Learning Outcome Based Curriculum Framework (LOCF)
For

Education

Undergraduate Programme

Department of Education
Cotton University
Panbazar
Guwahati, Assam

Part I

1.1 Introduction:

Education is a learning process, gaining knowledge and growing every day and being capable of excelling in the field wherever we go. An education course is pursued in order to gain knowledge about the education sector and become professionals and take up leadership and administrative roles in the future. Education courses have versatile career growth and have a wide scope. One can take up this course after 10 + 2 and get a degree in the field of education. This course not only gives theoretical knowledge but also gives practical training to the students. The course gives an in-depth knowledge of the education sector. Good communication skills, leadership skills, analytical skills, ability to understand things easily, working in a team, being patient are some of the skills expected to be present among those who pursue this course. This course allows students to explore these themes across academic disciplines, or develop specialist knowledge in areas such as psychology, international development, creativity, contemporary research and other national and global dimensions related to Education. The programme has a particular focus on nurturing independent, reflective inquiry through the development of critical research skills.

The Undergraduate Program with the discipline Education is available in two forms, one as Honours and other as a General Subject with other Honour Subject. Duration of under graduate program is three years covering Six Semesters. The program has it`s specific design with certain types of courses like Core papers, AECC (Ability Enhancement Compulsory Course) papers, DSE (Discipline Specific Elective) papers, Project work, Practicum aiming at certain Programme Outcome, Programme Specific Outcome and Course Specific Outcome. A Matrix based structure for all courses has been prepared showing types of attainable objectives and outcomes. The program follows choice based credit system allowing students to take up courses of their choices.

The program aims at enriching and developing a holistic understanding of Education as a discipline. It tries to help students strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills in the sub areas of Education, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The program concentrates on development of attitudes and skills on different approaches, methods, aspects of educational topics which would contribute broaden integrated knowledge, opening avenues for self-discovery and developing critical thinking ability of the students.

Practical skills, including an appreciation of the link between theory and experiment, will constitute an important aspect of the teaching learning process. Teaching methods, guided by such a framework will include lectures supported by group tutorial work; practicum and field-based learning; the use books and e-learning resources and other self-study materials; open ended project work, some of which may be team-based; activities designed to promote the development of generic and subject-specific skills; and visits to field sites, other research facilities etc. will also be provided along with the opportunity to conduct psychological practical in the laboratory specially meant for the same purpose. Seminar, brain stroming sessions, class tests are to be adopted so that students would develop an understanding of real life experiences. Use of ICT and web based sources will also be highly encouraged.

The programme tries to make students able to know the fundamental/systematic or coherent understanding of Education its different learning areas and applications, and its linkages with related disciplinary areas/subjects; procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; skills in areas related to one's specialization and current developments in the field of Education. It will further try to assist learners to meet one's own learning needs, drawing on a range of current research and development work and apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts rather than replicate curriculum content knowledge and to identify and analyse problems and issues and solve complex problems with well-defined solutions. Courses and Credit distribution over different Semesters has been mentioned in preceding pages.

1.2 Learning Outcomes-based Approach to Curriculum Planning and Development

The basic objective of the learning outcome based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.3 Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge**: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills**: A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating
3. **Analytical reasoning**: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking**: Capability to apply analytic thought to a body of knowledge
5. **Problem solving**: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills**: Ability to express thoughts and ideas effectively in writing and orally
7. **Information/digital literacy**: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning**: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Team work**: Ability to work effectively and respectfully with diverse teams
10. **Scientific reasoning**: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Reflective thinking**: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence**: Possess knowledge of the values and beliefs of multiple cultures and a global perspective
13. **Moral and ethical awareness/reasoning**: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
14. **Leadership readiness/qualities**: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
15. **Lifelong learning**: Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

1.3.2 Programme Outcomes (POs) for Undergraduate programme (Honours)

POs are statements that describe what the students graduating from any of the educational programmes should able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth knowledge:** Understand the concepts and processes related to an academic field of study and demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study.

2. **Specialised knowledge and skills**: Demonstrate procedural knowledge and skills in areas related to one's specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.

3. **Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.

4. **Research and Innovation**: Demonstrate comprehensive knowledge about current research in the subject of specialisation; critical observation to identify research problems and to collect relevant data from a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the area of specialisation for formulating evidence-based research output.

5. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains.

6. **Communication Competence:** Demonstrate effective oral and written communicative skills to covey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study

7. **Career development:** Show proficiency in academic, professional, soft skills and employability required for higher education and placements.

8. **Teamwork:** Work in teams with enhanced interpersonal skills leadership qualities.

9. **Commitment to the society and the Nation**: Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

1.3.3 Programme Specific Outcomes (PSO) in Education:

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

On successful completion of B.A. programme in Education from Cotton University the learners will be able to effectively:

· **PSO 1- Development of Basic Concepts-** Communicate in both writing as well as spoken on various important aspects related to education and find out the inter relation among varied knowledge areas.

· **PSO 2- Application of teaching technologies-** Apply the knowledge of learner-centric teaching technologies, maintain discipline, and derive required competence for organization of learning experiences and application of appropriate assessment techniques for facilitating learning.

· **PSO 3- Application of knowledge of ICT-** Apply pedagogical skills using Information & Communication Technology (ICT) tools, sound teaching tactics, E-learning resources & techniques, smart classroom etc.

- **PSO 4- Produce or contribute towards new system of education-** Evolve better education system which enhances the capability of the learners to acquire, retain and apply knowledge leading to do better for individual and the society through creative delivery in a vibrant atmosphere and elated modes of learning.

- **PSO 5- Draw connection among educational phenomena-** Draw connection among inter related educational phenomena by acquiring updated and current knowledge on educational system, social and professional skills and technological advancement for performing obligations aptly and leading a good life with the advancement of society and world and guiding others too in it.

- **PSO 6- Solving issues in education and inter related areas-** Identify and develop solutions for intricate problems by performing research based on field work, theories, principles and knowledge acquired during the course of study.

- **PSO 7- Understand and analyze skills of communicating-** Be Impactful and develop effective communication ability so as to ensure the exchange of thoughts, ideas and views on certain problem or topics along with acquisition of applied skills of verbal and oral communication like writing, speaking and presenting ability.

- **PSO 8- Create structure of educational leadership-** Enhance the efficiency in multiple facets of leadership and nurture the qualities to be an efficient leader who is visionary, insightful, sympathetic and can inspire and lead the students for greater and constructive achievements.

- **PSO 9- Evaluation of present socio educational system-** Through evaluation skills learners are aimed be developed as critical and reflective thinkers along with development of the sense of awareness of oneself and society.

1.3.4 Course level learning outcome Matrix

1.3.4.1 Course Outcomes (COs) and Programme Outcomes (POs) matrix

Core Courses

Programme Outcomes (POs)	101	102	201	202	301	302	303	401	402	403	501	502	601	602
1. In-depth knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Specialised knowledge and skills	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓
3. Analytical and critical thinking	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
4. Research and Innovation	✓		✓	✓			✓	✓	✓			✓	✓	✓
5. Interdisciplinary Perspective									✓			✓		
6. Communication Competence		✓	✓	✓							✓		✓	
7. Career development			✓	✓	✓								✓	✓
8. Teamwork					✓	✓					✓	✓	✓	
9. Commitment to the society and the Nation		✓		✓		✓					✓	✓	✓	✓

Programme Outcomes (POs)	103	203	304	404	503 DSE1	504 DSE2	603 DSE3	604 DSE4	SEC
1. In-depth knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Specialised knowledge and skills					✓	✓	✓	✓	✓
3. Analytical and critical thinking		✓	✓	✓	✓	✓	✓	✓	✓
4. Research and Innovation								✓	✓
5. Interdisciplinary Perspective	✓	✓	✓	✓			✓	✓	
6. Communication Competence								✓	
7. Career development			✓	✓	✓	✓			
8. Teamwork							✓	✓	
9. Commitment to the society and the Nation	✓			✓					

1.3.4.2 Course Outcomes (COs) and Programme Learning/Specific Outcomes (PSOs) matrix

Course Level Learning Outcomes Matrix – Core Course

Programme Specific Outcomes	101	102	201	202	301	302	303	401	402	403	501	502	601	602
Development of Basic Concepts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Application of teaching technologies					✓								✓	✓
Application of knowledge of ICT					✓									✓
Produce or contribute towards new system of education		✓		✓		✓				✓	✓		✓	✓
Draw connection among educational phenomena		✓			✓	✓		✓	✓		✓		✓	✓
Solving issues in education and inter related		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Understand and analyze skills of communicating	✓			✓	✓	✓	✓			✓	✓	✓	✓	✓
Create structure of educational leadership		✓				✓				✓	✓	✓	✓	✓
Evaluation of present socio educational system		✓		✓		✓				✓	✓		✓	✓

Course Level Learning Outcomes Matrix – Elective and Department Specific Elective Courses

Programme Specific Outcomes	103	203	304	404	503DSE1	504DSE2	603DSE3	604DSE4	SEC
Development of Basic Concepts	✓	✓	✓	✓	✓	✓	✓	✓	✓
Application of teaching technologies							✓	✓	✓
Application of knowledge of ICT									
Produce or contribute towards new system of education				✓	✓	✓	✓	✓	
Draw connection among educational phenomena	✓	✓	✓	✓			✓	✓	
Solving issues in education and inter related	✓	✓		✓	✓	✓	✓	✓	✓
Understand and analyze skills of communicating	✓	✓			✓	✓	✓	✓	✓
Create structure of educational leadership		✓		✓	✓	✓	✓	✓	✓
Evaluation of present socio educational system				✓	✓	✓	✓	✓	✓

1.4 Teaching-learning process

The department of Education, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. Most of the teachers use ICT facilities with power-point presentations, e-learning platforms and other innovative e-content platforms for student-centric learning methods.

The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning practices are included in the curricula of almost all the courses. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement.

The short-term projects, research projects, assignments and field works, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects, field works under different courses for acquiring experiential learning. The psychological laboratory of the department offers hands-on learning experiences to the students.

1.5 Assessment methods

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem based assignments; practical assignment; laboratory reports; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context.

Outline of the courses under Choice Based Credit System:

Each course of a program will be of one of the following categories-
1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Introducing Research Component in Under-Graduate Courses:

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of courses and corresponding Credits under Undergraduate (Honours):

Minimum credits required for the complete programme are:
(14 Core papers × 6 credit each) +(4GE papers × 6credit each)+ (2 AECC papers × 2 credit each) + (2 SEC papers × 2 credit each) + (4 DSE papers × 6 credits each) = 140 Credits

Course		No of Papers	Credits	
			Theory+ Practical	**Theory + Tutorial**
I. Core Course		14	14×(4+2) = 84	14× (5+1) = 84
II. Elective Course Total : 8 Papers	**A. Discipline Specific Elective**	4	4× (4+2) = 24	4× (5+1) =24
	B. Generic Elective (Interdisciplinary)	4	4× (4+2) = 24	4× (5+1) =24
III. Ability Enhancement Courses (Min 2, Max. 4)	**A. Ability Enhancement Compulsory Courses (AECC)**	2	2× (2+0) =4	2× (2+0) =4
	B. Skill Enhancement Courses (SEC)	2	2× (2+0)=4	2× (2+0)=4
		26	**Total credit= 140**	**Total credit= 140**

*Wherever there is a practical there will be no tutorial and vice-versa.
* Figures in the parenthesis indicate the credits

Semester wise Course and Credit Distribution:

Course : Undergraduate (Honours)

Minimum credits required for the complete programme are:
(14 Core papers × 6 credit each) +(4GE papers × 6credit each)+ (2 AECC papers × 2 credit each) + (2 SEC papers × 2 credit each) + (4 DSE papers × 6 credits each) = 140 Credits

Course		No of Papers	Credits	
			Theory+ Practical	**Theory + Tutorial**
I. Core Course		14	14×(4+2) = 84	14× (5+1) = 84
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		26	**Total credit= 140**	**Total credit= 140**

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Semester	CORE COURSE *No of Course -14*	Ability Enhancement Compulsory Course (AECC) *No of Course – 2*	Skill Enhancement Course (SEC) *No of Course - 2*	Elective: Discipline Specific DSE *No of Course – 4*	Elective: Generic (GE) *No of Course – 4*
I	C 1 Credit- 6 C 2 Credit- 6	*English Communication/ MIL for BA Course **Environmental Science for BSc Course Credit- 2			GE-1 Credit- 6
II	C 3 Credit- 6 C 4 Credit- 6	*English Communication/MIL for BSc Course **Environmental Science for BA Course Credit- 2			GE-2 Credit- 6
III	C 5 Credit- 6 C 6 Credit- 6 C 7 Credit- 6		SEC -1 Credit- 2		GE- 3 Credit- 6
IV	C 8 Credit- 6 C 9 Credit- 6		SEC -2 Credit- 2		GE-4 Credit- 6
	C 10 Credit- 6				
V	C 11 Credit- 6 C 12 Credit- 6			DSE-1 Credit- 6 DSE -2 Credit- 6	
VI	C 13 Credit- 6 C 14 Credit- 6			DSE -3 Credit- 6 DSE -4 Credit- 6	

Choice of Ability Enhancement Compulsory Course (AECC):

1. Students of BSc (Honours):

For First Semester-
*It is mandatory to take Environmental Science by all students.

