

**3 Yr. Degree Course  
(One Major & Two Minor)  
based on NEP-2020  
EDUCATION**



**(Effective from Session 2025-26)**

**(Batch: 2025-2028)**



**SAMBALPUR UNIVERSITY**  
**JYOTI-VIHAR, BURLA, SAMBALPUR, ODISHA-768019**

## COURSE AT A GLANCE (NEP-UG)

SUBJECT: EDUCATION

ACADEMIC SESSION: **2025-28**

### CORE-I COURSE

Course Number	Semester	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	I	Philosophical Foundation of Education	P	4	100
Paper-II		Psychological Foundation of Education	P	4	100
Paper-III	II	Sociology of Education	P	4	100
Paper-IV		Pedagogical Perspectives in Education	P	4	100
Paper-V	III	Assessment & Evaluation in Education	P	4	100
Paper-VI		Historical Bases of Indian Education	P	4	100
Paper-VII		Educational Thinkers of Modern India	P	4	100
Paper-VIII	IV	Early Childhood Care & Education	P	4	100
Paper-IX		Trends ,Policies & Practices in Education	P	4	100
Paper-X		ITC in Education	P	4	100
Paper-XI	V	Pedagogy of Odia	P	4	100
Paper-XII		Pedagogy of English	P	4	100
Paper-XIII		Pedagogy of Social Science	P	4	100
Paper-XIV	VI	Knowledge and Curriculum	P	4	100
Paper-XV		COMMUNITY ENGAGEMENT SERVICES	P	4	100
Paper-XVI	VII	EDUCATIONAL MANAGEMENT AND LEADERSHIP	P	4	100
Paper-XVII		FUNDAMENTAL OF EDRL RESEARCH	P	4	100
Paper-XVIII		STATISTICS IN EDUCATION	P	4	100
Paper-XIX		GUIDEANCE AND COUNCILING IN EDUCATION	P	4	100

Paper-XX	VIII	ART AND CRAFT EDUCATION	P	4	100
Paper-XXI		INCLUSIVE EDUCATION	P	4	100
Paper-XXII		TEACHER EDUCATION	P	4	100
Paper-XXIII		COMPUTER EDUCATION IN TEACHING LEARNING	P	4	100

## CORE-II/CORE-III COURSE

Course Number	Semester Core-II/ Core-III	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	I/II	PHILOSOPHICAL FOUNDATION OF EDUCATION	P	4	100
Paper-II	III/IV	PSYCHOLOGICAL FOUNDATION OF EDUCATION	P	4	100
Paper-III	V/VI	SOCIOLOGY OF EDUCATION	P	4	100
Paper-IV	VII	PEDASOSIAL PERSPECTIVE IN EDUCATION	P	4	100
Paper-V	VIII	ASSESMENT AND EVOLUTION IN EDUCATION	P	4	100

## **CORE COURSE II/III**

### **Minor (Paper-I)**

#### **Semester-I/II**

### **Philosophical Foundations of Education**

**Course Outcomes (COs):** On completion of the course, the students will be able to:

- To understand the philosophical foundation of education as a discipline under the faculty of the Liberal Arts and Social Science.
- To understand various schools of thought, to develop ability to distinguish one from the other and critically analyze each school of thought.
- To understand the basic Indian schools of thought.
- To develop the ability to relate the philosophical foundation with educational practices.

#### **Course Contents:**

**UNIT-I: Education in Philosophical Perspective** Learning Outcomes Understand concept of education along with individual and social aims. ☐ Explain relationship between Philosophy and education. ☐ Relate the functions of philosophy in our life.

- Concept of Education, Narrower and broader concept of education.
- Concept of Lifelong Education. Individual and Social Aims of Education.
- Meaning and nature of philosophy of education. Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications.
- Functions of Philosophy in relation to education.

**UNIT-II: Western Schools of Philosophy and their Educational Implications**

**Learning Outcomes** Describe the nature of schools of philosophy and its branches. ☐ Understand Western Schools of Philosophy and their Implications to the current system of education. • Idealism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline. • Naturalism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline • Pragmatism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline • Existentialism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline.

