

**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)**  
**(As per NEP 2020)**  
**FOR**  
**FYUGP OF COTTON UNIVERSITY**  
**DEPARTMENT OF EDUCATION**  
**(Major and Minor Course)**

**2023**



**अप्रमत्तेन वेद्व्यम्**

**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PANBAZAR**  
**GUWAHATI 781001**  
**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 Four Year Undergraduate Program with the discipline Education offers Programs of Education as Major Course with Research Degree, Education as Major Course without Research Degree and Minor Course. There are total 20 core papers and project/dissertation papers across eight semesters for Programs of Education as Major Course with Research Degree, 20 core papers and project/dissertation papers across eight semesters for Program of Education as Major Course without Research Degree and additional papers for minor course. The department further offers one Multidisciplinary elective course that can be taken up by students in any of the semesters till third semester along with courses like Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Added Courses (VAC), Summer Internship offered by the university in requirement of fulfillment of FYUGP of Cotton University under NEP, 2020 as suggested by University Grants Commission. A Matrix based structure for all courses has been prepared showing types of attainable objectives and outcomes.

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 storming 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, synthesizing 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. **Complex 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. **Digital and technological skills:** 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 or Learning how to learn:** 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 or Value Inculcation:** 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

POs are statements that describe what the students graduating from any of the educational programmes should be 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. **Specialized 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 specialization.
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 specialization; 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 specialization 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 convey 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) :

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 would 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 Four Year Undergraduate programme in Education from Cotton University the learners will be able to effectively:

- **PSO 1-** 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-** Apply the knowledge of learner-centric teaching technologies, maintain discipline, derive required competence for organization of learning experiences and application of appropriate assessment techniques for facilitating learning.
- **PSO 3-** Apply pedagogical skills using Information & Communication Technology (ICT) tools, sound teaching tactics, E-learning resources & techniques, smart classroom etc.
- **PSO 4-** Evolve better education system which enhances the capability of the learners to acquire, analysis, reflect, 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-** Be updated with 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-** 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-** 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-** 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-** Be critical and reflective thinkers along with developments of the sense of awareness of oneself and society.

### 1.4 Course Specific Outcomes (CSO):

Course-level learning outcomes will be aligned to programme learning outcomes. Course level learning outcomes are specific to a course of study within a given programme of study. The achievement by students of course-level learning outcomes leads to the attainment of the programme learning outcomes. Certain Course Specific Outcomes are developed which communicates the expected exit behavior of learners after successful completion of the course. After going through the course the students are expected to be able to-

- **CSO 1-** Demonstrate comprehensive knowledge and coherent understanding of Educational contexts in a broad multidisciplinary way and through different learning areas, their linkages with related fields of study and current and emerging developments associated with it.
- **CSO 2-** Design appropriate curriculum and instructional strategies for elementary, secondary and higher secondary schools based on philosophical, psychological and sociological foundation of education.

**CSO 3-** Set up guidance and counselling cells for learners with certain difficulties to enhance their basic knowledge, intelligence, creativity and skills.

- **CSO 4-** Guide learners, their family and the society to invest in education as a tool for social change, human development, better society and economic development.
- **CSO 5-** Become an administrator, educational planner, counsellor, employee of government or semi government or private or public sector, banker, run NGOs, entrepreneur etc. and be prepared to appear in graduate level competitive examinations with competencies in subject knowledge, communication skill, reflection and problem solving capacity.
- **CSO 6-** Become a committed educationist by opening new learning outlets or become a teacher/lecturer or principal of elementary, secondary and higher secondary schools.
- **CSO 7-** Perform critical analysis of prevailing situation, identify problem areas and conduct research to mitigate the problem by applying the appropriate methodology and interpret the result with sound recommendation.
- **CSO 8-** Demonstrate professional competencies/practice that are required to manage classroom activities by establishing and maintaining orderly and workable routines to create an environment where student time is spent on learning tasks;
- **CSO-9** Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully;
- **CSO- 10** Demonstrate the capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts to generate solutions to specific problems related to Education and Society.
- **CSO-11** Introduce appropriate teaching technique and suitable technology by adopting the best pedagogy for overall improvement of learning activity.
- **CSO- 12** Ensure students` well-being and safety within school by implementing school and/or system, curriculum and legislative requirements; and incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

## 1.5 Course level learning outcome Matrix

Dimensions	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	P			
	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	R		
	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	M		
	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	I	
	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	J	
	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	N
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	2	2	2	2	3	R
<b>Disciplinary Knowledge</b>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Communication Skills</b>					X		X	X		X		X			X		X	X	X	X	X		X		X			X			
<b>Critical Thinking</b>		X		X		X		X	X			X			X		X		X	X	X	X	X	X	X	X	X	X	X	X	
<b>Problem Solving</b>		X	X		X	X	X		X		X		X					X		X		X			X				X		
<b>Reflective thinking</b>	X		X		X			X			X				X			X	X		X			X						X	
<b>Analytical skills</b>				X		X		X	X	X	X	X		X			X				X	X			X	X				X	
<b>Life skills</b>					X		X	X				X							X	X										X	
<b>Co operation</b>	X	X	X		X	X									X	X	X				X										
<b>Scientific Reasoning</b>			X	X	X				X		X	X								X						X			X	X	
<b>Research related skills</b>							X		X		X	X	X	X	X						X			X		X				X	
<b>Self Directed learning</b>	X		X			X	X		X				X															X			
<b>Social intelligence</b>								X		X							X				X					X					
<b>Leadership qualities</b>					X			X	X			X			X				X	X	X	X		X						X	
<b>Multicultural Competence</b>				X	X	X	X	X	X	X				X							X	X			X	X					
<b>Value orientation</b>			X		X			X	X	X			X		X				X	X	X		X		X		X		X	X	

## 1.6 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 participatory teaching-learning practices, which includes seminars, presentations and group discussions. Apart from these, field 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 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 for acquiring experiential learning. The psychological laboratory of the department offer hands-on learning experiences to the students.

## 1.7 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 closed-book examinations; problem based assignments; practical assignment; laboratory reports; team project reports; oral presentations, including seminar presentation; viva, interviews; computerized testing and any other pedagogic approaches as per the context.

## PART II

### Structure of Four Year Under-Graduate programme in Education

#### Outline of Courses under Four Year Undergraduate Courses:

The broad categories of courses and minimum credits offered by Cotton University complying with the guidelines contained in the UGC document are as follows-

1. **Major (Core):** 60 credits up to 6<sup>th</sup> Semester, 20 credits in 7<sup>th</sup> & 8<sup>th</sup> Semester
2. **Minor:** 24 credits up to 6<sup>th</sup> Semester, 8 credits in 7<sup>th</sup> & 8<sup>th</sup> Semester
3. **Multidisciplinary Elective (MDE):** 9 credits up to 6<sup>th</sup> Semester
4. **Ability Enhancement Courses (AEC):** 8 credits up to 6<sup>th</sup> Semester
5. **Skill Enhancement Courses (SEC):** 9 credits up to 6<sup>th</sup> Semester
6. **Value Added Courses (VAC):** 8 credits up to 6<sup>th</sup> Semester
7. **Summer Internship:** 2 credits up to 6<sup>th</sup> Semester
8. **Research Project/ Dissertation:** 12 credits in 7<sup>th</sup> and 8<sup>th</sup> semesters for Honours with Research Degree

**Semester wise Course and Credit Distribution:** The Semester wise Course and Credit Distribution in FYUGP can be shown in following table-