For Second Semester-
*Students having an MIL course in the qualifying examination, will have to take the same MIL as an AECC course otherwise they will take English Communication as an AECC course.

2. Students of BA (Honours) :

For First Semester-
(a) Students with an MIL as their core subject: This category of students will take English Communication as their AECC course.
.
(b) Students with English as their core subject: They will take a MIL as their AECC course if that MIL was a subject for them in the qualifying examination, otherwise they will take English Communication as AECC course.

(c) Students with neither an MIL nor English as their core subject: They will take an MIL as their AECC course if that MIL was a subject for them in the qualifying examination, otherwise they will take English Communication AECC course.

For Second Semester-
*It is mandatory to take Environmental Science by all students.

COURSE STRUCTURE OF EDUCATION (UNDERGRAGUATE PROGRAMME)
- 1 credit = 1 theory period of 1 hour duration per week (L)
- 1 credit = 1 tutorial period of 1 hour duration per week (T)
- 1 credit = 1 practical period of 2 hour duration per week (P)

CORE-			
SEMESTER	**PAPER CODE**	**PAPER NAME**	**CREDIT(L+T+P)**
I	EDN 101C	Theories and Principles of Education	5 + 1 + 0
	EDN 102C	Psychological Foundations of Education	5 + 1 + 0
II	EDN2O1C	Development of Education in India	5 + 1 + 0
	EDN2O2C	Environmental Education	5 + 1 + 0
III	EDN3O1C	Educational Technology	5 + 1 + 0
	EDN3O2C	Emerging issues in Indian Education	5 + 1 + 0
	EDN3O3C	Laboratory Practical(Experiment)	0+5+1=6
IV	EDN4O1C	Measurement and Evaluation in Education	5 + 1 + 0
	EDN4O2C	Statistics in Education	5 + 1 + 0
	EDN4O3C	Laboratory Practical (Psychological Test)	5+0+1
V	EDN5O1C	Methods and Techniques of Teaching	5 + 1 + 0
	EDN502C	Sociological Foundations of Education	5 + 1 + 0
VI	EDN6O1C	Guidance and Counselling	5 + 1 + 0
	EDN6O2C	Teacher Education	5 + 1 + 0
GENERAL ELECTIVE-			
SEMESTER	**PAPER CODE**	**PAPER NAME**	**CREDIT**

I	EDN103GE	GE 1 : Introduction to Education	5 + 1 + 0
II	EDN203GE	GE2: Foundations of Education	5 + 1 + 0
III	EDN304GE	GE3Educational Psychology	5 + 1 + 0
IV	EDN404GE	GE4: Development of Education in India	5 + 1 + 0

DISCIPLINE SPECIFIC ELECTIVE   PAPER(DSE)-

SEMESTER	PAPER CODE	PAPER NAME	CREDIT
V	EDN 503DSE 1	i.Special Education, or ii.Developmental Psychology	5 + 1 + 0
	EDN 504DSE 2	iii.Distance Education, or iv.Curriculum Development	5 + 1 + 0
VI	EDN 603 DSE 3	i. Option A- Abnormal Psychology, or ii. Option B- Educational Management	5 + 1 + 0
	EDN604 DSE 4	i. Project	1+1+4

SKILL ENHANCEMENT COURSE(SEC)-

SEMESTER	PAPER CODE	PAPER NAME	CREDIT
III	EDN001SEC	Teaching Techniques	2+0+0

ABILITY ENHANCEMENT COMPULSORY COURSE(AECC)

SEMESTER	PAPER CODE	PAPER NAME	CREDIT
II		Environmental Science	1+0+1
I		Eng/MIL	

Semester wise Course Distribution in Detail-

Sem.	Core	AECC	SEC	DSE	GE
I	Core1: Theories and Principles of Education	Env. Sc.			GE 1 : Introduction to Education
	Core 2: Psychological Foundations of Education				
II	Core 3: Development of Education in India	Eng/MIL			GE 2 : Foundations of Education
	Core 4: Environmental Education				
III	Core 5: Educational Technology		SEC1: Teaching Techniques		GE 3 : Educational Psychology
	Core 6: Emerging Issues in Indian Education				
	Core 7: Laboratory Practical (Experiment)				
IV	Core 8: Measurement and Evaluation in Education				GE 4 : Development of Education in India
	Core 9: Statistics in Education				
	Core 10: Laboratory Practical (Psychological Test)				

V	Core 11: Methods and Techniques of Teaching			DSE1 & DSE2: i.Special Education ii. Developmental Psychology iii.Distance Education iv.Curriculum Development	
	Core 12: Sociological Foundation of Education				
VI	Core 13:Guidance and Counseling			DSE 3: i. Abnormal Psychology ii.Educational Management DSE4: Project	
	Core14: Teacher Education				

U.G. 1ˢᵗ SEMESTER SYLLABUS
DEPARTMENT OF EDUCATION
COTTON UNIVERSITY

Core Course
Course Code: EDN101C
Theories and Principles of Education

Credits: 6 = (5 + 1 + 0)

Course Objectives: The course will help the students to

- Know the meaning, nature, scope of education and to determine the aims of education.

- Become aware of different dimensions of education, curriculum and co-curricular activities and their importance.

- Get exposure of the philosophical aspects of education, relation between philosophy and education, Indian and Western philosophies of education.

Course Outcome: Upon completion of course the students would

- **CO 1**- Get ability to **define** education in varied context.

- **CO 2**- Be able to **summarize** the relationship of school and community.

- **CO 3**- Be able to **analyze** use of discipline, place of reward and punishment in education.

Unit 1: Concept and Aims of Education   15 Lectures+ 3Tutorial

- Education – Meaning, definition, functions and scope, Types of Education- Formal, Informal and Non-formal and their relevance in education.

- Agencies of Education other than Formal—Open School; Open University, Mass-media, Instructional Media, Functional literacy.

- Aims of Education: Determinants of Aims of Education. Need of an aim of Education. Different Aims of Education—Individual, Social, Liberal, Vocational, Knowledge aim and Aims of Education in a Democracy.

Unit 2: Dimensions of Education   15 Lectures+ 3Tutorial

- The Learner and Learner centered approach.

- The Teacher- Qualities and duties of teacher in the class room. Professional responsibilities of a teacher.

- Curriculum: Meaning Concept, Definitions, Types and Needs of Curriculum, Different defects of Curriculum, Principles of Curriculum Construction.

- Co-curricular activities – Definition, types and importance, Educative use and significance of these activities.

Unit 3: Philosophy and Education   15 Lectures+ 3Tutorial

- Meaning, Nature and Scope of Philosophy.

- Relationships between education and philosophy.

- Some major schools of philosophy- Idealism, Naturalism, Pragmatism and Buddhism– their contribution to present day education.

Unit 4: School and Society   **15Lectures+ 3Tutorial**

- School – Meaning and characteristics, functions and responsibility of school, Relationship between school and society. School as a miniature society

- School and community, Interdependence of School and Community.

- Home and School – their relationships.

Unit 5: Discipline, Punishment and Reward   **15Lectures+ 3Tutorial**

- Discipline- Meaning, concept and need. Types of discipline – External and Internal Discipline, Free discipline, discipline by natural consequences.

- Discipline and order. Maintaining discipline in the school.

- Concept of Punishment, Theories of Punishment, Good and Bad effect of punishment. How to make use of punishment.

- Reward – its meaning and significance. Good and harmful effect of Reward. How to make use of Reward.

Suggested Readings:

- Bhatia B. D. (1970) .The Theory and Principles of Education. Delhi: Doaba House.

- B.N. Dash.(2000) Educational Theory and Practice.Delhi: Ajanta Prakashan.

- Bhattacharya, srinibas(2008): Foundation of Education. Atlantic Publishers andDistributors. New Delhi.

- Das L. Sampurna Sikha. Guwahati :Amrita Prakashan.

- Das P, Goswami S.(2019) Foundation of Education. Shanti Prakashan,   Guwahati. Shanti Prakashan, Guwahati.

- Das P and Baroowa A.(2020). Philosophical and Sociological Foundations of Education. Grantham. Panbazar.Guwahati

- J.C. Aggarwal. (2010).Theory and Principles of Education. Vikash Publishing House Pvt. Ltd.

- Konwar, I.H. & Boruah, A.S. (2020). Essentials of Education (theory, principles and philosophy), Eastern Book House, Guwahati-01

- Safaya and Shaida.(1980). Development of Educational Theory and Practice. Dhanpat rai and Sons.

- Sharma,YK(1992). Sociological Foundations of Education. Kanishka Publishers. New Delhi.

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Course Code : EDN102C
Psychological Foundation of Education

Credits: 6 = (5+1+0)

Course Objectives: The course will help the students to

● Understand the concept of Psychology, relation between psychology and education and application of Educational Psychology.
● Know the concepts related to Growth and Development
● Understand concepts related to attention, intelligence and creativity.

Course Outcomes: Upon completion of course the students would

● **CO 1-** Be able to **understand** the different aspects of psychology along with the theories of learning and their educational implications.
● **CO 2**- Be able to **analyze** and **differentiate** concepts related to personality and the process of adjustment.
● **CO 3-** Develop skills of **constructing** problem solving based on knowledge of psychology.

Unit 1:   **Introduction to Psychology**   **15 Lectures+ 3Tutorial**

● Concept, nature and scope of psychology
● Relationship between Education and Psychology
● Meaning, nature and Scope of Educational Psychology
● Application of Educational Psychology in teaching learning process

Unit 2: Growth and Development   **15 Lectures+ 3Tutorial**

● Concept of growth and development
● Factors influencing growth and development
● Stages of human development and characteristics- Prenatal, Neonatal, Childhood, Adolescence and Adulthood

Unit 3: Attention, Intelligence, Creativity   **15 Lectures+ 3Tutorial**

● Attention and Interest, Determinants of Attention, Span of Attention, how to create attention and interest among the students in classroom.
● Intelligence: Meaning, Characteristics and Nature. Role of heredity and environment in intelligence. Theories of intelligence: Spearman's two factor theory, Group-factor theory.
● Creativity: Meaning, Characteristics of a creative Personality. Steps Necessary for fostering creativity.

