

COTTON COLLEGE STATE UNIVERSITY

DEPARTMENT OF EDUCATION

U.G. SYLLABUS

DISTRIBUTION OF PAPERS, CREDITS & CLASSES PER WEEK.

SEMESTER -1

PAPER CODE	PAPER NAME	CREDITS	CLASSES PER WEEK
EDN101 C	INTRODUCTION TO EDUCATION-1.	3+1+0 =4	3+2 +0 = 5
EDN 102 C	INTRODUCTION TO EDUCATION –II.	3+1+0 =4	3+2 +0 = 5
EDN 103 C	METHODS & TECHNIQUES OF TEACHING	3+1+0 =4	3+2 +0 = 5
EDN 104 E	INTRODUCTION TO EDUCATION	2+1+0 =3	2+ 2+ 0 =4

SEMESTER –II

PAPER CODE	PAPER NAME	CREDITS	CLASSES PER WEEK
EDN201 C	PHILOSOPHICAL FOUNDATION OF EDUCATION	3+1+0 =4	3+2+0= 5
EDN 202 C	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	3+1+0 =4	3+2 +0 = 5
EDN 203 C	ADOLESCENCE PSYCHOLOGY	3+1+0 =4	3+2 +0 = 5
EDN204 E	EDUCATIONAL PSYCHOLOGY	2+1+0 =3	2+ 2+ 0=4

SEMESTER -III

PAPER CODE	PAPER NAME	CREDITS	CLASSES PER WEEK
EDN 301 C	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	3+1+0 =4	3+2 +0 = 5
EDN 302 C	HISTORICAL PERSPECTIVES OF INDIAN EDUCATION	3+1+0 =4	3+2 +0 = 5
EDN303 C	TEACHER EDUCATION	3+1+0 =4	3+2 +0 = 5
EDN 304 E	DEVELOPMENT OF EDUCATION IN INDIA	2+1+0=3	2+ 2+ 0 =4

SEMESTER –IV

PAPER CODE	PAPER NAME	CREDITS	CLASSES PER WEEK
EDN401 C	GUIDANCE AND COUNSELLING)	3+1+0 =4	3+2 +0 = 5
EDN 402 C	ENVIRONMENTAL POPULATION EDUCATION	3+1+0 =4	3+2 +0 = 5
EDN 403 C	PRACTICAL ON PSYCHOLOGICAL EXPERIMENT.	0 +1+3 =4	1+ 0+ 6 =7
EDN 404 E	SOCIOLOGICAL FOUNDATION OF EDUCATION	2+1+0 =3	2+ 2+ 0 =4

SEMESTER –V

PAPER CODE	PAPER NAME	CREDITS	CLASSES PER WEEK
EDN 501 C	MEASUREMENT AND EVALUATION IN EDUCATION	3+1+0=4	3+2 +0 = 5
EDN 502 C	EDUCATIONAL STATISTICS	3+1+0=4	3+2 +0 = 5
EDN 503 C	PRACTICAL ON PSYCHOLOGICAL TESTS	0+1+3=4	1+0 +6 = 7
EDN 504 E	POPULATION EDUCATION	2 +1+0 =3	2+ 2+ 0 =4

SEMESTER –VI

PAPER CODE	PAPER NAME	CREDITS	CLASSES PER WEEK
EDN 601 C	EDUCATIONAL TECHNOLOGY	3+1 +0 =4	3+2 +0 = 5
EDN 602 C	EMERGING ISSUES IN INDIAN EDUCATION	3 +1+0 =4	3+2 +0 = 5
EDN 603 C	PROJECT WORK	0 +1 +3 =4	0+ 1+ 6 =7
EDN 604 E	EDUCATIONAL TECHNOLOGY	2 +1+0 =3	2 +2 +0 = 4

COTTON COLLEGE STATE UNIVERSITY

SYLLABUS OF THE UNDERGRADUATE COURSE

SUBJECT: EDUCATION

U.G .FIRST SEMESTER

EDN 101: C INTRODUCTION TO EDUCATION- I: Credit – 4 (3+1+0):

OBJECTIVES

- To understand the meaning, scope, and aims of education.
- To acquaint students about constitutional provision of education and role of education to empower women.
- To familiarize students with modern trends of education- Human Rights education, Value education etc.

UNIT: 1 Education - Meaning, Scope and Aims.

- Education –Its meaning, definition, functions and scope
- Aims of Education- individual, social, vocational and cultural
- Aims of education in a democratic country.
- Dimensions of education.

UNIT :2 Philosophy and Education.

- Meaning nature and scope of philosophy
- Education and philosophy
- Interdependence of Philosophy and Education

UNIT: 3 Constitutional Provisions and Women Empowerment.

- Constitutional provision of Education in India- Directive Principles of State policy and Education
- Part IV of the constitution – relation between the Union and the State
- Women empowerment – Meaning and objectives, status of women in India
- Education for women empowerment

UNIT: 4 Human Rights and Peace Education.

- Meaning and Objectives of Human Rights

- Universal declaration of Human Rights by UN , Role of Education in promoting Human Rights
- National Human Right commission.
- Education for Peace –Meaning of peace education, concept, Nature and Importance. Methods and Programme of Peace Education.

REFERENCES

1. Bhatia, K. and Bhatia, B: The Philosophical and Sociological Foundations of Education. Doaba House, Delhi-110006.
2. Das, B.N. : Principles of education and Education in the Emerging Indian Society. Ajanta Prakashan, Dlihi-110006
3. Das, P.; Goswami, S. and Sharma, M. : Theories and Principles of Education. Shanti Prakashan.
4. Das,P and Sahidulla, F. - Emerging Issues in Indian Education. Shanti Prakashan.