Minimum credits required for the complete programme: 160

Semester	Major (Core) Each paper is of 4-credits	Minor Each paper 4-credits	MDE Each paper 3-credits	AEC Each paper 2-credits	SEC Each paper 3-credits	Summer Internship 2-credits	VAC Each paper 4-credits	Total Credits
I	Core 1 (Level 100)	Minor 1 (Level 100)	MDE 1	AEC 1 English Comm. I	SEC -1		VAC-1	20
II	Core 2 (Level 100)	Minor 2 (Level 100)	MDE 2	AEC 2 MIL-I	SEC -2		VAC-2	20
III	Core 3 (Level 200)	Minor 3 (Level 200)	MDE 3	AEC 3 English Comm. II	SEC -3			20
	Core 4 (Level 200)							
IV	Core 5 (Level 200)	Minor 4 (Level 200)		AEC 4 MIL-II		Summer Intern		20
	Core 6 (Level 200)							
	Core 7 (Level 200)							
	Core 8 (Level 300)							



V	Core 9 (Level 300)	Minor 5 (Level 200)							20
	Core 10 (Level 300)								
	Core 11 (Level 300)								

Semester	Major (Core) Each paper is of 4-credits	Minor Each paper 4-credits	MDE Each paper 3-credits	AEC Each paper 2-credits	SEC Each paper 3-credits	Summer Internship 2-credits	VAC Each paper 4-credits	Total Credits
VI	Core 12 (Level 300)	Minor 6 (Level 200)						20
	Core 13 (Level 300)							
	Core 14 (Level 300)							
	Core 15 (Level 300)							
VII	Core 16 (Level 400)	Minor 7 (Level 300)			Dissertation/Project of 12 credits over Semesters VII and VIII, for Honours with Research Degree, only if CGPA $\geq$ 7.5 up to Semester VI. Portion of the work equivalent to 4 credits shall be for evaluation during this semester.  * Other students must take Core 21 in this semester.			20
	Core 17 (Level 400)							
	Core 18 (Level 400)							
	Core 21* (Level 400)							
VIII	Core 19 (Level 400)	Minor 8 (Level 300)			Dissertation Project Portion of the work equivalent to the remaining 8 credits shall be evaluated during this semester.  * Students not having dissertation/ project must take Core 22 and Core 23 in this semester.			20
	Core 20 (Level 400)							
	Core 22* (Level 400)							
	Core 23* (Level 400)							

## COURSE STRUCTURE OF EDUCATION (FOUR YEAR UNDERGRAGUATE PROGRAMME)

Semester	Major (4 Credits each)			Minor (4 Credits each)			Project (4+8=12 Credits)	MDE (3 Credits), SEC (2 Credits), VAC (4 Credits)		
	Paper Code	Paper Name	Level	Paper Code	Paper Name	Level		Paper Code	Paper Name	Level
I	EDN Core 1	Theories and principles of Education	100	EDN Minor 1	Theories and principles of Education	100		EDN MDE 1	Psychological and sociological foundations of Education	100
								SEC 1	Public Speaking	
								VAC 1	Value Education	
II	EDN Core 2	Psychological foundations of education	100	EDN Minor 2	Psychological foundations of education	100		SEC 2	Personality development and leadership skills	
								VAC 1	Peace Education	
III	EDN Core 3	Development of education in India	200	EDN Minor 3	Development of education in India	200		SEC 3	Yoga and Stress management	
	EDN Core 4	Methods of teaching								
IV	EDN Core 5	Environment al education	200	EDN Minor 4	Sociological foundation of education	200				
	EDN Core 6	Sociological foundation of education								
	EDN Core 7	Teacher education								
V	EDN Core 8	Development al psychology	300	EDN Minor 5	Methods of teaching	200				
	EDN Core 9	Measurement and evaluation in Education								
	EDN Core 10	Statistics in education Part I								
	EDN Core 11	Psychological test and experiment in education								

VI	EDN Core 12  EDN Core 13 EDN Core 14 EDN Core 15	School management and organization  Curriculum development Guidance and counseling Emerging issues in education	300	EDN Minor 6	Teacher education	200				
VII	EDN Core 16 EDN Core 17 EDN Core 18 EDN Core 21 (Core 21 in lieu of Dissertation/Project)	Educational Technology Research Methodology Great Educators Special Education	400				EDN DISSERTATION/PROJECT 1  Credits – 4			
VIII	EDN Core 19 EDN Core 20 EDN Core 22, (Core 22 in lieu of Dissertation/Project) EDN Core 23, (Core 23 in lieu of Dissertation/Project)	Comparative education Abnormal psychology Economics of education Statistics in education part II	400				EDN DISSERTATION / PROJECT 2  Credit-8			

**U.G. 1<sup>st</sup> SEMESTER SYLLABUS  
DEPARTMENT OF EDUCATION  
COTTON UNIVERSITY**

**Paper: EDN Core 1, Level 100**

**Course- Major**

**THEORIES AND PRINCIPLES OF EDUCATION**

Credits: 4

L	T	P
3	1	0

**Course Objectives: The course will help the students to**

- Understand the meaning, nature, scope 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.

**Course Outcome: Upon completion of course the students would be able to**

- Comprehend the importance of education as a discipline
- Realize the relationship between education and student life
- Be aware of basic knowledge of discipline, place of reward and punishment in education which in turn will help them to be effective teachers.

**Unit 1: Concept and Aims of Education**

- Education – Meaning, definition, scope
- Functions of Education towards individual and society
- Types of Education- Formal, Informal and Non-formal and their relevance in education.
- Aims of Education: Determinants and 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**

- The Learner and Learner centered approach.
- The Teacher- Professional and Personal Qualities of a teacher, Responsibilities of a teacher.
- Curriculum: Meaning, Concept, Definitions, Types, Principles of Curriculum Construction and Needs of Curriculum, Different defects of Curriculum,.
- Co-curricular activities – Definition, types and importance, Educative use and significance of Co-curricular activities.

**Unit 3: School and Society**

- School – Meaning and characteristics, functions and responsibility of school

- School as a miniature society
- Relationship between school and society, School and Community, School and Home
- Government policies for school education

**Unit 4: Discipline, Reward, Punishment and Play Theories**

- Discipline- Meaning, concept, need, types.
- Discipline and order. Maintaining discipline in the school.
- Reward – Meaning, concept and significance. Good and harmful effect of Reward. Principles of Reward.
- Punishment- Meaning, concept and significance. Good and harmful effect of Punishment. Principles of Punishment.
- Theories of Play - Surplus energy theory, Recapitulation theory, Cathartic theory.

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**U.G. 1<sup>st</sup> SEMESTER SYLLABUS**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**Paper: EDN Minor 1, Level 100**  
**THEORIES AND PRINCIPLES OF EDUCATION**

Credits: 4

L	T	P
3	1	0

**Course Objectives: The course will help the students to**

- Understand the meaning, nature, scope 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.

**Course Outcome: Upon completion of course the students would be able to**

- Comprehend the importance of education as a discipline
- Realize the relationship between education and student life
- Be aware of basic knowledge of discipline, place of reward and punishment in education which in turn will help them to be effective teachers.

**Unit 1: Concept and Aims of Education**

- Education – Meaning, definition, scope
- Functions of Education towards individual and society
- Types of Education- Formal, Informal and Non-formal and their relevance in education.
- Aims of Education: Determinants and 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**

- The Learner and Learner centered approach.
- The Teacher- Professional and Personal Qualities of a teacher, Responsibilities of a teacher.
- Curriculum: Meaning, Concept, Definitions, Types, Principles of Curriculum Construction and Needs of Curriculum, Different defects of Curriculum,.
- Co-curricular activities – Definition, types and importance, Educative use and significance of Co-curricular activities.

