixit, M. S., & Lata, S (2022). *Philosophical foundation of education*. Patiala: Twenty-first Century.
- Pathak, A. (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Noida: Rainbow Publishers.
- Pathak, R. P. (2012). *Philosophical and Sociological Principles of Education*, New Delhi: Pearson.
- Pring, R (2004). *Philosophy of Education – Aims, Theory, Common Sense and Research*, New York: Continuum.
- Rajput, J. S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
- Sarup, M. (1978). *Marxism and Education*, London: Routledge & Kegan Paul.
- Taneja, V. R. (1998). *Educational Thought and Practice*. New Delhi: Sterling Publishers Pvt. Ltd.

Online Resources

- <https://plato.stanford.edu/entries/education-philosophy/>
- <https://www.oxfordhandbooks.com/>
- 5.3 Philosophical Perspective of Education | Foundations of Education (lumenlearning.com)
- https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf
- SEM-01_A2.pdf (wbnsou.ac.in)
- Philosophical foundation of education (slideshare.net)

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER-II: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Subject code: EDUM1102T

| | |
|-------------|---------------------------|
| Max. Marks: | 100 |
| External: | 60 + 20 (Practical) marks |
| Internal: | 20 marks |

(A) COURSE OUTCOMES

On completion of this course, the students will be able to:

- Recognize and conceptualize the advanced theories of learning, and plan and design classroom practices.
- Familiarize the conceptual application of cognitive neuroscience in classroom practices.
- Develop the learner potentialities to the maximum extent possible by exploring the various theories and bridge the gap between intellectual competencies and academic excellence.
- Practice the integration of universal skills and functional skills for professional competency and learner satisfaction.
- Understand diverse learners and develop skills and competencies to design learning strategies and provide education for diverse learners.
- Acquire competencies and skills in assessing individual factors and capabilities – intelligence, personality and aptitude- and design and apply of psychological tools and techniques.
- Understand and apply the knowledge of social and positive psychology in bringing equity and social justice to all.

(B) SYLLABUS

SECTION - A

Educational Psychology: concept, scope and contribution of psychology to education; Methods: observation, experimental and case study; Human development: Piaget's and Bruner's theories of cognitive development; Learning: concept, factors affecting learning, theories of Skinner, Bandura and Gagne's hierarchy

SECTION - B

Intelligence: concept, theories: Cattell, Thurstone, Gardner and Guilford's model; spiritual, social and emotional intelligence: concept and application; Mental Health: concept, strategies of promoting mental health of students and teachers. Stress concept - organizational Stress- Concept, Organizational and extra organizational Stressors, Effect of Stress on an individual and organizational strategies to cope with stress concept. Individual and organizational stress coping strategies.

Practicals

Administration of the following tests:

- Measurement of Intelligence using verbal techniques
- Measurement of Spiritual or emotional or social intelligence
- Identification of level of stress of your class
- Assessment of mental health

The students will maintain the record of the practical duly certified by the teacher in the practical notebook. Performance of practicals to be evaluated by the external examiner out of 20 marks.

(C) BOOKS RECOMMENDED

- Aggarwal, J. C. (2006). *Psychology of Learning and Development*. New Delhi: Shipra Publications.
- Anastasi, A., & Susana U. (2010). *Psychological Testing*. New Delhi: PHI Learning.
- Bigge, M. C. and Row (1971). *Learning Theories for Teachers* (2nd Ed.). New York: Harper Collins.

- Bower, G. H. and Hilgard, E.R. (1981). *Theories of Learning*. New Jersey: Prentice Hall Inc. Englewood Cliffs.
- Dandapani, S. (2004). *Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Gray, C., & MacBlain, S. (2012). *Learning theories in childhood*. Sage.
- Hall, C. S., Gardener, L., & John, B.C. (2010). *Theories of Personality*. Delhi: Aggarwal Printing Press.
- Kanwarjeet, S., & Kaur, J. (1995) *Vidyak Manovigyan- Ek Roop Rekha*, Jain Brothers, Patiala
- Laak, J. F. J., Gokhale, M., & Desai, D. (Ed.). (2013). *Understanding Psychological Assessment: A primer on the global assessment of the client's behavior in educational and organizational setting*. New Delhi: Sage.
- McLaughlin, C., & Holliday, C. (2013). *Therapy with children and young people: Integrating counseling in schools and other settings*, Sage.
- O'Reilly, M., & Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Sage.
- Qureshi, S. (2020). *Psychology of Development and Learning of Learner*. Bilaspur: Cyscoprime Publishers.
- Rai, P. (2020). *Psychology of learning and development*. Bophal: Koshal Publications
- Raina, M. K. (Ed.). (1980). *Creativity Research: International Perspective*. New Delhi: NCERT.
- Strenberg, Robert J. (Ed.). (2008). *Handbook of creativity*. New York: Cambridge University Press.
- Tomar, M., & Kumari, S. (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.
- Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication.
- Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Publications.

