

CERTIFICATE COURSE IN CURRICULUM STUDIES AND ASSESSMENT

Department of Education, University of Allahabad proposes a new Certificate Course for P.G. Degree holders and Serving Teachers of Higher Education and other similar Institutions. The details are being annexed.

A. Management Committee

1. Prof. Dhannanjai Yadav – Chairman / Head, Department of Education
2. Prof. P. K. Pandey, UPRTOU – External Expert
3. Prof. Ashish Saxena, UoA – Cognate Member
4. Prof. Rishikant Pandey, UoA – Cognate Member
5. Dr Sonia Sthapak- Member
6. Dr. Saroj Yadav – Member
7. Dr. Patanjali Mishra – Member
8. Dr. Ruchi Dubey – Member
9. Dr. Sheelu Kachhap- Member

B. Eligibility

Post graduate in any discipline, In-Service teachers shall be given preference

C.Total Credits: 20

D.Number of Papers: 5 (4 Theory + 1 Practicum)

E. Each Paper: 4 Credits

F. In-take: 50 seats

G. Duration: 1 Semester – 6 Months

H. Mode of Delivery: Offline (Face to face)

I. Admission Process: Application for the above course shall be invited through Director – Admission, University of Allahabad. Counselling for admission shall be done in the Department of Education.

J. Fees Structure- University Fees + Departmental Fees

University Fee – As charged in PG programme with only 6 months tuition fees
Departmental Fee – 3000/-

**Learning Outcome Based Curriculum of
Certificate Course in
Curriculum Studies and Assessment
अधिगम प्रतिफल आधारित
पाठ्यचर्या अध्ययन एवं आकलन में
सर्टिफिकेट कोर्स**



**शिक्षाशास्त्र विभाग
कला संकाय
इलाहाबाद विश्वविद्यालय, प्रयागराज-211002
Department of Education
Faculty of Arts
University of Allahabad, Prayagraj-211002
(Session 2025-26 onwards)**

Prologue

About the Department:

The department of Education, University of Allahabad is one of the oldest institutions of Education discipline in country. The department was established in the year 1942 with M.Ed. Programme. In the year 1954, department was the third among the Indian Universities awarded first Ph.D. (Education) in India. Bachelor of Arts (Education) classes were started in 1949 and in 1981 classes in M.A. (Education) were started with the



objectives of developing academic excellence. The Department consistently ensure constructive and conducive learning environment.

Department completed 75 years of Excellence in 2017. The stalwarts like Prof. P.S. Naidu, Col. Sohan Lal, Prof. S.B. Adaval, Prof. R.S. Pandey,

Prof. S. K. Pal built academic culture of this department. Department of Education implemented DRS-I of the UGC SAP for a duration of Five years (2011 to 2016). Department is presently running UGC SAP DRS Phase- II (2018 to 2023). Department has also worked on e-PG Paathshala Project of UGC in Collaboration with CIET, NCERT, New Delhi. Department is publishing National Journal “Research and Studies” Since 1950 annually ISSN number 0084-621. Department is also Publishing UGC-SAP Annual News Letter since 2013. The Department of Education boasts of fully equipped labs of Educational Psychology, Educational Technology and Science Education. All the classes of the department in ICT equipped. The major focus of research in the department has been Philosophy of Education, Sociology of Education, Educational Psychology, Measurement & Assessment and Educational Administration. Of late, the department has initiated studies in the emerging area of pursuit like ICT in education, Pedagogical Approaches, open and distance education, Artificial intelligence and school education. Regular house colloquiums, seminars, workshops and conferences, in-service education for professional development of teachers, are some of the prominent features of the department. The faculty members contributions are well acknowledged at national and international level through their representations in different bodies, research publication and conducting research projects. There have been collaborative efforts with different national and international institutions, corporate sectors and state level organization to strengthen the functioning of the department.

About the Programme:

The Certificate in Curriculum Studies and Assessment is a specialized short-term academic programme designed to equip educators, postgraduate degree holders, and in-service teachers with a comprehensive understanding of curriculum theory, design, implementation, and assessment practices. Offered by the Department of Education, University of Allahabad, this one-semester (6-month) course aims to bridge the gap between educational theory and classroom practice, aligning with national priorities and global educational trends.

The course emphasizes critical perspectives on curriculum development, including philosophical, sociological, and psychological foundations. It provides insights into curriculum planning, analysis of policy frameworks such as the National Education Policy (NEP) 2020, and contemporary approaches like competency-based and outcome-based education. Participants will also gain hands-on experience in assessment and evaluation, using both conventional and digital tools.