EDN 102: C. INTRODUCTION TO EDUCATION II. 4 credit (3 +1 +0)

OBJECTIVES

- To understand the meaning ,nature and scope of educational psychology
- To make the students able to understand the application of psychology in education.
- To realise true discipline
- To understand about mental health and hygiene & also about special children.

UNIT.1. EDUCATIONAL PSYCHOLOGY.

- Educational psychology – its meaning and definition.
- Relation between education and psychology.
- Scope of educational psychology.
- Methods of educational psychology-introspection ,observation, experimentation
- Application of psychology in education.

UNIT.2 DISCIPLINE AND EDUCATION

- Meaning ,concept and need of discipline
- Discipline and order.

- Free discipline.
- Maintenance of school discipline

UNIT.3 MENTAL HEALTH AND HYGIENE

- Meaning, definition and characteristics of mental health.
- Factors affecting mental health.
- Mental hygiene: Meaning & definition. Relationship between mental health & hygiene.
- How to maintain mental health at school.

UNIT.4 :SPECIAL EDUCATION.

- Concept, need and scope of special education.
- Classification of exceptional children
- Concept of slow learner and educationally backward.
- Educational programmes for educationally backward and slow learners.

REFERENCES

- Carroll, Herbert. A: Mental Hygiene: The dynamics of Adjustment, New Jersey : Prentice-Hall 1967.
- Chauhan , S.S 1978: Advanced Educational Psychology
- Kotwal,P: Special education. Delhi, Authors Press.
- Mangal, S. K: Educating Exceptional Children- an introduction to Special Education. New Delhi. Phi Pvt Ltd.
- Mangal, S.K . Abnormal Psychology, Sterling Publishers Pvt. Ltd.
- Raymont,T-Principles of Education.
- Safaya,R.N and Shaiyda,B.D-Development of Educational Theory and Practice.Doaba House. Delhi.

EDN103: C. METHODS AND TECHNIQUES OF TEACHING. Credits : 4 (3+1+0)

Objectives :

- 1) To acquaint the students with the teaching and learning process, factors of learning and marks of good teaching.
- 2) To develop an understanding of the principles of teaching, various devices and styles of teaching and necessity in the classroom.
- 3) To understand about teaching effectiveness and classroom management.

4) To acquaint students with the lesson plan and their preparation.

UNIT-1 FUNDAMENTAL CONCEPT OF TEACHING AND LEARNING

- Meaning and Nature of Teaching.
- Marks of good teaching.
- Nature of Learning.
- Factors that influence on learning in the classroom.

UNIT-2 GENERAL PRINCIPLES OF TEACHING AND MAXIMS

- Principles of motivation.
- Principles of Teaching-General and Psychological.
- Maxims of Teaching

UNIT-3 DEVICES AND STYLES OF TEACHING

- Various devices-Questioning, Home assignments, Illustration, Drill.
- Need of Evaluation-continuous and comprehensive.
- Autocratic and Permissive Style of Teaching.

UNIT-4 LESSON PLANNING AND TYPES OF LESSON PLAN

- Meaning and characteristics of Good Lesson plan.
- Knowledge lesson, Skill lesson and Appreciation lesson.
- Preparation of a Lesson Plan (any method subject).

References-

- Adams, J., Modern Developments in Educational Practice, London: University of London Press Ltd., 1957
- Bhatia and Bhatia-The Principles and Methods of Teaching, Doaba House, Delhi, 1990.
- Kochhar, S.K.- Methods and Techniques of Teaching, Sterling Publishers Private Limited, 1992
- Panton, J.H., Modern Teaching: Practice and Techniques, London, Longmans, Green and co., 1956.
- Yoakam and Simpson, Modern Methods and Techniques of Teaching, New York: The Macmillian company, 1957.

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EDN:104 (E) INTRODUCTION TO EDUCATION. Credit :3(2 +1+0)

OBJECTIVES:

- To understand the meaning, scope and aims of education.
- To acquaint students with constitutional provisions of education and role of education to empower women
- To understand philosophy and its relation with education

UNIT : 1. EDUCATION – MEANING, SCOPE AND AIMS.

- Education-its meaning, definition, functions and scope.
- Aims of education- individual, social, vocational and cultural.
- Aims of education in a democratic country.
- Dimensions of education.

UNIT: 2. PHILOSOPHY AND EDUCATION.

- Meaning, definitions, nature and scope of philosophy.
- Education and philosophy and their relationship.
- Schools of Philosophy- Idealism, Naturalism and Pragmatism. Their Educational Contribution.
- Value education- meaning, definition, need and importance of value education.

UNIT:3. CONSTITUTIONAL PROVISIONS AND WOMEN EMPOWERMENT

- Constitutional provision of education in India—Directive principles of State policy and Education.
- Women empowerment- meaning and objectives, status of women in India.
- Education for women empowerment.

REFERENCES:

- Bhatia,K and Bhatia,B: The Philosophical and Sociological Foundations of Education. Douba House, Delhi-110006.
- Das, B.N: Principles of Education and Education in emerging Indian society. Ajanta Prakashan, Delhi-110006.
- Das,P and Goswami,S.: Foundation of Education. Shanti Prakashan, Guwahati-781001.

U.G 2ND SEMESTER

EDN 201C: PHILOSOPHICAL FOUNDATION OF EDUCATION. CREDIT:4 (3 +1+0)

OBJECTIVES

1. To understand the meaning, nature and function of philosophy.
2. To understand the relation between education and philosophy
3. To be acquainted with schools of philosophy and their impact on education
4. To understand values and how to inculcate values in children.

UNIT:1. MEANING, NATURE AND SCOPE OF PHILOSOPHY.

- Meaning, nature and scope of philosophy
- Relation between philosophy and education
- Relation between philosophy and science

UNIT:2.BASIC PHILOSOPHY OF EDUCATION IN INDIA.

