

P.G. 3rd SEMESTER SYLLABUS
DEPARTMENT OF EDUCATION
COTTON UNIVERSITY

PAPER : EDN 901C

TEACHER EDUCATION
(Credits: 3+1+0=4)

Objectives:

- To introduce the meaning, nature, scope, objectives, historical background, different programmes, policies and reforms of Teacher Education in India.
- To help the students to know the use of Technology in Teacher Education.
- To acquaint the students with the history, status, problems and issues of Teacher Education in North-East India.

Unit-1: Introductory Concepts:

- Meaning, Nature and scope of Teacher Education
- Fundamentals of Teaching
- Teachers' Training Versus Teacher Education
- Aims and Objectives of Teacher Education
- Historical Background of Teacher Education.

Unit- 2: Teacher Education Programmes:

- Programmes at different levels: pre-primary, primary and Secondary.
- Pre-service Teacher Education-Organization type, NCTE curriculum framework objectives, content methods and evaluation.
- In-Service Teacher Education-Needs, Objectives, Types, organization and evaluation,
- Comprehensive teacher education programme.
- Integrated teacher education programme.
- Policies, practices and Reforms in Teacher Education

Unit- 3: A) Technology in Teacher Education

- Technology for instruction
- Overhauling teacher education through educational technology, ICT and Teaching Education
- Programmed Learning

B) Teacher Education in north-East

- History of Teacher Education in N.E.; Status of Teacher Education in Assam.
- Types of Teacher Education, CTE/IASE
- Problems of Teacher Education in North-East India
- Issues for research in Teacher Education in N.E. India.

Unit- 4: A)Professionalism

- Teaching as a profession, professional ethics of a teacher
- Professional organizing agencies for various levels and their roles NCTE, NCERT, SIE, SCERT, DIET.
- Performance appraisal of teachers.

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B) Practice Teaching

- Micro teaching skills
- Format of Lesson Plan

References:

- Anand, C.L.(1988). Aspects of Teachers Education, Delhi, S. Chand and Co.
- Chaurasia, G.(2000). Teacher Education and Professional Organization, Delhi, Authors Press.
- Mukherjee, S.N.(1987). Admission and Organization in teacher training institution, New Delhi, NCERT.
- Mukherjee, S.N. (1978) Education of the Teacher in India, Vol, I & Vol. II, Delhi, s. Chand and Co.
- NCTE, Teacher Education Curriculum-A Framework, New Delhi, NCERT, 1978.
- Panda, B.N. & Tewari, A.D.(1997). Teacher Education, New Delhi, A.P.H. Publishing corporation.
- Pareek, R.(1996). Role of Teaching Profession, Guwahati, Eastern Book Hose.
- Passi, B.K.(1976). Becoming a Better teacher, microteaching approach, Amedabad, Sahitya Nudranalay.
- Patil, V.T.(2001). Inservice Education for Teachers, Delhi, Authors Press.
- Raina, V.K.(1998). Teacher Education: A Perspective, Guwahati, Eastern Book House.
- Singh, L.C. (1990) Teacher Education in India A resource book, New Delhi, NCERT.

PAPER : EDN 902C

MEASUREMENT AND EVALUATION IN EDUCATION

(Credits: 3+1+0=4)

Objectives:

- To acquaint the students about the concept of measurement, measurement in physical and social sciences and evaluation in education.
- To help the students in developing the concept on procedure of developing tools, Item analysis and Selection of test items.
- To help students to acquire knowledge about different tools for measuring human abilities and potentialities.
- To provide knowledge on Test scores and Scales. Norms and their uses and modern

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Unit 1: Measurement and Evaluation

- Measurement and Evaluation- Concept, Meaning, Definitions and Importance.
- Scales of measurement -Nominal, Ordinal, Interval and Ratio. Scales used for measuring educational data.
- Functions of Measurement.
- Measurement in physical and social sciences.
- Sources of Errors in Measurement.
- Concept of Evaluation. Principles of Evaluation.
- Nature of Educational Measurement and Evaluation and their differences.
- Process of evaluation- Formative and Summative evaluation.
- Norm-referenced and Criterion- referenced evaluation.