Through four theory papers and one practicum paper, students will be engaged with diverse learning methods including lectures, group discussions, fieldwork, workshops, and project-based tasks. The practicum component encourages field-based inquiry and reflection on real-world educational environments, fostering applied learning and professional growth.

This programme is particularly suited for educators who seek to enhance their professional capabilities, contribute to curriculum reforms, and promote inclusive, effective teaching and assessment practices in higher education and school settings. Preference in admission is given to in-service teachers, recognizing their role as pivotal agents of educational change.

Learning Outcomes Descriptors and Programme Outcomes (P.O.) for Certificate course

Certificate: The certificate (in a field of learning or a disciplinary area) qualifies students who can apply technical and theoretical concepts and specialized knowledge and skills in a broad range of contexts to undertake skilled or paraprofessional work to enhance the overall competence in the said area.

Descriptor	Knowledge and understanding: The learners should be able to demonstrate the acquisition of:
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P.O.1	knowledge of facts, concepts, principles, theories, and processes in broad multidisciplinary learning contexts within the chosen fields of learning in broad multidisciplinary learning,
P.O.2	understanding of the linkages between the learning areas within and across the chosen fields of study,
P.O.3	procedural knowledge required for performing skilled or paraprofessional tasks associated with the chosen fields of learning.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The learners should be able to demonstrate the acquisition of:
P.O.4	a range of cognitive and technical skills required for accomplishing assigned tasks relating to the chosen fields of learning in the context of broad multidisciplinary contexts.
P.O.5	cognitive skills required to identify, analyse and synthesize information from a range of sources.
P.O.6	cognitive and technical skills required for selecting and using relevant methods, tools, and materials to assess the appropriateness of approaches to solving problems associated with the chosen fields of learning.
Descriptor	Application of knowledge and skills: The learners should be able to demonstrate the ability to:
P.O.7	apply the acquired operational or technical and theoretical knowledge, and a range of cognitive and practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems relating to the chosen fields of learning.
Descriptor	Generic learning outcomes: The learners should be able to demonstrate the ability to:
P.O.8	listen carefully, read texts related to the chosen fields of study analytically, and present information in a clear and concise manner to different groups/audiences.

P.O.9	express thoughts and ideas effectively in writing and orally and present the results/findings of the experiments carried out in a clear and concise manner to different groups.
P.O.10	meet one's own learning needs relating to the chosen fields of learning.
P.O. 11	pursue self-directed and self-managed learning to upgrade the knowledge and skills required for a higher level of education and training.
P.O.12	gather and interpret relevant quantitative and qualitative data to identify problems,
P.O.13	critically evaluate principles and theories associated with the chosen fields of learning.
P.O.14	make judgment and take decisions, based on analysis of data and evidence, for formulating responses to issues/problems associated with the chosen fields of learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.
Descriptor	Constitutional, humanistic, ethical, and moral values: The learners should be able to demonstrate the willingness to:
P.O.15	practice constitutional, humanistic, ethical, and moral values in one's life, and practice these values in real-life situations,
P.O.16	put forward convincing arguments to respond to the ethical and moral issues associated with the chosen fields of learning.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The learners should be able to demonstrate the acquisition of:
P.O.17	knowledge and a basket of essential skills, required to perform effectively in a defined job relating to the chosen fields of study,
P.O.18	ability to exercise responsibility for the completion of assigned tasks and for the outputs of own work, and to take some responsibility for group work and output as a member of the group.
Descriptor	Credit requirements

P.O.19	The successful completion of the one semester of the certificate programme of minimum 20 credit hours.
Descriptor	Entry requirements
P.O.20	Post graduate in any discipline, In-Service teachers shall be given preference
P.O.21	Application for the above course shall be invited through Director – Admission, University of Allahabad. Counselling for admission shall be done in the Department of Education.

Programme Specific Objectives (PSOs)

At the end of this Certificate Programme, learners will be able to:

PSO1 – Knowledge

demonstrate comprehensive and integrated knowledge of curriculum theory, design, policy frameworks (e.g., NEP 2020), and educational assessment practices. They will understand the philosophical, sociological, and psychological foundations underpinning curriculum and evaluation systems.

PSO2 – Attitude

cultivate a reflective and inclusive professional mindset, showing sensitivity to diversity, equity, values, and ethics in curriculum development and assessment. They will exhibit openness to innovation and reform in educational practices.

