Semester	I
Paper Number	
No. of credits	5 + 1
Paper Title	**MAEDCR11: Philosophy of Education**
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	On completion of this course, it is expected that the students will be able to- • *To define the concept of Philosophy and Education.* • *To examine the philosophical origin of educational theory and practice* • *To understand the nature and functions of philosophical approach of education.* • *To analyze the concept and process of acquiring knowledge and its related phenomena* • *To explain the concept of Freedom and Equality and their relevance to the field of Education.* • *To Interpret the contribution of various Indian and western schools of Philosophy in the field of education* • *To know about various Indian and western schools of philosophy and their educational implications.* • *To understand the psychological considerations of philosophy* • *To analyze the concept of comparative philosophy* • *To identify the various methods of studying the philosophy of education* • *To describe the contribution of various Indian and Western thinkers to the fields of Education.*

Syllabus	**Module 1: (30 marks)**
	
	Unit-I: Education and Philosophy
	• Concept and definition of Education and Philosophy
	• Four pillars of Education
	• Broad and narrow theories of Education
	• Relationship between Education and Philosophy
	• Educational Philosophy and Philosophy of Education
	• Branches of Philosophy (Metaphysics, Epistemology, Axiology, Philosophy of mind, Philosophy of Language, Social, Moral and Political Philosophy) and their Implications for Education
	Unit-II: Eastern Schools of Philosophy
	• Concepts of knowledge, reality and values; their Educational implications for Aims, Content, Methods of Education in:
	    • Samkhya
	    • Yoga
	    • Nyaya
	    • Vaisheshika

	• Mimamsa
	• Vedanta
	• Jainism
	• Buddhism
	• Islamic Schools

Unit-III: Western Schools of Philosophy
- Concepts of knowledge, reality and value, their educational implications for aims, contents and methods of education in:
  - Idealism
  - Realism
  - Naturalism
  - Pragmatism
  - Marxism

Unit IV: Psychological Considerations of Philosophy
- Representative proponents and thoughts related to:
  - Reconstructionism
  - Behaviourism
  - Existentialism
  - Postmodernism

Module 2: (30 marks)

Unit V: Comparative Philosophy
- Historical development of comparative philosophy
- Difficulties facing the comparative philosopher- chauvinism, skepticism, incommensurability, perennialism: prospects for comparative philosophy

Unit VI: Methods of studying Philosophy of Education
- Definition of methodology of philosophy, characteristics of philosophy:
  - Pre-Socratic philosophy
  - Dogmatism
  - Empiricism
  - Skepticism
  - Criticism
  - Rationalism
  - Dialectical method
  - Logical Empiricism (Logical Analysis)
  - Positive Relativism
- Theory of Knowledge
- Euler Diagram
- Gettier Problem
- Knowledge building

Unit-VII: Indian Educational Thinkers and their contribution in Education
- Swami Vivekananda

	• Rabindranath Tagore • Mahatma Gandhi • Aurobindo • Krishnamurthi **Unit-VIII: Western Educational Thinkers and their contribution in Education** • Plato • Aristotle • Mary Wollstonecraft • Paolo Freire • Nel Noddings
Mode of Transaction	Lecture, Discussion, Case Study, Observation, Problem solving, Film Show, Project
Practicum	Students will be expected to undertake a project based on **any one** of the following questions or ideas arising out of different units of the syllabus: 1. The impact of the Educational Philosophy of any of the above thinkers on the school curriculum today 2. A comparative study on any one aspect of Eastern Philosophy versus Western Philosophy
Readings	• Altekar, A.S. (1934). *Education in Ancient India*. Delhi: Isha Books. • Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House • Broudy, H.S. (1977). *Building a Philosophy of Education*, New York: Kringer. • Brubacher, J. S. (1962) *Eclectic philosophy of education.* Prentice Hall, New Jercy: Engelwood Cliffs. • Brubacher, J. S. (1978). *Philosophy of higher education.* San Francisco: Jossey ó Bass. • Chakraborty, J.C. *Modern Education*. Kolkata: Usha Publishing House • Chau M., Kerry T. (2008). International perspectives on education. New York: Continuum • Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir. • Curren, R. (2003). *A companion to the philosophy of education.* Malden Mass: Blackwell . • Dewey, J. (1944). *Democracy and education*. New York: The Free Press • Dhavan, M. L. (2005). *Philosophy of Education*, Delhi: Isha Books. • Freire, P. (1971). *Pedagogy of the Oppressed*. New York: Herden and Herden • Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). *Curriculum and instruction*. Berkeley, CA: McCutchan.

	• Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications. • Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra. • Mukharji, S. (2007), *Contemporary issues in modern Indian education*. Authors Press. • Naqi, M. (2005) *Modern philosophy of education*, New Delhi: Anmol Publication Pvt. Ltd. • Nussbaum, M. (2010). *Not for Profit, Why democracy needs the humanities*. Princeton: Princeton University Press • Philosophical and Sociological Foundation of Education. Meerut: Surya Publications. • Pringe, R. (2004). *Philosophy of education: Aims, theory, common sense and research.* London: Continuum • Singh, B.N. (2005). Education:Social Change and Economic Development, Jaipur: RBSA Publishers. • Singh, M.S. (2007). *Value education*. Delhi : Adhyayan, Publication • Sodhi, T.S. &Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication. • Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers. • Wynne, J. (1963). *Theories of education.* New York: Harper and Row. Saxena, S. (2001).
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks

Paper Structure for End Semester	**Full Marks:** 60 **Time:** 3 Hours
	Common Instructions:
	  • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation)
	  • Candidates are required to give their answers in their own words as far as practicable
	 Group A (From Module 1)
	I. **Critical Essay:** Answer **any two** questions out of four questions (2 x 10 = 20)
	II. **Critical Short Notes:** Answer **any two** questions out of four questions (2 x 5 =10)
	 Group B (From Module 2)
	III. **Critical Essay:** Answer **any two** questions out of four questions (2 x 10 = 20)
	IV. **Critical Short Notes:** Answer **any two** questions out of four questions (2 x 5 = 10)

Semester	I
Paper Number	

No. of credits	5 Theory and 1 Practicum
Paper Title	**MAEDCR12: Psychology of Education**
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory + 1 Practicum
Course descriptive/ objective	On completion of this course, it is expected that the students will be able to: • *Understand The different schools of Psychology and their significance in Education* • *visualize multiple dimensions and stages of learner's development and their implications on learning* • *Deduce ideas about the theories of personality, their use in the development of learner's personality.* • *Conceptualize the theories of learning, motivation and their utility in the teaching-learning process.* • *Explain the concept of growth and development and gain an understanding of different theories of development as a basis of learning.* • *Trace the changing concept of intelligence and its application and understand the concept of creativity.* • *understand individual difference and pupils' readiness towards learning*
Syllabus	**Module 1 (30 Marks)** **Unit I: Schools of Psychology and their significance in Education** • Behaviourism ócharacteristics and significance in Education • Cognitivism- characteristics and significance in Education • Constructivism- characteristics and types significance in Education • Humanism - characteristics and significance in Education **Unit II: Growth & Development with Specific Emphasis on Education** • Growth & Development ócharacteristics and stages. Physical and Emotional Development • Cognitive Development Including Language and Moral Development-Piaget & Kohlberg • Social and Emotional Development- Vygotsky & Erickson **Unit III: Personality** • Concept and nature Of Personality and Type Theory-Jung • Psychodynamic Theory (Freud) & Social Learning Theory-Bandura • Trait Theories of Cattle, Eysenck and Five Factor Model • Humanistic Theory of Rogers **Unit IV: Intelligence, Emotional Intelligence and Creativity** • Intelligence- Concept, nature, types and measurement