Unit 2: Test Construction and Standardization

- Meaning of Test in Psychology and Education.
- Criteria of a Good Test.
- Reliability – Meaning, Nature and Types of Determining Reliability. Factors affecting Reliability.
- Validity – Meaning, Nature and Types of affecting Validity. Validation Procedures.
- Procedure of Test construction and Standardization.
- Selection of subject matter.
- Item writing and administration.
- Item analysis and Selection of test items. Item Difficulty. Index of Discrimination.
- Teacher -Made Test and Standardized Test.
- Test scores and Scales.
- Norms and their uses.

Unit 3: Psychological Testing

- Intelligence Test. Types of Intelligence Test. Measurement of General Intelligence. Binet-Simon tests. 1905, 1908, 1911, 1966, 1937.
- Wechsler- Bellevue Test of Intelligence. Age scale and Point scales. Performance Tests OF Intelligence. Use of general Intelligence Tests in Education.
- Nature and Measurement of Aptitude tests.
- Construction of Attitude Scales by Thurston Method and Likert Method.
- Test of Creativity.
- Personality test through – Subjective, Objective and Projective techniques.
- Educational Achievement and its Measurement. Objectives of achievement tests. Construction of achievement test. Diagnostic test and Performance test, Essay type test and Construction of Objective type of test items.

Unit 4: Areas of Assessment

- Scholastic and Co- Scholastic.

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- Types of Conventional Tests-Written, Oral and Practical Examinations.
- Continuous and Comprehensive evaluation.
- Choice Based Credit System and Cumulative Grade Points Average. Internal Assessment and External Examinations.
- Grading System in Education. Absolute and Relative Grading. Grading/ Marking System.
- Semester System in Education.
- Recording and Reporting in Evaluation. Need for Recording and Reporting.
- Open Book Examination: E- examination and Online examination.
- Question Bank.

References – ·

- Adams, G.K.1965: Measurement and Evaluation in Psychology ,Education & Guidance ,Holt, Rinehart & Winston, New York. ·
- Aggarwal, Y.P. 1998: Statistical Methods: Concepts, Applications & Computation, Sterling Publishers, New Delhi. ·
- Aggarwal ,R.N. & Asthana, Vipin. 1983: Educational Measurement & Evaluation, Vinod Prakashan, Agra. ·
- Anastasi,a.1982; -Psychological Testing, McMillan , New York.
- Freeman, F.S.1965 : Theory and Practice of psychological testing. Holt , Rinehart & Winston. ·
- Garrett, h.e.1973: statistics in education & psychology, Vakils, Ferrer & Simons, Bombay. ·
- Guilford,j.p.1980: fundamental statistics in Psychology & Education, McGraw hill, New York. ·
- Thorndike, R.L.& Hegan, e. 1970: Measurement and Evaluation in Psychology & Education, Wiley, New York.

PAPER : EDN 903C

PSYCHOLOGICAL PRACTICAL(Experiments and Tests)
(Credits: 1+0+3=4)

Students are to conduct at least **10** practical out of which **5** practical must be with instruments.

Psychological Experiments:

Unit 1: Memory.

Unit 2: Attention.

Unit 3: Learning.

Unit 4: Imagination.

Unit 5: Association.

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Unit 6: Motivation.

Unit 7: Fatigue.

Unit 8: Aspiration.

Unit 9: Evaluation.

Psychological Tests:

Unit 1: Test on personality.

Unit 2: Test on Mental Health

Unit 3: Test on Parent-child relation.

Unit 4: Test on Emotional Intelligence.

Unit 5: Test on Attitude.

Unit 6: Test on Environment.

Unit 7: Test on Social Competence Intelligence.

Unit 8: Test on General Mental Alertness.

Unit 9: Test on Problem Solving Ability

Unit 10: Test on Psychological Wellbeing

➤ Distribution of Marks (Total Marks-100)

Performing Experiment: 1 No. (With Apparatus) = 20

Performing Test: 1 No. (Without Apparatus) = 20

Viva-Voce = 20

Continuous Evaluation = 20

Note Book = 20.

➤ Persons Involved

- External Examiner
- Internal Examiner.

References:

- Brown, Fredrich G. (1970).Principles of Educational and Psychological Testing. USA: Dryden Press.
- Cronbach. L.J.(1970). Essentials of Psychological Testing. New Work: Harper and Row Publishers.
- Meguigam , F.J.: Experimental Psychology. Prentice Hall of India. New Delhi.
- Nataraj,P. :Manuals of Experiments in Psychology. Srinivas Publication, Mysore.