Unit 4: Learning   **15 Lectures+ 3Tutorial**

● Meaning and nature of learning. Factors affecting learning. Domains of Learning
● Theories of Learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning, Gestalt theory
● Thorndike's laws of learning
● Transfer of learning, Types of Transfer. Theories of Transfer of Training. Educational implications of the Transfer of Training or Learning

Unit 5: Personality and Adjustment   **15 Lectures+ 3Tutorial**

- Meaning and characteristics of personality. Classification of personality.
- Factors affecting personality: physical, mental, social and emotional
- Type theories of personality: Hippocrates, Sheldon, Kretchmer, Spranger and Jung
- Trait theories of personality: Allport, Cattle and Eysenck .
- Concept and process of Adjustment. Adjustment Mechanisms.

Suggested Readings:

- Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied(p) Ltd. 8/1 Chintamoni Das Lane ,Calcutta 700 009 (India).
- Chauhan, S.S.(2007). Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd. 576 Masjid Road, Jangpura, New Delhi-110014.
- Dumville, Benjamin(1938): The Fundamentals of Psychology. University Tutorial Press. Ltd. London.
- Dandekar, W.N(1976): Psychological foundations of Education, MacMillan India Ltd. Madras.
- Das P. and S. Goswami(2020). Psychological Foundation of Education . Shanti Prakashan. Guwahati.
- Garreet, H.E(1961): General Psychology. American Book Co. New York
- Kupuswami.(2004). Advanced Educational Psychology, Sterling Publishers,New Delhi.
- Kundu & Tutoo.(2015). Educational Psychology, Sterling Publishers Pvt Ltd, New Delhi
- Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana .
- Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
- Safaya & Bhatiya.(1998). Educational Psychology and Guidance, Dhanpat Rai Publishing Co. Ltd. New Delhi
- Sorenson, H. (1964). Psychology in Education. International Student Edition, McGrawhill Book Co., INC. New York.
- Skinner, Charles E(1947): Essentials of Educational Psychology, Prenctice Hall. New York.

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Course Code: EDN103 GE

Generic Elective Course

INTRODUCTION TO EDUCATION
Credits: 6 = (5+1+0)

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Course Objectives: The course will help the students to
- Know the meaning, definition, nature and scope and functions of education.
- Understand determinants and the aims of education from different perspectives.
- Develop understanding of the agencies of education, functions of school and mass-media.

Course Outcomes: Upon completion of course the students would
- **CO 1**- **Understand** the concepts related to meaning and concepts of education and the significance.
- **CO 2-** Be able to **evaluate** the constitutional provisions related to education, human rights and peace education along with levels of education in Indian education system.

Unit 1: Meaning of Education   **15 Lectures+ 3Tutorial**
- Education- Meaning, definitions, nature and scope.
- Concept and aims of modern education with special reference to Delor's Commission, 1996. Millennium Development Goals, 2000. Sustainable Development Goals, 2015.
- Education as Formal, Informal and Non-Formal. Education as Bipolar and Tri-polar process.
- Difference between Formal and Informal Education and Non formal Education

Unit 2: Aims of Education   **15 Lectures+ 3Tutorial**

- Need of an Aims in Education, Factors determining the aims of Education.
- Different Aims of Education – Individual Aim, Social Aim, Difference and Synthesis between Individual and Social Aim
- Vocational Aim- Concept, Meaning and Importance.
- Liberal Aim- Concept, Meaning and Importance. Difference between Liberal and Vocational Aim. Citizenship Aim and Knowledge Aim.
- Aims of Education in Democracy.

Unit 3: Agencies of Education   **15 Lectures+ 3Tutorial**

- Formal Agency of Education- School: Duties and functions of School.
- Agencies of Informal Education; Home, Community, Peer Group,Radio, Cinema, Television and Mass-Media.
- Agencies of Non-Formal: Distance Education, Open School and Open University, Correspondence Courses.

Unit 4: Level of Education   **15 Lectures+ 3Tutorial**

- Significance of Levels of Education- Pre-primary level of Education, Primary level of Education, Secondary level of Education and Higher level of Education
- Different types of Educational Institutions at Pre-primary, Primary, Secondary and Higher

educational level
● Stages of development and levels of Education.

Unit 5: Constitutional Provisions and Human Rights and Peace Education.
15 Lectures+ 3Tutorial

● Constitutional Provision related to Education. Directive Principles of State Policy and Education.
● Fundamental Rights and Duties in Indian Constitution.
● Human Rights Education – Meaning and Concept. Universal Declaration of Human Rights by UN. Role of Education in promoting Human Rights.
● Education for Peace- Meaning, Concept, Nature and Importance of Peace Education. Methods and Programme of Peace Education.

Suggested Readings:
- Aggarwal, J.C. (2010).Theory and Principles of Education.New Delhi :Vikash Publishing House Pvt.Ltd.
- Barua, Jatin (1996).An Introduction to Education. Guwahati : Laweyers Book Stall.
- Bhatia, K.K an C.L Narang(2004): Principles of Education. Tandon Publication. Ludhiana.
- Chaube,S.P and Choube A (2007): Foundations of Education. Vikas Publishing House Pvt Ltd. New Delhi.
- Naseema, C. (2010): Human Rights Education: Theory and Practice.Shipra Publications. New Delhi.
- Das P.and Goswami S.(2019). Foundations of Education. Guwahati: Shanti Prakasan.
- Das. P, Malakar. N and Borah. J- Skishattawa. Shanti Prakashan, Guwahati.
- Das. L. (1980). Sampurna Siksha. Guwahati: Amrita Prakashan.
- Johri, P.K(2005): Foundations of Education. Anmol Publications. New Delhi.
- Konwar, I.H. & Boruah, A.S. (2020). Essentials of Education (theory, principles and philosophy), Eastern Book House, Guwahati-01
- Mukherjee, S.N. (1958). An Introduction to Indian Education. Vadodara: Acharya Book Depot.

- Mohanty, J: Human Rights of Education. Deep and Deep Publications. New Delhi.

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Core Course
Course Code: EDN201C
DEVELOPMENT OF EDUCATION IN INDIA

Credits: 6 = (5+ 1+0)

Course Objectives: After going through the contents the students will,

- Know about the synoptic study of education in ancient India.
- Get a historical insight into the development of Education in pre- independence in   India.
- Develop acquaintance with the students with the development of education in British India.

Course Outcome: Upon completion of course the students would,

- **CO 1-** Be able to **understand** the development of Education in India during pre and post-independence period.
- **CO 2-** Develop skill of **critically evaluating** of the development of Education as a distinct discipline.

Unit1: Education in Ancient India   15 Lectures+ 3 Tutorial

- Vedic Education system- Aims, Curriculum, Method of Teaching, Educational Institutes, Present Relevance of Vedic system of education
- Education in Buddhist Period- Aims, Curriculum, Method of Teaching, Women Education Educational Institutes, Present Relevance of Buddhist system of education
- Education in Medieval Period- Aims, Curriculum, Method of Teaching, Educational Institutes, Present Relevance of Medieval system of education.

Unit 2: Education during British Period-I   15 Lectures+ 3Tutorial

- Macaulay's Minute and Bentinck Resolution of 1835
- Adam's Report and its recommendations, 1868
- Wood's Dispatch of 1854
- Indian Education Commission-1882

Unit 3: Education during British Period -II   15 Lectures+ 3Tutorial

- Lord Curzon's Policy,1902
- Sadler Commission, 1917
- Hartog Committee,1929
- Sargent Report, 1944

Unit 4: Educational efforts by Indians   15 Lectures+ 3Tutorial

- National Education Movement, 1905
- Gokhale's Resolution,1910
- Wardha Scheme,1937
- Development of Educational Institutes of Higher Education

Unit 5: Education in India after Independence   **15 Lectures+ 3Tutorial**

- University Education Commission-1948-49
- Secondary Education Commission 1952-53
- Kothari Commission -1964-66
- National Education Policy - 1968, 1986 and POA 1992
- National Knowledge Commission, 2005
- Yaspal Committee, 2009

Suggested Readings:

- Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
- Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
- Baruah, Jatin, (2008). Bharatar Sikhar ItihasarAdhayan. Guwahati: Lawyers' Book Stall.
- Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
- Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India ltd.
- Das, P and Baruah,L(2020): Development of Indian Education-I.Shanti Prakashan. Guwahati.
- Mukharjee, S.N. (2014). Education in India Today and Tomorrow, New Delhi: Vinod Pustak Mandir.

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Course Code: EDN202C (Core)

ENVIRONMENTAL EDUCATION

Credits: 6 = (4+1+1)

Course Objectives: The course will help the students to

- Understand the concepts of environment and major Ecosystem and develop sensitivity towards environmental issues.
- Know the relationship between man and environment and understand the need for a sustainable development.
- Be aware of the environmental degradation and hazard.
- Get real life experiences in relation to environmental issues.

Course Outcome: Upon completion of course the students would,

- **CO 1**- Be able to **understand** the Approaches to Environmental Education, it`s methods
- **CO 2**- **Appraise** the role of Women and NGOs in protecting environment
- **CO 3**-**Evaluate** their role in sustainable development

Unit 1: Environment and Ecosystem   **15 Lectures+ 4Tutorial**

- Environment- Concept and Types of Environment and their significance
- Ecosystem- Types and Basic Principles of Eco-system
- Major Eco-systems of the World.
- Human and Environment, Population and its effect on Environment Resources..
- Role of Information Technology in environment.

Unit 2: Environmental Degradation   **15 Lectures+ 4Tutorial**

- Environmental Degradation- Concept, Causes and remedies.
- Environmental Pollution: Types,Causes and Remedies.
- Deforestation : Causes, Effects and Remedies
- Need for Conservation and Protection of Rich Environmental Heritage
- Major environmental problems with special reference to Assam.

Unit 3: Environmental Education   **15 Lectures+ 3Tutorial**

- Concept, Objectives, Principles, Importance and scope of Environmental Education
- History of Environmental Education in India.
- Environmental Education at Different Levels- primary, secondary and higher
- Concept of Sustainable Development with special reference to Environmental Education

Unit 4: Approaches to Environmental Education   **15 Lectures+ 4Tutorial**

- Approaches to Environmental Education: Interdisciplinary and Multidisciplinary
- Methods: Discussion, Seminar, Workshop, Problem Solving and Field Survey
- Role of formal and non-formal education for creating environmental awareness among the people.
- Role of Women in protecting environment
- Various NGO's of Assam and their role in protecting the environment.

Unit 5: Report Writing on Field trip: **15 Practical**

(The following procedure must be followed in the Report Writing)

1. Title
2. Objective
3. Background of the study
4. Data Collection
5. Findings of the study
6. Conclusion

Suggested Readings:

● Aggarwal, J.C. (2010): Education for Values, Environment And Human Rights. Shipra Publications. Delhi.

● Aggarwal, S.P. And Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts. ·

● Das,S (Ed) (2011). Environmental Issues And Problems , Guwahati, K.K.Publication.

● Kumar, A (2009): A Text Book Of Environmental Science. New Delhi; APH Publishing Corporation.

● Saini, L.D. (2006): Environmental Education. Kalyani Publishers. New Delhi.

● Sharma,F.A. (2005): Environmental Education. Surya Publication. Meerut.

● Shrivastava, K.K. (2013). Environmental Education, Principles, Concepts and Management. Krishna Publishers Distribution, New Delhi. ·

● Sahu, B.K(2001): Population Education. A.P.H Publishing Corporation. New Delhi.

● Sharma, V.S. (2005): Environmental Education. New Delhi. Anmol Publication ·

● Sharma, R.A.(2008): Environmental Education. Meerut. R.Lall Books Depot.

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Generic Elective Course

Course Code: EDN203G

FOUNDATIONS OF EDUCATION
Credits: 6 = (5+1+0)

Course Objectives: The course will help the students to

- Get exposure of the philosophical aspects of education with ancient and western philosophies of education.

- Know about the relationship of school and community and the educational heritage.

- Enable getting acquaintance of the concept of discipline, place of reward and punishment in education.