- Basic philosophy of Vedic Education in India- history, system of education, aims, curriculum, discipline, teacher-pupil relationship.
- Basic philosophy of Buddhist education in India. - history, system of education, aims, curriculum, discipline, teacher-pupil relationship.
- Basic philosophy of Islamic education in India- history, system of education, aims, curriculum, discipline, teacher-pupil relationship.

UNIT:3 UNIT 3: DIFFERENT SCHOOLS OF PHILOSOPHY OF EDUCATION.

- Idealism: Meaning, Concept, Idealism in Education, Aims of Education, Curriculum, Methods of Teaching, Discipline, and Role of Teacher. Critical Assessment of Idealism. Contribution of Idealism to Education.
- Naturalism: Meaning, Concept, Naturalism in Education, Aims of Education, Curriculum, Methods of Teaching, Discipline, and Role of Teacher. Critical Assessment of Naturalism. Contribution of Naturalism to Education.
- Pragmatism: Meaning, Concept, Pragmatism in Education, Aims of Education, Curriculum, Methods of Teaching, Discipline, and Role of Teacher. Critical Assessment of Pragmatism . Contribution of Pragmatism to Education.

UNIT: 4 VALUES IN EDUCATION.

- Value – Meaning, Concept, Definitions and Characteristics. Different Types of Values- Aesthetic, Moral and Religious values.
- Need and Importance of Aesthetic, Moral and Religious values. Methods of Incultation of these values in children.
- Value Education –Need and Importance. School Curriculum and Value Education.

REFERENCE:

- Aggarwal J.C. - Theory and Principles of Education.
- Aggarwal J.C. - Philosophical and Sociological Bases of Education.
- Chakraborty J.C.- Modern Education
- Charles, Kiruba & Selvi, V.Arul (2012): Peace and Value Education, Neelkamal Publications Pvt. Ltd.
- Kundu and Majumder- Theories of Education
- Mukherjee K.K.- Principles of Education
- Sarma and Sarma- Principles and Practice of Education.
- Das, Gohain and Bora – Value education. Shanti Prakashan.

EDN 202: C. SOCIOLOGICAL FOUNDATIONS OF EDUCATION. CREDIT 4. (3+1+0)

Objectives –

- To inculcate the knowledge of meaning , scope of sociology and relation between education and sociology.
- To understand the process of socialization, social change and culture.
- To understand the role of education in social organization, social change and development.

UNIT :1 **Sociology and Education.**

- Meaning, definition, nature and scope of sociology.
- Relationship between sociology and education.
- Need and importance of sociological approach in education.
- Educational sociology and sociology of education.

UNIT :2 **Education and Society.**

- Education as a socialization process.

- Education and social control.
- Education and social change.

UNIT :3 Social Group and Culture

- Social group – definition characteristics and types.
- Social interaction and their educational implications.
- Culture – meaning, definition and nature.
- Education and Cultural change.

UNIT :4 Social Organization – Disorganization

- Social organization – meaning.
- Factors influencing social organization.
- Social disorganization – meaning, types, causes.
- Role of Education in preventing social disorganization.

References:

- Brown, F.J. – Educational Sociology, Prentice Hall of India, New Delhi.
- Maclver and Page- Society: An Introductory Analysis, Macmillan.
- Mathur, S – A Sociological Approach to Education.
- Sarma, R. N. – Educational Sociology.
- Rao, Shankar C.N. – Sociology.
- Vidya Bhushan and Sachdeva, D.R. – An Introduction to Sociology.

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EDN203:C. ADOLESCENCE PSYCHOLOGY. Credit 4.(3+1+0)

OBJECTIVES:

- To understand different theories that explains adolescents’ behaviour.
- To develop the idea of different developments of adolescents
- To understand the problems of adjustment and delinquent behaviour during Adolescence.

UNIT 1. ADOLESCENCE PSYCHOLOGY.

- Meaning and need of studying Adolescence Psychology.
- Adolescence- the age of transition
- Physical development and its significance on adolescents’ behaviour

UNIT 2. THEORIES OF ADOLESCENCE.

- Recapitulation Theory.

- Youth culture Theory
- Robert Havighurst's Developmental Theory.
- Social anxiety theory.
- With educative values of all the theories

UNIT.3. DEVELOPMENTS DURING ADOLESCENCE.

- Social development during Adolescence stage.
- Influence of family and peer in the social development of adolescence.
- Mental development and its significance on adolescents' behaviour.

UNIT.4 . PERSONALITY DEVELOPMENT AND PROBLEMS OF ADOLESCENTS

- Personality development during adolescence
- Emotional development during adolescence.
- Adjustment problems and Juvenile delinquency.

REFERENCES:

1. Cole,L-Psychology of Adolescence, New York, Rinchart and Winsten
2. Hurlock,E.B- Developmental Psychology-A life span approach.Tata Mc Graw Hill Publishing Com.Ltd.
3. Larry Cyril Jensen: Adolescence-Theories , Research,Applications.west Publishing Company.st.Paul etc.
4. Das and Goswami- Developmental Psychology. Shanti Prakashan. Guwahati.

SECOND SEMESTER

EDN 204 E. EDUCATIONAL PSYCHOLOGY. 3 credit (2+1+0)

Objectives:

1. To enable the students to understand the meaning & nature of psychology and educational psychology.
2. To enable the students to understand memory, forgetting, attention, interest etc.

3. To enable the students understand the learning process, theories of learning, motivation.

UNIT I : PSYCHOLOGY AND EDUCATION.

- Psychology and Educational Psychology – its meaning and definitions.
- Scope of Educational Psychology.
- Methods of Educational Psychology – Introspection, Observation and Experimentation
- Application of Educational Psychology in teaching and learning process.