	• Emotional Intelligence- Concept, nature, importance and measurement • Theories of Intelligence- Cattell, Sternberg, Gardener • Creativity- Concept, Factors, Measurement and Nurturance **Module 2 (30 Marks)** **Unit V: Learning & Transfer of Learning** • Concept, Nature, Types • Factors affecting learning- attention, interest, maturation, motivation • Theories of learning- Tolman, Brunner, Lewin, Hull & Klob • Transfer of Learning- Concept, types, theories, importance and methods of enhancing. **Unit VI: Motivation** • Motivation - Concept, types, factors affecting motivation, importance in education. • Approaches to Motivation with specific emphasis on their educational implication -Maslow's Hierarchy of Needs Theory, Atkinson and McClellandøs Achievement Motivation Theory, Weinerøs Attribution Theory • Determinants of Motivation- Locus of Control, Anxiety, Curiosity and Interest, Learned Helplessness, Classroom Environment, Cooperative, Competitive and Independent Learning • Motivation and Learning Theories of Bruner and Bandura **Unit VII: Memory & Forgetting** • Brief idea about Cognitive Neuroscience. • Memory ó concept, stages and types • Multisystem model of memory • Forgetting: Its Nature, Causes and importance (contemporary views) • Factors affecting memory, ways of improvement Of Memory **Unit VIII: Instruction and Teaching** • Teaching & Instruction- Concept and Difference • Types of Teaching ó Micro-teaching, Simulated Teaching, Macro teaching, large group and small group teaching • Stages of teaching (Memory, Understanding and Reflective) • Instructional Design - Direct and Indirect Instruction, Programmed Instruction • Cognitive Styles, Learning styles and Teaching Styles
Mode of Transaction	Lecture, Discussion, Case Study, Test administration, Experiments, Problem solving, Film Show
Practicum	Administration, scoring and interpretation of any standardized tests on **any one** of the following attributes: • Achievement Motivation

	• Self-Concept • Learning Styles
Readings	• Allen, B. P. (2006). Personality Theories: Development, Growth, and Diversity (5th ed.). • Anastasi Anne: Psychological Testing, McMillan Co. New York. • Atkinson, J.W & Feather, N.T. (1960). *Theory of Achievement Motivation*, New York: Wiley Publishers. • Ausubel D.P. & Robison F.G. School learning: An introduction to Educational Psychology, New York Holt, Rinehart & Winston Inc 1969. • Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia. • Benjamin B. Lahey (2002): Essentials of Psychology, International Edition, Mc Graw Hill • Berk L. E. (2010): *Child Development*, (8th Edition).New Delhi: PHI Learning. • Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill B. • Bhatnagar, S. (2002). *Advanced Educational Psychology*, Agra: Bhargava Book House. • Bichler R.F. and Jack Snowman: psychology Applied to Teaching Houghton Miffin Company, Boston, 1986. • Bigge M.L.: Learning Theories for Teachers, Harper and Tow publishers, 1971. • Bower G.H. and Hilgard E.R.: Theories of Learning ,Prentice Hall of India, New Delhi. 1980 • Bron, R.A & Allyn Bacon. (2002). *Essentials of Psychology*, Guwahati: Nibedita DK Distributors. • Burger, J. M. (2010). Personality (8th ed.). Belmont, CA: Wadsworth Publishing • Carol S. Dweck. (2000). *Self-theories: their role in motivation, personality, and development (essays in social psychology)* Psychology Press • Chand,T. (2002). *Educational Psychology*, Agra: Bhargava Book House • Charles N. Newmark: Major Psychological assessment Instruments: Allyn And Becan Inc. • Cobb, N.J. (2004). *Adolescent: Continuity, Change and Diversity* (5th Edition). New York: McGrawv Hill. • Crow, R.B & Crow, A (1964). *Educational Psychology*, New Delhi: Eurasia Publishing House • Daniel Goleman :Working with Emotional Intelligence 1998ø • Daniel Goleman: Emotional Intelligence, Bantam books 1995.