Course Outcome: Upon completion of course the students would,

- **CO 1**- Be able to **understand** place of Freedom, Discipline, Punishment and Reward in educational setting
- **CO 2**- Be able to **analyze** need and importance of Value Education.
- **CO 3**- Be able to **evaluate** the sociological foundations of education, social change and education.

Unit 1: Philosophical bases of Education   15 Lectures+ 3Tutorial
- Philosophy- Concept, Meaning and Importance.
- Philosophy of education –Meaning, Nature and Scope. Relationship between philosophy and Education.
- Vedic and Buddhist philosophy and their Educational implication.
- Some major schools of philosophy- Idealism, Naturalism, Pragmatism – their contribution to present day education.

Unit 2: School and Community   15 Lectures+ 3Tutorial
- School – Meaning and characteristics, functions and responsibility of school.
- Relationship between school and society. School as a miniature society
- Interdependence of School and Community. Home and School – their relationships. How to secure co-operation between school and home.

Unit 3: Freedom and Discipline, Punishment and Reward and Value Education
                                              15 Lectures+ 3Tutorial
- Freedom and Discipline- Concept and Meaning. External and Internal Discipline, Free Discipline.
- Punishment and Reward. Good and Bad effects of Punishment and Reward.
- Meaning and Nature of Value Education, Different types of Values- Spiritual, Moral, Aesthetic and Religious.
- Strategies for inculcation of Values through co-curricular activities in school and colleges.

Unit 4: Sociology and Education   15 Lectures+ 3Tutorial
- Sociology- Concept, Meaning, Nature and Scope.

- Relation between Sociology with Political Science, Economics, History and Anthropology.
- Meaning of Educational Sociology-Meaning, Nature, Importance and Scope. Relation between Education and Sociology.
- Concept of Educational Sociology and Sociology of Education

Unit 5: Social Change and Education   **15 Lectures+ 3Tutorial**
- Social Change -Concept, Nature and Factors.
- Impact of Social Change in human life and Society.
- Education as a instrument of Social Change.
- Social Organization- Concept, Meaning, Characteristics and Types.
- Social Disorganization- Meaning, Causes and Remedies.

Suggested Readings:
- Aggarwal J.C.(2010).Theory and Principles of Education, Vikash Publishing House Pvt. Ltd.
- Chanda S.S. & Sharma R.K. (2002), Sociology of Education, New Delhi, Atlantic Publishers.
- Chandra, S.S., (1996). Sociology of Education, Guwahati, Eastern Book House.
- Chaube and Chaube(2009). Philosophical and Sociological Foundation of Education. Agra :BinodPustak Mandir.
- Bhatia and Bhatia (1970).The Philosophical and Sociological Foundation of Education. Delhi:Douba House.
- Das. P. and Goswami S. (2019). Foundation of Education. Guwahati: Shanti Prakasan.
- Das P and Baroowa, A. (2020) : Philosophical and Sociological Foundations of Education. Grantham. Panbazar.
- Konwar, I.H. & Boruah, A.S. (2020). Essentials of Education (theory, principles and philosophy), Eastern Book House, Guwahati-01.
- Singh, Y.K (2007): Philosophical Foundation of Education. APH Publishing Corporation. New Delhi.
- Safaya, Shaida and Shukla(225): Teachers in the Emerging Indian Society. Dhanpat Rai Publishing Company. New Delhi.
- Singh, Y.K (1992): Sociological Foundation of Education. Sheth Publishers. Bombay.

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DEPARTMENT OF EDUCATION
COTTON UNIVERSITY
Core Course
Course Code: EDN 301C
EDUCATIONAL TECHNOLOGY
Credits: 6=(5+1+0)

Course Objectives: The course will help the students to,
- Understand the concept, nature, scope and approaches of technology.
- Get acquainted with the meaning, nature, types of teaching strategies and significance of teaching aids.
- Develop understanding regarding the programmed learning and instruction.

Course Outcomes: Upon completion of course the students would,
- **CO 1**- Be able to **understand** importance of different innovations in educational technology like team teaching and micro teaching.
- **CO 2**- Be able to **analyze** the new trends and innovation in technology.
- **CO 3**- Know the basics of CAI, E- learning etc. to **create** courses using ICT tools.

Unit: 1 Educational Technology　　　　　　　　**15 Lectures+ 3Tutorial**
- Educational technology - Concept, Definitions, Objectives and Nature.
- Approaches to Educational technology- Hardware and Software.
- Teaching Technology, Instructional Technology and Behavioral Technology.
- Scope of educational technology.
- System approach in Educational Technology.
- Need of technology in the field of education.

Unit: 2 Teaching Strategies　　　　　　　　**15 Lectures+ 3Tutorial**
- Teaching Strategies - Meaning, Definitions and Nature.
- Types of teaching strategies – Autocratic Strategies and Permissive Strategies.
- Autocratic Strategies - Lecture, Tutorial, Demonstration and Illustration.
- Permissive Strategies- Brainstorming, Group Discussion, Project and Symposium.
- Teaching Strategies and Teaching Tactics.
- Teaching aids and their significance in education.

Unit: 3 Programmed Learning　　　　　　　　**15 Lectures+ 3Tutorial**
- Historical perspective of programmed learning.
- Concept, Definitions and characteristics of programmed learning.
- Basic principles of programmed learning.
- Types of programming- Branching, Linear and Mathetics.
- Comparison of the three styles of Programming.

Unit: 4 Team Teaching And Micro Teaching　　　　　　**15 Lectures+ 3Tutorial**

- Concept, Meaning and Definitions of team teaching. Origin of Team Teaching.
- Team teaching- Meaning, Nature, Principles and Types. Procedure to organize team teaching. Advantages and disadvantages of team teaching.
- Micro- teaching- Meaning, Definitions and Characteristics. Brief history of Micro-teaching. Phases

of Micro- Teaching.
- Organizational Procedure of Micro Teaching. Advantages and disadvantages of micro teaching.

Unit: 5 New Innovations in Technology   **15 Lectures+ 3Tutorial**

- Computer –aided Instruction.
- Uses of tele-conferencing in education.
- Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation.
- E-learning – Concept and importance.
- Importance of Open access electronic Resources.
- Resource Centers for Educational Technology, CIET, NOS,NIST and IGNOU.

Suggested Readings:
·   Das,R.C: Educational Technology. 1993, Sterling Publishers. New Delhi.
·   Das, P and T, Pathak: Educational Technology. 2017, Shanti Prakashan, Guwahati.
·   Mangal, S.K: Foundations of Educational Technology. 2013,Tandon Publications. Ludhiana.
·   Pathak, R.P: New Dimension of Educational Technology. 2011, Radha Publisher. Ansari Road, New Delhi.
·   Rao, Usha: Educational Technology. 2011, Himalaya Publishing House.
·   Skinner, B.F: The Technology of Teaching, 2003, Appleton, New York.
·   Sharma, R. A : Technology of Teaching.1993 Meerut International Publishing House. Meerut.
·   Sharma, R. A : Teacher Training Technology. 2003, R.Lall Book Depot. Meerut.
·   Sampath, K : Introduction To Educational Technology. 1981 Sterling Publisher, New Delhi.
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Core Course
Course Code: EDN 302C

EMERGING ISSUES IN INDIAN EDUCATION
Credits: 6= (5+1+0)

Course Objectives: The course will help the students to

- Develop awareness and understanding on the concept of equality of educational opportunities
- Learn about the problems and Provision of education in Indian Constitution.
- Know about issues related to the Quality and Equity in education.

Course Outcome: Upon completion of course the students would,

- **CO 1-Understand** the relation between Education and National Development and role of Education in Economic Development.
- **CO 2**- Be able to **evaluate** the impact of Globalization on Indian Education and importance of Internationalism in education and act accordingly.
- **CO 3-** Be able to **create** new form behavior and positive outlook towards the life-long education and help them to play meaningful role towards recent issues in Indian education.

Unit 1: Equalization of Educational Opportunities   **15 Lectures+3Tutorial**

- Concept and need of equalization of educational opportunities
- Provision of education in Indian Constitution relating to equality to opportunities.
- Problems concerning equality of opportunities in Education
- Quality and Equity in education.
- Equity in education and its impact on social growth and development

Unit 2: Educational and National Development   **15 Lectures+ 3Tutorial**

- Education and National Development.
- Role of Education in Economic Development
- Meaning of new Social Order
- Need of Multi Culture Education
- Green Economy and Sustainable development

Unit 3: Globalization and Internationalism of Education   **15 Lectures+ 3Tutorial**

- Globalization-its meaning and characteristics
- Impact of Globalization on Indian Education
- Concept of Internationalism in Education. Importance of Internationalism in education.
- Ways of organizing education to promote the feelings of internationalism.
- Emerging International Institutions- GATS, TRIPS and WIPO.

Unit 4: Life- long Education   **15 Lectures+ 3Tutorial**

- Meaning and Concept of Lifelong Education
- Need for Lifelong Education
- The scope of Lifelong Education
- Agencies of Lifelong Education
- Impact of Lifelong education in formal educational system

Unit 5: Issues in Education   **15 Tutorial+ 3 Tutorial**

- Concept of Inclusive education, inclusive school and inclusive classroom. Barriers in inclusive education.
- Role of Teachers, Parents and Community in inclusive education.
- Education for socially and economically disadvantaged sections of the society with special reference SCs and STs.
- Problems of rural education and possible remedies.
- Gender Issues and Girl Child Education.

Suggested Readings:

- Dwibedi, Ramanath.(2019). Sociological Perspective in Education. Kalyani Publisher. New Delhi
- Dhir, R.C(2019): Contemporary Concerns in Education. Kalyani Publisher. New Delhi
- Jha.M(2002): Inclusive Education for All; Schools Without Walls. Heinemann Educational Publishers. Multivista Global Ltd. Chennai.
- Kaur and Kaur (2019): Creating Inclusive Education. . Kalyani Publisher. New Delhi
- Singh, Y.K.(2009).Education in Emerging India Society. Delhi: APH Publishing Pvt. Ltd,
- Mohanty,Jagannath. (1992).Current Issues in Education, New Delhi :Cosmo Publishing.
- MurthyD.S ;1979)Contemporary Problems and Current Trends in Education. Ludhiana: Prakash and Brothers.
- Pathak ,R.P.(2007).Education in the emerging India, Delhi :Atlantic Publisher.
- Srivastawa,Ram.Sharan.(2006).Teacher In Emerging Indian Society, Delhi: APH Publishing.
- Saksena K.P.(1994).Human Rights Perspective and Challenges. New Delhi: Lancers Books
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Course Code: EDN 303C
LAB PRACTICAL (EXPERIMENTS)
Credits: 0+5+1=6

Course Objectives: The course will help the students to

- Understand the concept of experimental psychology
- Understand the methods of conducting different psychological experiments
- Develop scientific temper and attitudes.

Course Outcome: Upon completion of course the students would,

- **CO 1**- **Apply** varied psychological tests in view of their significance and limitations.
- **CO 2**- Be able to develop ability of **analyzing** practical aspects of theories of learning, motivation, and fatigue along with that of memorization process.
- **CO 3**- Be able to develop **hypothesis** and make use of psychological experiments for metal measurement.

Unit 1: Learning, Motivation and Fatigue   **15 Tutorial+ 3Practical**

- Learning by Trial and Error using Mirror Drawing Apparatus
- Part and Whole Learning
- Maze Learning
- Knowledge of Result
- Physical and Mental fatigue

Unit 2: Memory and Forgetting   **15 Tutorial+ 3Practical**

- Short term memory
- Comparison of Memorization - Meaningful materials and Non-sense syllables
- Proactive and Retroactive Inhibition
- Recall and Recognition

Unit 3: Attention, Thinking and Imagination   **15 Tutorial+ 3Practical**
Span of Apprehension
- Division of Attention
- Concept Formation
- Ink- blot test

Unit 4: Personality   **15 Tutorial+ 3Practical**

- Personality test – Extroversion and Introversion
- Measures of Values

Unit 5: Intelligence   **15 Tutorial+ 3Practical**
- Measurement of Verbal Intelligence
- Measurement of non-verbal intelligence using Bhatia Performance Test
     (Students have to conduct at least 8 (eight) practical)

Suggested Readings:

- Nataraj , P : Manuals of Experiments in Psychology . Srinivas Publication, Mysore
- Postman, L and Egan, J.P : Experimental Psychology, Kalyani Publishers Ludhiana
- Saikia, L.R.: Psychological and Statistical Experiments in Education. Guwahati
- Woodsworth, R.S. and Schlosberg, H(2011) : Experimental Psychology, Methuen, London.