UNIT II: MEMORY, ATTENTION & INTEREST

- Memory – meaning & types.
- Marks of good memory. Economic methods of memorization.
- Forgetting and its causes.
- Attention- meaning, concept, types and determinants.
- Interest – meaning & types.
- Steps for creating Attention & Interest in the classroom

UNIT III: LEARNING.

- Learning- meaning & nature of learning.
- Theories of learning – Connectionism, Conditioning, Gestalt , Learning by Insight.
- Laws of learning.
- Motivation & learning- meaning, type, techniques of Motivation.

REFERENCES:

- Bhatia, H.R: A text book of Educational Psychology.
 - Crow ,A & Crow, A. Educational Psychology.
 - Aggarwal, J.C: Educational Psychology.
 - Das & Goswami: Educational Psychology. Shanti Prakashan, Guwahati.
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THIRD SEMESTER

EDN301 C: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION. 4 credit. (3+1+0)

OBJECTIVES

1. To learn about instinct and emotion with their educative value.
2. To understand the need of motivation and different laws of learning.
3. To acquaint with the meaning, types and marks of good memory and also causes of forgetting.
4. To acquaint the learner with personality ,adjustment and intelligence

UNIT :1. LEARNING AND MOTIVATION

- Meaning and nature of learning
- Theories of learning- connectionism, conditioning – classical & operant conditioning, gestalt
- Laws of learning- law of readiness, law of effect, law of exercise.
- Motivation in learning- meaning, types, techniques of motivation

UNIT:2. MEMORY & FORGETTING, ATTENTION & INTEREST

- Meaning, factors and types of memory
- Marks of good memory. Economic methods of memorization
- Forgetting and its causes.
- Meaning ,definition & types of attention & interest
- Educative value of attention & interest.

UNIT: 3. INSTINCT AND EMOTION, PERSONALITY

- Meaning, characteristics & sublimation of instinct
- Emotion- Meaning, Characteristics and Types of Emotion.
- Educative value of instinct and emotion
- Definition, meaning and nature of personality
- Theories of personality- Type theory of – Jung & Spranger. Trait theory of- Cattell & Roger.
- Adjustment mechanisms & personality development.

UNIT:4 . INTELLIGENCE.

- Meaning ,definition and nature of intelligence.
- Influence of heredity and environment on intelligence.
- Two factor theory & Piagetian theory of intelligence.

- Concept of social and emotional intelligence.

REFERENCES.

- Safaya, R.N. & Shukla, C.S.: Educational Psychology, Dhanpat Rai Publishing Company.
- Skinner, Charles.E – Educational Psychology
- Hunt, M.P- Psychological Foundations of Education.
- Crow .A and Crow .A: Educational Psychology.
- Mangal, S.K.-Advanced Educational Psychology, New Delhi, Prentice Hall.

EDN302 C : HISTORICAL PERSPECTIVE OF INDIAN EDUCATION. Credit 4.(3+1+0)

(From Ancient period to Pre-Independence Period)

OBJECTIVES:

1. To acquaint students about the education system prevalent in ancient India.
2. To help students acquire knowledge about the educational activities during the early part of British rule.
3. To enable the students to know the all India educational policy adopted by British Rule.
4. To acquaint the students with the introduction of provincial autonomy in education during British Rule.

UNIT:1. EDUCATION IN ANCIENT INDIA

- Vedic period --- Aims, Methods of Teaching, Curriculum, Teacher- pupil relationship, Discipline.
- Buddhist Period--Aims, Methods of Teaching, Curriculum, Teacher- pupil relationship, Discipline.
- Medieval Period-- Aims, Methods of Teaching, Curriculum, Teacher- pupil relationship, Discipline.

UNIT II: FROM EARLY DAYS OF BRITISH RULE TILL 1835

- A brief introduction to the educational activities of East India Company and Christian Missionary period to 1813.
- Charter Act of 1813.

- Anglicist- classicist Controversy .
- Macaulay's Minute 1835.

UNIT:3.EDUCATION AFTER 1835 TILL 1920

- Wood's Dispatch, 1854
- Hunter Commission, 1882
- Lord Curzon's educational Policy, 1904
- Gokhale's Bill, 1911
- Sadler's Commission, 1917

UNIT:4.EDUCATION DURING THE PERIOD FROM 1921 TO 1947

- Hartog Committee Report, 1929
- Wardha Scheme of Education, 1937.
- Sargent Report, 1944.

REFERENCES-

- Altekar,A.S: Education in Ancient India
- Mukherjee. S.N: Education in India today and tomorrow. Acharya Book Depot.
- Nurullah.S and Naik.J.P: A student's History of Education in India.1800-1973.Mac.Millan India Ltd

. SEMESTER III.

EDN 303: C. TEACHER EDUCATION. Credit-4. (3+1+0)

OBJECTIVES:

1. To enable the students to understand the meaning of teacher education.
2. To acquaint the students with pre-service teacher education.
3. To acquaint the students with the teacher education institutions.
4. To make the students to understand the techniques of teacher training.
5. To enable the students to know the problems of teacher education.

UNIT 1: CONCEPT OF TEACHER EDUCATION

- Concept and meaning of teacher education.
- History and development of teacher education in India.
- Curriculum of teacher education.

UNIT 2: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION.

- Concept of pre-service and in- service teacher education.
- Need and importance of in-service teacher education.
- Teacher education institutions: NCERT, SCERT, DIET, NCTE and ASC.

UNIT 3: TECHNIQUES OF TEACHER EDUCATION:

- Micro teaching.
- Team teaching.
- Interaction analysis- (Flanders)

UNIT 4: PROBLEMS OF TEACHER EDUCATION

- Causes and problems of teacher education.
- Remedial measures of the problems.