PSO3 – Communication

apply clear and professional oral and written communication skills in curriculum-related discussions, classroom planning, policy interpretation, and engagement with educational stakeholders. They will effectively use digital tools for documentation and presentation.

PSO4 – Collaboration

demonstrate the ability to collaborate in multidisciplinary and institutional teams, co-constructing learning materials, participating in shared teaching and feedback processes, and engaging with communities and peers for continuous improvement.

PSO5 – Skill

develop analytical and practical skills for designing curriculum and assessment tools, conducting field-based inquiries, and using both conventional and digital assessment techniques. They will be able to evaluate and adapt curriculum practices based on learner needs and educational goals.

Paper 1: Foundations of Curriculum

Course Code		Credits	4 Cr
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Indian Knowledge, Values, Philosophy of Education		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Objectives: Learners will be able to

1. Explain the meaning, scope, and foundations of curriculum.
2. Examine philosophical, sociological, and psychological bases of curriculum.
3. Analyze different approaches to curriculum design.
4. Explore the impact of culture, ideology, and values on curriculum.

Course Outcomes (COs):

CO 1: Define and differentiate curriculum from syllabus and other educational frameworks.

CO 2: Explain the theoretical foundations and principles of curriculum development.

CO 3: Identify key elements influencing curriculum design in Indian and global contexts.

CO 4: Reflect critically on curriculum ideologies and their socio-political implications.

Mapping of Course outcomes:

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO 1	PO5	PO12	PO13
CO1	✓					✓			
CO2	✓	✓				✓			
CO3		✓		✓		✓			
CO4		✓			✓		✓	✓	✓

Units:**Unit I: Concepts and Foundations of Curriculum**

- Definitions and types of curriculum
- Curriculum vs syllabus
- Curriculum as a dynamic and value-based concept
- Philosophical, psychological, sociological, and technological foundations

Unit II: Approaches and Models of Curriculum

- Subject-centered, learner-centered, activity-based approaches
- Tyler's Model and Taba's Model
- Bloom's Taxonomy and objectives-based curriculum
- Curriculum models in contemporary pedagogy

Unit III: Curriculum in Indian Context

- Curriculum in Ancient India
- Colonial and post-Independence curriculum developments
- Role of curriculum in promoting national identity and cultural values
- Curriculum reforms by different regulatory bodies and Curriculum with special reference to NEP-2020

Unit IV: Ideology, Culture, and Curriculum

- Curriculum as a socio-political construct
- Role of ideology and culture in curriculum content
- Hidden curriculum and its implications

- Issues of equity, diversity, inclusion, and pluralism in curriculum planning

Suggested Reading:

- I. Aggarwal, J. C. (2013). *Theory and principles of education*. Vikas Publishing House.
- II. Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
- III. Wiles, J. W., & Bondi, J. C. (2011). *Curriculum development: A guide to practice* (9th ed.). Pearson.
- IV. Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). SAGE.
- V. National Council of Educational Research and Training. (n.d.). *Teacher education for curriculum renewal: Position paper of the National Focus Group on Teacher Education for Curriculum Renewal* [PDF]. NCERT.
https://ncert.nic.in/pdf/focus-group/teacher_edu_final.pdf
- VI. Pinar, W. F. (2003). *What is curriculum theory?* (3rd ed.). Lawrence Erlbaum Associates / Routledge.
- VII. Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt, Brace & World.
- VIII. Posner, G. J. (2004). *Analyzing the curriculum* (3rd ed.). McGraw-Hill.
- IX. चौहान, एस. एस. (2020). *शिक्षा के सिद्धांत*. नई दिल्ली: विकास पब्लिशिंग हाउस।
- X. बत्रा, के. के. (2016). *शिक्षा और मूल्य*. दिल्ली: आर. लाल बुक डिपो।
- XI. सिंह, योगेन्द्र. (2021). *शिक्षा का समाजशास्त्र*. नई दिल्ली: रावत पब्लिकेशन
- XII. पाल, ह., & पाल, र. (2019). *पाठ्यचर्या: कल, आज और कल*. शिप्रा पब्लिकेशन.

Paper 2: Curriculum Design and Development

Course Code		Credits	4 Cr
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Planning and development of curriculum		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Objectives: Learners will be able to

1. Learn the principles of curriculum planning and development.
2. Explain the stages and processes of curriculum construction.
3. Evaluate the roles of stakeholders in curriculum development.
4. Assess policies and frameworks influencing curriculum in India.