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- Postman, L. & Egan, J.P.: Experimental Psychology. Kalyani Publishers, Ludhiana.
- Saikia, L.R.: Psychological and Statistical Experiment in Education, Guwahati.
- Woodworth, R.S. & Schlosberg, H.: Experimental Psychology. Methuen, London

Special Paper

(Students have to select any one option from the following)

PAPER : EDN 904S

DEVELOPMENTAL PSYCHOLOGY

(Credits: 4+1+0=5)

Objectives:

- To help the students to understand the importance of developmental psychology.
- To acquaint the students with developmental changes during different stages.
- To enable the students to know the role of the society for the proper development of different stages.

Unit 1: Introduction

- Meaning and significance of developmental psychology.
- Prenatal development—period of pre natal development, factors affecting prenatal development.
- Post natal development – Neonatal stage, physical appearance of newborn, physical dimensions of the newborn, physiological functions in the newborn, sensory motor development of the newborn.
- Factors affecting Development of Children – Home, School, Society (positive and negative factors)

Unit 2: Adolescence

- Meaning of adolescence psychology. Need and Importance of Studying Adolescence Psychology .
- Problems of Adolescence – Emotional problems, Adjustment problems, Social Problems.
- Juvenile Delinquency : Causes and prevention
- Role of Family and society and Educational Intuition in guiding the adolescents.

Unit 3: Schemes and Programmes for Adolescence

- School Aids Education programme (SAEP)
- Adolescent Reproductive and Sexual Health (ARSH)

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Unit 4: Adult Psychology

- Need and Problems of Adults.
- Causes of generation gap, bridging the gap between Adolescents and Adults.
- Gerontology: Meaning, Need and Importance.
- Problems of the Elderly, Old Age Homes

References:

- Hurlock, E. B.(2004).Development Psychology, A life span approach, Tata Mc Graw Hill
- Larry Cyril Jensen : Adolescence theories, Research, Applications, West Publishing Company, St. PAUL.
- R.N. Sharma and R. Sharma(2002).Child Psychology Atelantic Publishers & Distributors (P) Ltd.
- Das P and Goswami S(2012).Development Psychology, Santi Prakashan, Guwahati.
- Goswamee G.(2014).Child development and child care.
- Hurlock E.B. (1973) : Adolescents Development (4th edition) To Kyo, Mc Graw Hill
- Thompson : Child Psychology, Surjeet Publications 7-k Kolhapur Road, kamla Nagar, Delhi

PAPER : EDN 905S

ECONOMICS OF EDUCATION

(Credits: 4+1+0=5)

Objectives:

- To develop an understanding of the meaning, nature, scope, functions and importance of economics of education.
- To familiarize the pupils with interrelationship between education and economics cost and production in education, recent trends in economics of education.
- To develop an understanding of the education as an economic good, investment, industry and a consumption activity.
- To acquaint the learners with education as a tool of economic development and human capital formation

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Unit 1: Introductory Concepts

- Meaning, Nature and Scope of Economics of Education
- Historical Retrospect of Economics of Education (world and Indian Perspectives)
- Functions and Importance of Economics of Education
- Analogy of Economics to Education
- Concept and significance of cost and production in Education
- Economic transactions concerned with Education
- Recent trends in Economics of Education

Unit 2: General concepts of Education related to Economics

- Education as an investment activity (personal, social and national aspects).
- Education as a consumption activity (concept, significance and strategies)
- Education as an Economic good (meaning, characteristics and Significance)
- Education as an industry (concept and characteristics)

Unit3: Human Capital Information and Related Issues

- Education and Economic Development (meaning, indicators, role of education, research findings)
- Human capital formation (concept, characteristics, role of education)
- Man- power planning (concept, features, importance)
- Educational planning (concept, types, principles and importance)
- Economic aspects of Educational planning.(meaning, need, different aspects)
- The problem of educated unemployment, underemployment and brain drain – remedial measures.

Unit 4: Cost of Education

- Cost- Benefit analysis of Education(concept, characteristics, importance, techniques)
- Taxonomy of cost of Education (primary, secondary and higher level)
- Taxonomy of benefits of Education at all levels of education
- Economic aspects of formal education
- Inputs and outputs-concept, relationships and techniques.