REFERENCES:

- Aggarwal, J.C.: Teacher Education Theory and Practice, Doaba House Booksellers Publishers, Delhi.
 - Das, B.C: Teacher Education at a Distance.
 - Gurry, P: Education and the Training of Teachers, Lonmans Green and Co. Ltd, London.
 - Mukherjee: Education of Teachers in India.
 - Pandey, B.N. and Khosla: Secondary Teacher Education Curriculum, Deptt. Of T.E.N.C.E.R.T., New Delhi
 - Sharma, Shash iPrava: Teacher Education. Principles, Theories and Practice, Kanishka Publishers, Distributors.
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SEMESTER III.

PAPER EDN 304 E : DEVELOPMENT OF EDUCATION IN INDIA. 3 CREDITS. (2+1+0).

OBJECTIVES:

- To enable the students with ancient and medieval system of education in India
- To enable the students to understand the development in India during the British period.
- To enable the students to know the development of education in India during the post-Independence period.
- To acquaint the students about the development of education in Assam.

UNIT I: EDUCATION IN ANCIENT INDIA & MEDIEVAL INDIA.

- A brief introduction to the education system in ancient period- Vedic, Buddhist, Medieval.
- A brief idea about the educational activities of the East India Company.

UNIT 2: EDUCATION DURING THE PRE- INDEPENDENCE PERIOD

- Development of education in India from 1813 to 1835.
- Wood's Despatch of 1854 & Hunter Commission of 1882.
- Development of education in India from 1904 to 1944.

UNIT 3. EDUCATION IN INDIA IN THE POST-INDEPENDENCE PERIOD.

- Radhakrishnan Commission 1948.
- Secondary Education Commission 1952-53.
- Kothari Commission 1964-66.
- National Policy on education, 1986 . Ramamurti Committee 1990.
- Janardhan Reddy Committee 1991-92
- Development of Education in Assam- Primary, Secondary, University & Women education.

REFERENCES:

- Altekar, A.S.; Education in ancient India.
- Goswami, S. & Das Sarma, P. : Development of Education in India, Shanti Prakashan, 2012.

- Mukerjee, S.N.: Education in India today and tomorrow, Acharya Book Depot.
 - Nurullah , S. & Naik, J.P.: History of Education in India, Mc. Millan Company. India.
 - Rawat,P.L.: History of Indian Education, Ram Prasad & Sons, Bhopal.
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FOURTH SEMESTER

EDN401 : C. GUIDANCE AND COUNSELLING . CREDIT:4 (3+1+0)

OBJECTIVES:

1. To understand the concept ,principles of guidance and counselling.
2. To acquaint the students with different processes and types of guidance.
3. To understand the role of school and teacher in guidance and counselling.

UNIT I: GUIDANCE AND COUNSELLING.

- Meaning, nature and scope of guidance and counselling.
- Need and importance of guidance and counselling.
- Principles of guidance and counselling.
- Types of guidance – personal guidance, vocational guidance, educational guidance.

UNIT II: TECHNIQUES OF GUIDANCE.

- Observation, interview, cumulative record card and case study.
- Questionnaire, autobiography and anecdotal reports.

UNIT III: CHILD GUIDANCE CLINIC

- Importance and organization of child guidance clinic.
- Personnel involved in child guidance clinic.

UNIT IV: GUIDANCE PROGRAMME.

- Guidance programme in school.
- Role of teacher in guidance and counselling.

.REFERENCES:

- Aggarwal,J.C. (1991), Educational, vocational guidance and Counselling, Doaba House, New Delhi.
- Chahan,S.S(1982), Principles and techniques of guidance, Vikash publishing house.Pvt.Ltd
- Chowdhury,Shilpa.(2010): Guidance,Counselling and Career Information. Shri Vinod Pustak Mandir. Agra.
- John,A.J (1963): Principles of Guidance.Mcgraw Hill Book Company , New York.
- Sodhi,T.S. Suri, S.P (1977): Guidance and Counselling, Bawa Publication, Patiala.
- Gibson,R.L. and Mitchell, M.H.(2003) : Introduction to Counselling and Guidance, New Delhi. Pearson India.

EDN402:C. ENVIRONMENTAL AND POPULATION EDUCATION.Credit 4. (3+1+0)

OBJECTIVES

1. To enable the students to understand the meaning of environment.
2. To enable the students to understand the components of environment and the effects of its degradation, the importance of environmental education and sustainable development.
3. To enable the students to know about population growth and its adverse effects.
4. To enable the students to realize the importance of population education in different level at school.

UNIT.1. ENVIRONMENT AND ITS DEGRADATION.

- Concept and Definition of Environment.
- Components of the Environment and their Importance on Human Life.
- Environmental Degradation and its Consequences.

UNIT. 2. ENVIRONMENTAL EDUCATION

- Nature, Scope and Objectives of Environmental Education.
- Importance of Environmental Education and Sustainable Development.
- Environmental Education at Different Levels—Primary, Secondary and Higher.
- Role of Informal Education Agencies in Environment Protection.

UNIT.3.POPULATION EDUCATION

- Population Education—Meaning, Objectives, Scope of population education.
- Importance of Population Education.
- Causes and Consequences of High Population Growth in India.

UNIT.4. POPULATION EDUCATION IN SCHOOL.

- Population Education in Different Levels—Primary, Secondary and Higher.
- Government Efforts in Controlling High Population Growth in India.
- Population Growth and Its Effects on the Quality of Life—Health, Nutrition and the Environment

REFERENCES

- Gosh, B.N. 'Fundamental of Population Geography' Sterling Publishers , Pvt. Ltd.,1985.
- Pandey,V.C. 'Environmental Education' Gyan Publishng House,2007
- Akhter, Sahidullah and Das- Environmental and Population Education., Assam Book Depot, 2008

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EDN403: C PRACTICAL ON PSYCHOLOGICAL EXPERIMENTS .4 credit . (0+1+3)

(Students are to perform at least 8 experiments.)