**Unit 3: School and Society**

- 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.

**Unit 4: Discipline, Punishment and Reward**

- 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.
- Punishment- Meaning, concept and significance. Theories of Punishment, Good and harmful effect of Punishment. Principles of Punishment.
- Reward – Meaning, concept and significance. Good and harmful effect of Reward. Principles of Reward.

**References:**

- J.C. Aggarwal. (2010).Theory and Principles of Education. Vikash Publishing House Pvt. Ltd.
- Bhatia B. D. (1970) .The Theory and Principles of Education. Delhi: Doaba House.
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- Das P and Baroowa A.(2020). Philosophical and Sociological Foundations of Education. Grantham. Panbazar.Guwahati
- Konwar, I.H. & Boruah, A.S. (2020). Essentials of Education (theory, principles and philosophy), Eastern Book House, Guwahati-01
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**U.G. 1<sup>st</sup> SEMESTER SYLLABUS**  
**MDE 1 COURSE**  
**Paper - EDN MDE 1, Level- 100**  
**PSYCHOLOGICAL AND SOCIOLOGICAL FOUNDATIONS OF**  
**EDUCATION**

Credits: 3

L	T	P
2	1	0

**Course Objectives: The course will help the students to**

- Know the meaning, nature, scope of education
- Become aware of different dimensions of educational psychology.
- Get exposure of the sociological aspects of education

**Course Outcome: Upon completion of course the students would be able to**

- Clear their doubt on Education as a discipline.
- Realize the dependency between education and psychology.
- Link Education and Society and feel responsible towards society

**Unit 1: Nature and Concept of Education**

- Education – Meaning, nature, scope
- Functions of Education towards individual and society
- Types of Education- Formal, Informal and Non-formal and their relevance in education.
- Aims of Education: Determinants and Need of an aim of Education.
- Different Aims of Education—Individual, Social, Vocational and Aims of Education in a Democracy.

**Unit 2: Basics of Educational Psychology**

- Concept, nature and scope of psychology
- Relationship between Education and Psychology
- Educational Psychology- Meaning, nature and Scope
- Importance of Educational Psychology in teaching learning process
- Methods of Educational Psychology- (a) Introspective method (b) Observation method and (c) Experimental method

**Unit 3: Basics of Educational Sociology**

- Educational Sociology-Meaning, Nature, Scope and Importance
- Relation between Education and Sociology. Concept of Sociology of Education



- Social change- Meaning, concept, nature
- Role of Education in social change.

**References:**

- Bhatia B. D. (1970) .The Theory and Principles of Education. Delhi: Doaba House.
- B.N. Dash.(2000) Educational Theory and Practice. Delhi: Ajanta Prakashan.
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- 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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**U.G. 1<sup>st</sup> SEMESTER SYLLABUS**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**Paper: SEC 1**  
**PUBLIC SPEAKING**

Credits: 3

L	T	P
1	0	2

**Course objectives: This course will help the students to**

- Understand the basics of public speaking
- Be aware of their strengths and weakness needed for public speaking
- Apply their theoretical knowledge in real life situations

**Course outcome: Upon completion of the course the students will be**

- Able to manage their anxiety while speaking in public
- Prepare well before any speech
- Follow ethics while speaking in public
- Become a better public speaker

**Unit 1: Effective Public Speaking**

- Understanding speech
- Meaning of public speaking
- Becoming a public speaker: Preparing your speech, illustrating and delivering your ideas
- Ethical Public Speaking
- Managing your anxiety
- Skills and principles of better public speaking

**Unit 2: Practice of Public Speaking**

It is useless unless the skills learnt in the theory are practiced in reality. For the 2<sup>nd</sup> unit the students will have to prepare a speech on any issue they like and present it in the presence of all the teachers of Department of Education and the students.

**Basis of Evaluation:**

- Importance of the topic
- Information provided through the speech
- Confidence, Gestures and use of various skills while speaking such as skill of explanation, illustration, voice modulation etc.
- Use of aids

**References:**

- Acker, Mike.(2019). Speak with No fear. ADVANCE, Coaching and Consulting.
- Carnegie, D (2016).The art of Public Speaking. Prabhat Prakashan.
- Gallo, C.(2014).Talk Like Ted. Pan Macmillan
- Nikitina, Arina (2011). Successful Public Speaking. Arina Nikitina & bookboon.com

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**U.G. 1<sup>st</sup> SEMESTER SYLLABUS**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: VAC 1**  
**VALUE EDUCATION**

Credits: 4

L	T	P
3	1	0

**Course Objectives: The course will help the students to**

- Understand nature of value and its approaches
- Have knowledge of different types of values
- Have an insight of development of value through education

**Course Outcome: Upon completion of course the students would be able to,**

- Select right kind of value for them.
- Develop a positive attitude towards learning values.
- Develop a worldview as per choice of individual value.

**Unit 1: Concept and approaches to value education**

- Value Education- Concept, Characteristics, Objectives, Need and Importance
- Development of value education
- Value education for human development
- Approaches to value education

**Unit 2: Different types of values, their characteristics, functions and educational significance**

- Core values
- Social values
- Moral values
- Religious and spiritual values
- Aesthetic values
- Personal values

**Unit 3: Imparting values into curriculum**

- Value oriented education
- Teaching value through the core subject
- Value development through co-curricular activities
- Methods of imparting value education at primary and secondary education

**Unit 4: Schools and Environment**

- Value and School Environment
- Home School Community partnership
- Values through partnership
- Learning from people, events and stories, prayer and songs in value education.

**References:**

- Aggarwal, J.C.,(2005). Education for Values, Environment and Human Rights. Shipra Publications. New Delhi.

- Aggarwal, J.C. (2002). Theory and Principles of Education- Philosophical and Sociological Bases of Education. Vikas Publishing. House Pvt. Ltd. New Delhi.
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**U.G. 2<sup>nd</sup> SEMESTER SYLLABUS  
DEPARTMENT OF EDUCATION  
COTTON UNIVERSITY**

**Paper: EDN Core 2, level 100**

**Course- Major**

**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

Credits: 4

L	T	P
3	1	0

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

- Know about concepts related to educational psychology
- Get an idea of growth and development
- Develop knowledge of theories and psychological components of education

**Course Outcome: Upon completion of course the students would,**

- Get to know the importance of educational psychology
- Develop overview of how education is related with psychology and vice versa.

**Unit 1: Introduction to Psychology**

- 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**

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

**Unit 3: Attention, Intelligence, Creativity**

- 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. Brief history of intelligence test.
- 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

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

#### References:

- Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied(p) Ltd. 8/1 Chintamani 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.
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- Das P. and S. Goswami(2020). Psychological Foundation of Education. Shanti Prakashan. Guwahati.
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- Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
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**U.G. 2<sup>nd</sup> SEMESTER SYLLABUS  
DEPARTMENT OF EDUCATION  
COTTON UNIVERSITY  
Paper: EDN Minor 2, level 100**

**Course- Minor  
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

Credits: 4

L	T	P
3	1	0

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

- Know about concepts related to educational psychology
- Get an idea of growth and development
- Develop knowledge of theories and psychological components of education

**Course Outcome: Upon completion of course the students would,**

- Get to know the importance of educational psychology
- Develop overview of how education is related with psychology and vice versa.