Online Resources

- <https://en.wikipedia.org/wiki/Metacognition>
- www.intropsych.com/ch07_cognition/metacognition_thinking_about_thinking.html
- https://en.wikipedia.org/wiki/Educational_neuroscience
- <https://pdfs.semanticscholar.org/1f85/60da84454fe3128c76d043d84e0a9a749dc d.pdf>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4446534/>
- <https://www.teachervision.com/strategies-teaching-culturally-diverse-students/>
- <https://www.education.udel.edu/wpcontent/uploads/.../CulturallyDiverseStudents.pdf>
- <https://books.google.co.in/books?isbn=933253824>

(D) EVALUATION

| | |
|-----------------------------|-----------------|
| External Examination | 60 Marks |
| Time | 3 Hrs |
| Practical | 20 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 10 |
| Two Mid - term Examinations | 10 |

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER-III METHODOLOGY OF EDUCATIONAL RESEARCH I

Subject code: EDUM1103T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

On completion of this course, the students will be able to:

- Conceptualize the meaning and process of research in education.
- Judge upon and chose an apt research method after consulting various sources.
- Sharpen the research problem and process.
- Analyze various strategies of conducting educational research.
- Identify various priority areas in educational research.
- conduct and organize a good review of related literature
- Formulate different types of hypotheses based on the review of related literature.
- Have apt statistical reasoning related to a research problem.
- Interpret results obtained through different techniques of analysis of data
- Draw generalizations on the basis of results of a research study
- Evaluate the quality of a research

(B) SYLLABUS

SECTION – A

Educational Research: meaning, nature, types, purpose, steps and limitations, Related literature: Purpose, sources and organization of related literature, Priority areas of educational research, Research problem: Its selection, definition, statement and sources, Hypothesis: its meaning, types, importance, formulation and testing.

SECTION - B

Quantitative measurement and levels of measurement, frequency distribution, graphical representation of data through frequency polygon, histogram, cumulative frequency curve, ogive, Measures of central tendency-mean, median, mode, Measures of variability — range, quartile deviation, standard deviation, Normal probability curve- its properties and uses.

(C) BOOKS RECOMMENDED

- Aiken, L. R., & Gary, G. (2011). *Psychological Testing and Assessment* (12th edition). New Delhi: Pearson.
- Anastasi, A., & Urbina, S. (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Best, J. W., & Kahn, J. V. (2010). *Research in Education*, New Delhi: Prentice - Hall of India Pvt. Ltd.
- Cohen, L., & Morrison, K. (2002). *Research Methods in Education*, New York: RoutledgeFalmer.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
- Garrett, H. E. (2011). *Statistics in Psychology and Education* (11th Indian print). Chandigarh: Vishal Publishers.
- Koul, L. (2009). *Methodology of Educational Research* (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Koul, L. (2020) *Methodology of Educational Research* (5th Ed). Nodia: Vikas Publishing.
- Meenakshi, (1992). *A First Course in Methodology of Research*, Patiala: Kalia Parkashan.
- Patnak, R. P (2018) *Methodology of educational research*. New Delhi: *Atlantic Publishers & Distributors*
- Sandhu, P. K. (2012). *Research in Education and its Implications*. Patiala: Publication Bureau of Punjabi University.
- Sansanwal, D. N. (2020). *Research methodology and applied statistics*. Delhi: Shipra Publications.
- Sharma, Y. K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
- Singh, P. (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.