Marks distribution.

- Psychological experiment = 20 x 2 = 40
- Viva-voce = 20
- Continuous evaluation = 20
- Note book =20

Total marks =100

(Persons involved in evaluation: 1. External examiner. 2. Internal examiner

For 20 students 1 internal examiner. More than 20 students 2 Internal examiner.)

LIST OF PSYCHOLOGICAL EXPERIMENTS

- UNIT 1: Memory
- UNIT 2: Attention
- UNIT 3: Learning

UNIT 4:Imagination
UNIT 5: Association
UNIT 6: Motivation
UNIT 7:Fatigue
UNIT 8: Aspiration.
UNIT 9: Personality.
UNIT 10: Evaluation.

REFERENCES

- MEGUIGAM, F.J.: EXPERIMENTAL PSYCHOLOGY. PRENTICE HALL OF INDIA. NEW DELHI.
 - NATARAJ,P: MANUALS OF EXPERIMENTS IN PSYCHOLOGY. SRINIVAS PUBLICATIONS. MYSORE.
 - POSTMAN,L AND EGAN, J.P.;EXPERIMENTAL PSYCHOLOGY, KALYANI PUBLISHERS. LUDHIANA.
 - SAIKIA, L.R.: PSYCHOLOGICAL AND STATISTICAL EXPERIMENT IN EDUCATION. GUWAHATI.
 - WOODS WORTH, R.S. & SCHLOSBERG,H: EXPERIMENTAL PSYCHOLOGY. METHUEN. LONDON
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EDN404 E: SOCIOLOGICAL FOUNDATION OF EDUCATION: CREDIT .3 (2+1+0)

OBJECTIVES:

1. To enable the students to understand the –meaning, scope of Sociology & relation between Education & Sociology.
2. To know about different types of social groups & concept of culture.
3. To understand the role of Education in Social organization, Social Change & Development

UNIT I: SOCIOLOGY AND EDUCATION.

- Meaning , definition, nature and scope of Sociology.
- Relationship between Sociology and Education.
- Need and importance of Sociological approach in Education.
- Educational Sociology and Sociology of Education.

UNIT 2: SOCIAL GROUP AND CULTURE.

- Social group - Definition, characteristics and Types.
- Social interaction and their educational implications.
- Culture – meaning, definition and nature.
- Education and Cultural change.

UNIT 3: SOCIAL ORGANIZATION – DISORGANIZATION.

- Social organization – meaning.
- Factors influencing social organization.
- Social disorganization – meaning, types and causes.
- Role of Education in preventing social disorganization.

REFERENCES:

- Brown, F.J: Educational Sociology, Prentice Hall of India, New Delhi.
- Maclver & Page – Society: An Introductory analysis, Macmillan.
- Mathur, S – A Sociological Approach to Education.
- Sarma, R.N.: Educational Sociology.

5 TH SEMESTER

EDN501: MEASUREMENT AND EVALUATION IN EDUCATION. credit 4 .(3+1+0)

OBJECTIVES :

1. To acquaint student about the concept of measurement and evaluation in education.
2. To help the students in development tools and the procedure of developing such tools.
3. To help students to acquire knowledge about different tools for measuring human abilities and potentialities.
4. To acquaint student with modern concept used in evaluation.

UNIT – I. BASIC CONCEPT OF MEASUREMENT AND EVALUATION.

- Measurement—Meaning and Types.
- Scales in Measurement.
- Evaluation-- Meaning and Types .
- Relationship between Measurement and Evaluation.
- Importance of Measuring and Evaluation in Education.

UNIT 2. TOOLS OF MEASUREMENT.

- Tests ---Meaning, Classification.
- Characteristics of a good test.
- General procedure of Test construction and standardization.
- Errors in Measurement.

UNIT 3. MEASURING HUMAN ABILITIES AND POTENTIALITIES

- Intelligence Test---Meaning, Classification, Uses.
- Educational Achievement Test--Meaning, Classification, Uses.
- Personality Test---Meaning, Classification.
- Aptitude Test ---Meaning, Type, Uses.
- Attitude Scale and Interest Inventory – Meaning.

UNIT – IV NEW CONCEPT IN EVALUATION.

- Question Bank.
- Cumulative record Card.
- Remedial Instruction.
- Continuous and comprehensive Evaluation.
- Grading System.
- Taxonomy of educational objectives

REFERENCES:

- Aggarwal J.C. Essentials of Examination System, Evaluation, Tests and Measurement. Vikas Publishing House Pvt .Ltd.
- Asthana, Bipin. –Measurement and Evaluation in Psychology and Education. Vinod Pustak Mandir, Agra. 2000.
- Freeman, F.S.-Theory and Practice of Psychological Testing. Oxford and IBH Publishing Co.Pvt. Ltd.1997.

- Robert, L.Ebel. & David .A.Frisbie.- Essentials of Educational Measurement. Prentice Hall of India Pvt. Ltd.New Delhi, 1991.
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EDN502 C: EDUCATIONAL STATISTICS. 4 credits. (3+1+0)

OBJECTIVES:

1. To develop the idea of graphical presentation
2. To apply different statistical methods.
3. To determine correlation between two series of scores by applying rank difference and product moment methods
4. To understand Normal Probability Curve and able to apply to solve different problems.
5. To understand Non Normal distributions

UNIT:1. STATISTICS – MEANING AND GRAPHICAL REPRESENTATION.

- Statistics – Meaning, uses & tabulation of data.
- Basic principles in constructing a graph.
- Construction of cumulative frequency curve.
- Construction of Ogive & determination of percentile & percentile point & percentile rank from an Ogive.

UNIT :2. MEASURES OF CENTRAL TENDENCY

- Computation of Mean of both grouped and ungrouped data.(long & short method) .Combined mean. Merits and demerits of Mean.
- Computation of Median of both grouped and ungrouped data. Merits and Demerits of Median.
- Computation of Mode of both grouped and ungrouped data. Merits and Demerits of Mode.

UNIT : 3: MEASURES OF VARIABILITY AND COEFFICIENT OF CORRELATION

- Measures of variability- computation of quartile deviation, standard deviation (both grouped and ungrouped data)- their uses.
- Combined Standard Deviation. Its uses
- Correlation – its meaning & Interpretation of results
- Coefficient of correlation by Rank difference Method.
- Co-efficient of correlation by Product moment Method (ungrouped data)

UNIT: 4. NORMAL PROBABILITY CURVE

- Characteristics of normal probability curve.
- Applications of N.P.C rule in solving different problems.
- Non-normal distribution- Skewness and Kurtosis.

REFERENCES:

- Elhanced, H.N: Fundamentals of Statistics. Kitab Mahal. Allahabad.
- Garrett, H.E: Statistics in Education and Psychology, Mumbai, Vakils, Feffer and Simons Pvt. Ltd.
- Mangal, S.K: Statistics in Psychology and Education, New Delhi, Prentice Hall of India.

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EDN 503: C. PRACTICAL ON PSYCHOLOGICAL TESTS . 4 credit. FULL (0+1+3)

MARKS DISTRIBUTION

PERFORMING TEST= 20 X2	40
VIVA-VOCE =	20
CONTINUOUS EVALUATION =	20
NOTE BOOK =	20

TOTAL MARKS =	100

Persons involved in evaluation process.

(1. External examiner. 2. Internal examiner (1 for 20 students, 2 for more than 20 students)

STUDENTS ARE TO DO AT LEAST 8(EIGHT) TESTS

- UNIT 1. TEST ON EMOTIONAL INTELLIGENCE
- UNIT 2. TEST ON ATTITUDE.
- UNIT 3. TEST ON SOCIAL COMPETENCE, INTELLIGENCE.
- UNIT 4. TEST ON PARENT-CHILD RELATIONSHIP
- UNIT 5. TEST ON ENVIRONMENT
- UNIT 6. TEST ON JOB SATISFACTION
- UNIT 7. TEST ON PROBLEM INVENTORY
- UNIT 8. TEST ON GENERAL MENTAL ALERTNESS.

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REFERENCES:

- MEGUIGAM, F.J.: EXPERIMENTAL PSYCHOLOGY. PRENTICE HALL OF INDIA. NEW DELHI.
- NATARAJ,P: MANUALS OF EXPERIMENTS IN PSYCHOLOGY. SRINIVAS PUBLICATIONS. MYSORE.
- POSTMAN,L AND EGAN, J.P.;EXPERIMENTAL PSYCHOLOGY, KALYANI PUBLISHERS. LUDHIANA.
- SAIKIA, L.R.: PSYCHOLOGICAL AND STATISTICAL EXPERIMENT IN EDUCATION. GUWAHATI.
- WOODS WORTH, R.S. & SCHLOSBERG,H: EXPERIMENTAL PSYCHOLOGY. METHUEN. LONDON

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5TH SEMESTER.

PAPER .EDN 504E: POPULATION EDUCATION. 3 CREDIT (2+1+0)

OBJECTIVES

1. To acquaint the students with the basic concepts of population education and its importance.
2. To make the students understand the effect of population growth on quality of life.
3. To enable the students to frame objectives of population education at different levels of education

UNIT I: BASIC CONCEPTS OF POPULATION EDUCATION.

- Meaning , objectives, scope, need and importance of Population Education.
- Causes of high population growth in India.

UNIT II: POPULATION AND QUALITY OF LIFE.

- Population growth and its effect on socio-economic development, health services and nutrition
- Effect of population growth on Natural Resources and Environment.

UNIT III:IN POPULATION EDUCATION IN SCHOOL.

- Population Education in different levels – Primary, Secondary and Higher.
 - Government efforts in controlling high population growth in India.
-

REFERENCES:

- Ghosh, B.N. (1985): Fundamentals of Population Geography. Sterling Publishers, pvt.ltd.
 - Gupta, P.K.(2005): Population Education. R.Lall Book Depot, Meerut.
 - Sharma, R.A.(2006): Environmental Education R.Lall Book Depot, Meerut.
 - Goswami, S & Devi, M.K. (2013): Environmental Education and Population Education. Shanti Prakashan. Guwahati.
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SIXTH SEMESTER.

EDN601:C. EDUCATIONAL TECHNOLOGY . 4 CREDITS.(3+1=0)

OBJECTIVES:

1. To understand the meaning, nature , scope and need of educational technology.
2. Able to explain meaning, different types, role of computer and internet.
3. Explain different teaching strategies ad significance of teaching aids.
4. Understand programme learning, team teaching, micro teaching

UNIT: 1. EDUCATIONAL TECHNOLOGY.

- Meaning & nature of educational technology.
- Scope of educational technology
- Need of technology in the field of education

UNIT: 2. COMPUTER IN EDUCATION

- Meaning and history of computer
- Different types of computer .
- Role of computer in modern education.
- Internet-its role in education.

UNIT:3.TEACHING STRATEGIES

- Meaning and nature of teaching strategies.
- Objectives of teaching strategies.

- Types of teaching strategies.
- Teaching aids and their significance in education

UNIT: 4.INNOVATIONS IN TEACHING

1. PROGRAMME LEARNING

- History of programme learning
- Definitions and characteristics of programme learning.
- Basic principles of programme learning.
- Style of programming.