Course Outcomes:

CO 1: Demonstrate knowledge of curriculum planning stages.

CO 2: Identify key stakeholders and their roles.

CO 3: Examine the influence of NEP 2020 on curriculum development.

CO 4: Apply theoretical frameworks in analyzing school curricula.

Mapping of Course outcomes:

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO 1	PO3	PO5	PO13
CO1	✓					✓			
CO2	✓							✓	
CO3	✓	✓	✓			✓		✓	✓
CO4	✓				✓	✓	✓	✓	

Units:**Unit I: Curriculum Planning and Policy Frameworks**

- Principles of curriculum planning
- Curriculum planning stages: needs analysis, goals, content, organization, evaluation
- Central and State level curriculum policy agencies: NCERT, SCERT, NCF-2005, NCFSE-2023, NCFTE-2009, NEP 2020
- Curriculum reforms and policy shifts in Indian education

Unit II: Stakeholders in Curriculum Development

- Teachers as curriculum developers and implementers
- Roles of administrators, policymakers, industries, parents, alumni and students in curriculum development
- Community participation and democratic planning, Curriculum and international market forces
- Gender bias, stereotypes and language issues curriculum development

Unit III: Approaches of Curriculum Designing

- Discipline-based, integrated, thematic, modular approaches
- Competency-based curriculum
- Backward design and outcome-based education
- Differentiation and learner diversity in design

Unit IV: Curriculum Analysis and Evaluation

- Tools and techniques: SWOT analysis, needs assessment, alignment mapping
- Evaluation models: Stufflebeam's CIPP model, Stake's Countenance Model
- Comparative analysis: Indian curriculum vs international curriculum
- Equity, access, diversity and contextual relevance as curriculum indicators

Suggested Readings

- I. Apple, M. W. (2019). *Ideology and curriculum* (4th ed.). Routledge.
- II. Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
- III. Wiles, J. W., & Bondi, J. C. (2011). *Curriculum development: A guide to practice* (9th ed.). Pearson.
- IV. Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). SAGE.
- V. Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. University of Chicago Press.
- VI. National Education Policy 2020. Ministry of Education, Government of India.
- VII. National Council of Educational Research and Training. (n.d.). *Teacher education for curriculum renewal: Position paper of the National Focus Group on Teacher Education for Curriculum Renewal* [PDF]. NCERT.
https://ncert.nic.in/pdf/focus-group/teacher_edu_final.pdf
- VIII. Pinar, W. F. (Ed.). (1998). *Curriculum: Toward new identities*. Garland Publishing.
- IX. Pinar, W. F. (2003). *What is curriculum theory?* (3rd ed.). Lawrence Erlbaum Associates / Routledge.
- X. ओड, एल. के. (2017). *शिक्षा की दार्शनिक पृष्ठभूमि*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी।
- XI. बक्शी, रमेश. (2018). *शिक्षा और समाज*. आगरा: लक्ष्मी नारायण अग्रवाल।
- XII. राष्ट्रीय शिक्षा नीति 2020, भारत सरकार, शिक्षा मंत्रालय।
- XIII. पाल, ह., & पाल, र. (2019). *पाठ्यचर्या: कल, आज और कल*. शिप्रा पब्लिकेशन

Paper 3: Curriculum Implementation and Teachers' Role

Course Code		Credits	4 Cr
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Professional Development and Pedagogy		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Objectives: Learners will be able to

1. Explain the process and challenges of curriculum implementation.
2. Analyze the teacher's role as an implementer and curriculum designer.
3. Explore leadership, feedback, and collaboration in curricular reform.

Course Outcomes:

CO 1: Describe strategies for effective curriculum implementation.

CO 2: Reflect on teacher autonomy, agency, and pedagogical freedom.

CO 3: Evaluate classroom-based innovations and curriculum adaptation.

CO 4: Discuss case studies of school-based curriculum initiatives.