Online Recourses:

- <https://research-methodology.net/research-methodology/research-types/>
- <http://www.alzheimer-europe.org/Research/Understanding-dementiaresearch/Types-of-research/Research-methods>
- <http://archives.gadoe.org/DMGetDocument.aspx/Types.of.Research.Methods.SERVE%20Center.pdf?p=6CC6799F8C1371F6C790A38569315032FE8B3FDBE6A7D64BCE3B4886D72BD474&Type=D>
- www.moshime.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf
- www.studylecturenotes.com/social-research.../selection-of-research-problem
- [https://en.wikipedia.org/wiki/Sampling_\(statistics\)](https://en.wikipedia.org/wiki/Sampling_(statistics))

(D) EVALUATION

| | |
|----------------------------------|-----------------|
| External Examination | 70 Marks |
| Time | 3 Hrs |
| Internal Assessment | 30 Marks |
| Attendance | 6 |
| Written Assignment/ project work | 12 |
| Two Mid - term Examinations | 12 |

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER-IV BASIS OF PEDAGOGY

Subject code: EDUM1104T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

On completion of this course, the students will be able to:

1. Understand the concept of pedagogy and teaching and learning.
2. Identify objectives of teaching at different levels.
3. Organize teaching at different levels.
4. Utilize different audio-visual aids in teaching-learning process.
5. Apply the concept of continuous and comprehensive evaluation.

(B) SYLLABUS

SECTION-A

Pedagogy: Concept, importance; Teaching and learning: concept and relationship. Objective specification: Bloom's taxonomy, writing objectives in behavioural terms, Principles of teaching: psychological and general, Maxims and devices of teaching, Methods of teaching: Lecture method, lecture-cum demonstration method, project method, heuristic method, Micro Teaching: Meaning, phases and skills of: introducing a lesson, questioning, stimulus variation and reinforcement.

SECTION - B

Text Book: Meaning, importance, types and characteristics, Teacher: Qualities and role, Laboratory: Meaning, importance, planning and equipment, management, Audio-Visual Aids in teaching: importance and types, Lesson-planning: Meaning, importance and steps, Evaluation: Meaning, importance and types.

Books Recommended

Basantia, T. K. (2021). *Pedagogy in School*. Atlantic Publications and Distributions.

Kaur, B. (2004). *Teaching of Social Studies*: Deep & Deep Publication, New Delhi

Panday, V. C. (2004). *Digital Technologies and Teaching Strategies* ISHA Books, Delhi

Sachdeva, M. S. (2007). *Teaching, Learning Process*: Published by Bharat Book Center Ludhiana

Sharma, J. R. (2001). *Technology (in Punjabi medium)*, Publication Bureau, Punjabi University, Patiala

Siddiqui, M. H. (2005). *Techniques of Teaching*: APH Publication Corporation, New Delhi

Online Resources

- <https://www.iitms.co.in/blog/importance-of-pedagogy-in-teaching-and-learning-process.html>
- [https://www.bradley.edu/sites/it/departments/ldt/it-tools/sakai/principles/#:~:text=Based%20on%20the%20literature%20and,demand%20quality%2C%207\)%20balance%20high](https://www.bradley.edu/sites/it/departments/ldt/it-tools/sakai/principles/#:~:text=Based%20on%20the%20literature%20and,demand%20quality%2C%207)%20balance%20high)
- studylecturenates.com/audio-visual-aids-in-education-definition-types-objectives/
- <https://www.teachmint.com/glossary/m/micro-teaching/>

(D) EVALUATION

| | |
|----------------------------------|-----------------|
| External Examination | 70 Marks |
| Time | 3 Hrs |
| Internal Assessment | 30 Marks |
| Attendance | 6 |
| Written Assignment/ project work | 12 |
| Two Mid - term Examinations | 12 |

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

J-ban

Head

Department of Education & C S
Punjab University, Patiala

SEMESTER-II

PAPER-I SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Subject code: EDUM1201T

Max. Marks: 100

External: 70 marks

Internal: 30 marks

(A) COURSE OUTCOMES

On completion of this course, the students will be able to:

- To understand the sociological paradigm of Education to address social functions, various elements of the society and relationship with education.
- To develop an insight into the importance of society in framing educational patterns of a Nation.
- To comprehend the role of various social factors in Education.
- To understand the role of Education as a device for social change, social control, social security and social progress.
- To analyze various factors responsible for social change.
- To realize Indian ethical views and their contemporary relevance.
- To create a mental set for research on various social issues and to act as an agent of change.
- To understand the new developments in society and their impact on education.

(B) SYLLABUS

SECTION – A

Sociology: concept, nature and relationship between education and sociology; nature and scope of sociology of education; socialization: concept, importance and role of education; Role of education in social change, social mobility, social stratification, social organization.