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Unit 5: Issues of Economics of Education

- Financing the higher education in India: Challenges and strategies.
- Theoretical considerations of financing education
- Financing of higher education : Private initiatives – past, present and future
- Role of centre, state and institutions for financing education

References:

- Ansari, M.M.(1987). Education and Economic Development , New Delhi, AIU Publication.
- Garg, V.P.(1985). The Cost Analysis in Higher Education , New Delhi, Metropolitan Book Co.
- Harbison & Myers.(1968). Education, Manpower and Economics growth, New Delhi Oxford & IBH. (Indian Edition).
- Nagpal C.S. & Mittal A.C.(1993).Economics of Education, New Delhi, , Anmol Publications.

- Pandit, H.N.(1969). Measurement of cost Productivity & Efficiency of Education, New Delhi, NCERT.
- Pscharo Pulos, G. & Woodhall, M.(1985). Education for Development – An Analysis of Investment choices, , London, World Bank Publisher.
- Rajaiah, B.(1987). Economics of Education, Delhi, Mittal Publications.
- Schultz, T.W.(1963). The Economic Value of Education, Columbia, Columbia University Press.
- Sethi, Vinita.(1997). Educational Development and Resource Mobilization, New Delhi, Kanishka Publication.
- Sodhi, T.S.(1978). Education and Economics Development,Ludhiana, Mukand Publications.
- Vaizey John.(1962). Economics of Education, London, Faber & Faber.

PAPER : EDN 906S

ADULT AND CONTINUING EDUCATION

(Credits: 4+1+0=5)

Objectives:

- To make the student understand the components and Content of Adult Education
- To explain the content, necessity of Adult Education in the present society
- To describe the various methodologies of Adult Education
- To make them aware of the various policies of Adult and Continuing Education

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Unit 1: Components and Content of Adult Education

- Forms of Adult Education: Social Education, Community Education, Basic Education and Lifelong Education
- Components of Adult Education: Literacy, Numeracy, Awareness and Functionality

Unit 2: Continuing Education

- Continuing Education- its meaning and scope
- Different aspects of continuing Education – Fundamental Education, Adult Education, Social
- Education and Extension Education – their meaning and nature.
- Agencies of Continuing Education
- Role of University in adult/continuing education
- Significance / importance of Continuing Education

Unit 3: Continuing Education Methodologies

- Different methods of Continuing Education
- Role of Mass Media in Continuing Education
- Strategies and devices of Continuing Education
- Methods of Teaching Adults

Unit 4: Adult Education and National Development

- Adult Illiteracy- A social Problem
- Relationship between Literacy and Development
- Role of Adult Education in bringing Social Change
- Adult Education and National Development

Unit 5: Policy studies in Adult and Continuing Education

- Developmental Prospective of Adult Education in Five year Plans
- National Policy on Education (1986), NLM(1988)
- State Resource Centre
- Centre for Adult, Continuing Education and Extension
- District Institute of Education and Training
- Adult Literacy Movement

References:

- Allen, Brent.(1973).Philosophical Foundations for the Curriculum. London:George Allen & Unwin publishers Ltd.
- Dutta, S.C.(1986).History of Adult Education in India.New Delhi: IAEA.
- Lowe, John. (1975).The Education of Adult: A world perspective.Paris: UNESCO press.
- Shah S.Y.(1999).An Encyclopedia of Indian Adult Education, National Literacy Mission, MHRD. New Delhi: Government of India.
- Sohn ,Singh.(1957).History of Adult Education during British period.New Delhi:Indian Adult Education Association.
- Styler ,W.E.(1966)Adult Education in India.London: Oxford University Press.

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- Rahi A.L.(1985). Adult Education policies and programmes, Ambala Cantt:The Associated publishers.
- Kundu C.L.(1984).Adult Education – Academic perspectives, New Delhi: Sterling publishers (P) Ltd.

PAPER : EDN 906S

ABNORMAL PSYCHOLOGY
(Credits: 3+1+1=5)

Learning Objectives:

- To enable the students to understand different concepts of abnormal psychology
- To acquaint them with the causes, symptoms and behavioral problems of people having abnormal behavior,
- To enable them to understand the process of diagnosis, prevention and the treatment of the people having abnormal behavior.