**Unit 1: Introduction to Psychology**

- 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**

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

**Unit 3: Attention, Intelligence, Creativity**

- 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. Brief history of intelligence test.
- 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**

- Meaning and nature of learning. Factors affecting learning. Domains of Learning
- Theories of Learning: Thorndike's theory of learning, Laws of Learning.



- Classical Conditioning, Operant Conditioning, Gestalt theory
- Transfer of learning, Types of Transfer. Theories of Transfer of Training. Educational implications of the Transfer of Training or Learning

**References:**

- Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied(p) Ltd. 8/1 Chintamani 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.
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- Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
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- Sorenson, H. (1964). Psychology in Education. International Student Edition, McGraw hill Book Co. INC. New York.
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**U.G. 2<sup>nd</sup> SEMESTER SYLLABUS**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**

**Paper: SEC 2**

**PERSONALITY DEVELOPMENT AND LEADERSHIP SKILLS**

Credits: 3

L	T	P
1	0	2

**Course Objectives: The present course has the following objectives-**

- To enable the student to identify their own personality
- To acquaint them to develop a balanced personality
- To develop leadership skills

**Course Outcomes: After completion of the course students' will be able-**

- Analyze their personality and develop to a balanced personality.
- Have increased awareness of his/ her personal leadership style.
- To acquire the qualities of a successful leader and will educate them to be a good leader.

**Unit 1: Introduction to Personality Development**

- Concept and Meaning of Personality
- Determinants of Personality.
- Personality characteristics in organization: Self-evaluation, Self-efficacy, Self-esteem, Self-monitoring and Self-control.
- Big Five Model of Personality
- Importance of Personality Development
- SWOT analysis

**Unit 2: Leadership Skills**

- Meaning and Concept of Leader.
- Theories of Leadership: Trait theory, Contingency theory.
- Basic Leadership Skills: Motivation, Team work, Negotiation, Networking
- Key characteristics of effective leader.
- Leadership styles: Traditional, Transactional, Transformational and Inspirational.

**References:**

- Adair, J. (2013). Develop your Leadership Skill; Kogan Page
- Chauhan, S.S (2010). Advanced Educational Psychology, seventh Edition; S Chand
- Heller, Robert, Effective Leadership, Essential Manager Series. DK Publishing
- Kalam.A. A. (2003). Ignited Minds. Unleashing the Power within India. Penguin books India
- Mc Guire, D. & Jorgenson, K.M. (2011). Human Resource Development, theory & Practice; Sage publications
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- Picardi, C.A. (2021). Leadership Essentials, You always wanted to know; Vibrant Publisher
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**U.G. 2<sup>nd</sup> SEMESTER SYLLABUS**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: VAC 2**  
**PEACE EDUCATION**

Credits: 4

L	T	P
3	1	0

**Course Objectives: The course will help the students to**

- Understand concept and approaches to peace education
- Orient themselves on different types of organizations working for peace education
- Know how to promote a culture of peace

**Course Outcome: Upon completion of course the students would be able,**

- To value peace as a part of daily life
- To reflect upon lives of great personalities and their perspectives on peace
- To act as person respecting individual and social values for sustaining peaceful environment

**Unit 1: Concept of Peace Education**

- Peace Education – Meaning, Definition, Concept, Scope
- Peace Education at Different Levels of Education- Primary, Secondary, Higher Education.
- Development of Peace Education and creation of UNO, UNESCO, UNICEF, Mahatma Gandhi Institute for Peace and Sustainable Development (MGIEP).
- Current status of peace education at global scenario

**Unit 2: Transacting Peace Education and role of Great Personalities**

- Integration of peace education through curricular and co- curricular activity
- Role of Nelson Mandela, Mother Teresa, Vivekananda in promoting peace education.

**Unit 3: Approaches and strategies of Peace Education**

- Life skills required for peace education (WHO)
- Development of peace education through storytelling, role play, group activity, situation analysis, case analysis
- Role of mass media in peace education

**Unit 4: Promoting culture of peace**

- Meaning of culture of peace and non violence
- Fostering culture of peace through education
- UNESCO Culture of peace programmes
- International peace and security

**References:**

- Ali, Winter (2020) Peace and Me: Inspired by the Lives of Nobel Peace Prize Laureates. Lantana Publishing.
- Barash, P. David (2000) Approaches to peace. Oxford university press, New York.
- Das, Phunu. Das, Jonali. Gogoi, Bandana. (2020) Value and Peace Education. J D Publications. Guwahati.
- Galtung, I. (1996) Peace by peaceful means: Peace and conflict, Development and civilization, PRIO – International peace research institute of Oslo and sage publications.
- Gandhi, M.K. (1959) An Autobiography of The story of my experiments with Truth. Navajivan Trust. Ahmadabad.
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- Roy, Suman Kalyan (2019) A Comprehensive Guide Book on Peace Education. N.B. Publications.
- Teresa, Mother (1995) A simple path. Ballantine Books. USA.
- Timpson, William M. (2002) Teaching and Learning peace. Madision, Wisconsin. Atwood Publishing.
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**U.G. 3<sup>rd</sup> SEMESTER SYLLABUS  
DEPARTMENT OF EDUCATION  
COTTON UNIVERSITY**

**Paper: EDN Core 3, Level 200**

**Course- Major**

**DEVELOPMENT OF EDUCATION IN INDIA**

Credits: 4

L	T	P
3	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,**

- Get the knowledge of the development of Education in India during pre and post- independence period.
- Develop a critical understanding of the development of Education as a distinct discipline.

**Unit1: Education in Ancient India**

- 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**

- Macaulay's Minute and Bentinck Resolution of 1835
- Wood's Dispatch of 1854
- Indian Education Commission-1882
- Lord Curzon's Policy,1902
- 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
- National Education Policy - 1968, 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). 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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**U.G. 3<sup>rd</sup> SEMESTER SYLLABUS  
DEPARTMENT OF EDUCATION  
COTTON UNIVERSITY**

**Paper: EDN Core 4, Level 200**

**Course- Major**

**METHODS OF TEACHING**

Credits: 4

L	T	P
3	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,**

- Be able to decide upon factors of teaching effectiveness and classroom management.
- Be able to develop own lesson plan and preparation if future teaching career if opted.

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

- 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**

- 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**

- Meaning and Concept of Teaching Devices.
- Various types of devices – Panel Discussion, Supervised Study, Home assignments, Illustration, Heuristic.
- Autocratic and Permissive Style of teaching- Tutorial, Brain-storming, Project Strategy and Role Playing.
- Differences between Autocratic and Permissive Style of teaching.

**Unit 4: Lesson Planning and Types of Lesson Plan**

- Meaning, characteristics and importance of Good Lesson Plan.
- Herbertian Five Steps. Merits and Demerits of Herbertian Five Steps.
- Knowledge lesson, Skill lesson and Appreciation lesson.



**References:**

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

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**U.G. 3<sup>rd</sup> SEMESTER SYLLABUS**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**Paper: EDN Minor 3, Level 200**

**Course- Minor**  
**DEVELOPMENT OF EDUCATION IN INDIA**

Credits: 4

L	T	P
3	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,**

- Get the knowledge of the development of Education in India during pre and post- independence period.
- Develop a critical understanding of the development of Education as a distinct discipline.