SECTION – B

Culture: meaning and nature, Cultural change and factors affecting cultural change, Role of education; Modernization and globalization and with special reference to Indian society; Education for socially disadvantaged sections of the society.

(C) RECOMMENDED BOOKS

- Arum, R., & Beattie, I. R. (2014). *The structure of schooling: Readings in the sociology of education* (3rd edition). Sage.
- Ball, S. J. (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
- Ballantine, J. H., & Spade, J. Z. (2014). *Schools and society: A sociological approach to education* (5th Ed.). Sage.
- Bhattacharya, S. (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
- Bhavinds, P. V., & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
- Brown, F. J. (1954). *Educational Sociology*. New York: Prentice Hall of India.

- Bruner, J. C. (1997). *The Culture and Education*. London: Harvard University Press.
- Chandra, S. S., & Sharma, R. K. (2021). *Sociology of education*. London: Atlantic
- Chaudhury, S. K. (Ed.). (2014). *Sociology of environment*. New Delhi: Sage.
- Friere, P. (1972). *Pedagogy of the Oppressed*. Harmond worth: Penguin.
- Govinda, R. (Ed.): *Who Goes to School? : Exploring Exclusion in Indian Education*, New Delhi: Oxford.
- Hasley, A. H., Floud, J., & Anderson C. A. (1969). *Education, Economy and Society*. New York: The Freeman's Press.
- Hurn, C. J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
- Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage.
- Mathur, S. S. (2020). *A sociological Approach to Indian education*. Agra: Shri Vinod Pustak Mandir.
- Panday, K. P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.

Online Resources:

- [http://mu.ac.in/myweb_test/ MA Education-Sociology](http://mu.ac.in/myweb_test/MA%20Education-Sociology)
- <http://en.wikipedia.org/wiki/Dharma>
- [http://vedic-yoga.blogspot.in/2007/11/hinduism-and-environment- 155 conservation.html](http://vedic-yoga.blogspot.in/2007/11/hinduism-and-environment-155-conservation.html)
- <http://houseofyoga.org/>
- <http://www.hinduwebsite.com/history/kautilya.asp>
- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3830173/>
- http://www.hinduwisdom.info/Nature_Worship.htm
- http://www.stephenknapp.com/can_vedic_dharma_bring_peace_to_the_world.htm
- <https://en.wikipedia.org/>
- <https://www.cliffsnotes.com/>
- <https://revisesociology.com>

(D) EVALUATION

| | |
|----------------------------------|----------|
| Theory Examination | 70 Marks |
| Internal Assessment | 30 Marks |
| Attendance | 6 |
| Written Assignment/ Project work | 12 |
| Two Mid - term Examinations | 12 |

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER-II PSYCHOLOGICAL CHARACTERISTICS AND ABILITIES

Subject code: EDUM1202T

Max. Marks: 100
External: 70 marks
Internal: 30 marks

(A) COURSE OUTCOMES

On completion of this course the students will be able to:

- Understand the psychological foundations of education.
- Acquaint him/her with different schools of thoughts on education and draw generalizations.
- Understand the theories and ideas of different educational thinkers.
- Understand the theoretical basis of present day educational system.
- Understand the relevance of educational psychology to the teaching learning process.
- Apply the role of heredity and environment in growth and development of the individual.
- Be able to understand the concept personality and well-being.

(B) SYLLABUS

SECTION- A

Educational Psychology: relevance for teaching, Role of heredity and environment in growth and development of the individual, Motivation: concept, types, strategies, approaches to motivation: behavioral, humanistic, cognitive and socio-cultural; Individual differences: Concept and causes of inter and intra individual differences.

SECTION- B

Personality: Concept, development and theories: Allport, Erickson, Big-Five Model, Personality assessment: subjective, objective and projective techniques. Well-being: concept, indicators and implications, Defense mechanisms.

Practical work

Administration and interpretation of the following:

1. Achievement motivation
2. Personality assessment through subjective/ Objective /Projective technique
3. Assessment of Well-being
4. Exploring type of defense mechanism of your class

The students will maintain the record of the practical duly certified by the teacher in the practical notebook. Performance of practical to be evaluated by the internal examiner out of 12 marks.