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DEPARTMENT OF EDUCATION
COTTON UNIVERSITY

Course Code: EDN 001 SEC

TEACHING TECHNIQUES
Credits: 2=(2+0+0)

Course Objectives: The course will help the students to

- Evaluate the teaching and learning process,
- Develop knowledge of factors of learning and marks of good teaching.
- Develop an understanding of the principles of teaching, various devices and styles of teaching and necessity in the classroom.

Course Outcome: Upon completion of course the students would,
- **CO 1-** Be able to **evaluate** factors of teaching effectiveness and classroom management.
- **CO 2-** Be able to **develop** own lesson plan and preparation if future teaching career if opted.

Unit 1: Fundamental Concept of Teaching and Learning   **10 Lectures**

- Meaning, definitions and nature of teaching. Marks of good teaching.
- Teaching- Learning Process. Relation between Teaching and Learning.
- Nature of learning. Relation between Motivation and Learning.
- Ways of motivating the child in the class-room.
- Factors that influence on learning in the classroom.

Unit2: Principles of Teaching and Maxims   **10 Lectures**
- Principles of Teaching – General and Psychological.
- Phases of Teaching- Pre-active, Interactive and Post-active.
- Maxims of Teaching- Meaning and types.
- Need and importance of Maxim of Teaching.

Unit 3: Devices and Styles of Teaching   **10 Lectures**

- Meaning and Concept of Teaching Devices.
- Importance of device of teaching in the class-room.
- Various Types of Devices – Questioning, Discussion, Supervised Study, Home Assignments, Illustration, Drill and Heuristic.
- Autocratic and Permissive Style of teaching – meaning and differences.

Suggested Readings:
- 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.

- Sahu, R (2016): Pedagogical Skills. Kalyani Publishers. New Delhi.
- Yoakam and Simpson, Modern Methods and Techniques of Teaching, NewYork: The Mac Millian company.

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Generic Elective Course

Course Code: EDN 304 GE

EDUCATIONAL PSYCHOLOGY

Credits:6=(5+1+0)

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Course Objectives: The course will help the students to

- Understand the concept, scope and functions of Educational Psychology.
- Learn about aspects related with the Growth and Development and Factors influencing Growth and Development
- Understand different factors of learning, theories of learning and concepts of motivation

Course Outcome: Upon completion of course the students would,

- **CO 1**- Be able to **understand** the concepts of mental health and adjustment mechanism.
- **CO 2**- Be able to **analyze** the processes involved in mental abilities like intelligence, memory, attention and interest.

Unit 1: Introduction to Psychology in Education   **15 Lectures+3Tutorial**
- Meaning, nature and scope of Psychology.
- Educational Psychology – Meaning and Nature
- Relationship between Psychology and Education
- Methods of Educational Psychology- Introspection, Observation and Experimentation
- Application of Educational Psychology in teaching learning process.

Unit 2: Growth and Development   **15 Lectures+3Tutorial**
- Meaning and Nature of Growth and Development.
- Principles of Growth and Development.
- Factors influencing Growth and Development
- Aspects of Human Growth and Development.

Unit 3: Memory, Attention and Interest   **15 Lectures+3Tutorial**
- Memory: Meaning, Nature and Types
- Marks of Good Memory
- Economic Methods of Memorization
- Forgetting –Meaning, nature and its causes
- Attention: meaning, concept, types and determinants
- Interest: Meaning and Types
- Relation between attention and interest.
- Role of teacher in developing Attention and Interest among students

Unit 4: Learning and Motivation   **15 Lectures+3Tutorial**

- Learning: Meaning, Nature and Types.
- Theories of Learning: Connectionism, Classical Conditioning, Operant Conditioning.
- Laws of learning and its educational implications.
- Motivation: Concept and Meaning. Learning and Motivation. Techniques of Motivation for motivating the students.

Unit 5: Mental Health and Adjustment   **15 Lectures+3Tutorial**
- Meaning and Principles of Mental Health
- Mental Health Hazards in the school.
- Suggestions for promoting mental health.
- Characteristics of a Mentally Healthy person.
- Adjustment – Concept and Meaning. Symptoms of maladjustment.
- Various Adjustment Mechanisms

Suggested Readings:
·   Aggarwal, J.C(2015): Essential of Educational Psychology. Vikas Publishing House Pvt. New Delhi.
·   Bhatia, K.K(2008): Psychological Foundation of Education. Kalyani Publishers. New Delhi.
·   Bhatia, H.R.(1973). Elements of Educational Psychology, Orient BlackSwan,
·   Chauhan, S.S.(2007). Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd. 576 Masjid Road, Jangpura, New Delhi-110014.
·   Dumville, Benjamin(1938): The Fundamentals of Psychology. University Tutorial Press. Ltd. London.
·   Dandekar, W.N(1976): Psychological foundations of Education, MacMillan India Ltd. Madras
·   Das P and Goswami, S (2020): Psychological Foundations of Education. Shanti Prakashan. Guwahati.
·   Garreet, H.E(1961): General Psychology. American Book Co. New York
·   Mangal, S.K.(2002). Advanced Educational Psychology, Prentice-Hall of India Private Limited, New Delhi-110001
·   Skinner, Charles E(1947): Essentials of Educational Psychology, Prenctice Hall. New York.

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U.G. 4th SEMESTER
DEPARTMENT OF EDUCATION
COTTON UNIVERSITY

Core Course
Course Code: EDN401C

MEASUREMENT AND EVALUATION IN EDUCATION
Credits: 6=(5+1+0)

Course Objectives: The course will help the students to
- Develop understanding about the concept of measurement and evaluation in education.
- Get acquainted with the construction of standardization of test, concepts of validity, reliability, norms an objectivity of a test.
- Develop understanding of the tools of evaluation and internal examination assessment.

Course Outcome: Upon completion of course the students would,
- **CO 1**- **Understand** the modern concept of educational measurement and evaluation and their applicability.
- **CO 2**- Be able to **apply** knowledge about different tools for measuring human abilities and potentialities.

Unit 1: Concept of Measurement and Evaluation   **15 Lectures+3Tutorial**

- Concept, Meaning and Characteristics of Measurement.
- Scales of Measurement. Errors of Measurement.
- Quantitative and Qualitative Measurement. Importance of Measurement.
- Evaluation- Meaning and Characteristics of Evaluation.
- Types of Evaluation- Formative and Summative, External and Internal, Norm-Reference and Criterion- Reference.
- Relation between Measurement and Evaluation.

Unit 2: Construction of Standardized Test   **15 Lectures+3Tutorial**
- Construction of Standardized achievement test.
- Criteria of a Standardized test : Reliability, Validity, Objectivity, Norms and Practicability.
- Teacher –Made test: Concept and Meaning. Differences between teacher-made test and Standardized test.
- General Principles of Test Construction.
- Item-analysis. Procedure of Item –analysis.

Unit 3: Tools of Evaluation   **15 Lectures+3Tutorial**
- Essay type and Objective type of examination.
- Internal examination assessment.
- Tools of Evaluation: Observation, Questionnaire, Assignment, Checklist, Rating Scales, Interview.
- Sociogram.

Unit 4: Emerging Trends in Evaluation   **15 Lectures+3Tutorial**

- Continuous and Comprehensive Evaluation.
- Semester System- Concept, Merits and Demerits.
- Grading System- Concept, Method, Merits and Demerits.
- Choice Based Credit System (CBCS) – Meaning, Feature, Merits and Demerits.
- Grade Points Average (CGPA).
- Application of semester and Grading system.

Unit 5: Measuring Human Abilities   **15 Lectures+3Tutorial**

- Achievement Test- Meaning, Classification and Uses.
- Personality Test- Meaning and Measurement.
- Aptitude Test-Nature and Measurement of Aptitude.
- Interest Inventories.
- Attitude Scales and their Measurement.

Suggested Readings:
- Aggarwal J.C., Essentials of Examination System, Evaluation, Tests and Measurement', Vikas Publishing House Pvt. Ltd.
- Aggarwal, R.N and Bipin Asthana(1983): Educational Measurement and Evaluation.Agra. Vinod Pustak Mandir.
- Asthana, Bipin, 'Measurement and Evaluation in Psychology and Education', Vinod PustakMandir, Agra,2000.
- Freeman, F.S.,'Theory and Practice of Psychological Testing', Oxford and IBH Publishing Co.Pvt. Ltd., 1997.
- Patel, R.N., 1978- Educational Evaluation. Himalaya Publishing House. Bombay.
- Robert, L. Ebel and David,A. Frisbie,(1991): 'Essentials of Educational Measurement', Prentice Hall
- of India, Pvt. Ltd., New Delhi,1991 Rath, R.K.- Fundamentals of Educational Statistics and Measurement. Taratarini Pustakalaya, Orissa. 1999
- Sharma, R.A.-Essentials of Measurement in Evaluation and Psychology. Surya Publications Meerut.1995.
- Sing, Pritam,1989- Handbook of pupil Evaluation. Allied Publishers, New Delhi.
- Thorndike, R.L. and E.P. Hagen, 1977- Measurement and Evaluation in Psychology and Education, 4th ed., New York: John Wiley and Sons.

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STATISTICS IN EDUCATION
Credits: 6=(5+1+0)

Course Objectives: The course will help the students to

- Develop the basic idea of Statistics and Graphical representation of data.
- Get familiarized with the use of statistical methods in educational research.
- To develop skills of solving problems involving measures of Central Tendency, Variability, Correlation etc.

Course Outcome: Upon completion of course the students would,
- **CO 1-** Be able to **understand** statistics with theoretical background and practical life.
- **CO 2-** Be able to develop ability to **solve** tests of normal and non-normal distribution.
- **CO 3-** Be able to build base for future research and **create** new theories.

Unit 1: Statistics - Meaning, Nature and Scope   15 Lectures+3Tutorial

- Meaning, nature and definitions of Statistics
- Stages and functions of statistics
- Scope and Importance of statistics in Education and other Social Sciences

Unit 2: Tabulation of Data and Its Graphical Representation   15 Lectures+3Tutorial

- Meaning, type, presentation and tabulation of data
- Graphical representation of data- Basic principles in constructing a graph
- Graphical representation of the ungroup data-Bar diagram, Pie diagram, Line graph, Pictogram
- Graphical representation of the Grouped data –Frequency Polygon, Histogram, Cumulative
- Frequency graph and Cumulative Frequency Percentage Curve or Ogive
- Determination of Percentile Point and Percentile Rank from an Ogive

Unit 3: Measures of Central Tendency   15 Lectures+3Tutorial

- Computation of Mean of both ungrouped and grouped data (Long and Short Method), Combined Mean, Merits and Demerits of Mean.
- Computation of Median for both ungrouped and grouped data. Merits and Demerits of Median.
- Computation of Mode of both ungrouped and grouped data, Merits and Demerits of Mode.

Unit 4: Measures of Variability and Correlation   15 Lectures+3Tutorial
- Measures of Variability, Different measures of Variability, Computation of Quartile Deviation and Standard Deviation (Both ungrouped and grouped data) – their uses and limitations.

- Combined Standard Deviation, its uses.
- Computation of Average Deviation.
- Correlation – its meaning and types, Coefficient of Correlation and interpretation of result
- Coefficient of Correlation by Rank – Difference method.
- Coefficient of Correlation by Product- Moment Method .

