



QF:033A

MIER COLLEGE OF EDUCATION (Autonomous)

College with Potential for Excellence Status by the UGC
Recognised by the J&K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

UG Department
B.Ed.

TEACHING PLAN
(SESSION 2019-2021)

Semester - IV

Course Name : Knowledge and Curriculum
Course Code : BDE 401
Credits : 04
Contact Hours : 60 (72 lectures of 50 minutes duration)
Duration of Examination: 3 Hours
Course Type: Compulsory

Maximum Marks: 100
Max. Ext. Marks: 60
Max. Int. Marks: 40
Min. Pass Marks
(in Ext. Exams): 24
Min. Int. Pass Marks : 16

OBJECTIVES OF THE COURSE

After completing the course the student- teachers will be able to:

- *differentiate between the concept of knowledge and knowing*
- *explain the different ways of knowing*
- *develop understanding of the different facets of knowledge*
- *explain the concept of curriculum*
- *describe the approaches of curriculum development*
- *acquire knowledge about different designs of curriculum*

Unit	Topic	Content	No. of Lect.	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
Unit-I	1.1 Meaning of concept, knowledge, knowing, information and perception, characteristics of knowledge; Difference between knowledge and skills, knowledge and information, reason and analysis, belief and truth	a) Meaning of concept b) Meaning of knowledge & Characteristics of knowledge c) Meaning of knowing d) Difference between information and perception e) Difference between knowledge and skills f) Difference between knowledge and information g) Difference between reason and analysis h) Difference between belief and truth	8	Lecture cum Discussion supported by Power Point Presentation	Long answer type questions	Knowledge and Curriculum Internet Sources	Dr. Agnes Ronald D'Costa https://physicscatalyst.com/graduation/knowledge-meaning-types-sources/ https://www.slideshare.net/mehfilhathi/knowledge-and-knowing https://www.guru99.com/information-vs-knowledge-difference.html
	1.2 Types of knowledge: Philosophical, personal, procedural and propositional and sources of knowledge: Education, situational, conceptual and strategic	1. a) Meaning of Philosophical knowledge b) Meaning of personal knowledge c) Meaning of propositional knowledge 2. Sources of knowledge a. Education, b. situational, c. conceptual d. strategic	8	Lecture cum Discussion supported by Power Point Presentation		Internet Sources Knowledge and Curricul	http://egyankosh.ac.in/bitstream/123456789/10933/1/Unit-4.pdf https://www.qcc.cuny.edu/socialsciences/ppecorino/intro_text/chapter%20%20epistemology/Types_of_knowledge.htm Dr. Agnes Ronald D'Costa

	1.3 Role of teacher and student in transmission and construction of knowledge and barriers	a) Role of teacher in transmission and construction of knowledge b) Role of student in transmission and construction of knowledge c) Barriers in construction of knowledge	4	Lecture cum Discussion supported by Power Point Presentation	Knowledge and Curriculum Internet source	Dr. Agnes Ronald D'Costa https://www.washoeschools.net/cms/lib/NV01912265/Centricity/domain/170/21st%20century%20elevator%20guides/KC%20Planning%20Instruction%20for%2021st%20Century%20Learners%20v2%20-%20203%20Knowledge%20Construction.pdf
Unit-II	2.1 Education: Concept and etymological meaning, characteristics of education	a) Concept of Education b) Etymological meaning c) Characteristics of education	2	Lecture cum discussion	Education in Emerging Society Theory and principles of Education Education in Emerging Indian Society	N.R. Swaroop Saxena J.C. Aggarwal
	2.2 Education for nationalism, universalism and secularism	a. i) Meaning of nationalism ii) Need of nationalism iii) Barriers of nationalism iv) Role of education in nationalism b. i) Meaning of universalism ii) Need of universalism iii) Barriers of universalism iv) Role of education in universalism	7	Panel discussion	Principles of Education & Education in the Emerging Indian Society Education in Emerging Indian Society Basic ideas in Education	Saxena & Chaturvedi B.N. Dash Dr. J.S. Walia