- Douglas J. Hacker, John Dunlosky, Arthur C. Graesser .(editors) (1998) Metacognition in Educational Theory and Practice, Lawrence Erlbaum Associates. Mahwah, New Jersey. Edition, 1988.
- Douglas J. Hacker, John Dunlosky, Arthur C. Graesser (editors) (2009) Handbook of Metacognition in Education (Educational Psychology). Routledge, Taylor and Francis, New York.
- Gage and Berlinger: Educational Psychology, Boston Houghton Miffins Company 1984.
- Gordon, William J.J. (1961) *Synectics: the development of creative capacity*. New York: Harper and row, Publishers
- Guilford, J.P. (1967). *The Nature of Human Intelligence*, New York: McGraw Hill
- Hall, C.S & Lindsey, G (1978). *Theories of Personality (3rd Ed)*, New York: John Wiley
- Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinoins. The Dorsey
- Herenhahn B.R.: ÷An Introduction to Theories of Learning Prentice Hall International
- Hilgard and Atkinson: Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Hilgard, E.O (1976). *Theories of Learning (4th Ed),* New York: Appleton Century Crgts Woodworth
- R.S. (1995); A Study of Mental Life, New York: Century.
- Jayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay. Jersey, 1989.
- Kundu, C.L.: Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989.
- Matthews, G., Deary, I. J., & Whiteman, M. C. (2009). Personality Traits (3rd ed.). New York:
- Mezirow, J. (2000*). Learning as transformation: critical perspectives on a theory in progress.* San Francisco: Jossey Bass.
- Passi B.K.: Creativity in education NPC Agra 1982.
- Pina Tarricone (2011) The Taxonomy of Metacognition. Britain, Psychology Press
- S. Owen, H. Parker Blount, Heny Moscow: Educational Psychology ó An Introduction Little,
- Schunk, D. H. (2007). Learning Theories: An Educational Perspective (5th Edition). New York: Prentice Hall.
- Skinner C. E, (2003): Educational Psychology, Fourth Edition, Prentice Hall of India Private Limited,
- Wiggins, J. S. (Ed.). (1996). The Five-Factor Model of Personality: Theoretical Perspectives. New York: Guilford Publications

	- Wordsworth B.J. Piaget's: Theory of cognitive and affective Development, New York
	- Zanden, J.W.V., Crandel, T.L.N. & Crandell, C.H. (2007); *Theories of Development of Human Development*. Delhi: McGraw Hill.
	- Ormrod, J.E. (2012). *Essentials of educational psychology: big ideas to guide effective teaching.* Boston, MA: Pearson Education Inc.
	- Parmeshwaran, E.G and Beena, C (2002) *An invitation to psychology*, Hyderabad, India, Neel Kamal Publications.
	- Pina Tarricone (2011). *The taxonomy of metacognition.* Britain, Psychology Press.
	- R. Riding (1998): *Cognitive styles and learning strategies: understanding style differences in learning and behaviour.* London, David Fulton Publishers.
	- Robert J. Sternberg (2001): *Perspectives on thinking, learning, and cognitive styles .The educational psychology series.* Routledge publication.
	- Schmeck Ronald.R (1988): *Learning strategies and learning styles (perspectives on individual differences).* Springer Publication.
	- Schunk, D. H. (2007). *Learning theories: an educational perspective (5th Edition).* New York: Prentice Hall.
	- Weiten W & Lloyd M. A. (2007): *Psychology applied to modern life – adjustment in the 21st century* , (8th Edition)New Delhi: Akash Press Delhi,
	- Woolfolk, A (2009) *Educational psychology*, (12th Edition). Singapore: Pearson Education Inc.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks

Paper Structure for End Semester	**Full Marks:** 60 **Time:** 3 Hours
	Common Instructions:
	- Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation)
	- Candidates are required to give their answers in their own words as far as practicable
	             Group A (From Module 1)
	I. **Critical Essay:** Answer **any two** questions out of four questions (2 x 10 = 20)
	II. **Critical Short Notes:** Answer **any two** questions out of four questions (2 x 5 =10)
	             Group B (From Module 2)
	III. **Critical Essay:** Answer **any two** questions out of four questions (2 x 10 = 20)
	IV. **Critical Short Notes:** Answer **any two** questions out of four questions (2 x 5 = 10)

Semester	I
Paper Number	
No. of credits	5 + 1
Paper Title	**MAEDCR13: Sociology of Education**
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	• *To understand the concept and nature of Educational Sociology* • *To analyze the relationship between Education and Society* • *To determine the relationship between Education and Community* • *To explore the role and impact of culture in Education* • *To state the different types of values and the role of value education* • *To appreciate the significance of national integration, secularism and international understanding* • *To explain the importance of the theories of social change* • *To evaluate the importance of the concept of democracy in education*

Syllabus	**MODULE: 1 (30 Marks)**
	
	Unit I: Concept and nature of Educational Sociology
	
	• Concept and definition of Educational Sociology
	• Relationship between Education and Sociology
	• Agents of socialization of the child
	• Sociological aspects of education
	• Features of sociology of education
	
	Unit II: Approaches to Sociology of Education
	
	• Symbolic Interaction, Structural Functionalism and Conflict
	• Theory. Concept and types of Social Institutions: Role of
	• Family, School and Society. Concept of Social Movements,
	• Theories of Social Movements:
	  1. Relative Deprivation Theory
	  2.Resource Mobilization Theory
	  3.Political Process Theory
	  4.New Social Movement Theory
	
	Unit III: Social Group and Community
	
	• Meaning of social group and community
	• Social Group and Group Dynamics
	• Educational functions of the community
	• Interaction between the school and community

	• Education as a social process • Education as socialization • Social functions of Education **Unit IV: Culture and Education** • Meaning of culture • Role of Education in the preservation, transmission and promotion of culture • Cultural lag and Cultural Diffusion • Impact of culture of education **Module 2: (30 Marks)** **Unit V: Value Education** • Meaning, nature and classification of values • Value Development and programme of values • Value education at different stages of education **Unit VI: Education for National Integration and International Understanding** • Education in relation to secularism • Education for National Integration • Education for International Understanding • Educational Implications of promoting secularism, national integration and international understanding **Unit VII: Education for Social Change** • Meaning and nature of social change • Concept of modernization and urbanization with reference to the Indian society and their educational implications • Theories of social change **Unit VIII: Education and Democracy** • Education and its relationship with democracy and freedom • Meaning and characteristics of democracy • Ways of cultivating democracy and freedom • Concept of equality of educational opportunities • Education of the socially and economically disadvantaged sections
Mode of Transaction	Lecture, Discussion, Case Study, Problem solving, Film Show, Seminar
Practicum	A seminar on **any one** issue concerning the education of the socially disadvantaged sections and prepare a file: • Orphans • Street children • Juvenile in Conflict with Law • Third Gender • Women

	• SC/ST
Readings	**Reference Books**

• Adisesaiah, W.T.V. & Pawansam, R. (1974). *Sociology in Theory and Practice*, New Delhi, Santhi Publishers.
• Aggarwal, J.C. (1985). *Philosophical and sociological bases of education*. New Delhi: Vikas Publishing House Pvt. Ltd.
• Aikara, J. (2004). *Education-Sociological Perspective*, New Delhi, Rawat Publications.
• Bhat M.S. Educational Sociology, APH Publications, New Delhi.
• Bhatia & Bhatia. (1992). *Philosophical and sociological foundations of education*. New Delhi: Doaba House.
• Bhushan, V. & Sachdeva, D.R. (2008). *An Introduction to Sociology*: New Delhi, Kitabmahal.
• Brown, F.J. (1947). *Educational sociology*. NewYork: Prentice Hall Inc.
• Chanda, S.S. & Sharma, R.K. (2002). *Sociology of Education*, New Delhi, Atlantic Publications.
• Chattopadhyaya (Ed) (2002). *The cultural heritage of India.* Vedanta Press (RK Institute of Culture)
• Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
• Cook, L.A. & Cook, E. (1970). *Sociological Approach to Education*, New York, McGraw hill.
• Dewey, J. (1916). *Democracy and education*. New York: Macmillan & Co.
• Dhiman, O.P. (2008). *Foundations of education*. Lucknow: Atma Ram & Sons.
• Durkheim (1956). *Education and sociology*. The free Press
• Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications.
• Havinghurst, R,J., & Neugarton, B.L (1967). *Society and education*. Boston: Allyn and Bacon.
• Hemalatha, T. (2002). *Sociological Foundations of Education*, New Delhi, Kanishka publications.
• Joyee, L.E. & Sanders, M.G. (2002). *School, Family and Community Partnership*, Guwahati: Nibedita Book Distributors.
• Mathur S.S. (1968). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.
• Prasad, J. (2004). *Education and Sociology*, New Delhi. Kanishka Publishers and Distributors.
• Shah, B.V. & Shah, K.B. (1998). *Sociology of Education*, Jaipur: Rawat Publications. |

	• Shukla, B.V. & Shah, K.B. (1985). *Sociological Perspective in Education*, New Delhi, Chanakya Publications.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	**Full Marks:** 60 **Time:** 3 Hours **Common Instructions:** • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable **Group A (From Module 1)** I. **Critical Essay:** Answer **any two** questions out of four questions (2 x 10 = 20) II. **Critical Short Notes:** Answer **any two** questions out of four questions (2 x 5 =10) **Group B (From Module 2)** III. **Critical Essay:** Answer **any two** questions out of four questions (2 x 10 = 20) IV. **Critical Short Notes:** Answer **any two** questions out of four questions (2 x 5 = 10)
Semester	I
Paper Number	
No. of credits	5 + 1
Paper Title	**MAEDCR14: Educational Measurement & Evaluation**
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	On completion of this course, it is expected that the students will be able to- • Acquaint themselves with the basic concepts and practices of evaluation in education. • Understand test construction and its process. • Develop skills in scoring and reporting the evaluation • Orient the students about contemporary methods of evaluation. • Help the student understand the relationship between measurement and evaluation in education. • Orienting the student with tools and techniques of measurement and evaluation. • Develop skills and competencies required for constructing, standardizing and using various tools and

	tests for measuring both cognitive and non-cognitive aspects/domains
Syllabus	**MODULE 1 (30 Marks)** **Unit I: Concepts in Evaluation** • Evaluation: concept and need • Interrelationship between measurement and evaluation in education • Process and types of Evaluation • Objectives and Taxonomies of Educational Objectives • Competency Based Evaluation • Criteria for teacher evaluation (Product, Process and Presage criteria) **Unit II: Test Construction and its Standardization-I** • Construction of a standardized test (NRT & CRT) • Issues and Biases with Testing • Writing test items – objective type, essay type and interpretive type • Basic characteristics of good measuring instruments – Validity, Objectivity, Reliability, Usability and Norms. • Types of Reliability and Validity **Unit III: Scoring and Reporting in Evaluation** • True scores and Errors of Measurement • Distractor analysis and Item analysis procedures for NRT and CRT • Concepts of Percentile and Standard scores (Z-Score, Stanine & C-Score) • Concept of Mastery Learning **Unit IV: Contemporary Techniques of Evaluation** • Formative and Summative Evaluation • Continuous and Comprehensive evaluation (CCE). • Question Bank, Semester, Continuous Internal Assessment system, Grading, Portfolio Assessment • Computerized and Online Evaluation • Open Book Examination • Models in Educational Evaluation–3D Model, Total Model and Individual Judgment Model **MODULE 2 (30 Marks)** **Unit V: Basics of Measurement** • Measurement: Concept, relevance, function and scope • Levels of measurement • Limitations of test and measurement • Relationship between Measurement and Evaluation • The status of educational measurement in India