Unit 5: Normal Probability Curve   **15 Lectures+3Tutorial**

- Meaning and characteristics of Normal Probability Curve.
- Applications of N.P.C. rule in solving different problems
- Non – normal Distribution – Skewness and Kurtosis

Suggested Readings:

- Aggarwal , Y. P (1988) Statistical Methods Concepts, Applications and Computation, Sterling Publishers   Pvt. Ltd.
- Garrett, H.E. (1967).Statistics in Education and Psychology, Mumbai, Vakils, Feffer and Simons pvt.Ltd .
- Guilford, J.P (1965): Fundamental Statistics in Psychology and Education. New York. Mc Graw Hill Book Company.
- Koul, L.(1998): Methodology of Educational Research. Vikash Publishing House Pvt. Ltd.New Delhi.
- Mangal , S.K. Statistics in Psychology and Education. Prentice Hall of India , New Delhi

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PRACTICAL (PSYCHOLOGICAL TEST)
Credits: 6= (5+0+1)

Course Objectives: The course will help the students to

- Enable understanding the concept of psychological tests.
- Develop skills of ap **Course Code:** plying psychological tests to know about the individual traits

Course Outcome: Upon completion of course the students would,
- **CO 1-** Be able to **apply** tests on psychological trails and emotional intelligence for quantitative and qualitative measurement
- **CO 2**- Acquire skills of **analyzing** social competence, attitude, environmental awareness, problem solving and general mental ability of different groups of people and develop critical outlook

Unit 1:	Test on Emotional Intelligence	(**8 Lectures+2 Practical**)
Unit 2:	Test on Social Competence or Social Intelligence	(**8 Lectures+2 Practical**)
Unit 3:	Test on Attitude	(**8 Lectures+2 Practical**)
Unit 4:	Test on Parent – child Relationship	(**8 Lectures+2 Practical**)
Unit 5:	Test on Environmental Awareness / Environmental Problem Solving	(**8 Lectures+2 Practical**)
Unit 6:	Test on Problem solving Ability	(**7 Lectures+1 Practical**)
Unit 7:	Test on General Mental Alertness	(**7 Lectures+1 Practical**)
Unit 8:	Test on Superstitious Behaviour	(**7 Lectures+1 Practical**)
Unit 9:	Test on Personality	(**7 Lectures+1 Practical**)
Unit 10:	Test on Adjustment	(**7 Lectures+1 Practical**)

Suggested Readings:

- Collins,M amd Drever, J(2011): Experimental Psychology. Kalyani Publishers. New Delhi.
- Cronbach, L.J(1970): Essential of Psychological Testing. Harper and Row .New York.
- Freeman, F.S(1965): Theory and Practice of Psychological Testing. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- Kumar, A(2007): Experimental Psychology. Doaba House. New Delhi
- Nataraj , P : Manuals of Experiments in Psychology . Srinivas Publication, Mysore
- Mohsin,S.M(1991): Experiments in Psychology. Motilal Banarsidass. Delhi
- Postman, L and Egan, J.P : Experimental Psychology, Kalyani Publishers Ludhiana

- Saikia, L.R.: Psychological and Statistical Experiments in Education. Guwahati
- Woodsworth, R.S. and Schlosberg, H : Experimental Psychology, Methuen, London.

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U.G. 4th SEMESTER

DEPARTMENT OF EDUCATION
COTTON UNIVERSITY

General Elective Course

Course Code: EDN404GE

DEVELOPMENT OF EDUCATION IN INDIA
Credits: 6=(5+1+0)

Course Objectives: The course will help the students to

- Get acquainted of the education system prevalent in ancient India.

- Acquire knowledge about the educational activities during the British value rule

- Enable to understand the different educational movement initiated by Indian leaders.

Course Outcome: Upon completion of course the students would,
- **CO 1**- Be able to **understand** the educational policy adopted after independence of India along with pre historic educational development
- **CO 2**- Be able to **explain** the recent national policies of education in India.

Unit1: Education in Ancient India   **16 Lectures+4Tutorial**

- **Vedic Education system-** Aims, Curriculum, Method of Teaching, Teacher, Women Education and Educational implication.
- **Education in Buddhist Period-** Aims, Curriculum, Method of Teaching, Role of Teacher, Women Education and Educational implication.
- **Education in Medieval Period**- Aims, Curriculum, Method of Teaching, Role of Teacher, Women Education and Educational implication.

Unit 2: Education during British Period   **15 Lectures+3Tutorial**

- Macaulay's Minute and Bentinck Resolution of 1835
- Downward Filtration Theory.
- Wood's Dispatch of 1854
- Indian Education Commission-1882
- Lord Curzon's Policy ,1902
- Sadler Commission, 1917
- Hartog Committee, 1929

Unit 3: Educational efforts by Indians   **15 Lectures+3Tutorial**
- National Education Movement, 1905
- Gokhale's Resolution,1910
- Wardha Scheme,1937
- Development of Educational Institutes of Higher Education

Unit 4: Education in India after Independence   **15 Lectures+3Tutorial**

- University Education Commission(1948-49) – Aims and recommendations. Evaluation of the report.
- Secondary Education Commission (1952-53) – Aims and recommendations. Evaluation of the report.
- Kothari Commission (1964-66) – Aims and recommendations. Evaluation of the report.

Unit 5: National Policy Education   **15 Lectures+3Tutorial**

- National Education Policy: 1986 and POA 1992
- National Knowledge Commission, 2005
- Yaspal Committee, 2009

Suggested Readings:
- Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
- Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
- Baruah, Jatin, (2008). BharatarSikharItihasarAdhayan. Guwahati: Lawyers' Book Stall.
- Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
- Das P and Boruah(2020). Development of Education-I. Guwahati. Shanti Prakashan.
- Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan
    India ltd.
- Mukharjee, S.N. (2014). Education in India Today and Tomorrow, New Delhi: Vinod PustakMandir.

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U.G. 5ᵗʰ SEMESTER
DEPARTMENT OF EDUCATION
COTTON UNIVERSITY
Core Course
Course Code: EDN501C
Methods and Techniques of Teaching
Credits: 6= (5+1+0)

Course Objectives: The course will help the students to

- Evaluate the teaching and learning process,
- Develop knowledge of factors of learning and marks of good teaching.
- Develop an understanding of the principles of teaching, various devices and styles of teaching and necessity in the classroom.

Course Outcome: Upon completion of course the students would,
- **CO 1**- **Understand** factors of teaching effectiveness and classroom management.
- **CO 2**- Be able to **design** own lesson plan if in future teaching career if opted.

Unit 1: Fundamental Concept of Teaching and Learning

15 Lectures+3Tutorial
- Meaning, definitions and nature of teaching. Marks of good teaching.
- Structure and Variables of Teaching.
- Levels of Teaching-Memory, Understanding and Reflective.
- Proficiency in teaching- Awareness, Skills, Competencies and Commitment.
- Teaching- Learning Process. Factors that influence on learning in the classroom.

Unit 2: Principles, Methods and Maxims of Teaching   15 Lectures+3Tutorial

- Principles of Teaching – General and Psychological.
- Nature and criteria for selection of Good Methods.
- Methods of teaching: Concept and Need for using different methods in teaching.
- Online methods: Swayam, Swayamprabha and MOOCs.
- Maxims of Teaching- Meaning and different maxims of teaching. Essentials of Maxims of Teaching

Unit 3: Devices and Styles of Teaching   15 Lectures+3Tutorial
- Meaning and Concept of Teaching Devices.
- Various types of devices – Questioning, Panel Discussion, Supervised Study, Home assignments, Illustration, Heuristic.
- Autocratic and Permissive Style of teaching- Lecture, Tutorial, Brain-storming, Project Strategy and Role Playing.
- Differences between Autocratic and Permissive Style of teaching.

Unit 4: Audio-visual Aids in Teaching   15 Lectures+3Tutorial
- Importance of Audio-visual Aids in Teaching.
- Different types of audio-visual aids used in teaching.

Unit 5: Lesson Planning and Types of Lesson Plan   15 Lectures+3Tutorial

- Meaning, characteristics and importance of Good Lesson Plan.
- Herbertian Five Steps. Merits and Demerits of Herbatian Five Steps.
- Knowledge lesson, Skill lesson and Appreciation lesson.
- Preparation of a Lesson Plan (any method subject- Social Studies, General Science etc).

Suggested Readings:
· 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.

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Course Code: EDN502 C
Sociological Foundations of Education

Credit-6= (5+1+0)

Course Objectives: The course will help the students to

- Get oriented with the meaning, nature and scope of sociology
- Realize the relationship between education and sociology.
- Get acquainted with the process of socialization, agencies of socialization and social groups.

Course Outcome: Upon completion of course the students would,

- **CO 1-** Be able to **understand** different aspects of society - Social process, social stratification and social mobility.
- **CO 2-** Be able to **understand** the role of education in social organization, social change and development.
- **CO 3-** Be able to **analyze** the meaning and need of culture, socio-cultural change and cultural lags.

Unit 1: Sociology and Education   15 Lectures+ 3Tutorial

- Sociology- Concept, Meaning, Nature and Scope.
- Relation between Sociology with Political Science, Economics, History and Anthropology.
- Methods of Sociology: Functional, Comparative, Social Survey and Inverse Deductive.
- Meaning of Educational Sociology-Meaning, Nature, Importance and Scope. Relation between Education and Sociology.
- Concept of Educational Sociology and Sociology of Education

Unit 2: Education and Society   15 Lectures+3Tutorial

- Concept and Meaning of Socialization. Education as a socialization process.
- Agencies of Socialization-Family, Peer Group, Community, School, Mass Media
- Social Groups- Meaning, Nature and Classification. Importance of Primary and Secondary Groups.

Unit 3: Social Principles, Education and Social Process   15 Lectures+3Tutorial

- Concept of Social Principle and its impact on Education. Social and Economic relevance to Education

- Social Processes- Characteristics and Types: Co-operation, Competition, Conflict, Assimilation, Accommodation and their educational implications.
- Social Stratification: Characteristics and Types.
- Social Mobility- Meaning and Factors.

Unit 4: Social Change and Education   **15 Lectures+3Tutorial**
- Social Change -Concept, Nature and Factors.
- Impact of Social Change in human life and Society.
- Education as an instrument of Social Change.
- Social Organization- Concept, Meaning, Characteristics and Types.
- Social Disorganization- Meaning, Causes and Remedies.

Unit 5: Culture and Education   **15 Lectures+3Tutorial**

- Concept, definition and characteristics of Culture, Types of Culture-Material and Non-Material
- Relation between Culture and Education. Impact of Culture on Education.
- Socio-Cultural change and education
- Concept of Cultural Lag ,Cultural Conflict and Cultural Diffusion and their impact in Society

Suggested Readings:

· Adiseshiah, W.T.V. & Pavanasam. R. (1974), Sociology in Theory and Practice, New Delhi, Santhi Publishers.
· Blackledge, D. & Hunt, Barry(1985), Sociological Interpretations of Education, London, Groom Helm.
· Chanda S.S. & Sharma R.K. (2002), Sociology of Education, New Delhi, Atlantic Publishers.
· Chandra, S.S., (1996). Sociology of Education, Guwahati, Eastern Book House.
· Durkheim, E., (1966). Education and Sociology. New York, The Free Press.
· Das P and Baroowa,A(2020): Philosophical and Sociological Foundations of Education. Grantham. Panbazar.Guwahati.
· Hemlata, T., (2002) Sociological Foundations of Education, New Delhi, Kanishka Publishers.
· Jayaram, (1990) Sociology of Education, New Delhi, Rawat Publications.
· Ogburn and Nimkofff (1979): A Handbook of Sociology. Eurasia Publishing House(Pvt) Ltd.New Delhi
· Shukla, S. & K. Kumar, (1985), Sociological Perspective in Education, New Delhi, Chanakya Publication.
· Swift , D.F. (1970), Basic Readings in the Sociology of Education, London, Routledge and Keegan Paul.