Mapping of Course outcomes:

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO 1	PO5	PO13

CO1	✓					✓		
CO2	✓	✓				✓	✓	
CO3	✓	✓				✓	✓	
CO4	✓			✓	✓	✓	✓	✓

Units:

Unit I: Curriculum Implementation Process

- From curriculum design to classroom practice
- Stages of implementation and factors affecting fidelity
- Support systems: teacher education, resource availability
- Monitoring and feedback in curriculum delivery

Unit II: Teacher's Role and Pedagogical intervention

- Teacher as reflective practitioner and curriculum interpreter
- Instructional leadership and school culture
- Empowerment, professional agency, and ethics in teaching
- Decision-making and flexibility in classroom planning

Unit III: Collaboration and Continuous Improvement

- Collegial planning, collaborative teaching and Team teaching
- Feedback loops and teacher-student interaction
- Action research for curriculum refinement
- Building learning communities and communities of practice

Unit IV: Change, Innovation, and ICT Integration

- Educational change: theories and implications
- Barriers to implementation and strategies for overcoming resistance
- ICT for curriculum transaction (LMS, digital content, e-portfolios)
- Case studies of successful innovations in school curricula

Suggested Readings

- I. Apple, M. W. (2019). *Ideology and curriculum* (4th ed.). Routledge.
- II. Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- III. Hargreaves, A., & Shirley, D. (2009). *The Fourth Way: The inspiring future for educational change*. Corwin Press.
- IV. Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
- V. Lieberman, A., & Miller, L. (2008). *Teachers in professional communities: Improving teaching and learning*. Teachers College Press.
- VI. Mishra, P., & Koehler, M. J. (2006). *Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge*. Teachers College Record, 108(6), 1017–1054.
- VII. National Council of Educational Research and Training. (n.d.). *Teacher education for curriculum renewal: Position paper of the National Focus Group on Teacher Education for Curriculum Renewal* [PDF]. NCERT.
https://ncert.nic.in/pdf/focus-group/teacher_edu_final.pdf
- VIII. Pinar, W. F. (Ed.). (1998). *Curriculum: Toward new identities*. Garland Publishing.
- IX. Pinar, W. F. (2003). *What is curriculum theory?* (3rd ed.). Lawrence Erlbaum Associates / Routledge.
- X. सिंह, योगेन्द्र. (2021). *शिक्षा का समाजशास्त्र*. नई दिल्ली: रावत पब्लिकेशन।
- XI. वशिष्ठ, विमला. (2017). *शिक्षा के दार्शनिक और समाजशास्त्रीय आधार*. नई दिल्ली: विनोद पुस्तक मंडल।
- XII. चौहान, एस. एस. (2020). *शिक्षा के सिद्धांत*. नई दिल्ली: विकास पब्लिशिंग हाउस।
- XIII. बत्रा, के. के. (2016). *शिक्षा और मूल्य*. दिल्ली: आर. लाल बुक डिपो।
- XIV. पाल, ह., & पाल, र. (2019). *पाठ्यचर्या: कल, आज और कल*. शिप्रा पब्लिकेशन.

Paper 4: Educational Assessment and Evaluation

Course Code		Credits	4 Cr
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Assessment Practices and Reforms		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Objectives: Learners will be able to

1. Explain key concepts in assessment, evaluation, measurement, and testing.
2. Learn different types and purposes of educational assessments.
3. Examine tools, techniques, and recent trends in educational assessment.

Course Outcomes:

CO 1: Define and differentiate between measurement, assessment, and evaluation.

CO 2: Develop and apply different types of tools for learning assessment.

CO 3: Analyze reforms like CCE, competency-based assessment, and NEP 2020.

CO 4: Reflect on ethical issues in testing and assessment.

Mapping of Course outcomes:

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO 1	PO5	PO7	PO13
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CO1	✓					✓			
CO2	✓	✓				✓	✓	✓	
CO3	✓	✓				✓	✓		
CO4	✓			✓	✓	✓	✓		✓

Units:

Unit I: Concepts and Types of Assessment

- Definitions: assessment, evaluation, measurement, testing
- Functions and principles of assessment
- Types: formative, summative, diagnostic, prognostic
- Norm-referenced vs. criterion-referenced tests

Unit II: Tools and Techniques of Evaluation

- Achievement tests, rating scales, checklists, anecdotal records
- Rubrics, portfolios, projects, peer and self-assessment
- Characteristics of a good test: validity, reliability, objectivity, usability
- Development and standardization of achievement test

Unit III: Assessment Reforms and NEP 2020

- Continuous and Comprehensive Evaluation (CCE)
- Competency-based and outcome-based assessment
- Key changes in assessment approach under NEP 2020
- Holistic Progress Card and multidimensional assessment, PARAKH

Unit IV: Digital and Inclusive Assessment

- ICT-enabled assessment: online tests, digital rubrics, e-portfolios
- Assessment of children with diverse learning needs
- Bias, fairness, and ethics in assessment