**Unit 1: Education in Ancient India**

- 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**

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

**Unit 3: Educational efforts by Indians Thinkers**

- National Education Movement, 1905
- Gokhale's Resolution,1910
- Wardha Scheme,1937

**Unit 4: Education in India after Independence**

- University Education Commission-1948-49
- Secondary Education Commission 1952-53
- Kothari Commission -1964-66

- National Education Policy - 1986
- National Knowledge Commission, 2005
- National Education Policy 2020

**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). Bharatar Sikhar ItihasarAdhayan. Guwahati: Lawyers' Book Stall.
- Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
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- Mukharjee, S.N. (2014). Education in India Today and Tomorrow, New Delhi: Vinod Pustak Mandir.



**U.G. 3<sup>rd</sup> SEMESTER SYLLABUS**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: SEC 3**  
**(Yoga and Stress management)**

Credits: 3

L	T	P
1	0	2

**Course Objectives: The course will help the students to**

- Understand the theoretical aspects and types of Yoga
- Get oriented with the strategies and prevention of stress
- Understand the significance of stress management in life
- Promote preventive and corrective measures for sound health

**Course Outcome: Upon completion of course the students would be able,**

- To select and practice Yoga for relieving stress
- To identify sources of strength and their impacts on daily life
- To Take up help stress management techniques
- To handle stress situation calmly

**Unit 1: Introduction to Yoga**

- History and development of Yoga
- Theoretical aspects of Yoga- The Eight components of Yoga ( Patanjali), Four approaches to yoga and their importance
- Importance of Yoga in modern life
- Different types of Yoga and their benefit- Pranayama, Ashana, Shavasana, Sukhasana, Naukasana, Dhanurasana, Vakrasana, Bhujangana, Gomukhasana.

**Unit 2: Understanding the nature of stress**

- Meaning, Concept and Nature
- Sources of stress: Internal, External, Interpersonal, Systematic
- Difference between eustress and distress
- Impact of stress: Physical, Emotional, Cognitive and Behavioural

**Unit 3: Stress Management**

- Meaning, Concept, Nature, Principles of Stress Management
- Challenging stressful thinking
- Fight or Flight
- Importance of Social Support for stress management
- Problem solving and time management

**References:**

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- Chakrawal, Goyal and others (2016). Stress Management. Studera Press

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- Cooper, C. and Payne, R. (1988). Causes, Coping and Consequences of Stresses at work.
- Dasgupta, Amitava. (2018) The Science of Stress Management.
- Iyengar, B.K.S. (2006). Light on Yoga: The Classic Guide to Yoga by the World's Foremost Authority. Thorsons.
- Hariharan, M . and Rath, R. (2009). Coping with Life stress. Johnson. S.L. Field
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**U.G. 4<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: EDN Core 5, level 200**  
**Course- Major**  
**ENVIRONMENTAL EDUCATION**

Credits: 4

L	T	P
3	1	0

**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,**

- Be able to comprehend the Approaches to Environmental Education, it's methods
- Recognize the role of Women and NGOs in protecting environment
- Know their role in sustainable development

**Unit 1: Environment and Ecosystem**

- 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.

**Unit 2: Environmental Degradation**

- 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**

- Concept, Objectives, Principles, Importance and Scope of Environmental Education
- History of Environmental Education in India.
- Environmental Education at Different Levels- primary, secondary and higher
- Sustainable Development- Concept and role of education in sustainable development.
- Curriculum development in environmental education

**Unit 4: Approaches to Environmental Education**

- 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.

**References:**

- 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. ·
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  - Sahu, B.K(2001): Population Education. A.P.H Publishing Corporation. New Delhi.
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**UG 4<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: EDN Core 6, Level 200**  
**Course- Major**  
**SOCIOLOGICAL FOUNDATION OF EDUCATION**

Credit-4

L	T	P
3	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,**

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

**Unit 1: Sociology and Education**

- Sociology- Concept, Meaning, Nature and Scope.
- 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**

- 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.
- Social Processes- Characteristics and Types: Co-operation, Competition, Conflict, Assimilation, Accommodation and their educational implication

**Unit 3: Social Change and Education**

- 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 4: Culture and Education**

- 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



## References:

- 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.
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- Swift , D.F. (1970), *Basic Readings in the Sociology of Education*, London, Routledge and Keegan Paul.

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**UG 4<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: EDN Core 7, Level 200**  
**Course- Major**  
**TEACHER EDUCATION**

Credit-4

L	T	P
3	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,**

- Be able to acquire certain basic concepts of teaching as a profession
- Be able to inculcate in them value and respect for professional ethics of a teacher.
- Be able to practice some of the modern techniques of teacher education.

**Unit 1: Introduction to Teacher Education**

- 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**

- 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**

- 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**

- Concept of Profession and Professionalism
- Teaching as a profession
- Characteristics and Qualities of an effective Teacher

- The changing role of teacher in the 21<sup>st</sup> century.
- Professional Ethics of teachers.

**References :**

- Aggarwal, J.C.( Teacher Education Theory and Practice, Doaba House Booksellers Publishers, Delhi. ·
  - Ali, Lokman.(2015). Teacher Education, Ashok Publication, Panbazar, Guwahati.
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**UG 4<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: EDN Minor 4, Level 200**  
**Course- Minor**  
**SOCIOLOGICAL FOUNDATION OF EDUCATION**  
Credit-4

L	T	P
3	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,**

- Be able to understand different aspects of society - Social process, social stratification and social mobility.
- Be able to understand the role of education in social organization, social change and development.
- Be able apprehend the meaning and need of culture, social-cultural change and cultural lags.

**Unit 1: Sociology and Education**

- Sociology- Concept, Meaning, Nature and Scope.
- 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**

- 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.
- Social Processes- Characteristics and Types: Co-operation, Competition, Conflict, Assimilation, Accommodation and their educational implication

**Unit 3: Social Change and Education**

- 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 4: Culture and Education**

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

## References:

- 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.
  - Das P and Baroowa,A(2020): Philosophical and Sociological Foundations of Education. Grantham. Panbazar.Guwahati.
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  - Jayaram, (1990) Sociology of Education, New Delhi, Rawat Publications.
  - Ogburn and Nimkoff (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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**U.G. 5<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 8, Level 300**  
**Course- Major**  
**DEVELOPMENTAL PSYCHOLOGY**  
Credit-4

L	T	P
3	1	0

**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,**

- Be able to understand the Common Childhood Problems.
- Be able to examine different factors affecting the Personality development during adolescence.
- Be critical about different developmental needs.

**Unit 1: Growth and Development**

- 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**

- Pre-natal development – Period of pre-natal development, Factors affecting pre-natal development.
- Post-natal development – Neo Natal stage, Infancy, Childhood, Adolescence

**Unit 3: Area of Development**

- 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: Personality development during adolescence**

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

#### **References:**

- Das P. and Goswami ,S (2018) : Developmental psychology. Shanti Prakashan. Guwahati.
  - Das P.and Deka P.(2020). Psychology of Adolescence. Shanti Prakashan, Guwahati.
  - Goswamee G.(2014). Child Development and Child Care.
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  - Thompson. Child Psychology, Surjeet Publications 7-k Kolhapur Road, Kamla Nagar, Delhi.
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**U.G. 5<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: EDN Core 9, Level 300**  
**Course- Major**  
**MEASUREMENT AND EVALUATION IN EDUCATION**  
Credit-4

L	T	P
3	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 and objectivity of a test.
- Develop understanding of the tools of evaluation and internal examination assessment.

**Course Outcome: Upon completion of course the students would,**

- Know the modern concept of evaluation and their applicability.
- Be able to acquire knowledge about different tools for measuring human abilities and potentialities.

**Unit 1: Concept of Measurement and Evaluation**

- Concept, Meaning and Characteristics of Measurement. Functions of Measurement.
- Scales of Measurement.
- Evaluation- Meaning and Characteristics of Evaluation.
- Relation between Measurement and Evaluation.
- Formative, Summative and Diagnostic evaluation

**Unit 2: Construction of Standardized Test**

- Standardized achievement test- Meaning and Nature.
- 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**

- Essay type and Objective type of examination.
- Internal examination assessment- concept, nature, types, importance.
- Tools of Evaluation: Observation, Questionnaire, Assignment, Checklist, Rating Scales, Interview, Sociogram.

**Unit 4: Emerging Trends in Evaluation**

- Continuous and Comprehensive Evaluation- Meaning, Nature and Differences..
- 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.

**References:**



- 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.
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  - Robert, L. Ebel and David,A. Frisbie,(1991): 'Essentials of Educational Measurement', Prentice Hall
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  - Thorndike, R.L. and E.P. Hagen (1977), 'Measurement and Evaluation in Psychology and Education'. John Wiley and Sons. New York.
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**U.G. 5<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: EDN Core 10, Level 300**  
**Course- Major**  
**STATISTICS IN EDUCATION**

Credits: 4

L	T	P
3	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,**

- Be able to relate statistics with theoretical background and practical life.
- Be able to develop understanding of normal and Non- normal distribution.
- Be able to build base for future research

**Unit 1: Statistics - Meaning, Nature and Scope**

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

**Unit 2: 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 3 : 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.
- 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 4: 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:**

- Aggarwal , Y. P (1988) Statistical Methods Concepts, Applications and Computation, Sterling Publishers Pvt. Ltd.
- Das, P., Talukdar, R. (2022) Educational Statistics and Practical. Shanti Prakashan, Guwahati.
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**U.G. 5<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 11, Level 300**  
**Course- Major**  
**PSYCHOLOGICAL TEST AND EXPERIMENT IN EDUCATION**  
Credits: 4

L	T	P
1	0	3

**Course Objectives: The course will help the students to**

- Understand the concept of psychological tests.
- Develop skills of applying psychological tests to know about the individual traits
- Understand the concept of experimental psychology
- Understand the methods of conducting different psychological experiments

**Course Outcome: Upon completion of course the students would,**

- Be able to use tests and experiments on psychological traits that impact education and assess the same for quantitative and qualitative measurement
- Acquire skills of assessing social competence, environmental awareness, problem solving and general mental ability on the part of different groups of people and develop critical outlook
- Be able to develop ability of analyzing practical aspects of theories of learning, motivation, and fatigue along with that of memorization process.
- Know the use and limitations of varied psychological tests and experiments.

**PSYCHOLOGICAL TESTS**

1. Test on Emotional Intelligence
2. Test on Social Competence or Social Intelligence
3. Test on Parent – child Relationship
4. Test on Environmental Awareness / Environmental Problem Solving
5. Test on General Mental Alertness
6. Test on Superstitious Behaviour
7. Test on Adjustment
8. Adolescence Girls` Empowerment Scale

**PSYCHOLOGICAL EXPERIMENTS**

1. Learning, Motivation and Fatigue
  - Learning by Trial and Error using Mirror Drawing Apparatus
  - Part and Whole Learning
  - Maze Learning
  - Knowledge of Result
  - Physical and Mental fatigue
2. Memory and Forgetting
  - Short term memory
  - Comparison of Memorization - Meaningful materials and Non-sense syllables

- Proactive and Retroactive Inhibition
  - Recall and Recognition
3. Attention, Thinking and Imagination
- Span of Apprehension
  - Division of Attention
  - Concept Formation
  - Ink- blot test
4. Personality and Intelligence Test
- Personality test – Extroversion and Introversion
  - Measurement of non-verbal intelligence using Bhatia Performance Test

(Students must conduct minimum 4 psychological test and 4 psychological experiments.)

### References

- Collins, M and 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.
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  - Saikia, L.R.: Psychological and Statistical Experiments in Education. Guwahati.
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- .....

**U.G. 5<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: EDN Minor 5, Level 200**  
**Course- Minor**  
**METHODS OF TEACHING**

Credits: 4

L	T	P
3	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,**

- Be able to decide upon factors of teaching effectiveness and classroom management.
- Be able to develop own lesson plan and preparation if future teaching career if opted.

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

- 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**

- 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**

- Meaning and Concept of Teaching Devices.
- Various types of devices – Panel Discussion, Supervised Study, Home assignments, Illustration, Heuristic.
- Autocratic and Permissive Style of teaching- Tutorial, Brain-storming, Project Strategy and Role Playing.
- Differences between Autocratic and Permissive Style of teaching.

**Unit 4: Lesson Planning and Types of Lesson Plan**

- 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.

**References:**

- Adams, J., Modern Developments in Educational Practice, London: University of London Press Ltd., 1957.
  - Bhatia and Bhatia – The Principles and Methods of Teaching, Doaba House, Delhi, 1990.
  - Kochhar, S.K.- Methods and Techniques of Teaching, Sterling Publishers Private Limited, 1992.
  - Panton, J.H., Modern Teaching: Practice and Techniques, London, Longmans, Green and co., 1956.
  - Yoakam and Simpson, Modern Methods and Techniques of Teaching, New York: The MacMillian company.
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**U.G. 6<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 12, Level 300**  
**Course- Major**  
**SCHOOL MANAGEMENT AND ORGANIZATION**

Credits: 4

L	T	P
3	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,**

- Be able to evaluate the need and importance of Class-room management,
- Be able to understand the necessity of school records and co- curricular activities.
- Be able to realize the concept of educational administration and supervision.

**Unit 1: Introduction to School Organization and management**

- 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**

- 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**

- 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**

- 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.

**References:**

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**U.G. 6<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 13, Level 300**  
**Course- Major**  
**CURRICULUM DEVELOPMENT**

Credit-4

L	T	P
3	1	0

**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,**

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

**Unit 1: Curriculum – Meaning, Aims and Types**

- Curriculum-Meaning, aims, types and nature
- Concept of Core, Hidden and Spiral Curriculum
- History of curriculum development.
- Dimensions, Foundations and Bases of Curriculum

**Unit 2: Principles and Foundations of Curriculum Construction**

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

**Unit 3: Curriculum in different stages and models of curriculum**

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

**Unit 4: Curriculum Planning and Evaluation**

- Curriculum Planning- Concept, Process and Principles.
- Importance of Planning in Construction of Curriculum
- Criteria of a Good Curriculum Planning
- Criteria of a Good Curriculum Planning
- Process of Curriculum Evaluation and Revision.
- Role of a Teacher in Construction of Curriculum

**References:**

- 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. 6<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 14, Level 300**  
**Course- Major**  
**GUIDANCE AND COUNSELING**

Credit-4

L	T	P
3	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,**

- Be able choose guidance services best suited to their need if any
- Be aware of the child guidance clinic and programmes.
- Be able to comprehend the organization of guidance programme, techniques of group guidance
- Be able to examine the role of personnel in guidance programme.

**Unit 1: Concept of Guidance and Counseling Process**

- Meaning, Concept, Nature, and Scope of Guidance.
- Principles and areas of Guidance. Importance of Guidance.
- Different types of guidance – educational, vocational and personal.
- Meaning, Concept, Nature of Counseling
- Approaches, steps and Techniques of Counseling.
- Skills and qualities of an Effective Counselor.
- Relationship between Guidance and Counseling
- Problems of Guidance and Counseling and its remedies.

**Unit 2: Techniques of Guidance**

- 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 3: Child Guidance**

- Child Guidance Clinic- Meaning and nature.
- Organization of Child Guidance Clinic.
- Importance of Child Guidance Clinic.
- Personnel involved in Child Guidance Clinic.

#### **Unit 4 : Guidance and Counseling Programme in School**

- 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.

#### **References:**

- 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
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- Shrivastava, K.K. (2003) Principles of Guidance and Counselling. New Delhi: Kaniska Publication.

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**U.G. 6<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER: EDN Core 15, Level 300**  
**Course- Major**  
**EMERGING ISSUES IN EDUCATION**  
Credit-4

L	T	P
3	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,**

- Be able to realize the relation between Education and National Development and role of Education in Economic Development.
- Be able to recognize the impact of Globalization on Indian Education and importance of Internationalism in education and act accordingly.
- Be able to develop 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**

- Concept and need of equalization of educational opportunities
- Constitutional provisions on education relating to equality to opportunities.
- Problems concerning equality of opportunities in Education
- Quality and Equity in education.

**Unit 2: Educational and National Development**

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

**Unit 3: Globalization and Internationalism of Education**

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

**Unit 4: Issues in Education**

- 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.
- Girl Child Education.

**References:**

- Dwibedi, Ramanath.(2019). Sociological Perspective in Education. Kalyani Publisher. New Delhi
- Dhir, R.C(2019): Contemporary Concerns in Education. Kalyani Publisher. New Delhi
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- Saksena K.P.(1994).Human Rights Perspective and Challenges. New Delhi: Lancers Books

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**U.G. 6<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Minor 6, Level 200**  
**Course- Minor**  
**TEACHER EDUCATION**  
Credit-4

L	T	P
3	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,**

- Be able to acquire certain basic concepts of teaching as a profession
- Be able to inculcate in them value and respect for professional ethics of a teacher.
- Be able to practice some of the modern techniques of teacher education.

**Unit 1: Introduction to Teacher Education**

- 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**

- 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**

- 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**

- 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

**References:**

- Aggarwal, J.C.( Teacher Education Theory and Practice, Doaba House Booksellers Publishers, Delhi. ·
- Ali, Lokman.(2015). Teacher Education, Ashok Publication, Panbazar, Guwahati.
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**U.G. 7<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 16, Level 400**  
**Course- Major**  
**EDUCATIONAL TECHNOLOGY**

Credit-4

L	T	P
3	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,**

- Be able to realize importance of different innovations in educational technology like team teaching and micro teaching.
- Be able to explore the new trends and innovation in technology.
- Know the basics of CAI, E- learning etc.

**Unit: 1 Educational Technology**

- Educational technology - Concept, Definitions, Objectives, Nature and Scope
- Approaches to Educational technology- Hardware and Software.
- Teaching Technology, Instructional Technology and Behavioral Technology.
- System approach in Educational Technology.
- Need of technology in the field of education.

**Unit: 2 Teaching Strategies**

- Teaching Strategies - Meaning, Definitions and Nature.
- Autocratic Strategies and Permissive Strategies.
- Autocratic Strategies - Tutorial, Demonstration and Illustration.
- Permissive Strategies- Brainstorming, Group Discussion, Project and Symposium.
- Teaching Tactics-Meaning, Types of learning structure and teaching tactics.

**Unit: 3 Programmed Learning and Micro Teaching**

- Programmed learning- Concept, Definitions, Characteristics and Principles.
- Types of programming- Branching, Linear and Mathetics.
- 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: 4 New Innovations in Technology**

- Computer –aided Instruction.
- Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation.
- Importance of Open access electronic Resources.

- Resource Centers for Educational Technology- CIET, NOS, NIST and IGNOU.

**References:**

- 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.
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- 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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**U.G. 7<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 17, Level 400**  
**Course- Major**  
**RESEARCH METHODOLOGY**  
Credit-4

L	T	P
3	1	0

**Course Objectives: The course will help the students to,**

- Have insight on nature, scope and approaches of educational research and its types
- Conceptualize processes involved in the area of research in education
- Understand the basic skills and approaches of research work

**Course Outcomes: Upon completion of course the students would,**

- Be able to realize significance of educational research and try to find out solution to prevalent educational issues
- Be able to select a specific topic and carry out research activity systematically

**Unit 1: Foundations of Research**

- Meaning, Concept and Nature of Research.
- Pr-requisite of Research.
- Meaning and Concept of Educational Research.
- Forms of Educational Research: Fundamental, Applied and Action.

**Unit 2 : Selection and Identification of a Research Problem**

- Selection of a Problem.
- Defining the Problem/ Statement of the Problem.
- Criteria for selection of a Problem
- Areas of Educational Research.

**Unit 3: Review of Related literature**

- Meaning and identification of Related Literature.
- Purposes of Review of Related Literature.
- Sources of Review of Related Literature.
- Need and Importance of Review of Related Literature.

**Unit 4: Sampling Procedure and Data Collection**

- Meaning and Concept of Sampling
- Types of Sampling: Probability and Non-probability sampling
- Essentials of a good Sample.
- Steps involved in the Sampling Process.
- Methods of Data collection: Primary and secondary data tools.
- Collection of primary Data: Observation, Interview, Questionnaires, Schedules, Rating Scale.

**References:**

- Best , J. W.(1977). Research in Education , Prentice Hall , New Delhi
- Dalen, Van D. B. : Understanding Educational Research Mc.Grow Hill, New York
- Gay , L. R. : Educational Research Competencies for Analysis and Application, McMillan

- Good , C. V(1972). Essentials of Educational Research : Methodology and Design
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- Johnson R. Burke and Christensen Larry (2019). Educational Research: Quantitative, Qualitative, and Mixed Approaches: SAGE Publications, Inc.
- Kaul, L. (2009).Methodology of Educational Research .New Delhi: Vikas Publishing House Pvt. Ltd.
- Kothari, C.R.(1985). Research Methodology: Methods and Techniques. New Delhi: Wiley Eastern.

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**U.G. 7<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 18, Level 400**  
**Course- Major**  
**GREAT EDUCATORS**

Credit-4

L	T	P
3	1	0

**Course Objectives:**

- To help the students to make aware about the philosophical thought of some great thinkers
- To develop an understanding of the contribution of the great thinkers around the globe

**Learning Outcomes: After completion of the Course, the students will be able to**

- Describe the contribution of the given philosophers in the domain of education
- Explain the relevance of the educational thought of the given philosophers
- Develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education.

**Unit 1:** Sankardeva as Ancient Indian educator, his philosophical thought, relevance of his philosophy in modern times and his contribution toward the field of education

**Unit 2:** Modern Indian educators, their philosophical thought, relevance of their philosophy in modern times and contribution in the field of education-

- Swami Vivekananda
- Ravindranath Tagore
- Dr Sarvepalli Radhakrishnan

**Unit 3:** Modern Western educators, their philosophical thought, relevance of their philosophy in modern times and contribution in the field of education

- Plato
- Pestalozzi
- John Dewey

**Unit 4: Alternatives in Education and the thinkers**

- Jean Paul Sartre
- Dr APJ Abdul Kalam

**References:**

- Adhiswarananda, S. (2006). Vivekananda World Teacher. Rupa, New Delhi.
- Agarwal, Somnath, (2007). Philosophical Foundation of Education. Authorspress, Delhi.
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- Dewey John (1941). Schools and Society. George Putnam Sons, New York.
- Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. Thames & Hudson Ltd, London.
- Konwar, H.I. & Boruah, A.S. (2021). Great Educators and Educational Thoughts, Eastern Book House, Guwahati.
- Rusk R, Robert (2007). Philosophical Bases of Education. Surjeet Publications, Delhi.

