

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

PAPER : EDN401C

MEASUREMENT AND EVALUATION IN EDUCATION
(Credits: 4+1+0=5)

Objectives:

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

Unit 1: Concept of Measurement and Evaluation

- Concept, Meaning and Characteristics of Measurement.
- Historical Development of Measurement.
- Quantitative and Qualitative Measurement. Importance of Measurement.
- Evaluation- Meaning and Characteristics of Evaluation. Purpose of Evaluation- Placement, Diagnostic and Prognostic.
- Types of Evaluation- Formative and Summative, External and Internal, Norm-Reference and Criterion- Reference.
- Relation between Measurement and Evaluation.

Unit 2: Tools of Measurement and Evaluation

- Scales of Measurement. Errors of Measurement.
- Criteria of an Effective Tool: Reliability, Validity, Objectivity, Norms and Practicability.
- Techniques of Evaluation: Observation, Questionnaire, Checklist, Rating Scales, Sociogram, Interview- Nature, Construction and Advantages.
- General Principles of Test Construction. Item- analysis. Procedure of Item –analysis.

Unit 3: Emerging Trends in Education

- 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. Cumulative Grade Points Average (CGPA).

Unit 4: Measuring Human Abilities

- Intelligence Test- Meaning, Types and Importance.
- Achievement Test- Meaning, Classification and Uses.
- Personality Test- Meaning and Measurement.
- Aptitude Test-Nature and Measurement of Aptitude.
- Interest Inventories.

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- Attitude Scales and their Measurement.

References:

- Aggarwal J.C., 'Essentials of Examination System, Evaluation, Tests and Measurement', Vikas Publishing House Pvt. Ltd.
- Asthana, Bipin, 'Measurement and Evaluation in Psychology and Education', Vinod PustakMandir, Agra,2000.
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- Rath, R.K.- Fundamentals of Educational Statistics and Measurement. TaratariniPustakalaya, Orissa. 1999
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PAPER : EDN402C

STATISTICS IN EDUCATION
(Credits: 4+1+0=5)

Objectives:

- To develop the basic idea of Statistics and Graphical representation
- To apply different statistical methods
- To determine correlation between two different sets of data
- To understand about Normal and Non- normal distribution

Unit 1: Statistics - Meaning, Nature and Scope

- 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

- 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

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- 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

- 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

- 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.
- 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 (for ungrouped data)

Unit 5: Normal Probability Curve

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

References:

- Garrett, H.E. (1967). Statistics in Education and Psychology, Mumbai, Vakils, Feffer and Simons Pvt.Ltd .
- Mangal , S.K. Statistics in Psychology and Education. Prentice Hall of India , New Delhi
- Aggarwal , Y. P (1988) Statistical Methods Concepts, Applications and Computation, Sterling Publishers Pvt. Ltd.

PAPER : EDN403C

PRACTICAL (PSYCHOLOGICAL TEST)
(Credits: 4+0+1=5)

Objectives:

- To enable the students to understand the concept of psychological tests.
- To enable the students to apply the psychological tests to know about the individual

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

References

- 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 : Experimental Psychology, Methuen, London.

PAPER : EDN404G

DEVELOPMENT OF EDUCATION IN INDIA
(Credits: 4+0+0=4)

Objectives:

- To acquaint students about the education system prevalent in ancient India.
- To help students acquire knowledge about the educational activities during the British value rule
- To enable the students to know the all India educational policy adopted after independence of India

Unit1: Education in Ancient India

- Vedic Education system- Aims, Curriculum, Method of Teaching, Educational Institutes
- Education in Buddhist Period- Aims, Curriculum, Method of Teaching, Educational Institutes
- Education in Medieval Period- Aims, Curriculum, Method of Teaching, Educational Institutes

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Unit 2: Education during British Period

- Macaulay's Minute and Bentinck Resolution of 1835
- 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

- 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

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

References:

- 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
- 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.