(C) BOOKS RECOMMENDED

- Aggarwal, J. C. (2006). *Psychology of Learning and Development*. New Delhi: Shipra Publications.
- Anastasi, A., & Susana, U. (2010). *Psychological Testing*. New Delhi: PHI Learning.
- Bigge, M. C., & Row (1971). *Learning Theories for Teachers* (2nd Ed.). New York: Harper Collins.
- Bower, G. H. & Hilgard, E. R. (1981). *Theories of Learning*. New Jersey: Prentice Hall Inc. Englewood Cliffs.
- Dandapani, S. (2004). *Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Gray, C., & MacBlain, S. (2012). *Learning theories in childhood*. Sage.

- Hall, C. S., Gardener, L., & John, B. C. (2010). *Theories of Personality*. Delhi: Aggarwal Printing Press.
- Laak, J. F. J., Gokhale, M., & Desai, D. (Ed.). (2013). *Understanding Psychological Assessment: A primer on the global assessment of the client's behavior in educational and organizational setting*. New Delhi: Sage.
- McLaughlin, C., & Holliday, C. (2013). *Therapy with children and young people: Integrating counseling in schools and other settings*. Sage.
- O'Reilly, M., & Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Sage.
- Qureshi, S. (2020). *Psychology of Development and Learning of Learner*. Bilaspur: Cyscoprime Publishers.
- Rai, P. (2020). *Psychology of learning and development*. Bopal: Koshal Publications
- Raina, M. K. (Ed.). (1980). *Creativity Research: International Perspective*. New Delhi: NCERT.
- Singh K., & Kaur, J. (1995) *Vidyak Manovigyan- Ek Roop Rekha*, Jain Brothers, Patiala
- Strenberg, R. J. (Ed.). (2008). *Handbook of creativity*. New York: Cambridge University Press.
- Tomar, M., & Kumari, S. (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.
- Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication.
- Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Publications.

Online Resources

- <https://www.verywellmind.com/what-is-educational-psychology-2795157#:~:text=Educational%20psychology%20involves%20the%20study,learn%20and%20retain%20new%20information.>
- <http://studylecturenates.com/what-is-individual-differences-causes-types-of-individual-differences/#:~:text=Individual%20differ>
- <https://www.apa.org/topics/personality#:~:text=Personality%20refers%20to%20individual%20differences,such%20as%20sociability%20or>
- <https://www.psychologytoday.com/us/blog/click-here-happiness/201901/what-is-well-being-definition-types-and-well-being-skills>
- https://www.managementstudyguide.com/what_is_motivation.htm

(D) EVALUATION

| | |
|-----------------------------|-----------------|
| External Examination | 70 Marks |
| Time | 3 Hrs |
| Internal Assessment | 30 Marks |
| Attendance | 6 |
| Practical | 12 |
| Two Mid - term Examinations | 12 |

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER-III METHODOLOGY OF EDUCATIONAL RESEARCH II

Subject code: EDUM1203T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

On completion of this course, the students will be able to:

- (a) Select a representative sample for any research problem.
- (b) Identify appropriate research tools for a research problem
- (c) Apply suitable method of research for carrying out a research study
- (d) Prepare a good research proposal and research report
- (e) Differentiate between parametric and non-parametric statistical techniques
- (f) Apply suitable statistics for analyzing data for a research problem
- (g) Understand the fundamentals to infer quantitative data.
- (b) Analyse the quantitative data using different types of analytical techniques.
- (c) Basic techniques to be applied for inferences.

(B) SYLLABUS

SECTION - A

Sampling: probability and non-probability; Tools of Research: Questionnaire, interview, observation, rating scales, tests and inventories. Reliability and validity of research tools, norms, Methods of research: Historical, Descriptive and Experimental, Research proposal and research report.

SECTION - B

Difference between parametric and non-parametric statistics and rationale for using them in the analysis of data, significance of difference between means (independent groups and correlated groups), Analysis of variance (two way) — Assumptions, limitations and uses, Chi square - assumptions and uses, Correlation — Meaning, Assumptions and uses, Spearman's rho, Pearson's.

Projects

1. Computation of 4 methods (two from each section) using excel or SPSS.
2. Apply an appropriate statistical technique on the data collected for a research problem.