**UNIT-III: Indian Schools of Philosophy and their Educational Implications.**

**Learning Outcomes** Understand Indian Schools of Philosophy and their Implications to the current system of education. ☐ Compare and contrast Indian and Western philosophies of education. • Common Characteristics of Indian Philosophy with reference to Metaphysics, Epistemology, Axiology, Orthodox and Heterodox • Sankhya, Vedanta, Buddhism, Jainism with reference to: Philosophical doctrines, Aims of education, Curriculum, Methods of Teaching, Role of Teacher

**UNIT-IV: Contributions of Great Educational Thinkers**

**Learning Outcomes** Critically examine contributions of great thinkers to the field of education and its reflections in curriculum at school and higher education. • **Contributions of Western thinkers:** Plato and Aristotle with reference

to their philosophical orientation, aims of education, method of teaching, role of teacher. • Rousseau and John Dewey with reference to their philosophical orientation, aims of education, method of teaching, role of teacher. • Paulo Freire and Ivan Pillich with reference to their philosophical orientation, with reference to their philosophical orientation, aims of education, method of teaching, role of teacher and student.

Mode of Course Transaction: Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning. Practicum: 30 Marks (Any one of the following 4) Field visit to a seat of learning/educational institute in the locality and prepare report and submission. 5) Presentation (through PPT) of a paper in Department level seminar on any topic from the above course and submit full paper along with handout of PPT. 6) Appraisal of aims of education and curriculum proposed by one of the educational thinkers in the present sociocultural context of India and submit the report. (N.B.: The report will be evaluated by both internal and external examiners) Text Books: [?] Safaya, R.N. & Shaida, B.D. (2010). Modern Theory and Principles of Education. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd. Nayak, B.K. (2018). [?] Ravi, Samuel. S. (2015). A Comprehensive Study of Education. Delhi: PHI Learning Pvt. Ltd. [?] Taneja, V.R. (2000). Educational thought and practice. New Delhi: Sterling Publishers Pvt. Limited. [?] Aggrawal, J.C. (2013). Theory and principle of education. New Delhi: Vikash Publishing House Pvt. Ltd. Suggested Books: [?] Anand, C.L. et.al. (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT. Brubacher, John.S.(1969). Modern philosophies of education. New York: McGraw Hill Co. [?] Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication. [?] Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers. [?] Dewey, J. (1916/1977). Democracy and education. New York: MacMillan. [?] Dewey, J. (1956). The Child and the curriculum, school and society. Chicago, Illinois: University of Chicago Press. [?] Dewey, John (1997). Experience and education. New York: Touchstone. [?] Ganesh, K. &Thakkar, U.(Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications. [?] Govt. of India (1986/'92). National policy on education. New Delhi: MHRD. [?] Krishnamurthy, J. (1953). Education and significance of life. New Delhi: B.I. Publications [?] Kumar Krishna (1996). Learning from conflict. New Delhi: Orient Longman. [?] Ministry of Education (1966). Education and national development. New Delhi: Ministry of Education, Government of India. [?] Ministry of Education, Govt. of India (2020). National education policy 2020. [?] Mishra, A. D. (nd). Mahatma Gandhi on Education. Vikas Publishing [?] Ornstein, Allan C. & Levine, Daniel, U. (1989). Foundations of education (4th Ed.). Boston: Houghton MifflinCo.

[?] Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson. Pathak, A. (2002). Social implications of schooling. New Delhi: Rainbow Publishers. [?] Peters, R.S. (1967). The Concept of education. London: Routledge Kegan& Paul. Radhakrishnan, S. Indian philosophy Vol. I and Vol. II [?] Ross, J. S. (1981). Ground work of educational theory. Delhi: Oxford University Press Rusk, Robert R., Philosophical bases of education, London: Oxford University Press. [?] Salamatullah, (1979). Education in social context. New Delhi: NCERT. [?] Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers. [?] Wingo, G. M. (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt. Limited.

## **Minor (Paper-II)**

### **Semester-III / IV**

#### **Psychological Foundations of Education (4 Credits)**

Course Outcomes (COs): On completion of the course, the students will be able to: • Understand the concept of educational psychology

• Know different methods of educational psychology to understand learners • Explain the different stages of growth and development Course Contents:

**UNIT-I: Educational Psychology in Developmental Perspective** Learning Outcome ☐ Explain concept of educational psychology and its relationship with psychology. ☐ Describe various methods to understand learners. ☐ Understand concepts of growth and development of child and adolescence, and underlined general principles of growth and development. ☐ Describe the typical characteristics of growth and development during childhood and adolescence. ☐ Explain theory of cognitive development and its educational implications. • Concept, nature, scope and relevance of educational psychology. • Methods to understand learners: Observation, Experimentation and Case Study. • Concept and difference between growth and development. Principles of growth and development. • Characteristics of development during childhood and adolescence in different areas: Physical, Cognitive, Social and Emotional.

**UNIT-II: Intelligence, Creativity and Individual difference** Learning Outcome ☐ State different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences. ☐ Understand concept and nature of intelligence. ☐ Develop insight into the theories and measurement of intelligence and creativity. • Individual difference: concept, nature, factors and role of education • Intelligence: concept and nature of intelligence, concept of IQ, theories of intelligence- Two factor theories, Guildford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence. • Measurement of intelligence: individual and group test, verbal, non-verbal test • Creativity: meaning, nature and stages of creative thinking, strategies for fostering creativity

**UNIT-III: Learning and Motivation** Learning Outcome ☐ Develop critical ideas on various theories of learning and processes of learning with their educational implications. ☐ Explain concept of motivation and theories of personality. • Learning: Concept, nature and factors of learning. • Learning and Maturation. Factors affecting learning. • Theories of learning and its educational implications: Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning.

• Motivation: concepts, types, and techniques of motivation.

**UNIT-IV: Personality and Mental health** Learning Outcome 2 Critically examine relevance of learning about mental health, and adjustment mechanisms. • List of characteristics of individual differences • Find out the concept of intelligence • Examine the relevance of learning about mental health and adjustment mechanism • Personality: Concept and nature of personality. Relevance of studying personality for learning. • Theories of personality: Type theory and Trait theory with implications. Assessment of personality: Subjective, objective and projective techniques. • Mental health: Concept, mental health of teacher, factors affecting mental health and role of teacher. • Adjustment mechanism: Concept and Types. Sample Question 5. What is behavior? [ 1 mark] 6. Mention any two educational implications of case study. [2 Marks] [Within 50 Words] 7. Describe the steps of creativity. [3 Marks] [Within 300 words] 8. Explain the factors affecting mental health of the learner? [8 marks] [Within 500 to 800 words] Practicum: 30 Marks (Any one of the following) 4) Administration and interpretation of any psychological test relating to intelligence, creativity, and personality and preparation of a report and submission. 5) Case Study of a problem child / a slow learner/ a disadvantaged child and preparation and submission of report. 6) Analysis of the common behavioral problems observed in the classroom. Suggesting the ways to address them, Preparation and submission of report. (N.B.: The report will be evaluated by both the Internal and External examiners.) Mode of Course Transaction: Seminar, TeamTeaching, Dialogue, Peer-Teaching, PeerGroupDiscussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning. Text books: 1 Aggarwal, J.C. (2014). Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt Ltd. 2 Chauhan, S.S. (1978). Advanced educational psychology. New Delhi: Vikas Publishing House Pvt. Ltd. 3 Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India. 4 Woolfolk, A. (2015). Educational psychology (9th Ed.). New Delhi: Pearson Publication Suggested books: 1 Arnett, J. (2007). Adolescence and emerging adulthood: A cultural approach. (3rd Edn.). Upper Saddle River, N.J.: Pearson. 2 Berk, Laura E. (2011). Child development (9th Edn.). New Delhi: Prentice Hall of India. 3 Chaube S.P. & Chaube A. (nd). Foundations of Education, 2nd Edition Vikas Publishing

4 Flavell, J.H. (1963). The developmental psychology of Jean Piaget. New York: Van Nostrand 5 Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book. 6 Hurlock, E.B. (1980). Child development (6th Edn.). Tokyo: McGraw-Hill, Kogakusha Ltd. 7 Hurlock, E.B. (2007). Child growth and development. New York: McGraw Hill. 8 Kail, Robert V (2011). Children and their development (6th Edition). Englewood Cliffs, N.J: Prentice Hall. 9 Stephens, J. M.; Evans, E. D. (1973). Development and classroom learning: An introduction to educational psychology. New York: Holt, Rinehart and Winston

## **Minor (Paper-III)**

### **Semester- V/VI**

## **Sociology of Education**

**Course Outcomes (COs):** On completion of the course, the students will be able to:

- Know the concept of educational sociology with its nature, scope and importance.
- Understand the social process
- Analysis the functions of different agencies of education for socialization of children.
- Describe the role of different agencies of education
- Find out the linkage between education and modernization
- Understand the concept of equality and equality

Course Contents:

### **UNIT I: Concept and approaches to sociology of education**

Learning Outcomes ☐ Understand concept of educational sociology along with its nature, scope and importance. ☐ Explain relationship between Education and Sociology.

- Concept, nature, scope and importance of Sociology of education.
  - Relationship between education and sociology.
  - Understanding the evolution of sociology of education as a discipline.
  - Sociological theories; functionalism, conflict theory, interactionism and post modernism.
  - Thought of Antonio Gramsci and Pierre Bourdieu
- UNIT -2: Education and social system Learning Outcomes ☐ Relate the functions of different agencies of education for socialization of children. ☐ Describe the different agencies of education and their functions

- Agencies of education (Family, School, Society, Mass media and State) – it's Importance and functions
  - Understanding education as a factor of social stratification and social mobility.
  - Socialization: concept and theories of socialization (theory of G.H.Mead, Cooley's theory of the looking- glass self, Durkheim's theory of collective representation);
- UNIT-3: Education, Social change and Modernization Learning Outcomes ☐ Describe the role of education in modernization and globalization

- Concept, Factors and theories of Social Change, Education as an instrument of social change and social control.
  - Modernization; Concept and attributes, Education for accelerating the process of modernization.
  - Concept of globalization and its impact on education.
- Unit-4: Social group and their educational implications Learning Outcomes Describe the function of education to ensure equality and equity ☐ Explain the process of equalization of educational opportunity and the steps taken towards its attainment

- Concept of equality, equity and inclusion: its educational implication
- Educational Opportunity and Participation in Education of Scheduled Castes, Scheduled Tribes, Women, Minority and CWSN.
- Group dynamic- cohesion and conflict; conflict resolution



- Classroom climate; Understanding interpersonal relationship of classrooms technique (socio-metric and guess who technique) and its educational effects.
- Social responsibility of Higher education. Practicum: 30 Marks (Any one of the following)

5. Field visit to Study a social unit (School/Village/Slum) in the locality and prepare a report
6. Organizing some community activities, social intervention, and awareness camp in the locality for participation of disadvantaged groups in education.
7. Presentation (through PPT) of a paper in Department level seminar on any topic from the above course and submit full paper along with handout of PPT.

8. Make a compendium of news articles published in social media and print media about the education of disadvantage groups. N.B.: The report will be evaluated by both internal and external examiners) Mode of Course Transaction: Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning. Text Books

- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
- Shukla, S. and Kumar, K. (Eds.) (1985). Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.
- Bhattacharya, S. (2006). Sociological Foundation of Education. New Delhi: Atlantic
- Anand, C.L. et.al. (Ed.) (1983). Teacher and Education in Emerging in Indian Society. New Delhi: NCERT.
- Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin
- Gore, M. S., Desai, I.P. and Chitnis, S. (Eds.). (1967). The Sociology of Education in India. New Delhi: National Council of Educational Research and Training.
- Illich, I. (1996). Deschooling Society. Marion Boyers, London.
- Kumar, K. and Oosterheld, J. (Eds.) (1995). Education and Social Change in South Asia. New Delhi: Orient Longman.
- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra: Vinod Pustak Mandir

**Suggested books:**

- Ravi, Samuel.S.(2015). A Comprehensive Study of Education. Delhi: PHI Learning Pvt. Ltd.
- Aggrawal, J.C.(2013). Theory and principle of education. New Delhi: Vikash Publishing House Pvt Ltd.
- Tilak,jandhyal B.G(2003) education,society and development. New delhi: APH publishing corporation for NUEPA.
- Safaya, R.N. & Shaيدا, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publising Company Pvt. Ltd.
- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications.
- Pathak, Avijit (2002). Social implications of schooling. New Delhi: Rainbow Publishers.
- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication.
- Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.
- Saraswati, T.S. (Ed.) (1999). Culture, socialization and human development. Theory, research and applications in India. New Delhi: Sage Publication.
- Dewey, John (1997). Experience and education. New York: Touchstone.
- Ornstein, Allan C. & Levine, Daniel U. (1989). Foundations of education (4th Edn.). Boston: Houghton Mifflin Co.
- Anand, C.L. et.al. (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.
- Salamatullah, (1979). Education in social context. New Delhi: NCERT.
- Dewey, John (1916/1977). Democracy and education. New York: MacMillan.
- Govt. of India (1986/'92). National policy on education. New Delhi: MHRD.
- Ministry of Education (1966). Education and national development. New Delhi: Ministry of Education, Government of India.
- Delor, J. (1996). Learning: The Treasure Within - Report to UNESCO of the International Commission. Paris: UNESCO.

Coser, L.A. (1996). Masters of Sociological Thoughts Ideas in Historical and Social Context. Jaipur: Rawat Pub.

**Minor (Paper-IV)**  
**(With/Without Research)**

**Semester- VII**

**Pedagogical Perspectives in Education**

**Course Outcomes (COs):** On completion of the course, the students will be able to: • Understand the concept of pedagogy. • Explain different teaching Strategies. • Find out the relationship between teaching and learning.

• Enlist different approaches and methods of teaching. • Know the core teaching skills. • Prepare lesson plans following different designs. Course Contents:

**UNIT-I** Concept of Teaching and Learning Outcomes ☐ Explain the concept of pedagogy ☐ Explain different teaching task with example ☐ Prepare a lesson plan following different designs • Meaning and definition of teaching and learning, Relationship between teaching and learning • Variables involved in teaching task: independent, dependent and intervening • Phases of teaching: Pre-active, inter- active and post- active • Levels of teaching: memory, understanding and reflective • Lesson plan design- The Herbartian steps, 5 E and ICON design model

**UNIT II** - Theories of Teaching Learning Outcomes ☐ Differentiate pedagogy from other allied concepts ☐ Establish relationship between teaching and learning • Meaning and nature of teaching theory • Types of teaching theories: • Formal theories of teaching- communication theory of teaching • Descriptive theories of teaching– Gagne’s hierarchical theory of instruction and • Bruner’s cognitive theory of instruction • Normative theories of teaching - Mitra’s psychological theory of teaching and • Clarke’s general theory of teaching

**UNIT-III** Principles and maxims of teaching • General principles of teaching • Psychological principles of teaching • Maxims of teaching • Core teaching skills: Introducing the lesson, explaining, illustrating with examples, • stimulus variation, and reinforcement, questioning, probing questions, closure.

**UNIT IV** Approaches and methods of Teaching Learning Outcomes ☐ List out different approaches and methods of teaching • Concept of approach, method, strategy and techniques • Methods of teaching: inductive-deductive, analytic- synthetic, problem solving and • project • Shift in focus from teaching to learning- constructivist approach to learning Practicum: 30 Marks Preparation of rating scale/ checklist /observation schedule to evaluate classroom Teaching and reporting. NB: It will be evaluated by both the internal and external examiners. Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

**Text Books** ☐ Kochar, S.K. (2011). *Methods and Techniques of teaching*. Sterling Publisher Pvt. Ltd., New Delhi ☐ Chauhan, S.S. (1995). *Innovations of teaching learning process*. Vikash Publishing House, New Delhi ☐ Sharma, R.A. (1986). *Technology of Teaching*. International Publishing House, Meerut. **Suggested Books** ☐ Aggarwal, J.C. (1995). *Essentials of Educational Technology*. Vikash PublishingHouse, New Delhi ☐ Walia, J.S. (2013). *Educational Technology*. Jalandhar, Punjab: Ahim Publications. ☐ Mangal, S.K. and Mangal, U.(2010) *Essentials of Educational Technology*, NewDelhi, PHI Learning Pvt. Limited

☐ Nageswar Rao, S., Sreedhar, P. & Rao, B. (2007). *Methods and techniques of teaching*, Sonali Publications, New Delhi ☐ Oliver, R.A. (1963) *Effective teaching*, JM Dent & Sons Pathak, R.P. & Chaudhary, J. (2012) *Educational Technology*, Pearson, New Delhi ☐ Ryburn, W.M.(1955) *Principles of Teaching*, Geoffrey Cembidge, OUP ☐ Sampath, K, Pannir Salvam, A., & Santhanam, S.(1981) *Introduction to Educational Technology*, Sterling Publisher, New Delhi

Minor (Paper- V)

**Semester- VIII Assessment and Evaluation in Education Course Outcome (COs):** On completion of this course, the students will be able to: • Understand the meaning of assessment and evaluation • Know different types of evaluation • Explain the scales of measurement • State the taxonomy of instructional learning objectives • Describe the characteristics of Good test • Analyze the principles of construction of tests • CO7: Prepare a list of non- standardized Course Content:

**UNIT 1: Assessment and Evaluation in Education Learning Outcomes** ☐ Understand the concept of measurement, evaluation and assessment ☐ Gain knowledge about the nature, purpose and types of educational assessment and evaluation. ☐ Understand different scales of measurement –nominal, ordinal, interval and ratio • Understanding the meaning and purpose of test, measurement, assessment and evaluation • Scales of measurement- nominal, ordinal, interval and ratio • Types of test- teacher made and standardized • Approaches to evaluation- placement, formative, diagnostic and summative • Types of evaluation- norm referenced and criterion referenced • Concept and nature of continuous and compressive evaluation

**UNIT 2: Instructional Learning Objectives Learning Outcomes** ☐ Explain the importance of instructional objectives for learning and its processes for enhancing the quality of learning and teaching • Taxonomy of instructional Learning Objectives with special reference to cognitive domain • Criteria of selecting appropriate Learning Objectives, and stating of general and specific instructional Learning Objectives • Relationship of evaluation procedure with Learning Objectives • Difference between objective based objective type test and objective based essay type test

**UNIT 3: Tools and Techniques of Assessment and construction of Test Learning Outcomes** ☐ Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation ☐ Describe the characteristic of a good test. ☐ Illustrate the principles of test construction in education. • Steps of test construction: planning, preparing, trying out and evaluation • Principles of construction of objective type test items- matching, multiple choice, completion and true – false • Principles of construction of essay type test • Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics.

**UNIT 4: Characteristics of a good Test Learning Outcomes** ☐ Analyze and interpret results of the assessment using standard scores. • Validity-concept, types and methods of validation • Reliability- concept and methods of estimating reliability • Objectivity- concept and methods of estimating objectivity • Usability- concept and factors ensuring usability

**Practical Construction of Unit test on a school subject based on blueprint and reporting.** NB: It will be evaluated by both Internal and External examiners.