		<ul style="list-style-type: none"> c. i) Meaning of secularism ii) Need of secularism iii) Barriers of secularism iv) Role of education in secularism 				<p>Foundations of Education</p> <p>Edu. In Emerging Society</p> <p>Edu. In Emerging Society</p>	<p>J.C. Aggarwal</p> <p>V.R. Taneja</p> <p>G.Q. Sheikh</p>
	<p>2.3 Values: Concept, types of values, sources and values, erosion of values, ways and means of inculcation of values; National values as enshrined in the Indian Constitution</p>	<ul style="list-style-type: none"> a) Concept of values b) Sources of values c) Erosion of values d) Ways and means of inculcation of educational values e) National values as enshrined in the Indian Constitution. 	4	Cooperative Learning		<p>Edu. In Emerging Society</p> <p>Edu. In Emerging Society</p> <p>Principles of Edu. & Edu. In the Emerging Indian Society</p> <p>Long answer type questions</p>	<p>Swaroop Saxena</p> <p>Sachdeva & Umesh</p> <p>B.N.Dash</p>
UNIT -III	<p>3.1 Curriculum: Meaning, objectives and components, its relationship with aims of education, relevance of curriculum, principles and bases of curriculum construction and concerns of hidden curriculum</p>	<ul style="list-style-type: none"> a) Meaning of curriculum b) Meaning of objectives c) Meaning of components d) Relationship with aims of education e) Relevance of curriculum f) Principles of curriculum g) Bases of curriculum construction h) Concerns of hidden curriculum 	8	Lecture cum discussion aided by PowerPoint Presentation		<p>Managing Curriculum</p> <p>Curriculum Reforms and teaching methods.</p> <p>Curriculum Planning & Development</p>	<p>Sharma R.A</p> <p>Bela Rani Sharma</p> <p>B.N. dash</p>
	<p>3.2 Approaches to curriculum development: Subject centred, learner centred and community centred and designing of</p>	<ul style="list-style-type: none"> A. a) Subject centered a) Learner centered b) Community centered c) Discipline centered 	8	Student presentation		<p>Curriculum Development</p>	<p>Promila Sharma</p>

	curriculum: Discipline centred, learner centred and problem centred designs	B. Designing of curriculum a) Learner centered b) Problem centered c) Designs					
	3.3 Curriculum change: Meaning, need and factors of curriculum change; broad determinants of curriculum making at the national/state levels: social, political, cultural, geographical and economic diversity, socio-political aspirations, cultural orientations, national priorities, system of governance and international contexts	a) Meaning b) Need c) Factors of curriculum chsnge d) Broad determinants of curriculum making at National & State levels i) Social ii) Political iii) Cultural iv) Geographical and economic diversity v) Socio-political aspirations vi) cultural orientations vii) national priorities, viii) system of governance and international contexts.	9	Lecture-cum-discussion aided by PowerPoint Presentation	Short answer type questions/ Observation and evaluation based on set parameters	Managing Curriculum Curriculum Reforms and teaching methods. Curriculum Planning & Development Curriculum Development	Sharma R.A Bela Rani Sharma B.N. dash Promila Sharma
UNIT -IV	4.1 Models of curriculum development given by Franklin Bobbit, Ralph Tyler and Hilda Taba	Models of curriculum development by a) Franklin Bobbit b) Ralph Tyler c) Hilda Taba	6	Lecture cum discussion aided by PowerPoint Presentation		Knowledge and Curriculum	V.K. Sharma
	4.2 Curriculum transaction : Role of teacher in knowledge construction through dialogue, challenge and feedback as a critical pedagogue	Curriculum transaction i) Role of teacher in knowledge construction through i) Dialogue ii) challenge and feedback as a critical pedagogue	6	Lecture cum discussion method		Internet source	https://www.davidpubli sher.org/Public/uploads /Contribute/59827f3bd 59f8.pdf https://en.wikipedia.org /wiki/Dialogue_educati on http://www.ascd.org/pu blications/educational-

						leadership/sept12/vol70/num01/Seven-Keys-to%20%20%20Effective-Feedback.aspx	
4.3	Indicators of effective curriculum construction and evaluation of curriculum content, existing pedagogies and instructional approaches, teacher training, text books and instructional materials	a) Indicators of effective curriculum construction b) evaluation of curriculum content through : i) existing pedagogies and instructional approaches ii) teacher training iii) text books and iv) instructional materials	7	Lecture cum discussion method		Internet source	http://egyankosh.ac.in/bitstream/123456789/44812/1/Unit-16.pdf https://in.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf
		Total	75		Long and Short answer type questions		

SESSIONAL WORK

The student- teacher may undertake any one of the following critical analysis:

1. National Curriculum Framework for School Education (NCFSE, 2005).
2. National Curriculum Framework for Teacher Education (NCFTE, 2009).

