

Curriculum

FACULTY OF EDUCATION

BA Education

Three Years Programme

Semester System

(From the Session – 2018-21)

Sri Dev Suman Uttarakhand

University Badshahithaul

Tehri Garhwal

Duration of the Programme: Three years

Medium of Instruction: The medium of instruction and examination will be English and Hindi.

Course Design: The programme is comprised of six semesters with two papers and one practical in each semester.

Semester-I

- Paper-I: Philosophical Foundation of Education.
- Paper-II: Education and Society
- Practical - I

Semester-II

- Paper-III: Education and Human Development
- Paper-IV: Contemporary issues in Education
- Practical - II

Semester-III

- Paper-V: Educational History and Indian Heritage
- Paper- VI: Education and Technology
- Practical - III

Semester-IV

- Paper- VII: Educational Administration and School Organization.
- Paper- VIII: Educational psychology
- Practical

Semester-V

- Paper- IX: Curriculum Studies
- Paper- X: Guidance & Counselling
- Practical

Semester-VI

- Paper- XI: Comparative Education
- Paper- XII: Educational Measurement & Evaluation
- Practical

Examination pattern:

Assessment will include both internal and external. Internal assessment will be conducted on the basis of assignments, internal exam and attendance/presentations. The summative assessment will be conducted in the following manner.

- There shall be a university examination at the end of each semester as per the details of the scheme of examination.
- The minimum pass marks in each year examination shall be 40% for each theory paper and 50% for practical separately. Candidates will have to pass each theory paper and practical separately.

- A candidate who fails in any paper or practical in any semester of the course will be eligible to give the examination in that part (theory paper/practical) as the case may be, along with the next same semester.
- A candidate who fails in two papers in a semester will be allowed to appear as an ex-student in that part at the subsequent examination.
- A candidate will be given a maximum of two chances to pass the examination in any semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for the degree.
- Candidates can apply for re-evaluation in any of the theory papers as per the rules stipulated by the University.

The evaluation of the practical works will be performed by a board of examiners including one External Examiners and one internal Examiner (Head/Representative of the institution).

Instead of declaring results of theory and practical separately, there will be only one result combining the two.

Distribution of the Papers and Marks

Courses	Course code	Total Marks	Internal (Formative)	External (Summative)
Semester – I (July to Dec. including exam)				
Paper-I: Philosophical Foundation of Education	BEDU101	75	15	60
Paper-II: Education and Society	BEDU 102	75	15	60
Practical -I	BEDU 103	50	10	40
Semester – II (July to June including exam)				
Paper-III: Education and Human Development	BEDU 104	75	15	60
Paper-IV: Contemporary issues in Education	BEDU 105	75	15	60
Practical -II	BEDU 106	50	10	40
Semester – III (Jan to Dec. including exam)				
Paper-V: Educational History and Indian Heritage	BEDU 107	75	15	60
Paper- VI: Education and Technology	BEDU 108	75	15	60
Practical -III	BEDU 109	50	10	40
Semester – IV (July to June including exam)				
Paper- VII: Educational Administration and School Organization	BEDU 110	75	15	60
Paper- VIII: Educational psychology	BEDU 111	75	15	60
Practical -IV	BEDU 112	50	10	40
Semester – V (July to Dec. including exam)				
Paper- IX: Curriculum Studies	BEDU 113	75	15	60
Paper- X: Guidance & Counselling	BEDU 114	75	15	60
Practical -V	BEDU 115	50	10	40
Semester – VI (July to June including exam)				
Paper- XI: Comparative Education	BEDU 116	75	15	60
Paper- XII: Educational Measurement & Evaluation	BEDU 117	75	15	60
Practical -VI	BEDU 118	50	10	40
Total		1200	240	960

Distribution of Internal and External Marks

Course	Total Marks	Internal marks Distribution			External marks Distribution		
		Assignment	Internal Exam	attendance/ presentations	Type of Question	To attempt	Marks
All theory papers	75	5	5	5	Long Questions	Three out of six	15 x 3 = 45
					Short Questions	Three out of six	5 x 3 = 15
					File work		
All Practical	50	10			15	5	20

Semester-I

Paper-I: Philosophical Foundation of Education

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Discuss the meaning, nature, scope and aims of education.
2. Discuss the meaning and scope of educational philosophy.
3. Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
4. Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
5. Explain the concept of Democracy, Socialism and Secularism.
6. State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Rousseau, Dewey and Froebel.