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DSE 1& DSE 2: Discipline Specific Elective

(Students will have to choose any two courses from the given options)

Option A: Special Education

Credit- 6=(5+1+0)

Course Objectives: The course will help the students to

- Understand the nature and types of special children.
- Suggest alternative or remedial educational provisions for special children.
- Know about the identification of learning disabilities and remedial measures.

Course Outcome: Upon completion of course the students would,

- **CO 1-** Be able to **understand** and deal with people having mental retardation, know the causes and identify the same.
- **CO 2-** Be able to **develop** the ability to identify the physical disability and Orthopedic disability of the different people at different stages of development.

Unit 1: Special Education   **15 Lectures+3Tutorial**

- Meaning, concept, nature, principles and need of special education.
- Historical perspective and relevance of special education.
- Legal provision for special education.
- Children with special needs – Concept, classification according to various criteria: Intelligence, Sense organs, Locomotion, Speech and other aspects.

Unit 2: Learning disability   **15 Lectures+3Tutorial**

- Concept and meaning of learning disability
- Characteristics of learning disability children.
- Different types of learning disabilities and their characteristics
- Identification of learning disabilities and remedial measures

Unit 3: Gifted and Creative   **15 Lectures+3Tutorial**

- Concept, characteristics and identification of gifted and creative
- Problems of gifted children and identification of creative children
- Differences between the gifted and the creative
- Educational provisions for the gifted and nurturing creativity

Unit 4: Mental Retardation   **15 Lectures+3Tutorial**

- Definition, characteristics, causes and identification of mental retardation
- Classification and Causes of mental retardation.
- Observable behaviors of mental retardation.

- Centre for Rehabilitation of persons with mental retardation.
- Education and provision of vocational training for mentally retarded

Unit 5: Physical Disability   **15 Lectures+3Tutorial**
- Concept of physical disability
- Cerebral dysfunction associated disorder - meaning and concept
- Orthopedic disability – meaning, nature and its effect on growth and development
- National provision and facilities for Orthopedic Impaired children.

Suggested Readings:
· Becker , M .J. : Introduction to Exceptional Children, Macmillan , New York
· Bhargava, M : Exceptional Children HP Bhargava Book House, Agra
· Dhawan, M.L: Education of Children with Special Needs. Isha Books. New Delhi.
· Goel, Sushil Kr: Special Educational Needs. Pointer Publishers. Jaipur.
· Mangal, S.K. Educating Exceptional Children – AN Introduction To Special Education , PHI Private Ltd , New Delhi
· Shankar Udai : Exceptional Children , Sterling Publishers
· Sharma R.A: Fundamentals of Special Education. R.Lall Book Depot. Meerut.
· Werts, Culatta and Tompkins: Fundamentals of Special Education(third edition). Pearson.
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<div align="center">**Option B: Developmental Psychology**</div>

<div align="center">**Credit 6-(5+1+0)**</div>

Course Objectives: The course will help the students to

- Understand the meaning nature of child growth and development.
- Get acquainted with the different stage of development.
- To know the different areas of development.

Course Outcome: Upon completion of course the students would,
- **CO 1**- Be able to **understand** the Common Childhood Problems.
- **CO 2**- Be able to **evaluate** different factors affecting the Personality development during adolescence.
- **CSO 3**- Be **critical** about different developmental needs.

Unit 1: Growth and Development   15 Lectures+3Tutorial

- Meaning and concept of Child growth and development.
- General Principles of child growth and development.
- Maturation and learning, Heredity and Environment.
- Concept and Meaning of Developmental Psychology.
- Need and importance of the study of Developmental Psychology.

Unit 2: Stages of Development   15 Lectures+3Tutorial

- Pre-natal development – Period of pre-natal development, Factors affecting pre-natal development.
- Post-natal development – Neo Natal stage, physical development in neo natal stage, sensory motor development of the newborn.

Unit 3: Area of Development   15 Lectures+3Tutorial

- Physical development – Change in height, weight and shape.
- Motor development – Principle of motor development, courses of motor development, factors affecting motor development.
- Emotional development – Emotional maturity.
- Language development – Pattern of Language development, Factors affecting language development.
- Social development – Importance of Socialization, Social development in different stages, factors affecting social development, social institutions – Home, School.

Unit 4: Common Childhood Problems   15 Lectures+3Tutorial

- Types of childhood problems, causes and prevention

- Environmental factors
- Sociological factors
- Cultural factors

Unit 5: Personality development during adolescence   **15 Lectures+3Tutorial**

- Development aspects of adolescence.
- Role of family and peers on the Personality development of adolescence.
- Adjustments problems of adolescence
- Juvenile delinquency.

Suggested Readings:

- Hurlock, E. B.(1984). Developmental Psychology, A life span approach Tata Mc Graw Hill
- R.N. Sharma and R. Sharma(2002).Child Psychology Atlantic Publishers and distributors (P) Ltd. 7/22 Ausari Road, New Delhi
- Goswamee G.(2014). Child Development and Child Care.
- Das P and Goswami ,S (2018) : Developmental psychology. Shanti Prakashan. Guwahati.
- Das P.and Deka P.(2020). Psychology of Adolescence. Santi Prakashan, Guwahati.
  - Konwar, I.H. & Boruah, A.S. (2021). Developmental Psychology, Guwahati: Eastern Book House.
- Thompson. Child Psychology, Surjeet Publications 7-k Kolhapur Road, kamla Nagar, Delhi

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Option C: Distance Education

Credit-6 (5+1+0)

Course Objectives: The course will help the students to

- Know the nature and need of distance education in present society
- Get exposure to the learners to different kinds of ICTs.
- Explore the new interventions in Distance Education

Course Outcome: Upon completion of course the students would,
- **CO 1**- Be able to **understand** the concept of learner's support system.
- **CO 2-** Be able to **apply** the knowledge of evaluation in distance education.

Unit 1: Introduction to Distance Education　　　　　**15 Lectures+3Tutorial**

- Meaning and Characteristics of Distance Education
- Historical Development of Distance education in India and the world
- Need and Importance of distance education in the present context

Unit 2: Mediums used for Distance Education　　　　　**15 Lectures+3Tutorial**
- Electronic Media in Distance Education
- Mass Media in Distance Education- Various programmes for distance education
- Planning, Designing and development of Self Learning Materials

Unit 3: New interventions in Distance Education　　　　**15 Lectures+3Tutorial**
- OER (Open Educational resources). Its application for Opening knowledge movement in India

- Web sites, E-Learning and Virtual University
- ICT Tools and techniques facilitating distance teaching.

Unit 4: Learner Support Services　　　　　　　　**15 Lectures+3Tutorial**
- Concept of learner's support system.
- Institutional approach to learner support: Counseling support, Tutorial support, Media support and Information support.
- Role of Study centers.
- IGNOU's learner support services

Unit 5: Quality enhancement in Distance Education　　　**15 Lectures+3Tutorial**
- Barriers in development of Distance education
- Quality Assurance in Distance Education
- Monitoring , Feedback and Evaluation in Distance Education
- Role of CIQA in Open and Distance Education

Suggested Readings:

- Aggarwal, D.D. (2007).Future of Distance Education, New Delhi :Sarup&Sons.
- Bansal ,Aarti .(2004).Distance education in 21st century, Jaipur :Sublime Publications.
- Rao V.K.(2007). Distance Education, New Delhi :APH Publishing Corporation.

· Siddiqui, Mujibul Hasan. (2007). Distance Education, Theory and Research, New Delhi: APH Publishing Corporation

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Option D: Curriculum Development

Credit-6 (5+1+0)

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Course Objectives: The course will help the students to

- Know the meaning, significance and scope of curriculum.
- Understand importance of historical development of curriculum.
- Develop ability on curriculum construction and frame its principles.

Course Outcome: Upon completion of course the students would,

- **CO 1**- Be able to **develop** further knowledge on Board determinants of curriculum making, Tools of curriculum evaluation.
- **CO 2**- Be able to **construct** curriculum
- **CO 3**- Be attaining skills of **applying** varied Models of curriculum development.

Unit 1: Curriculum – Meaning, Aims and Types   **15 Lectures+3Tutorial**

- Meaning, aims, types and Nature of Curriculum.
- History of curriculum development
- Need and Significance Of Curriculum
- Foundations and Bases of Curriculum

Unit 2: Principles and Foundations of Curriculum Construction   15 Lectures+3Tutorial

- Different Principles of Curriculum Constructions.
- Process and stages of curriculum Construction.
- Methods/Approaches of curriculum development.
- Defects of Present Curriculum System.
- National Curriculum Framework 2005

Unit 3: Curriculum in different stages and models of curriculum   15 Lectures+3Tutorial

- Curriculum for Pre Primary Stage, Primary Stage , Secondary Stage and Higher stage
- Importance of curriculum at the different stage of education
- Models of curriculum development- Tyler Model, Hilda Taba Model and Roger's Model.

Unit 4: Curriculum Planning   **15 Lectures+3Tutorial**

- Concept of Curriculum Planning, Process and Principles of Curriculum Planning.
- Importance Of Planning In Construction of Curriculum
- Criteria Of A Good Curriculum Planning
- Board determinants of curriculum making.
- Tools of curriculum evaluation.

Unit 5: Curriculum Change   **15 Lectures+3Tutorial**
- Meaning of Curriculum Change
- Need of Curriculum Change
- Factors Affecting In Changing The Curriculum
- Role of A Teacher In Construction of Curriculum

Suggested Readings:

· Aggarwal, J.C.(1990) : Curriculum Reforms In India.New Delhi: Doaba House.

· Bruner, J.S. (1977): The Process of Education. Harvard University Press.

· Dash, B.N. (2007): Curriculum Planning and Development.New Delhi: Doaba House.

· NCERT, (2005): National Curriculum Framework. New Delhi.

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U.G. 6th SEMESTER
DEPARTMENT OF EDUCATION
COTTON UNIVERSITY
Core Course
Course Code: EDN601C
Guidance and Counseling

Credit-6 (5+1+0)

Course Objectives: The course will help the students to

- Understand the concept, nature and principles of guidance.
- Get acquainted with counseling processes, types of counseling and skills and qualities of an effective counselor.
- Know the non- testing devices, services of guidance and career and occupational Information.

Course Outcome: Upon completion of course the students would,
- CO 1- Be able **choose** guidance services best suited to their need if any
- CO 2- **Understand** role of the child guidance clinic and programmes.
- CO 3- Be able to **organize** of guidance programme
- CO 4- Be able to **evaluate** the role of personnel in guidance programme.

Unit 1:   Concept of Guidance   **15 Lectures+3Tutorial**

- Meaning, Concept, Nature, and Scope of Guidance.
- Development of the guidance movement in India.
- Principles and areas of Guidance. Importance of Guidance.
- Relationship between Guidance and Counseling.
- Different types of guidance – educational, vocational and personal.
- Problems of Guidance and Counseling and its remedies.

Unit 2: **Counselling Process**

                                                                        15 Lectures+3Tutorial
- Meaning, Concept, Nature, and fields of counselling.
- Approaches, steps and Techniques of Counseling.
- Behavior counseling and Group counseling.
- Place of counseling in total guidance programme.
- Skills and qualities of an Effective Counselor.

Unit 3: Techniques of Guidance   **15 Lectures+3Tutorial**

- Non- testing Devices in Guidance: Observation, interview, Cumulative Record and Case Study, Questionnaire, Sociometric, Autobiography and Anecdotal reports.
- Individual Inventory, Placement Services and Follow-up Services.
- Career and Occupational Information.
- Sources of Career Information.

Unit 4: Child Guidance   **15 Lectures+3Tutorial**
- Child Guidance Clinic- Meaning and nature.
- Organization of Child Guidance Clinic.
- Importance of Child Guidance Clinic.
- Personal involved in Child Guidance Clinic.