OR

Presentation of a seminar on any one of the following:

3. Process of construction of knowledge as given by Lev Vygotsky
4. Process of construction of knowledge as given by Jean Piaget
5. Issues of autonomy, academic freedom and accountability
6. Any other approved topic/theme of relevance

Komal Sharma

Mrs. Komal Sharma

Habibul Haq
HOD
15/02/2021

[Signature]
Principal
15/2/21



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P. G. Department of Education

QF No.: 033D

Date: 16-07-2020

TEACHING PLAN

Master of Arts in Education (M.A.), Semester-III, (Session 2019-21)

Course Name: **TESTING IN EDUCATION**

Course Code: **MAE-302**, Course Type: **Compulsory**

Credits: **4**, Contact Hours: **60**

(**72 lectures of 50 minutes duration**)

Duration of Examination: **3Hrs**

Maximum Marks : **100**

Max. External Marks : **60**

Min. Pass Marks (Ext.) : **24**

Max. Internal Marks : **40**

Min. Pass Marks (Int.) : **16**

OBJECTIVES OF THE COURSE

Objectives of the course are to:

- *trace the historical perspectives of psychological testing*
- *develop skills in construction and development of psychological testing*
- *develop skills in administration and interpretation of the psychological tests*
- *develop skills in writing the psychological test report*

Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Authors
I	1.1 Psychological Test:	Meaning and history of psychological tests, Characteristics of psychological tests and their assumptions	7	Online Lecture using PPT cum discussion	Student Assignment (Flow Chart) through Google	Psychological testing and assessment Psychological testing Psychological testing and assessment	Aiken, L.R. and Groth, Marnat, G. (2009) Anastasi, A. and Urbina, S. (1997)

				classroom	Psychological testing : History, principles and applications Psychometric methods	Cohen, R.J. and Swerdlik, M.E. (2014) Gregory, R.J. (2004) Guilford, J.P. (2013)
1.2 Classification of Psychological Tests :	Classification based on the criterion of administrative conditions, scoring, time limit in producing the response, nature of contents of items and purpose objective	5	Online Lecture -cum- Discussion using Power Point Presentation	Online quiz through quizzes.com	Psychological testing and assessment Psychological testing Psychological testing and assessment Psychological testing : History, principles and applications Psychometric methods Psychological testing : Principles, applications and issues Psychological testing : A practical approach to design and evaluation	Aiken, L.R. and Groth, Marnat, G. (2009) Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Gregory, R.J. (2004) Guilford, J.P. (2013) Kaplan, R.M. and Saccuzo, D.P. (2004) Kline, J.B.T. (2005)
1.3 Error in Psychological Tests :	Concept, types of errors, concept of true score, observed score and error score and the relationships between them, ethical issues in psychological testing : Ethical principles of American Psychological Association (APA)	6	Online Lecture -cum- Discussion using Power Point Presentation	Short Answer Type Test through Google Classroom	Psychological testing and assessment Psychological testing Psychological testing and assessment Psychological testing :	Aiken, L.R. and Groth, Marnat, G. (2009) Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Gregory, R.J.

						History, principles and applications Psychometric methods Psychological testing : Principles, applications and issues Psychological testing : A practical approach to design and evaluation	(2004) Guilford, J.P. (2013) Kaplan, R.M. and Saccuzo, D.P. (2004) Kline, J.B.T. (2005)
		Total Lectures	18				
II	2.1 General Steps of Test Construction:	Item writing – Meaning of item and types of items, general guidelines for item writing	5	Online Panel Discussion	Open Book Type Test through Google Classroom	Psychological testing Psychological testing and assessment Psychometric methods Psychological testing : Principles, applications and issues Psychological testing : A practical approach to design and evaluation	Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Guilford, J.P. (2013) Kaplan, R.M. and Saccuzo, D.P. (2004) Kline, J.B.T. (2005)

	2.2 Item Analysis:	Meaning and purpose of item analysis, composing the items – objective items, subjective items and response bias, item difficulty, item discrimination, inter-item correlation, item-total correlation and item-criterion correlation	8	Online Lecture –cum- Discussion and Power Point Presentation Practice for analysis of items	Online quiz through quizzes.com	Psychological testing Psychological testing and assessment Psychological testing : History, principles and applications Psychometric methods Psychological testing : A practical approach to design and evaluation	Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Gregory, R.J. (2004) Guilford, J.P. (2013) Kline, J.B.T. (2005)
	2.3 Norms:	Meaning and types (Age norms, grade norms, Z-score norms, T-score norms and stanine score norms)	5	Online Lecture -cum- Discussion and Power Point Presentation	Short Answer Type Test through Google Classroom	Qualitative research and evaluation methods Measurement in education and psychology	Patton, M.Q. (2002) Prakash, P. (2010)
		Total Lectures	18	Mid-Term Test			
III	3.1 Reliability of a Test:	Meaning, importance and types of reliability	5	Online Lecture -cum- Discussion using Power Point Presentation	Open Book Type Test through Google Classroom	Psychological testing and assessment Qualitative research and evaluation methods Measurement in education and psychology Research design: Qualitative, quantitative and mixed methods approaches	Cohen, R.J. and Swerdlik, M.E. (2014) Patton, M.Q. (2002) Prakash, P. (2010) Creswell, John W. (2013)

	3.2 Methods of Establishing Reliability of Test:	Test-Retest, Paralled-Forms, Split-Half, Rational Equivalence	6	Online Lecture -cum- Discussion using Power Point Presentation	Online Quiz through quizzes.com	Psychological testing and assessment Research design: Qualitative, quantitative and mixed methods approaches Introduction to educational research Reading statistics and research Methodology of educational research Qualitative research and evaluation methods	Cohen, R.J. and Swerdlik, M.E. (2014) Creswell, John W. (2013) Good, Carter V. (2008) Huck, S.W. (2007) Koul, Lokesh (2011) Patton, M.Q. (2002)
	3.3 Factors	Factors influencing reliability, methods of improving reliability of a test	5	Online group discussion	Short Answer Type Test through Google Classroom	Methodology of educational research Reading statistics and research Introduction to educational research	Koul, Lokesh (2011) Huck, S.W. (2007) Good, Carter V. (2008)
		Total Lectures	16				
IV	4.1 Test Validity:	Concept and importance, types of validity; Factors influencing validity of a test, relation of validity to reliability of a test	5	Online Lecture -cum- Discussion using Power Point Presentation	Short Answer Type Test through Google Classroom	Psychological testing Psychological testing and assessment Psychometric methods Psychological testing :Principles, applications and issues Psychological testing :A practical approach to design and evaluation	Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Guilford, J.P. (2013) Kaplan, R.M. and Saccuzo, D.P. (2004) Kline, J.B.T. (2005)

4.2	Tools of psychological testing and assessment <i>Lecture No. 57, 58, 59 respectively. Lecture Dated 08, 29 Oct., 2020. 02 Nov., 2020.</i>	7	Online Panel Discussion	Open Book Type Test through Google Classroom	Psychological testing and assessment Psychological testing Psychological testing and assessment	Aiken, L.R. and Groth, Marnat, G. (2009) Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014)
4.3	Applications of Psychological Testing in Educational Setting : Guidance and counseling Testing of - intelligence, aptitude, attitude and interest etc.	8	Online Group Discussion	Preparation of an Online Check list	Psychological testing and assessment Psychological testing Psychological testing and assessment Psychological testing :History, principles and applications Psychological testing :Principles, applications and issues Psychological testing :A practical approach to design and evaluation	Aiken, L.R. and Groth, Marnat, G. (2009) Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Gregory, R.J. (2004) Kaplan, R.M. and Saccuzo, D.P. (2004) Kline, J.B.T. (2005)
	Total Lectures	20	End-Semester Examination			
	Total Lectures	72				

Note: The teaching plan for the current semester has been prepared for online curriculum transactions by keeping in view the prevailing COVID-19 Pandemic situation.

Sayita Bano
Teacher Incharge/s

Mod R
HOD
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[Signature]
Principal