Unit-I: Concept, Scope and Aim of Education

- Meaning, Nature and Scope of Education.
- Aims of education: Individualistic and socialistic aim
- Meaning and scope of educational Philosophy; Relation between education and philosophy.
- Report of Delor's commission (UNESCO, 1996).

Unit – II: Schools of Philosophy and National values

- Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality and value.
- Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.

- Equity and equality.
- Inculcation of National Value: Democracy, Socialism and Secularism

Unit –III: Great Educators and their educational philosophy

- Swami Vivekananda, Rabindranath
- Tagore, Mahatma Gandhi.
- Rousseau, Dewey.
- Montessori, Froebel.

Suggested Books:

1. Agarwal J.C. Theory and Principles of Education: Philosophical and Sociological bases of Education.
2. Banerjee A. Philosophy and principles of Education.
3. Chakraborty J.C. Modern Education.
4. Kundu and Majumder. Theories of Education.
5. Mukherjee K.K. Some Great Educators of the World
6. Mukherjee K.K. Principles of Education
7. Purbait B.R. Great Educators

Paper-II: Education and Society

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Describe the functions and agencies of education.
2. Discuss the meaning of sociology and Education and realize its pertinence to education.
3. Discuss the social groups that influence education.
4. Explain the processes of social change and their impact on education.
5. Describe socialization and the role of the family and school.
6. Discuss Social Mobility.

Unit-I: Functions and Agencies of Education

- Functions of education – General, National functions of education.
- Agencies of Education – Formal, Informal and Non-formal
- Child centric and Life centric education
- Meaning of Human Resource Development and its significance in the present society.

Unit – II: Educational Sociology

- Sociology and Education-Meaning, nature and scope of educational sociology, Impact of Educational Sociology on Education.

- Relation between education and sociology, Concept of Educational sociology and sociology of education.
- Social groups (Primary, Secondary and Tertiary)
- Education of socially and economically backward classes

Unit – III: Social change and Education

- Social change: definition, characteristics, factors, constraints and education as an instrument of social change
- Social change in India (Modernization and Globalization).
- Socialization: Meaning, process and factors of socialization, role of the family and school.
- Education and Social Mobility

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. Y. K. Sharma – Sociological Philosophy of Education
6. S. S. Ravi – A Comprehensive Study of Education

Practical – I

Total Marks: 50

1. Vividness of imaginary.
2. Colour preferences on the basis of paired comparison method (6 Colours) with manual.
3. Human Maze (Simple Aluminum Make) with stylus-manual.
4. Hanuffman Concept Formation (Thinking)
5. Value conflict scale

Semester-II

Paper-III: Education and Human Development

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Discuss growth, development and areas of development.
2. Explain Piaget and Bruner's developmental psychology.
3. Describe Heredity and environment and Individual differences.
4. Discuss Childhood and Adolescence and related educational programmes.
5. Explain Perception, Attention and their role in the Cognitive process.

Unit – I: Growth and Development

- Meaning of growth and development.
- Stages and aspects of development in human life.
- Areas of development – Physical, Social, emotional, cognitive and moral.
- Emotional Quotient, Language development of Infancy.

Unit –II: Developmental psychology

- Heredity and environment, and their multiple cautions for education.
- Individual differences- Causes and significance of individual differences.
- Fundamentals of Piaget developmental psychology.
- Fundamentals of Bruner's theory and its educational applications.

Unit –III: Developmental period

- Childhood: Meaning and characteristics of child centric education system
- Adolescence – Psychological characteristics and problems; role of education in solving their problems.
- Perception-Meaning, Factors influencing perception, role in cognition.
- Attention- meaning, Factors of attention, Role of attention in the Cognitive process.