(C) Books Recommended

- Anastasi, A., & Urbina, S. (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Best, J. W. & Kahn, J. (1989). *Research in Education*. New Delhi: Prentice Hall.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th Ed.). London: Routledge.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
- Creswell, J. W. (2012). *Educational Research* (4th ED). New Delhi: PHI

- Ferguson, G. A. (1982). *Statistical Analysis in Psychology and Education*, New Delhi: McGraw Hill International Book Co.
- Garret, H. E. (2004). *Statistics in Psychology and Education* (11th Indian print). New Delhi: Paragon International.
- Guilford, J. P., & Fruchter, B. (1978). *Fundamental Statistics in Psychology and Education*, Tokyo: McGraw Hill Kogakusha Ltd.
- Howell, D. C. (2008). *Fundamental Statistics for Behavioural Sciences* (6th ED) Balmant, CA: Thomson
- Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques*. New Age International Publishers.
- Koul, L. (2009). *Methodology of Educational Research*, New Delhi: Vikas Publishing House.
- Koul, L. (2020) *Methodology of educational research* (5th Ed). Nodia: Vikas Publishing.
- Koul, L. (2020). *Methodology of educational research* (5th Ed). Nodia: Vikas Publishing.
- Patnak, R. P (2018) *Methodology of educational research*. New Delhi: *Atlantic Publishers & Distributors*
- Patnak, R. P (2018) *Methodology of educational research*. New Delhi: *Atlantic Publishers & Distributors*
- Sansanwal, D. N. (2020). *Research methodology and applied statistics*. Delhi: Shipra Publications.
- Sharma, R. A. (2002). *Advanced Statistics in Education and Psychology*, Meerut: R. Lall Book Depot.
- Sharma, Y. K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.

Online Recourses

- <https://www.questionpro.com/blog/types-of-sampling-for-social-research/>
- <https://library.tiffin.edu/researchmethodologies/whatareresearchmethods>
- <https://www.scribbr.com/methodology/reliability-vs-validity/#:~:text=Reliability%20and%20validity%20are%20concepts,the%20accuracy>
- <https://www.statisticshowto.com/probability-and-statistics/chi-square/>
- <https://www.investopedia.com/ask/answers/032515/what-does-it-mean-if-correlation-coefficient-positive-negative-or-zero.asp>

(D) EVALUATION

| | |
|----------------------------------|----------|
| Theory Examination | 70 Marks |
| Internal Assessment | 30 Marks |
| Attendance | 6 |
| Written Assignment/ Project work | 12 |
| Two Mid - term Examinations | 12 |

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

Paper IV CURRICULUM DEVELOPMENT

Subject code: EDUM1204T

Max. Marks: 100

External : 70

Internal: 30

(A) COURSE OUTCOMES

On completion of this course, the students will be able to:

- Explain the nature of curriculum and identify the basic principles of curriculum development.
- Identify the components of curriculum development
- Develop skills in framing and designing tailored curriculum with respect to the national framework for various subjects of teaching
- Appreciate the need for continuous Curriculum revision by comparing various models of curriculum development
- Get familiarized with and orient the teachers on the patterns of curriculum designs
- Analyze issues, trends, and recent researches in the area of curriculum
- Compare the models of curriculum evaluation.
- Design a strategy for curriculum evaluation
- Understand the role of the teacher in the transaction and evaluation of curriculum.

(B) SYLLABUS

SECTION – A

Curriculum: concept, characteristics, types, need and importance, foundations and functions; Curriculum development: concept, stages, principles, approaches, Curriculum design: concept, types, process and strategies. Curriculum change: concept, objectives, factors, barriers and role of different agencies.

SECTION - B

Models of curriculum development: Taba, & Hunkins, Determinants of curriculum: objectives, curriculum concerns as reflected by NCFTE- 2009, Organization of curriculum: subject-centred, unitary, spiral and inter

disciplinary curriculum: Evaluation of curriculum: need and importance, process, approaches, problems and opportunities.

(C) Books Recommended

- Aggarwal, D. (2007). *Curriculum Development: Concept, methods and techniques*. New Delhi: Book Enclave.
- Arulsamy, S. (2014). *Curriculum Development*. Hyderabad: Neelkamal Publications.
- CIET (2006). *The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English*. CIET, NCERT, New Delhi.
- CIET (2007). *Curriculum Syllabus and Textbook: An audio interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF – 2005 Process*. NCERT, New Delhi.
- Dash, B. N. (2007). *Curriculum Planning and Development*. New Delhi: Dominant Publications.
- Ediger, M. & Rao, D. B. (2006). *Issues in School Curriculum*. New Delhi: DPH.
- Nandra, I. S. (2016). *Knowledge and Curriculum*. Patiala: Twenty first century Publications.
- Nassreen, Q., Lone, A. M., & Sarwer, G. (2021). *Curriculum Development (1st Ed)*. Academic Aspirations
- Panda, S. K., & Panda, N. (2020). *Curriculum development, Practices and Perspectives*. Delhi: Shipra Publications
- Peter, O. (2004). *Developing the Curriculum*. New York: Allyn and Bacon Inc.
- Reddy, B. (2007). *Principles of Curriculum Planning and Development*.
- Sharma, P. (2015). *Curriculum Development*. New Delhi: APH Publishing Corporation.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- Wiles, J. W. & Joseph, B. (2006). *Curriculum Development: A Guide to Practice*. Pearson Publication.