2. TEAM TEACHING

- Meaning and definitions of team teaching.
- Principles of Team Teaching
- Procedure to organize team teaching.
- Advantages & disadvantages of team teaching.
and disadvantages .

3. MICRO TEACHING AT HIGHER LEVEL

- Meaning and objectives of micro teaching .
- Phases and procedure of micro teaching.
- Micro teaching style.
- Principles of micro teaching.
- Advantages and disadvantages of micro teaching.

REFERENCES:

1. Borbora,R.D. and Goswami, D: Educational Technology. Arun Prakashan. Guwahati.
2. Das,R.C: Educational Technology. Sterling publishers. New Delhi.
3. Rao, Usha: Educational Technology.
4. Skinner, B.F: The Technology of Teaching, Appleton, New York.
5. Sharma, R.A: Technology of Teaching. International Publishing House. Meerut.

EDN 602 C: EMERGING ISSUES IN INDIAN EDUCATION. CREDIT : 4 (3 +1+0)

OBJECTIVES:

1. To develop awareness and understanding about different programmes of literacy, equality Of educational opportunities programmes, Provision of education in Indian Constitution
2. To develop in students basic understanding regarding the contribution of Great thoughts of India.

3. To acquaint the students about the need and importance of Social justice, Equality and Human rights and Rights of the Child.
4. To develop an understanding on peace education, value education, Globalization and the role of education in promoting economic development and social order.

UNIT:1. EQUALITY OF OPPORTUNITIES IN EDUCATION.

- Eradication of illiteracy and Universalization of Elementary Education.
- The Indian Constitution and Educational provision.
- Human Rights and Rights of the child.

UNIT: 2.INDIAN THOUGHTS AND THEIR CONTRIBUTIONS TO EDUCATIONAL PRACTICES

- Mahatma Gandhi.
- Rabindranath Tagore.
- Swarvapalli Radhakrishnan

UNIT-3 .GLOBALIZATION AND EDUCATION.

- Globalization –its meaning
- Impact of Globalization on Indian Education.
- Education for peace and international understanding.
- Need of value education in Globalization

UNIT-4 . EDUCATION AND NATIONAL DEVELOPMENT

- Role of Education in Economic Development.
- Meaning of a new social order.
- Need of Multi-culture education
- Green economy and sustainable development.

REFERENCES

- Emerging issues on Indian Education ó S.Goswami and M.Devi,, Education in Emerging Society: Challenges and Issues- Sunanda Ghosh,PH
- Education in the emerging India óR.P Pathak, Atlantic Publisher,2007,Delhi.
- Education in Emerging India Society- Y.K.Singh, APH Publising, Delhi I Learning Pvt. Ltd,2009
- Teacher In Emerging Indian Society- Ram Sharan Srivastawa,APH Publishing,2006.
- Current Issues in Education-Jagannath Mohanty, Cosmo Publishing,New Delhi,1992
- Contemporary Problems and Current Trends in Education- Murthy D.S ,Prakash and Brothers.1979
- Human Rights Perspective and Challenges-Saksena K.P. Vikas Shanti Prakashan, Assam

EDN603 C: PROJECT WORK. Credit 4.(0+1+3)

Each student has to complete one project related to any area having educational significance to be evaluated by-

Head or nominee of HoD.

External examiner.

Supervisor.

THE FORMAT OF THE PROJECT

- Selection of the Topic.
- Introduction
- Educational importance of the selected topic.
- Location of the selected topic.
- Delimitation of the study.
- Objectives of the study
- Collection of data with proper tools.
- Organization of data, analysis and drawing conclusions with findings.
- Writing the report.

MARKS DISTRIBUTION.

- PROJECT REPORT: 40 (EXTERNAL ONLY)
- VIVA-VOCE ON THE PROJECT REPORT.20 (EXTERNAL EXAMINER)
- CONTINUEOUS EVALUATION: 20 (SUPERVISOR ONLY)
- PROJECT REPORT :20 (Head or Nominee of HoD & supervisor)

REFERENCES:

- BEST,J.W.(1981) RESEARCH IN EDUCATION. NEW DELHI: PRENTICE HALL.
- KAUL,L.(2000): METHODOLOGY OF EDUCATIONAL RESEARCH, NEW DELHI: VIKAS PUBLISHING HOUSE PVT. LTD.
- GARRETT,H.E(1978): STATISTICS IN EDUCATION AND PSYCHOLOGY. BOMBAY: VAKILS,

EDN 604 E: EDUCATIONAL MANAGEMENT AND EDUCATIONAL ADMINISTRATION. Credit 3. (2+1+0)

OBJECTIVES

- To enable the students to understand the meaning, objectives and scope of educational management and educational administration.
- To enable them to understand the functions of educational supervision.
- To enable the students to understand the scope and importance of educational management.
- To enable the students understand importance of educational management in India.

UNIT.1. EDUCATIONAL MANAGEMENT

- Meaning and Nature of Educational Management.
- Difference between Education and Management.
- Objectives, Scope and Importance of Educational Management.
- NPE 1986 & Plan of Action 1992. Modern management techniques in India.

UNIT 2. EDUCATIONAL ADMINISTRATION.

- Meaning and Definition of Educational Administration.
- Scope of Educational Administration.
- Functions of Educational Administration.
- Educational Legislation in India.

UNIT.3. EDUCATIONAL SUPERVISION

- Meaning and Definitions of Educational Supervision.
- Features of Educational Supervision.
- Objectives and Principles of Educational Supervision.
- Functions of Educational Supervision.

REFERENCES

- Mohanty, Jagannath, 'Educational Management Supervision School Organization, New Delhi, 2012.
 - Rao, V.K., 'Management of Education', A P H Publishing Corporation, New Delhi, 2009.
 - Sharma R.N., 'Educational Administration Management and Organization', Surjeet Publications, New Delhi, 2007.
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