

PUNJABI UNIVERSITY, PATIALA

**OUTLINES OF TESTS, SYLLABI AND
COURSES OF READING
FOR
M.A. (EDUCATION) PART-I
(SEMESTER I AND II)
FOR
2018-19 and 2019-20 SESSIONS**

**PUBLICATION BUREAU
PUNJABI UNIVERSITY, PATIALA**

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SYLLABUS

M.A. (EDUCATION) PART-I

SESSION 2018-19, 2019-20

(Semester I and II)

(For Distance Education Also)

PART-A: THEORY PAPERS

SEMESTER-I

Paper-I Philosophical Foundations of Education

Paper-II Psychological Foundations of Education

Paper-III Methodology of Educational Research-I

Paper-IV Pedagogy of Teaching

SEMESTER-II

Paper-I Sociological Foundations of Education

Paper-II Psychological Characteristics and Abilities

Paper-III Methodology of Educational Research – II

Paper-IV Curriculum Development

OPEN ELECTIVE SUBJECT: ASSESSMENT FOR LEARNING

SEMESTER-I

PAPER-I PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Max. Marks: 100

External: 70 marks

Internal: 30 marks

(A) Objectives

To enable the students to:

- (a) understand the concept of Education and Philosophy.
- (b) comprehend various Indian schools of Philosophy.
- (c) classify and identify values.
- (d) understand contribution of Indian and Western Thinkers.

(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

Aggarwal J.C. & Gupta, S. (2006). *Great Philosophers and Thinkers on Education*. New Delhi: Shipra Publications.

Ahmed, Shehzad (2007). *World's Great Educationists*. New Delhi: Anmol Publications Pvt. Ltd.

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

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

Chakrabarti, Mohit (2014). *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers and Distributors.

Kaur, Jasraj and Saraswat, R (2015) *Philosophical Foundations of Education, Rakhi Prakashan, Agra*

Kumar, Satinder (2000). *Educational Philosophy in Modern India*. New Delhi: Anmol Publications Pvt. Ltd.

Mohanty, Jagannath (2005). *Teaching of Moral Values: Development, New Trends and Innovations*. New Delhi: Deep and Deep Publications.

Nandra, I.S. (2010). *Philosophical, Sociological and Economic Bases of Education*. Patiala: Twenty First Century Publications.

Pathak, R. P. (2007). *Philosophical and Sociological Perspectives of Education*. New Delhi: Atlantic Publishers.

Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.

Sachdeva, M.S. (2013). *Philosophical, Sociological and Economic Bases of Education*. Patiala: Twenty First Century Publications.

Sachdeva, Surjit Singh (2014). *Philosophical and Sociological Foundations of Education (Pbi.)*. Patiala: Twenty First Century Publications.

Sharma, Promila (2006). *Philosophy of Education*. New Delhi: APH Publishing Corporation.

(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

Max. Marks : 100

External : 60 + 20 (Practical) marks

Internal : 20 marks

(A) Objectives

To enable the students to:

- (i) Understand the nature of the learner.
- (ii) Apply the principles of educational psychology in the class room situations.
- (iii) be able to administer and interpret psychological tests to provide counselling in different situations.

(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:

- (a) Measurement of Intelligence using verbal techniques
- (b) Measurement of Spiritual or emotional or social intelligence
- (c) Identification of level of stress of your class
- (d) Assessment of mental health

The students will maintain the record of the practical duly certified by the teacher in the practical note-book. 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, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.

Baron, R.A. (2012). *Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.

Chand, Jagdish (2010). *Psychological Foundations of Education*. New Delhi: Anshah Publishing.

Claridge, Gordon & Davis, Caroline (2003). *Personality and Psychological Disorders*. New Delhi: Atlantic Publishers.

Dandapani, S. (2008). *A Text Book of Advanced Educational Psychology*. New Delhi: Anmol Publishers.

Dash, M and Dash, Neena (2012) *Fundamentals of Educational Psychology*. New Delhi: Atlantic Publishers and Distributors (P)Ltd.

Deaux, Kay & Snyder, Mark (2012). *The Oxford Handbook of Personality and Social Psychology*. New York: Oxford University Press.

Garrison, Carl C. & Gray, Stanley J. (2011). *Educational Psychology*. New Delhi: Sarup Book Publishers Pvt. Ltd.

Hall, C.S., Gardner, L., & Campbell, J.B. (2010). *Theories of Personality*. New York: John Wiley & Sons Inc.

Mangal, S.K. (2007). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.

Meenakshi (2004). *Advanced Educational Psychology*. Patiala: Punjabi University.

Singh, AgyaJit (2012). *Development of the Learner and Teaching-Learning Process*. Patiala: Twenty First Century Publications.

Singh, Kanwarjit and Jasraj Kaur (1997) *Vidyak Manovigyan: Ik Roop Rekha*. Patiala: Gujaral Book Depot.

(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

Max. Marks : 100

External : 70

Internal : 30

(A) Objectives

To enable the students to:

- (i) Learn and understand the basic concepts and techniques of research.
- (ii) Understand and complete a research project in the field of education.
- (iii) Develop abilities of questioning, probing, discussing, summarizing, formulating the hypotheses and drawing conclusions.
- (iv) Develop among students, attitudes of critical analysis and synthesis for the solution of education problems.

(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 GrothMarhant (2011). *Psychological Testing and Assessment* (12th edition). New Delhi: Pearson.

Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.