#### Text Books

☐ Cecil, R. Reynold; Ronalds, B. Living Sone; Victor willium, Arbind, K. Jha; Pearson Education, Second Edition 2017 ☐ Mohan Radha, *Measurement, Evaluation and Assessment in Education*, PHI Learning Pvt. Ltd. **Suggested Books:** ☐ Aiken, L.R, *Tests and Examinations - Measuring Abilities and Performance*, Willey, New York, 1998. ☐ Airasian, P. *Classroom Assessment*, Mcraw Hill, New York, 1995. ☐ Anatasi, A & Urbina, S., *Psychological Testing*, Prentice Hall, Englewood Cliffs, 1997. ☐ Banks, S. R *Classroom Assessment: Issues and Practices*, Pearson Allyn & Bacon, Boston, 2005. ☐ Cohen, R. J., Swerdlik, M.E. & Philips, S. M., *Psychological testing and Assessment, An Introduction to the Tests and measurement*, Mayfield Publishing Co. California, 1996. ☐ Cronbech L. J., *Essentials of Psychological Testing*, Harper Collins, New York, 1990. ☐ Ebel, R. L. & Frisbie, D. A. *Essentials of Educational measurement*, Practice Hall of India, Pvt. Ltd., New Delhi, 1991. ☐ Grounlund, N. E. *Assessment of student Achievement*. Allyn & Bacon, Boston, 2003. ☐ Gregory, R.J. *Psychological testing: History, Principles and Applications*, Allyn & Bacon, Boston 1992. ☐ 10. Harper, A. E., Jr. & Harper, E. S., *Preparing Objective Examinations: A Handbook for Teachers*,

*Students and Examiners, Prentice Hall of India Pvt. Ltd., New Delhi. 1992. □ 11. Hopkins, K. D. Educational and Psychological Measurement and Evaluation, Allyn & Bacon, Boston, 1998. □ 12. Kaplan, R M. & Saccuz*

**Minor (Paper-V)**  
**(With/Without Research)**  
**Semester- VIII**  
**Assessment and Evolution of Education**

**Course Outcome (COs):**

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

- Understand the meaning of assessment and evaluation
- Know different types of evaluation
- Explain the scales of measurement
- State the taxonomy of instructional learning objectives
- Describe the characteristics of Good test
- Analyze the principles of construction of tests
- **CO7:** Prepare a list of non- standardized

**Course Content:**

**UNIT 1: Assessment and Evaluation in Education**

**Learning Outcomes**

- *Understand the concept of measurement, evaluation and assessment*
- *Gain knowledge about the nature, purpose and types of educational assessment and evaluation.*
- *Understand different scales of measurement –nominal, ordinal, interval and ratio*
- Understanding the meaning and purpose of test, measurement, assessment and evaluation
- Scales of measurement- nominal, ordinal, interval and ratio
- Types of test- teacher made and standardized
- Approaches to evaluation- placement, formative, diagnostic and summative
- Types of evaluation- norm referenced and criterion referenced
- Concept and nature of continuous and compressive evaluation

**UNIT2: Instructional Learning Objectives**

**Learning Outcomes**

- *Explain the importance of instructional objectives for learning and its processes for enhancing the quality of learning and teaching*

- Taxonomy of instructional Learning Objectives with special reference to cognitive domain
- Criteria of selecting appropriate Learning Objectives, and stating of general and specific instructional Learning Objectives
- Relationship of evaluation procedure with Learning Objectives
- Difference between objective based objective type test and objective based essay type test

### **UNIT 3: Tools and Techniques of Assessment and construction of Test**

#### **Learning Outcomes**

- *Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation*
- *Describe the characteristic of a good test.*
- *Illustrate the principles of test construction in education.*
- Steps of test construction: planning, preparing, trying out and evaluation
- Principles of construction of objective type test items- matching, multiple choice, completion and true – false • Principles of construction of essay type test
- Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics.

### **UNIT 4: Characteristics of a good**

#### **Test Learning Outcomes**

- *Analyze and interpret results of the assessment using standard scores.*
- Validity-concept, types and methods of validation
- Reliability- concept and methods of estimating reliability
- Objectivity- concept and methods of estimating objectivity
- Usability- concept and factors ensuring usability

#### **Practical**

Construction of Unit test on a school subject based on blueprint and reporting.

*NB: It will be evaluated by both Internal and External examiners.*

#### **Text Books**

- *Cecil, R. Reynold; Ronalds, B. Living Sone; Victor willium, Arbind, K. Jha; Pearson Education, Second Edition 2017*
- *Mohan Radha, Measurement, Evaluation and Assessment in Education, PHI Learning Pvt. Ltd.*

#### **Suggested Books:**

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