Suggested Books:

1. J.C. Aggarwal-Essentials of Educational Psychology, Vikash Publishing House Pvt.Ltd.
2. Clifford C. Morgan, Richard A. King, John R. Weisz, John R. Schopler-Introduction to Psychology.
3. H. Gleitman, Alan J. Fridland, Danial Reisberg-Basic Psychology
4. Suresh Bhatnagar: Advance Educational Psychology
5. Dr. S.P. Kulshresth: Educational Psychology
6. S.S. Chauhan-Advanced Educational Psychology, Vikash Publishing House Pvt.Ltd.
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Paper-IV: Contemporary issues in Education

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Explain the Meaning, Constitutional Provision and RTE Act related to Universalization of Elementary Education.
2. Discuss objectives and significance of SSA and RMSA.
3. Describe Knowledge Commission and objectives, significance of RUSA.
4. Discuss Problems and challenges of Indian Higher Education
5. Explain Peace Education and Education for Sustainable Development.
6. Discuss Inclusive Education and Open & Distance Learning System.

Unit-I: Universalization of Education

- Universalization of Elementary Education- Meaning and Constitutional Provision
- RTE Act
- Meaning, objectives, significance and Assessment of SSA
- Meaning, objectives, significance and Assessment of RMSA

Unit – II: Higher Education and RUSA

- Knowledge Commission & Higher Education
- Meaning, objectives, significance and Assessment of RUSA
- Problems and challenges of Indian Higher Education
- Women Education: Importance, problems

Unit –III: Issues in Education

- Peace Education- Meaning, objectives and need.
- Education for Sustainable Development - Meaning, objectives and need.
- Inclusive Education- Meaning, objectives and need.
- Open & Distance Learning System: Meaning, Characteristics and need

Suggested Books:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
5. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
6. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India
7. Maitra, Krishna (2008): Inclusion Issues And Perspectives (For Teachers, Teachers‘ Educators and Parents): Kanishka Publishers, Distributors New Delhi.
8. NCERT (2005) National Curriculum Framework for School Education, New Delhi: NCERT.
9. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
10. UNESCO (2001) Learning the Way of Peace: A Teachers Guide to Peace Education 1-239, New Delhi: UNESCO.

Practical - II

Total Marks: 50

1. Level of Educational Aspiration Test
2. Adolescent Self Concept Scale
3. Span of Attention
4. Comprehensive Anxiety Scale
5. Environmental Awareness Scale

Semester-III

Paper-V: Educational History and Indian Heritage

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Explain the educational system in India during Vedic, Buddhist and Medieval periods.
2. Discuss the development of education in India in historical perspectives.
3. Describe the recommendations of various commissions.
4. Elaborate the National Policy on Education.

Unit-I: Education in Ancient and Medieval India

- Education in India during a) Vedic, b) Buddhist and c) Medieval period
- Brahmanic System of Education- Aims, curriculum, teacher and methods of teaching, Institutions, Women education and Evaluation system.
- Buddhistic System of Education- Aims, curriculum, teacher and methods of teaching, Institutions (Nalanda, Bikramsila), Women education and Evaluation system.
- Education in Medieval India- Aims, curriculum, teacher and methods of teaching, Institutions and Women education.

Unit – II: Development of Education before 1947

- Macaulay's minutes and Bentinck's resolution of 1835.
- Wood's Despatch-1854 and its impact on education.
- Basic Education (concept & development).
- Sargent Plan.

Unit –III: Development of Education after 1947

- University Education Commission (1948-49)
- Mudaliar Commission (1952-53)
- Kothari Commission (1964-66)
- National Policy on Education (1986), Recommendation of Acharaya Ram Murti Committee.

Suggested Books:

1. A.S. Atlekar: Education in Ancient India.
2. A.N. Basu: Education in modern India.
3. B. K. Nayak: History Heritage and Development of Indian Education.
4. Govt. of India report of University Education Commission (1948-49).
5. Govt. of India report of Secondary Education Commission (1952-53).
6. Report of education Commission (1966) education and National development, Ministry of Education, New Delhi.