Unit 1: Concept of Abnormal Behaviour.

- Meaning, Nature, symptoms and causes of abnormal behaviour.
- Historical background of Modern Abnormal Psychology, recent concept of abnormal behaviour
- Classification of abnormal behaviour
- Scope of Abnormal Psychology.

Unit 2: Psycho- Neurotic Disorders.

- Meaning, Characteristic and types of Psycho-Neurotic disorders
- Anxiety Neurosis- symptoms, causes and treatment
- Phobia- symptoms, causes and treatment
- Obsessive Compulsive Disorders-symptoms, causes and treatment
- Hysteria- symptoms, causes and treatment

Unit 3: Psychotic Disorders.

- Meaning, Characteristic and types of Psychotic disorders
- Schizophrenia- Types, symptoms, causes and treatment,
- Manic- depressive psychosis-Types, symptoms, causes and treatment,
- Paranoia- Types, symptoms, causes and treatment,

Unit 4: Conduct Disorder

- Meaning, Nature, symptoms, types and causes of Conduct Disorders.
- Substance related disorders; drug addiction; alcoholism- symptoms, causes and treatment,
- Anti-social personality and crime- causes and symptoms.

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Unit 5: Incident and Care of Mental Patients

- Incidence and care of Mental Patient- hospitalization, drug therapy,
- Physio therapy, psycho-therapy and psycho-analysis
- Cognitive Behaviour Therapy

Practical: Visit to any Mental Hospital or any such centre to get practical knowledge.

References:

- Brown , J.F.(1940).The Psychodynamics of Abnormal Behaviour.New York: Tata McGrow Hill
- Cameron, N. (1963).The Psychology of Behaviour Disorders.Boston: Houghton Mifflin.
- Coleman , J.C. : Abnormal Psychology and Modern Life, D.B.TaraporeWala and Sons , Bombay
- Mangal, S.K.(2016). Abnormal Psychology , Sterling Publishers Pvt. Ltd. New Delhi
- Page, J.D. (1947).Abnormal Psychology,,New York.Tata McGrow Hill
- Sarason, I.G. and Sarason, B.R. : Abnormal Psychology – The Problem of Maladaptive Behaviour, PHI Pvt. Ltd. New Delhi

PAPER : EDN907P

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

(Credits: 3+1+0=4)

Objectives:

- To enable the students to understand the basic concept of management, administration, supervision and institutional planning.
- To provide knowledge on types, principles and functions of educational management.
- To infuse knowledge on importance of educational supervision and institutional planning.

Unit 1: Concept of Educational Management

- Educational Management – Meaning, Nature, Scope
- General Principles Of Educational Management.Characterstics of Successful Educational Management
- Types of Educational Management – Centralized and Decentralized. Autocratic, Democratic and Laissez Faire.
- Modern Educational Management Technic in India. National Policy of Education 1986 and Plan of Action1992.

Unit 2: Educational Administration

- Meaning and Definitions of Educational Administration
- Scope of Educational Administration

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- Functions of Educational Administration
- Relation between Educational Management and Administration

Unit 3: Educational Supervision

- Meaning and Definitions of Educational Supervision
- Characteristics of Educational Supervision
- Principles of Educational Supervision
- Important Functions of Educational Supervision

Unit 4: Institutional Planning

- Meaning, Nature and Characteristics of Institutional Planning
- Steps and Types of Institutional Planning
- Importance of Institutional Planning
- Educational Planning – School Time Table And Co-Curricular Activities

References:

- Aggarwal J. C. –Educational Technology And Managem,Entagra, Vinod Pustak Mandir.
- Bhatia, M.- Leadership Behaviour And Educational Administration, New Delhi, Deep And Deep Publications.
- Bhatnagar, R.P. And Aggarwal, V. – Educational Administration, Supervision, Planning And Financing, Meerut, India, Surya Publications
- Mahanty, Jaganath- Educational Management, Supervision And School Organisation
- Mukherji, S.N.- Admi Nistratipon, Planning And Finance, Acharya Book Depot ,Baroda.
- Sharma R. N.- Educational Administration, Management And Organisation, Surjeet Publications, New Delhi.