Online Recourses

- www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_1.pdf
- https://www.britishcouncil.in/sites/default/files/indian_school_education_system_-_an_overview_1.pdf
- www.nuepa.org/new/download/NEP2016/ReportNEP.pdf
- www.create-rpc.org/pdf_documents/PTA63.pdf
- <http://www.educationinnovations.org/blog/status-primary-education-india-strides-andchallenges>
- www.educationforallinindia.com/page167.html
- www.kkhsou.in/main/education/secondary_education.html 96

- <http://www.preservearticles.com/2012030725533/recommendations-of-the-secondaryeducation-commission-in-respect-of-professional-development-of-the-teachers.html>
- <http://siteresources.worldbank.org/INTAFRREGTOPSEIA/Resources/No.6Health.pdf>
- www.tandfonline.com/doi/pdf/10.1080/0305569750010202
- <https://bmcmmededuc.biomedcentral.com/articles/10.1186/1472-6920-12-31>
- <http://uwf.tk20.com>
- <https://teachingcenter.wustl.edu/resources/course-design/designing-a-course/>
- www.unom.ac.in
- www.youthsight.com/
- <https://www.edutopia.org/blog/curriculum-sharing-sites-vanessa-vega>
- www.hofstra.edu
- www.era3learning.org/weblinks/curriculum_development_and_.pdf

(D) EVALUATION

| | |
|----------------------------------|----------|
| Theory Examination | 70 Marks |
| Internal Assessment | 30 Marks |
| Attendance | 6 |
| Written Assignment/ Project work | 12 |
| Two Mid - term Examinations | 12 |

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

J. Ban
 Head
 Department of Education & C S
 Punjabi University, Patiala

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

Open Elective Subject : Assessment for Learning

(A) OBJECTIVES

To enable the student teachers to:

- Gain a critical understanding of issues in assessment and evaluation.
- Differentiate between various types of assessment.
- use of a wide range of assessment tools.
- select and construct various types of assessment tools appropriately.
- evolve realistic, comprehensive and dynamic assessment.

(B) SYLLABUS

SECTION-A

- (i) Assessment and Evaluation: meaning of assessment and evaluation , purpose; diagnostic, formative and summative evaluation
- (ii) Tools of assessment : assignments, projects, tests: objective and essay type- their merits and limitations, kinds of test items, oral testing
- (iii) Continuous and comprehensive evaluation: concept, significance, merits and limitations.

SECTION-B

- (i) New trends in evaluation: Questions Bank, Grading System, Online Examination, Open Book Examination and Credit System.
- (ii) Examination Reforms: flexibility, quality and range of questions, school based credit, alternative modes of examination.

Activities (Any one of the following)

- (i) Prepare a report on implementation of CCE at school level.
- (ii) Construction of an achievement test in any school subject at elementary/secondary.
- (iii) Critical appraisal of learning outcomes – scholastic and co-scholastic.

(C) BOOKS RECOMMENDED

1. Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications* (6th Edition). New Delhi: Pearson Publications.
2. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
3. Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
4. Norris N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
5. Rao, Manjula (1998). *Training material on continuous and comprehensive evaluation (monograph)* Mysore: Regional Institute of Education (NCERT).
6. Rao, Manjula (2004). *Evaluation in schools – a training package (monograph)*, Mysore: Regional Institute of Education (NCERT).
7. Singh H.S. (1974). *Modern Educational Testing*. New Delhi: Sterling Publication.

8. Ved Prakash, et.al. (2000). *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi. Sri Aurobindo Marg.

(D) EVALUATION

| | |
|---|----------|
| External Examination | 70 Marks |
| Time | 3 Hrs |
| Internal Assessment | 30 Marks |
| Attendance | 6 |
| Written Assignment/Project work/Response Sheets | 12 |
| Two Mid-term Examinations/ House Test | 12 |

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

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