7. Govt. of India, Ministry of Human Resource Development, National Policy on Education, 1986. New Delhi.
8. J C Aggarwal: Landmarks in the History of Modern Indian Education.
9. J.P. Banerjee: Education in India-past, Present and future.
10. R N Sharma and R K Sharma: History of Education in India.
11. S. P. Chaube & A. Chaube: Education in Ancient and Medieval India
12. Suresh Bhatnagar: History and Problem of Indian Education
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Paper- VI: Education and Technology

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Discuss the concept, nature and need of educational technology.
2. Explain the role of Communication & Multimedia Approach in the field of Education.
3. Discuss the role of Seminar, Panel Discussion in the field of education.
4. Describe the role of technology in modern teaching-learning process.
5. Discuss the use of media in education.

Unit-I: Concept of Educational Technology

- Meaning and nature of Educational Technology
- Scope and need of Educational Technology
- Technology in Education and Technology of Education
- Components of Educational Technology-Hardware & Software.

Unit – II: Communication and educational technology

- Concept, types and Components of Communication.
- Communication process, Factors affecting communication.
- Personalized instructional techniques- programmed instruction -meaning, principles, types, merits and demerits
- Mass instructional techniques: Panel discussion, seminar, workshop.

Unit –III: Use of media in education

- Visual, audio and audio-visual types and their uses in education
- Multimedia and their use in Education
- Application of technology in Distance education.
- Computer and its role in education.

Suggested Books:

1. J. C. Aggarwal- Essentials of Educational Technology.
2. J. Mohanty- Educational Technology
3. K. L. Kumar- Educational Technology

4. K. Sampath- Introduction to Educational Technology
5. R. P. Pathak- New Dimensions of Educational Technology
6. Sampath, Pannerselvan, Santhanam- Introduction to Educational Technology
7. U. Rao – Educational Technology
8. Y. K. Sharma - Fundamental Aspects of Educational Technology

Practical - III

Total Marks: 50

1. General mental alertness test
2. Cognitive style Inventory
3. Mirror drawing star paper and drawing scoring sheet pad.
4. General Class Room Achievement Test
5. Environment concept achievement test

Semester-IV

Paper- VII: Educational Administration and School Organization

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Define Administration and Educational Management
2. Discuss Styles of leadership
3. Describe the concept of school organization, its principles and role of Principal.
4. Explain the meaning, types, need and strategies of educational planning.
5. Explain the Steps in Educational planning

Unit-I: Educational Administration and Management

- Administration: Meaning and scope
- Educational Management: Meaning, nature and scope.
- Educational Supervision: Meaning, need and function.
- Styles of leadership, Management and supervision of school services.

Unit – II: Educational Organization

- School Organization- meaning and its Principle
- School plant, buildings, equipment, sanitation, playground, library
- Time-table, school records, discipline. Role of Principal in organization.
- Midday meal, School medical service, co- curricular activities.

Unit –III: Educational Planning

- Meaning, nature, need and significance of Educational Planning
- Types and strategies of educational planning
- Institutional planning and Strategic planning
- Steps in Educational planning

Suggested Books:

1. Aggarwal - School Organization
2. Chandana - School Organization
3. Gaiind -Educational organizational.
4. I.F. Harson – Educational Planning and Human Resource Development
5. Khanna, Sexana, Lambo and Murthy– Education. Administration, Planning, Supervision and Financing.
6. Kochar, S.K - Secondary School Organization
7. NIEPA – Some Basic Facts About Educational Administration in India.
8. P.D. Shukla – Adminstration of Education in India, Vikash, New Delhi. 1983.
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Paper- VIII: Educational psychology

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Discuss the meaning, nature and scope of psychology and educational psychology.
2. Explain the learning, its theories and Transfer of learning.
3. Describe Types of Motivation and its Role.
4. Describe personality and Creativity and their measurement.
5. Discuss Habit and Intelligence and their role in education

Unit-I: Education and Psychology

- Meaning, nature and scope of educational psychology.
- Relationship between education and psychology.
- Stage of adolescence, Utility of educational psychology for a teacher.
- Subjective and objective methods of educational psychology