Unit 5 : Guidance and Counseling Programme in School   **15 Lectures+3Tutorial**
- Guidance programme – Meaning, principles and importance.
- Organization of Guidance programme
- Guidance programme at different school level- Primary, Secondary and Higher.
- Group guidance. Techniques of Group Guidance.
- Role of Head master and teacher in guidance and counseling.
- Role of counselor in guidance and counseling programme.

Suggested Readings:
- Chauhan, S.S(1982), Principles and Techniques of Guidance, Vikash publishing House. Pvt. Ltd.
- Chandha,Satish C: Educational and Vocational Guidance and Counselling. R.Lall Book Depot. Meerut.U P
- Das,P and Sahidullah, F(2017): Guidance and Counselling. Shanti Prakashan. Guwahati.
- Dev, Indu(1983): The Basic Essential of Guidance. Sterling Publisher Pvt. Ltd, New Delhi.
- John, A.J (1963): Principles of Guidance. McGraw Hill Book Company, New Work.
- Jayaswal, S .(1981): Guidance and Counseling, Prakashan Kendra, Lucknow.
- Kochhar, S.K (1979): Guidance in India Education, Sterling Publisher Pvt. Ltd, New Delhi.
- Kochhar, S.K (2010): Educational and Vocational Guidance in Secondary Schools. Sterling Publisher Pvt. Ltd, New Delhi.
- Misra, R.C (2005): Guidance and Counseling.(2Vols) ; APH Publishing Corporation, New Delhi.
- Shrivastava, K.K. (2003) Principles of Guidance and Counselling. New Delhi: Kaniska Publication.
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Course Code: EDN602 C

Teacher Education
Credits 6=(5+1+0)

Course Objectives: The course will help the students to

· Get introduced with the concept, nature, scope, need of teacher education
· Know about recent trends in teacher education.
· Understand development, problems and agencies of teacher education.
· Realize the qualities, effectiveness and professional ethics of a teacher

Course Outcome: Upon completion of course the students would,

· **CO 1-** Be able to **understand** basic concepts of teaching as a profession
· **CO2- Develop** value system centering round professional ethics of a teacher.
· **CO 3-** Be able to **apply** some of the modern techniques of teacher education.

Unit 1: Introduction to Teacher Education

15 Lectures+3Tutorial

- Meaning, Nature and Scope of Teacher Education
- Need and significance of Teacher Education
- Teachers' Training Verses Teacher Education
- Aims and Objectives of Teacher Education at Elementary, Secondary and Higher Secondary levels
- Recent trends and Research Activities in Teacher Education.

Unit 2 : **Development of Teacher Education in India**

15 Lectures+3Tutorial

- Development of Teacher Education in India before and after Independence
- Recommendations of various commissions on teacher education in post independence era with special reference to Kothari Commission, NPE-1986, NCF-2005, NCFTE-2009
- Problems of Teacher Education
- Suggestions for improving conditions of Teacher Education in India

Unit 3: Teacher Education Programmes

15 Lectures+3Tutorial

- Pre-service Teacher Education Programme- type, objectives, contents, methods and evaluation
- In-service Teacher Education Programme- needs, objectives, types and evaluation. Programmes for in-service education programme.
- Institutes associated with teacher education- CIET, SIE, NCTE, DIET and ASCs

Unit 4: Teaching as a Profession

15 Lectures+3Tutorial

- Concept of Profession and Professionalism
- Teaching as a profession
- Characteristics and Qualities of an effective Teacher
- The changing role of teacher in the 21st century.
- Professional Ethics of teachers.

Unit 5: Modern Techniques in Teacher Education

15 Lectures+3Tutorial

- Panel Discussion
- Value Based Teacher Education
- Interaction Analysis (Flanders)
- Seminar
- Symposium
- Internship in Teaching
- Simulated Teaching
- Feedback devices

Suggested Readings:

· Aggarwal, J.C.(Teacher Education Theory and Practice, Doaba House Booksellers Publishers, Delhi. ·

· Ali, Lokman.(2015). Teacher Education, Ashok Publication, Panbazar, Guwahati.

· Das, B.C.(2000). Teachers Education at a Distance, Kalyani Publishers ·

· Gurry, P.(1963). Education and the Training of Teachers, Lonmans Green and Co. Ltd, London. ·

· Radha Mohan.(2011). Teacher Education, PHI Learning Private Limited, New Delhi.

· Sharma, Shashi Prava. (2003).Teacher Education, Principles, Theories and Practice, Kanishka Publishers, Distributors.

· Saxena, Mishra and Mohanty (2008) : Teacher Education. R. Lall Book Depot. Meerut.

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DSE 3 & DSE4:

(For DSE 3 the students will have to choose any course from the following options and for DSE 4 Project is compulsory for all the students)

DSE3:

Option A: Abnormal Psychology

Credit- 6 (4+1+1)

Course Objectives: The course will help the students to

- Get acquainted with the concept, history and perspectives of Abnormal Psychology.
- Get introduced with the concepts of normality and abnormality and their criterion.
- Evaluate classifications and causes of abnormal behavior.
- Understand different forms of abnormality, their causes, symptoms and treatment.
- Realize the process of adjustment, adjustment mechanism

Course Outcome: Upon completion of course the students would,

- **CO1-** Be able to **understand** conditions of mentally ill people and adopt an humanistic approach
- **CO 2**- Be able to **analyze** their views and **find out solutions** to certain issues faced by people with abnormal behaviour.
- **CO 3**- Be able to **apply** principles of Mental Health and Hygiene
- **CO 4**- Get a scope to **plan** for actions to protect mental health on the basis of their visit to special education institution.

Unit 1|:	**Abnormal Psychology**	**15 Lectures+4 Tutorial**

- Concept, Scope and Importance of Abnormal Psychology
- Historical background of Abnormal Psychology
- Perspectives of Abnormal Psychology
- Four D's of Abnormal Psychology

Unit 2:	**Normal and Abnormal Behaviour**	**15 Lectures+4 Tutorial**

- Concept of Normality and Abnormality
- Criterion of Normality and Abnormality
- Classification of Abnormal Behaviour
- Causes of Abnormal behavior

Unit 3:	**Causes, Symptoms and Remedies of different disorders**	**15 Lectures+3Tutorial**

- Neurosis, psychosis and other behavioural disorder: Alcoholism and Drug Addiction, Anti social personality disorder- Symptoms and Causes
- Care and treatment: Hospitalization, Psycho-therapy, Hypnosis.

Unit 4: **Concepts related to Mental Health:**

15 Lectures+4 Tutorial

- Concept of Mental Health and Mental Hygiene
- Principles of Mental Health and Mental Hygiene
- Characteristics of a Mentally Healthy person
- Factors affecting Mental Health (Home, Society and School)
- Adjustment: Concept and Processes
- Maladjustment: Concept and Causes

Unit 5: **Report Writing on Field Trip to Special Education Institution.**

15 Practical

N.B. Students will visit any special education institution as per their feasibility.

Suggested Readings:

- Cameron, N.(1947). The Psychology Of Behaviour Disorders: A Biosocial Interpretation, Boston :Houghton Mifflin & Company,.
- Carroll, Herbert .A.(1967). Mental Hygiene: The Dynamics Of Adjustment, New Jersey: Prentice-Hall.
- Coleman, James.C.(1970). Abnormal Psychology and Modern Life, Bombay. D.B.Tarapore Wala and Sons, (Third Ed). ·
- Dr. Vatsyayan. Abnormal Psychology.Meerut: Kedar Nath Ram Nath Publishers. ·
- Freud,S.(1949). An Outline of Psychoanalysis. New York: W.W.Norton And Company,Inc. ·
- Mangal,S.K.(2015). Abnormal Psychology. New Delhi:Sterling Publishers Pvt. Ltd.

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Option B: Educational Management

Credit 6 (5+1+0)

Course Objectives: The course will help the students to

- Know the concept and different aspects of school organization, management, administration.

- Develop the ability to identify the resources of school management.

- Realize the need and importance of class-room organization, role of Headmaster and teacher effectiveness as vital components of management.

Course Outcome: Upon completion of course the students would,

- **CO 1**- Be able to **evaluate** the need and importance of Class-room management.

- **CO 2**- Be able to **understand** the necessity of school records and co- curricular activities.

- **CO 3**- Be able to **appraise** the concept of educational administration and supervision.

Unit 1: Introduction to School Organization and management

15 Lectures+3Tutorial
- School Organization - Meaning, Definitions, Objectives, Nature and Scope.
- Principles and Need of school organization and administration.
- Meaning, nature and scope of school management.
- Planning for School Management
- School as a organization
- Difference between School Administration, Organization and Management

Unit 2: Management of Resource   15 Lectures+3Tutorial

- Meaning of Resource
- Important Resources in Constructing a School- Human, Non-Human or Material and Academic Resources.
- Management of material resources in School
- Management of School time table.
- Management of Financial resources.

Unit 3: Classroom Organization   15 Lectures+3Tutorial
- Classroom Organization- Meaning, nature and Purposes.
- Qualities of a Headmaster in school organization
- Role of a Headmaster in organization and administration
- Factors Affecting School Environment
- Teachers` Assessment and Accountability.

Unit 4: Classroom Management   15 Lectures+3Tutorial
- Classroom Management – Concept and Importance
- Role of Teacher in Classroom Management
- Managing Behavioral Problems in Classroom- Preventive, Supportive and Corrective

- Management of School Records and Register-Importance, types and requirements and maintenance of records.
- Management of Co- Curricular Activities-Meaning, importance and Principles of organizing co-curricular activities.

Unit 5: Educational Administration and Supervision

15 Lectures+3Tutorial

- Educational Administration- Concept, Meaning, Functions and Scope
- Difference between Educational Administration and School Administration.
- Theories of Educational Administration.
- Educational Legislation in India
- Educational Supervision –Concept, Nature, Function and Scope. Qualities of a Good Supervision. Techniques and Various problems of Supervision.

Suggested Readings :

· Aggarwal J. C.(2009).Educational Technology And Management .Agra:Vinod PustakMandir.

· Dash,B.N(2016): School Organization Administration and Management. Neelkamal Publications Pvt.Ltd. New Delhi.

· Konwar, I.H. & Boruah, A.S. (2020). Educational Administration and Management, Guwahati: Eastern Book House.

· Mahanty, Jaganath (2012) Educational Management, Supervision And School Organisation, Bhubeneswar

· Mukherji, S.N (2011), Administration, Planning And Finance, Baroda,Acharya Book Depot .

· Sharma R. N. (2016), Educational Administration, Management And Organisation,New Delhi: Surjeet Publications.

· Safaya, R.N and Shaida, B.D(1994): School Administration and organization. Dhanpat Rai and Sons. New Delhi.

· Sidhu. K.S(1996): School Administration and organization. Sterling Publishers Private Limited. New Delhi.

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DSE 4: Project Work

Credit 6 (1+1+4)

(15 Lectures+ 15Tutorials+60Practicals)

Course Objectives: The course will help the students to

- Get basic idea about research in Education
- Identify the problems related to various aspects of Education

Course Outcome: Upon completion of course the students would,

- **CO 1-** Be able to **understand** and **apply** skills of conducting a basic research

- **CO 2-** Be able to **analyze** different approaches to solve societal issues.

- **CO 3-** Be able to **originate** new solutions of social problems based on research

- **CO 4**- Be able to **develop** scientific attitude

(Each student has to complete one project related to any area having educational significance)

Unit 1: Basics of Research in Education
- Meaning, nature and types of Research in Education.
- Review of related literature
- Brief idea about Research Methodology in Education
- Analysis and Interpretation on Data
- Writing the Research Report

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

Suggested Readings:
- Best, J.W. (1981). Research in Education, New Delhi: Prentice Hall.

- Garrett,H.E.(1978). Statistics in Education and Psychology. Bombay:Vakils'

- Kaul, L.(2000). Methodology of Educational Research: New Delhi :Vikas Publishing House.

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