- Using assessment data for student support and feedback

Suggested Readings

- I. Apple, M. W. (2019). *Ideology and curriculum* (4th ed.). Routledge.
- II. Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7th ed.). Pearson.
- III. Black, P., & Wiliam, D. (2009). *Developing the theory of formative assessment*. Educational Assessment, Evaluation and Accountability, 21(1), 5–31.
- IV. Stiggins, R. J. (2005). *From formative assessment to assessment FOR learning: A path to success in standards-based schools*. Phi Delta Kappan, 87(4), 324–328.
- V. Popham, W. J. (2010). *Classroom assessment: What teachers need to know* (6th ed.). Pearson.
- VI. National Education Policy 2020. Ministry of Education, Government of India.
- VII. National Council of Educational Research and Training. (n.d.). *Teacher education for curriculum renewal: Position paper of the National Focus Group on Teacher Education for Curriculum Renewal* [PDF]. NCERT. https://ncert.nic.in/pdf/focus-group/teacher_edu_final.pdf
- VIII. Pinar, W. F. (Ed.). (1998). *Curriculum: Toward new identities*. Garland Publishing.
- IX. श्रीवास्तव, डी. एल. (2016). *शैक्षिक मूल्यांकन और मापन*. मेरठ: आर. लाल बुक डिपो।
- X. चौहान, एस. एस. (2019). *शिक्षा में परीक्षण, मापन एवं मूल्यांकन*. नई दिल्ली: विकास पब्लिशिंग हाउस।
- XI. वर्मा, एल. पी. (2021). *शिक्षा का आंकलन*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी।
- XII. राष्ट्रीय शिक्षा नीति 2020, भारत सरकार, शिक्षा मंत्रालय।

Paper 5: Practicum and Field Work in Curriculum and Assessment

Course Code		Credits	4 Cr
L + T + P	0 + 0 + 4	Course Duration	One Semester
Semester	I	Contact Hours	60 hours
Course Type	Discipline-Based Core		
Nature of the Course	Practicum		
Special Nature/ Category of the Course	Field-Based, Project-Oriented		
Methods of Content Interaction	(Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - Viva Voce based on Records of the activities submitted by the candidate		

Objectives: Learners will be able to

1. Apply curriculum and assessment theories in real-world settings.
2. Engage in reflective observation and micro-research.
3. Analyze practices in schools regarding curriculum and evaluation.

Units

Unit I: Orientation and Planning

- Field-based research and observation techniques
- How to select schools/institutions based on curricular/assessment diversity
- Planning, objectives, tools, schedules for fieldwork
- Ethical considerations in field-based educational research

Unit II: Curriculum Mapping and Documentation

- Observe classroom curriculum delivery (teaching, material use, learning outcomes)
- Map subject curriculum with aims, pedagogy, and learner engagement

- Identification and analysis of explicit and hidden curriculum
- Develop tools: sample lesson plans, rubrics, checklists

Unit III: Assessment Audit and Teacher Interview

- Study school/college-level assessment strategies
- Analyze formative/summative practices, feedback mechanisms
- Interview at least 3 teachers on how they adapt curriculum and evaluate students
- Evaluate inclusivity, learner diversity, and use of digital tools

Unit IV: Curriculum Framing in respective discipline and assessment Practices

- Frame Objectives and Learning outcomes
- Mapping of PSOs and POs With Course Outcome
- Creating Blueprint for Achievement test
- Analysis of any innovative assessment Practice

Suggested Readings

- I. Apple, M. W. (2019). *Ideology and curriculum* (4th ed.). Routledge.
- II. Kumar, K. (1991). *Political agenda of education: A study of colonialist and nationalist ideas*. Sage.
- III. Freire, P. (2000). *Pedagogy of the oppressed* (M. B. Ramos, Trans.). Continuum.
- IV. Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). Routledge.
- V. Thomas, G. (2013). *Education: A very short introduction*. Oxford University Press.
- VI. National Council of Educational Research and Training. (2023). *National Curriculum Framework for School Education (NCF-SE)* [PDF]. NCERT. https://ncert.nic.in/pdf/focus-group/NCF-SE_2023EN.pdf
- VII. मंगल, एस. के. (2019). *शिक्षाशास्त्र*. मेरठ: लल्लू लाल प्रकाशन।
- VIII. सिंह, योगेन्द्र. (2021). *शिक्षा का समाजशास्त्र*. नई दिल्ली: रावत पब्लिकेशन।
- IX. ओड, एल. के. (2017). *शिक्षा की दार्शनिक पृष्ठभूमि*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी।