

**Course No. PSEDTC201**

**Title : Sociological Foundation of Education**

**Credits : 4**

**Maximum Marks : 100**

- |    |                      |             |
|----|----------------------|-------------|
| a) | <b>Minor Test-I</b>  | <b>: 20</b> |
| b) | <b>Minor Test-II</b> | <b>: 20</b> |
| c) | <b>Major Test</b>    | <b>: 60</b> |

**Syllabus for the examinations to be held in May 2022 to May 2024**

**Learning Outcomes:**

1. Students will be given a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
2. Students will understand the social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
3. Students will be able to appreciate the sociological perspectives of education and also able to take their contribution to educational development.

## **COURSE CONTENTS**

### **Unit-I**

Conceptual Framework

Educational Sociology, Sociology of Education, & Social Foundations of Education

Education as an Institution; a social sub system; Major roles and status (Students, teachers, home, community, NGO and administrators interrelationships)

Education as an agency of socialization,( Folkways, mores, values, institutions) Stratification and Mobility (Westernization, Sanskritisation, Urbanization, Industrialization and Modernization )

### **Unit-II**

Social Educational Outcomes

Concept and Nature of Culture, Difference between culture and civilization, Enculturation and Acculturation, Cultural Compression and reproduction and contextual role of Education

Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social , political & economic background (educational programmes and policies )

Concept of Equality of educational opportunity, educational diversities (gender, caste, demographic, Regionalism, ethnicity, religion as well as language);

educational and social remedies in regard to the diversities

### Unit-III

#### Educational & Social Developments

Contemporary issues: literacy and social development, Free and compulsory education, issues and perspectives in school and higher education, Elementary education, the state and higher education, education-autonomy, equity and equality of educational opportunities. Concept of Democracy, Totalitarian and Welfare state. Interrelationship of state and education

### Unit-IV

#### Theoretical framework and perspectives in the Sociology of Education

Structural-functionalism (socialization selection and allocation)

Conflict/Marxism (The state, ideology and education)

Post modernism

Feminism ( Gender and education)

Alternatives in education & perspectives(e.g. Paulo Friere, Ivan Illich)

#### Modes of Transaction: *Lecture-cum-discussion method*

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### **Books Recommended**

1. Abrahan Francis & Margan John : Sociological Thought, MC Millian India Ltd. 2002.
2. Rao, Shanker, C.N. : Sociology, Primary Principles : S. Chand & Co. 2002.
3. Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors 2001.
4. Sen Amritya & Dreze, Jean : India : Economic Development Social opportunity. OUP, 2000.
5. Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd.
6. Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.

7. Harlambos, M. : Sociology Themes and Perceptives OUP, New Delhi.
8. Mathur, S.S. : Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
9. Ahmed, Imitiaz and Gosh, P : Pluralism and equality- Values in Indian Society and Politics, sage Publications.
10. Beteille, Andra : Sociology: Essays on Approach and Methods, OUP 2000.
11. Meek and Suwanwela : Higher Education; Research and knowledge in Asia Pacific region. Palgrave Publications.

### **Web References**

<http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>

<http://www.jstor.org/stable/3195586>

<http://en.wikipedia.org/wiki/Postmodernism>

<http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETRY=0>

<http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>

<http://en.wikipedia.org/wiki/Feminism>

[http://en.wikipedia.org/wiki/Ivan\\_Illich](http://en.wikipedia.org/wiki/Ivan_Illich)

**Course No. PSEDTC202**

**Title: Methods of Educational Research**

**Credits: 4**

**Maximum Marks : 100**

- a) Minor Test-I : 20**
- b) Minor Test-II : 20**
- c) Major Test : 60**

**Syllabus for the examinations to be held in May  
2022 to December 2024**

**Learning Outcomes:**

Students will understand various types of research

Students will be acquainted with various methods of educational research

Students will be able to use various tools used in educational research

Students will be able to know how to construct research tools

Students will be able to prepare research report

**COURSE CONTENTS**

**Unit-I**

Quantitative Research

Concept and Characteristics

Types of quantitative Research:

**Historical Research** (concept, steps, types, merits and demerits)

- Primary and Secondary sources of Data
  - External and Internal Criticism of the Source
- Descriptive Research** (concept, steps, merits and demerits)- Survey Studies, descriptive studies, correlation studies and casual comparative studies

**Experimental Research** (Concept, Steps, Merits and Demerits)

- Experimental Research Design: Single group pre-test, post-test design, pre-test-post-test Control group design, post-test only control group design and quasi experimental design, Non-equivalent comparison group design, time-series design.
  - Internal and External Validity of Results in Experimental Research.
  - Variables in Experimental Research: Independent, Dependent, Confounding variables.
- Variables: Concept of Univariate, Bivariate and Multivariate variables

**Unit-II**

Qualitative Research

Concept and Characteristics

Types of qualitative Research: Phenomenological Research, Ethnographic Research, Case Studies, Philosophical Studies and Grounded Theory

Qualitative Data: Descriptive, Personal documents, Official documents, field notes and photographs

Differences between Quantitative Research and Qualitative Research

### Unit-III

Tools of Educational Research: Meaning and characteristics and Uses of the following tools:

- Information Schedule
- Questionnaires
- Opinionnaire
- Interview
- Observation
- Rating Scale
- Socio-metric Techniques
- Attitude Scale
- Reaction Scale

Construction of Scales (Attitude Scale)

### Unit-IV

Research Report

- Concept and Purpose
- Steps of writing Research Report
- Mechanics of writing Research Report

Differences between Research Proposal and Research Report

**Modes of Transaction: *Lecture-cum-discussion method***

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20

Major Test (after 90 days)	Upto 100%	Three hours	60
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**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

1. Anastasi, Annie            Psychological Testing.,  
Prentice Hall, 1997
2. Best, J.W.                    Research in Education.  
Pearson, 2005

3. Freeman, Frank, S.        Theory and practice of  
Psychological Testing., Holt  
1953
4. Good, C.V.                    The Methodology of  
Educational Research., New  
York, 1971
5. Hayman, J.L.                Research in Education. Ohio,  
1966
6. Mouly, G.J.                 The Science of Education  
Research. Boston, 1978
7. Sukhia & Mehrotra        Introduction to Education  
Research. Bombay, 1966
8. Travers, M.W.R.            Introduction to Education  
Research. Macmillan & Co,  
1969

**Course No. PSEDTC203**

**Title: Guidance and Counselling**

**Credits: 4**

**Maximum Marks: 100**

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|----|---------------|------|
| a) | Minor Test-I  | : 20 |
| b) | Minor Test-II | : 20 |
| c) | Major Test    | : 60 |

**Syllabus for the examinations to be held in May 2022 to May 2024**

**Learning Outcomes:**

1. Students will understand the concept of guidance and counseling.
2. Students will be made aware about guidance and curriculum, guidance and classroom learning.
3. Students will understand about vocational development.
4. Students will gain insight about organization of guidance services.
5. Students will understand the concept of counseling and its relevance.

**COURSE CONTENTS**

**Unit-I**

Guidance: Concept, Principles, Need and Significance of Guidance, Scope of Guidance; types of guidance - Educational, vocational and personal, Role of the teacher in guidance.

- Guidance and Curriculum; guidance and classroom learning.

- Agencies of guidance – National and State level.

**Unit-II**

- Vocational choice, vocational development and vocational maturity; factors affecting occupational choice and vocational development; approaches to career guidance, vocationalisation of secondary education.
- Tools and Techniques of Guidance – Cumulative records, rating scales, interview and psychological tests, (Intelligence, Aptitude, Interest, Creativity and Personality). Use of tests in guidance and Counselling.
- Organisation of Guidance Programme – Principles of organization, organizing various guidance services (Individual inventory; information : Educational, Occupational and Personal – Social; Counselling; placement and follow-up) at different levels of education (School and College/University).

**Unit-III**

- Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children.
- Group guidance: concept and techniques of group guidance.



- Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

#### Unit-IV

- Counselling process : Concept, Principles and Counselling approaches – directive, non-directive and elective.
- Group Counselling Vs Individual Counselling, Counselling for adjustment.
- Characteristics of good Counselling, the counselor as a person.

**Modes of Transaction:** *Lecture-cum-discussion method*

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type

question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### Books Recommended

1. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
2. Crow and Crow An Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.
3. Gibson, R.L. and Mitchell, M.H. Introduction to Counselling and Guidance (Sixth edition). Prentice Hall of India (Pvt.) Ltd., New Delhi, 2005.
4. Harold, W. Bernard and Daniel, W. Fullmer – Principles of guidance, Thomas Y. Crowell Company, New York, 1969.
5. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
6. Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.
7. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.
8. Nair-Psychological Bases of Vocational Guidance, Meenakshi Parkashan, 1972.
9. Pandey, K.P. Educational and Vocational guidance in India-Vishwa Vidyalaya Prakashan Chowk, Varanasi-2000.
10. Super, D.E., Schmdt. Appraising Vocational Fitness by Means of Psychological testing, Harper & Rows, New York, 1962.
11. Traxler, A.E. Techniques of Guidance, New York, McGraw Hill.

**Course No. PSEDTC204**

**Title: Teacher Education**

**Credits: 4**

**Maximum Marks : 100**

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|----|----------------------|-------------|
| a) | <b>Minor Test-I</b>  | <b>: 20</b> |
| b) | <b>Minor Test-II</b> | <b>: 20</b> |
| c) | <b>Major Test</b>    | <b>: 60</b> |

**Duration of examination : 3hrs**

**Syllabus for the examinations to be held in May 2022 to May 2024**

**Learning Outcomes:**

1. Students will understand about the concept, aims and scope of teacher education in India with historical perspective.
2. Students will understand the role of various agencies and organization in the field of teacher education.
3. Students will gain knowledge about various techniques and strategies to be applied in the class room.
4. Students will aware about the correlates of effective teachers and process of practice teaching and suggestions.

### **COURSE CONTENT**

#### **Unit-I**

Teacher Education – Concept, Aims and Scope;

- Historical Background of Teacher Education in India with Special Reference to the recommendations of National Commission on Teachers (1983-85), Kothari Commission and National Policy on Education 1986 Revised (1992).

- Historical development of Teacher Education in Jammu and Kashmir State.

#### **Unit-II**

- Objectives of Teacher Education at Different Levels (Elementary and Secondary level).
- Problems of Teacher Education in India.
- Remedial Measures to overcome the Problems of Teacher Education.
- Pre-Service Training: Meaning, Need and Objectives
- Teaching Practice, Practising Schools.
- In-Service Training Meaning, Need and Importance
- Agencies of In-service programme: Role of NCERT, NCTE, SCERT, DIET, HRDC and Extension Department.
- Teacher Education through Distance Mode.

#### **Unit-III**

Techniques for Higher Learning

- Meaning, Objectives and Importance :
- Conference Technique
- Seminar Technique
- Symposium Technique
- Workshop Technique
- Panel Discussion Technique

### Instructional Strategies in Teacher Education

- Lecture strategy
- Discussion
- Brain Storming
- Supervised study
- Individualized study
- Simulation

- i) Teaching Effectiveness
- ii) Criteria of Admission
- iii) Modification of Teacher Behaviour
- iv) School Effectiveness.

**Modes of Transaction: *Lecture-cum-discussion method***

#### **Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20

### **Unit-IV**

#### **- Teacher Effectiveness**

- Concept –Determinants
- Identification
- Characteristics (Cognitive and affective Correlates of effective teachers – Intelligence, Skill, Personality, Values and Attitudes).
- Organization of Practice Teaching for developing an Effective Teacher (Block and Intermittent Practice Teaching Internship- its Organization and Problems.
- Supervision of Practice Lessons : Observation and Assessment : Feedback to Student Teacher-Concept and Types.
- Research Activities in Teacher Education with reference to :

Major Test (after 90 days)	Upto 100%	Three hours	60
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**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
2. Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.
3. Delors, J. (1996) Learning : The Treasure with in UNESCO publishing.
4. Dunkin, J. Micheal (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
5. Husen, Torsten & Postlethwaite (Eds.) (1984). The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
6. Mangal, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
7. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
8. Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing.
9. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
10. MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.
11. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.

12. Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.
13. NCERT (1987) In service Training Package for Secondary Teachers MHR, New Delhi.
14. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
15. Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.
16. Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing.
17. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
18. Singh, L.C. *et al.* (1990) Teacher Education in India, New Delhi, NCERT.

19. Singh, T. (1978), Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat Bharati Prakashan.

**Course No. PSEDTC205 Title: Special Education**

**Credits : 4**

**Maximum Marks : 100**

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|----|----------------------|-------------|
| a) | <b>Minor Test-I</b>  | <b>: 20</b> |
| b) | <b>Minor Test-II</b> | <b>: 20</b> |
| c) | <b>Major Test</b>    | <b>: 60</b> |

**Syllabus for the examinations to be held in May 2022 to May 2024.**

**Learning Outcomes:**

- Students will know about special, inclusive and integrated education
- Students will understand the role of various Acts and policies given by organizations in context of children with special needs.
- Students will understand the role of for special schools, integrated school, teachers and community in education of children with special needs.

- Students will know the specific characteristics and procedure of identification of various types of children with special needs.
- Students will understand various educational intervention for meeting the needs of children with special needs.

### **Unit-I**

Special Education: Nature and Scope and Objectives, Historical Perspectives, Concept of Inclusive Education

- Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
- Recommendation of NPE (1986) and POA of 1992.
- National Policy for Person with Disability 2006.

### **Unit-II**

Education of Mentally Retarded (MR)

Concept

Characteristics

Need and Causes

Criteria for identification

Education of MR children and placement

Role of National Institute for Mentally Retarded

Education of Gifted and Creative Children

Concept, Characteristics. Identification,

Educational programmes

### **Unit-III**

Concept of Visually Impaired

Characteristics

Types (degree of impairment)

Etiology and prevention

Educational Programmes

Role of National Institute for Visually Impaired

Concept of Hearing Impaired

Concept, Characteristics

Types (degree of impairment)

Etiology and prevention

Educational Programmes and placement

Role of National Institute for Hearing

Impaired

#### Unit-IV

Education of Orthopaedically Handicapped

Concept, Types

Educational Programmes and Placement

Role of National Institute of Orthopaedically

Handicapped

Learning Disabled Children

Concept, Characteristics

Identification, Prevention

Educational programmes

Nature and Objectives of special schools, Concept of main streaming, Integrated school, Role of teacher, Role of community.

**Modes of Transaction:** *Lecture-cum-discussion method*

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer



type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### **Books Recommended:**

1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston, London
2. Berdine, W.H. & Blackurst AE, (eds): An Introduction to special Education, Harpers Collins Publishers, Boston 1980.
3. Dumn . L. & Bay, D.M. (ed): Exceptional Childern in the Schools, New York : Holt, Renehart, Winston.
4. Hallahar, D.P. & Kauffman, J.M. Exceptional Childern: Introduction to special Education, Allyn and Bacon, Massachusetts, 1991.
5. Hewett, Frank M. Foreness Steven R., Education of Exceptional learners, Allyn & Becon, MasaChusetts,1984.
6. Jordern, Thomas E. The Exceptional Child, Ohio :Merrill.
7. Kirk, S. A. & Gallagher J.J. Education of Exceptional Children; Houghton Mifflin Co, Boston, 1989.
8. Magnifico, L.X. Education of the Exceptional Child, New York, Longman.
9. Shanker, Udey: Exceptional Children, Jullunder: Sterling Publications.
10. Singh, N.N. and Beale, IL (eds) Learning Disabilities- Nature, Theory and Treatment, Spring- Verlag, NewYork Inc: 1992
11. Smith, C.R. Learning Disabilities – The interaction of Learner, Task and Setting, Allyn & Bacon,Massachusetts. 1991
12. Strange, Ruth: Exceptional children & Youth J.J.Prentice Hall.

c) Major Test : 60

**Syllabus for the examination to be held in May 2022 to May 2024**

**Learning Outcomes:**

1. Students will be acquainted with the basic concepts and practices adopted in educational measurement and evaluation.
2. Students will understand the relationship between measurement and evaluation in education.
3. Students will develop the skills and competencies in constructing and standardizing a test.
5. Students will understand how various requirements of education are measured/evaluated and interpreted.

**COURSE CONTENTS**

**Unit-I**

-Educational measurement and evaluation: Concept, Scope and Need, difference between measurement and evaluation.

- Measurement of achievement, aptitude, intelligence, interests and attitude.

**Course No. PSEDTC206**

**Title: Educational Measurement and Evaluation**

**Credits: 4**

**Maximum Marks: 100**

- a) Minor Test-I : 20  
b) Minor Test-II : 20

**Unit-II**

Principles of test construction

Item analysis

Test Standardization (Steps in construction and standardization)

- Norm referenced and criterion referenced test (concept and difference)

Characteristics of a good measuring instrument

Concept, characteristics and types of:

Validity, Reliability, Usability, Norms

**Unit-III:**

- Tools of measurement and evaluation

Essay Type Test, Objective type Test

Questionnaire, Schedule, Inventory

Rating Scale

**Unit-IV**

New trends in evaluation: Grading, Semester system

CBCS, Continuous comprehensive Evaluation

Types of Evaluation

Instructional Objectives and Objective based Evaluation

**Modes of Transaction: *Lecture-cum-discussion method*****Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be

compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**BOOKS RECOMMENDED:**

1. Admas. G.K. (1965) Measurement and Evaluation in Psychology Education and Guidance, Holt, Rinehart & Winston, New York.
2. Aggarwal. Y. P. (1998), Statistical Methods : Concepts Applications and Computation, Sterling, New Delhi
3. Aggarwal. R.N. and Asthana, vipin (1983), Educational measurement and Evaluation, Vinod, Agra.
4. Aiken.L.R. (1985) Psychological Testing and Assement
5. Anastasi. A. (1982) Psychological Testing, Macmillan, New York.
6. Cronbach. L.J. (1964) Essential of Psychological Testing, Harper and Row, New York.
7. Ebel. R.L. and Frisbel. D.A. (1990), Essentials of Educational Measurement. Prentice Hall, New york.