Best, J.W. and Kahn, J.V. (2010), *Research in Education*, New Delhi: Prentice - Hall of India Pvt. Ltd.

Cohen, L. and 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, Lokesh (2009). *Methodology of Educational Research* (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.

Meenakshi (1992). *A First Course in Methodology of Research*, Patiala :KaliaParkashan.

Sandhu, P. K. (2012). *Research in Education and its Implications*. Patiala: Publication Bureau of Punjabi University.

Singh, Pritam (2005). *Handbook of Measurment and Evaluation*. New Delhi: Doaba House,

(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 (Option-i) PEDAGOGY OF TEACHING

Max. Marks: 100

External: 70

Internal: 30

(A) Objectives

To enable the students 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

Kaur, B. (2004) Teaching of Social Studeis: 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 Siddiqui, M.H.

(2005) Tehniques of Teaching: APH Publication Corporation, New Delhi

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

(D) EVALUATION

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

SEMESTER-II
PAPER-I SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Max. Marks: 100

External: 70 marks

Internal: 30 marks

(A) Objectives

To enable the students to:

- (a) understand the concept and nature of Educational Sociology.
- (b) comprehend the role of various social factors in Education.
- (c) analyse the factors responsible for social change.
- (d) understand the role of Education in cultural change.

(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

Bhattacharya, Srinibas (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.

Dewey, John (1966). *Democracy and Education*, New York: The Freeman's Press.

Kaur, Kirandeep and Singh Lakhwinder (2011) *Philosophical and Sociological Foundations of Education (Punjabi)*. Faridkot: Jashan Publications.

Kumar, Vijay (2003). *Sociological Foundations of Education*. New Delhi: Sanjay Prakashan.

MacIver, R.M. and Page, Thomas (1948). *Society*, New York: Rinehart & Co. Inc.

Nandra, I.S. (2010). *Philosophical, Sociological and Economic Bases of Education*. Patiala: Twenty First Century Publications.

Ottoway, A.K.C. (1962). *Education and Society*, London: RoutledgeKegan Paul.

Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.

Russel, Bertrand (1969). *Education and Social Order*, London: Unwin.

Sachdeva, Surjit Singh (2014). *Philosophical and Sociological Foundations of Education* (Pbi.). Patiala: Twenty First Century Publications.

Sodhi, T.S. &Suri, A. (2003). *Philosophical & Sociological Foundations of Education*, Bawa Publishers, Patiala.

(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

Max. Marks: 100

External: 70 marks

Internal: 30 marks

(A) Objectives

To enable the students to:

- (i) Understand the relevance of educational psychology to the teaching learning process.
- (ii) Apply the role of heredity and environment in growth and development of the individual.
- (iii) be able to understand the concept personality and well-being.

(B) Syllabus

SECTION- A

Educational Psychology: meaning, scope. 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 note-book. Performance of practical to be evaluated by the internal examiner out of 12 marks.

(C) BOOKS RECOMMENDED

Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.

Baron, R.A. (2012). *Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.

Dandapani, S. (2008). *A Text Book of Advanced Educational Psychology*. New Delhi: Anmol Publishers.

Dash, M. and Dash, Neena (2012). *Fundamentals of Educational Psychology*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

Deaux, Kay & Snyder, Mark (2012). *The Oxford Handbook of Personality and Social Psychology*. New York: Oxford University Press.

Hall, C.S., Gardner, L., & Campbell, J.B. (2010). *Theories of Personality*. New York: John Wiley & Sons Inc.

Mangal, S.K. (2007). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.

Meenakshi (2004). *Advanced Educational Psychology*. Patiala: Punjabi University.

Sharma, Promila (2005). *Educational Psychology*. New Delhi: APH Publishing Corporation.

Shrivastav, Neelu (2006). *Educational Psychology*. New Delhi: Pragun Publications.

Singh, AgyaJit (2012). *Development of the Learner and Teaching-Learning Process*. Patiala: Twenty First Century Publications.

Singh Kanwarjit and Jasraj Kaur (1997) *Vidyak Manovigyan*, EK roop Rekha, Jain Brothers, Patiala

(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

Max. Marks: 100

External : 70

Internal: 30

(A) Objectives

To enable the students to understand:

- (a) The fundamentals to infer quantitative data.
- (b) Analysis of quantitative data.
- (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, Anne and Urbina, Susana (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. and Fruchter, Benjamin (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

Koul, Lokesh (2009).*Methodology of Educational Research*, New Delhi: Vikas Publishing House.

Sharma, R.A. (2002).*Advanced Statistics in Education and Psychology*, Meerut : R. Lall Book Depot.

(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

Max. Marks: 100

External: 70

Internal: 30

(A) Objectives

To enable the students to:

1. recognize the importance of curriculum development .
2. appreciate the need for change and reforms in curriculum.
3. analyse various theories and models on curriculum development.
4. highlight the importance of pedagogy in teaching learning process.

(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, Deepak (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, Inderdev Singh (2016). *Knowledge and Curriculum*. Patiala: Twenty first century Publications.

Peter, O. (2004). *Developing the Curriculum*. New York: Allyn and Bacon Inc.

Reddy, B. (2007). *Principles of Curriculum Planning and Development*.

Sharma, Promila (2015). *Curriculum Development*. New Delhi: APH Publishing Corporation.

Taba, Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

Wiles, J. W. and Joseph, Bondi (2006). *Curriculum Development: A Guide to Practice*. Pearson Publication.

(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.