	Unit VI: Assessment • Meaning, nature, types and perspectives (assessment for Learning, and assessment of learning) • Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning • Assessment in Pedagogy of Education: Feedback Devices, Assessment of Portfolios, Reflective Journal • Rubrics for Self and Peer evaluation, Field Engagement using Rubrics • Assessment in Andragogy of Education - Interaction Analysis: Flandersø Interaction analysis, Gallowayøs system of interaction analysis (Recording of Classroom Events) **Unit VII: Test Construction and its Standardization -II** • General principles of test construction and its standardization • Writing test items ó objective, essay and interpretative • Comparison of teacher made test and standardized test • Process of Test Standardization • Construction and Interpretation of Interaction Matrix **Unit VIII: Measurement of Psychological Traits** • Need and use of psychological test in education • Achievement, and Interest • Aptitude, and Attitudes • Skills, and Personality • Creativity, and Intelligence • Subjective and Objective Tests • Sociological, Projective and Special Tests
Mode of Transaction	Lecture, Discussion, Case Study, Questionnaire construction and administration, Experiments, Problem solving, Film Show

Practicum	• Construct two questionnaires: One for the student and One for the teacher
	• Each questionnaire has 20 questions
	• The questionnaire for the students will be administered on 10 students of different levels in Colleges or Schools
	• The questionnaire for the teachers will be administered on 10 teachers of different levels in Colleges or Schools
	• The data will be analyzed and a report will be submitted on **any one** of the following topics:
	    É The problems in Summative and Formative Evaluation faced by teachers and students of Schools or Colleges
	    É The challenges in the Computerized and Online Evaluation System faced by students and

	teachers in Educational Institutions (Colleges or Schools)
Readings	- Anastasi, A: Psychological Testing (Fifth-21) Macmillan Pub. Co. Inc. New York. - Arun Kumar Singh: Tests, Measurement and Research Methods in Behavioral Sciences, New Delhi , Tata McGraw Hill Publishing Company limited,1986. - Ebel, R.L: Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. (1970). - Ferguson, G A: Statistical Analysis in Psychology and Education, McGraw Hill International Book Co. (1981). - Agarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi. - Lindquist, E.F ; Statistical Analysis in Educational Research; Calcutta, Oxford &IBHPublishingCo.1970· - Garrett, H.E.: Statistics In Psychology And Education: Vikas Peffer & Smara Co., Ins, NewYork. - Cronbach, L.J: Essential of Psychology Trends Harper Row, New York. - Guilford, J.P: Fundamental Statistics in Psychology and Education, McGraw Hill(1965). - K V S Sharma, (2001) Statistics made Simple Do it Yourself on PC; New Delhi, Prentice Hall of India, Private India Limited. - M Rajamanikram; Statistical Methods in Psychological and Educational Research, New Delhi, Concept Publishing Company,2001
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	**Full Marks:** 60 **Time:** 3 Hours **Common Instructions:** - Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) - For questions based on numericals, step-by-step explanation of the process and formula used and interpretation of the result along with educational implications is required - Candidates are required to give their answers in their own words as far as practicable **Group A (From Module 1)** I. **Critical Essay and Numerical Problem:** Answer **any two** questions out of four questions (2 x 10 = 20)

	II.	**Critical Short Notes with Numerical Problems:** Answer **any two** questions out of four questions (2 x 5 =10)
		Group B (From Module 2)
	III.	**Critical Essay:** Answer **any two** questions out of four questions (2 x 10 = 20)
	IV.	**Critical Short Notes:** Answer **any two** questions out of four questions (2 x 5 = 10)