Unit – II

- Learning and maturation, meaning, definitions, Factors affecting learning.
- Theories of learning. Trial and error method, learning by insight, Skinner operant conditioning theory.
- Types of Motivation, Role of Motivation in learning
- Transfer of learning- types, Teacher's role in transfer of learning

Unit –III

- Habit- meaning of habit and its role and implications in education
- Intelligence- concepts, definition and measurement
- Personality- concepts, definition and measurement.
- Creativity: concepts, definition and measurement

Suggested Books:

1. J.C. Aggarwal-Essentials of Educational Psychology, Vikash Publishing House Pvt. Ltd.
2. Clifford C. Morgan, Richard A. King, John R. Weisz, John R. Schopler-Introduction to Psychology.
3. H. Gleitman, Alan J. Fridland, Danial Reisberg-Basic Psychology
4. Suresh Bhatnagar: Advance Educational Psychology
5. S.P. Kulshresth: Educational Psychology
6. S.S. Chauhan-Advanced Educational Psychology, Vikash Publishing House Pvt.Ltd.
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Practical - IV**Total Marks: 50**

1. Achievement Motive Test
2. Recall of Completed and Uncompleted Task
3. Extrovert and Introvert Personality Test
4. Steady Habit Inventory
5. Intelligence Test

Semester-V**Paper- IX: Curriculum Studies****Total Marks: 75****Course Objectives: After completion the course the learners will be able to:**

1. Explain the meaning and scope of curriculum.
2. Describe the principles of curriculum construction and types of curriculum.
3. Discuss the bases of Curriculum and NCF.
4. Describe curriculum evaluation and Content selection and its determinants.

Unit-I: Concept of Curriculum

- Meaning, Definition, Characteristics of curriculum.
- Nature, scope and importance of Curriculum
- Principles of curriculum construction
- Types of curriculum

Unit – II: Bases of Curriculum

- Philosophical Sociological & Psychological bases of Curriculum
- NCF 2005- salient features
- Objectives of curriculum: Need to form objectives of curriculum. Sources - society, discipline, needs of students.

- Curriculum transaction: Bruner's Theory of Instruction and learning.

Unit –III: Curriculum Transaction and Evaluation

- Curriculum Evaluation - meaning and utility.
- Sources and means of curriculum evaluation.
- Formative and summative evaluation.
- Content selection and its determinants- culture based, Knowledge based, need based.

Suggested Books:

1. A.K. Kelly- The curriculum, Theory and Practice.
2. G.L. Arora- Curriculum and quality in Education.
3. G.L. Arora - Reflections on Curriculum.
4. H. Taba - Curriculum Development Theory & Practice
5. Kumari, Sarita & Srivastava, D.S.: Curriculum and Instruction.
6. M.A. Mamidi & Ravishankar, S - Curriculum Development and Educational Technology.
7. M.I. Khan & Nigam, B.K.- Evaluation and research in curriculum construction.
8. N.B. Biswas- Curriculum Studies
9. Vashist, S.R.(ed).- Perspectives in Curriculum Development.

Paper- X: Guidance & Counselling

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Describe the meaning of guidance and counselling.
2. Explain the types of guidance and counselling.
3. Discuss the need of guidance and counselling in education.
4. Explain the process of counselling.
5. Discuss the qualities and functions of counsellor.

Unit-I: Educational Guidance

- Guidance: Meaning, scope and importance
- Objective and Principles of Guidance; Need of educational guidance
- Different forms of guidance: group and individuals
- Types of Guidance: Educational, Vocational and Personal

Unit – II: Counselling Techniques

- Concept, nature and scope of counselling.
- Need and importance of counselling in education.
- Types of counselling: Directive, non directive and eclectic.
- Tools and techniques of counselling

Unit –III: Counselling Services

- Counselling as Service, Purpose of student counselling; Client-counsellor relationship.
- Nature and functions of a counsellor
- Characteristics and Necessary qualities (Personal and Professional) of a good Counsellors
- Qualification and Training programme of counsellor.

Suggested Books:

1. Dave Indu – The basic essentials of counselling.
2. N.C. Basu- Educational and Vocational Guidance.
3. NCERT- Guidance and Counselling.
4. N. R. Sharma -Educational & Vocational Guidance.
5. Sarita Kumari and Monica Tomer - Guidance & Counselling
6. S K. Kochar - Guidance and counselling in college and university.
7. S K. Kochar - Guidance and counselling in Secondary School .
8. S.S. Chauhan - Principle and technique of Guidance.
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Practical - V

Total Marks: 50

1. Attitude Scale on Television
2. Children' Report of Parental Behavior Inventory
3. Substitution Method
4. Speed and Accuracy
5. Gripdynameter a simple round balance altered for the purpose of inducing fatigue with simple alterations

Semester-VI

Paper- XI: Comparative Education

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Discuss the meaning, nature, scope and importance of Comparative Education.
2. Explain the methods of Comparative Education.
3. Describe the Natural, Spiritual and Secular Factors of Comparative Education.
4. Understand the Universalization of Elementary and Secondary Education in UK & USA.
5. Compare Indian education system with abroad.

Unit-I: Comparative Education and methods

- Meaning and nature of Comparative Education.
- Scope and importance of Comparative Education.
- Methods of Comparative Education: Philosophical Method and historical Method.
- Sociological Method and Scientific Method

Unit – II: Factors and Forces of Comparative Education

- Natural Factors: Historical, Racial, Linguistic and Social Factors.
- Spiritual Factors: Religious and Philosophical Factors.
- Secular Factors: Factor of Humanism and Socialism.
- Factor of Nationalism and Democracy.

Unit –III: Universalization of Education in UK & USA

- Elementary Education in UK & USA in relation to Structure, Aims and Objectives, Curriculum with Indian Elementary Education System.
- Elementary Education in UK & USA in relation to Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.
- Secondary Education in UK & USA in relation to Structure, Aims and Objectives, Curriculum with Indian Elementary Education System.
- Secondary Education in UK & USA in relation to Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.

Suggested Books:

1. B. K. Nayak- Modern Trends and Issues in Education of India
2. J. C. Aggarwal- Theory and Principles of Education
3. Nikholas Hanse - On Comparative Education
4. R. N. Sharma- Comparative Education
5. R. P. Pathak – Development and Problems of Indian Education
6. S. P. Chaube & A. Chaube – Comparative Education
7. S. S. Ravi – A Comprehensive Study of Education
8. Y. K. Sharma- Comparative Education

Paper- XII: Educational Measurement & Evaluation

Total Marks: 75

Course Objectives: After completion the course the learners will be able to:

1. Discuss the concepts of measurement and evaluation in the field of education.
2. Explain the different types of measuring scales and their uses in education.
3. Describe different types of Tools and Techniques in the field of Education.
4. Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
5. Discuss the emerging Trends in Evaluation and CCE.

Unit-I: Measurement and Evaluation in Education

- Concept, Scope and Need of Evaluation, its role in education.
- Measurement: concept and purpose
- Relation between Evaluation and Measurement.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit – II: Tools and Techniques of Evaluation

- Test: essay type, Short Answer Type and objective type tests.
- Observation and Inquiry - Concept and Use
- Cumulative Record Card – concept and Use
- Characteristics of a good test

Unit –III: Evaluation Process

- Evaluation Process: Concept, Types (Formative and Summative)
- Concept and use of Norm-Referenced Test and Criterion Referenced Test.
- Concept of grading, Semester and Credit system.
- Emerging Trends in Evaluation: Question Bank; continuous and Comprehensive evaluation; Collection and processing of data.

Suggested Books:

1. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
2. Lehman & Mehren - Evaluation in Education.
3. P. Singh – Hand Book of Pupil Evaluation.
4. E.L. Thorndike & Hagen – Measurement and Evaluation in Education.
5. H. J. Walberg & G. D. Hacrten (Eds.) – The International Encyclopaedia of Educational Evaluation.
6. R. A. Sharma- Mental Measurement and Evaluation.
7. Dr. Raghu Raj Singh - Measurement Evaluation in Education.
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Practical - VI

Total Marks: 50

1. Educational Aspiration Scale
2. Rank Order Method
3. Rating Method
4. Reasoning ability test
5. Problem solving ability test


Dr. Seema Dhawan