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**U.G. 7<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 21 (Core 21 in lieu of Dissertation/Project)**  
**Course-Major**  
**SPECIAL EDUCATION**  
Credits – 4

L	T	P
3	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 students with special needs and remedial measures.

**Course Outcome: Upon completion of course the students would,**

- Be able to deal with children with special needs
- Be able to respect individuality of each child irrespective of his/her special needs

**Unit 1: Special Education**

- Meaning, concept, nature of special education.
- Principles and need of special education.
- Historical development of special education.
- Legal provision for special education.
- Concept and classification of Children with special needs.

**Unit 2: Gifted and Creative**

- Concept and Characteristics of gifted children
- Identification of gifted children
- Problems of gifted children and Educational provisions
- Concept and Characteristics of gifted children
- Identification of creative children and Nurturing creativity
- Differences between the gifted and the creative

**Unit 3: Mental Retardation**

- 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 4: Physical Disability**

- 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.

**References:**

- Becker , M .J. Introduction to Exceptional Children, Macmillan , New York
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- Shankar Udai : Exceptional Children , Sterling Publishers
- Sharma R.A: Fundamentals of Special Education. R.Lall Book Depot., Meerut
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**U.G. 7<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN DISSERTATION/PROJECT 1**  
**Course- Honour with Research Degree**

Credits – 4

L	T	P
1	1	2

**Learning Objectives: The course will help the students to**

- Get an opportunity to get practical knowledge about research in Education
- Identify the problems related to various aspects of Education and put efforts to find out solution through research activity

**Learning Outcomes: The students/learners will be able to-**

- Learn the skills of conducting basic research
- Reflect upon different approaches to solve societal issues.
- Enable to search for the probable solutions of the educational problems
- Contribute original ideas

**Format of the Dissertation Report:**

1. Selection of the Topic/Title
2. Introduction
  - Need of the Study
  - Objectives of the Project.
  - Hypothesis. (If necessary).
  - Delimitation of the Study.
3. Review of the Related Literature
4. Method and Procedure
  - Method used in the Study.
  - Sample.
  - Tools.
5. Analysis and interpretation of Data.
6. Findings of the Project.
7. Suggestion and Conclusion.
8. Summary of the research work
9. Bibliography/References

**References:**

- Best , J. W.(1977). Research in Education , Prentice Hall , New Delhi
- Dalen, Van D. B. : Understanding Educational Research Mc.Grow Hill, New York
- Gay , L. R. : Educational Research Competencies for Analysis and Application, McMillan
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- Gorard, S., See, B. H., & Siddiqui, N. (2017). The trials of evidence-based education: The promises, opportunities and problems of trials in education.
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- Kothari, C.R.(1985). Research Methodology: Methods and Techniques. New Delhi: Wiley Eastern.

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**U.G. 8<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 19, Level 400**  
**COMPARATIVE EDUCATION**

Credit- 4

L	T	P
3	1	0

**Learning Objectives: The course will help the students,**

- To know the concept and development of Comparative Education.
- To acquaint them with the concept of cross-disciplinary approach of Comparative Education.
- To get introduced the role of International Bodies in Development of Education.

**Learning Outcomes: The students/learners will be able to-**

- Develop insight of implicating educational practices of other countries in Indian educational system.
- Apply cross-disciplinary approach of studying different areas.
- Widen the vision and mission of Education.

**Unit 1: Introduction to Comparative Education**

- Meaning and scope of Comparative Education
- Development of Comparative Education
- Cross-disciplinary approach of Comparative Education
- Factors affecting National Systems of Education
- Methods of studying Comparative Education

**Unit- 2: Educational System in India and Japan**

- Pattern of Administration
- Elementary Education
- Secondary Education
- Higher Education
- Technical and Vocational Education
- Teacher Education

**Unit- 3: · Educational System in U.K. and U.S.A.**

- Pattern of Administration
- Elementary Education
- Secondary Education
- Higher Education
- Technical and Vocational Education
- Teacher Education

**Unit- 4: Role of International Bodies in Development of Education**

- UNESCO
- ASEAN
- SAARC
- OECD

**References:**

- Bereday, G.Z.F. (1964): Comparative Method of Education., New York; Holt, Rinehart and Winston.
- Biswas, A. & Aggarwal, J.C. (1998): Comparative Education, Arya Book Depot, New Delhi. Prakashan Kendra, Aminabad, Lucknow.
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- King, E.J. (1962): World Perspective in Education, London; Methuen.
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- Rai, B.C. (1968): Comparative Education, Prakashan Kendra, Aminabad, Lucknow.
- Watson K. & Wilson, R. (1985): Contemporary Issues in Comparative Education, London; Croon & Helm.

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**U.G. 8<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 20, Level 400**  
**Course-Major**  
**ABNORMAL PSYCHOLOGY**

Credit-4

L	T	P
2	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 abnormality, their causes, symptoms and treatment.
- Realize the process of adjustment, adjustment mechanism

**Course Outcome: Upon completion of course the students would,**

- Be able to develop positive attitude towards mentally ill people and adopt an humanistic approach
- Be able to put forward their views and solutions to certain issues faced by people with abnormal behaviour.
- Be able to practice Mental Health and Hygiene
- Get the scientific knowledge to initiate services in institutions that assist people with abnormality.

**Unit 1: Abnormal Psychology**

- 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**

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

**Unit 3: Mental Health and Education**

- Mental Health: Meaning, Concept, Principles; characteristics of a Mentally Healthy person
- Mental Hygiene: Meaning, Concept, Principles
- Relation between mental health and education
- Role of Home, Society and School in mental health

**Unit 4: Causes, Symptoms, Remedies of abnormal behaviour and Field Study**

- Neurosis, psychosis and other behavioural disorder: Alcoholism and Drug Addiction, Anti social personality disorder- Identification, Symptoms and Causes
- Care and treatment: Hospitalization, Psycho-therapy, Hypnosis.
- Field Study (Students will visit any institution working for treatment of people with abnormal behavior as per their feasibility and write a report on it)

**References:**

- 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.
- 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.
- Tiwari, Dr. Govind (2013). Abnormal Psychology: Dynamic Approach. Vinod Pustak Mandir. Agra.
- Vatsyayan. Abnormal Psychology.Meerut: Kedar Nath Ram Nath Publishers.

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**U.G. 8<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 22, Level 400 (Core 22 in lieu of Dissertation/Project)**  
**Course- Major**  
**ECONOMICS OF EDUCATION**  
Credit- 4

L	T	P
3	1	0

**Learning Objectives: This course aims to,**

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

**Learning Outcomes: The students/learners will be able to**

- Evaluate the fundamental problems of Economics of Education
- Explain what an economist of education can do to solve the fundamental problem in the educational system.
- Understand, estimate and interpret functions of costs and demand in order to know their determinants and to show their utility for the formulation of education policies.
- Evaluate different systems of financing of education and their effects.

**Unit 1: Introductory Concepts**

- Economics of Education :Meaning, Nature, Functions and Scope
- Historical Retrospect of Economics of Education : Indian Perspectives
- Concept and significance of cost and production in 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 )

**Unit3: Education and Economic Development**

- Education and Economic Development (meaning, indicators, role of education, research findings)
- Educational planning (concept, types , principles and importance)
- The problem of educated unemployment, underemployment and brain drain – remedial measures.

**Unit 4: Issues of Economics of Education**

- Financing the higher education in India: Challenges and strategies.
- Financing of higher education : Private initiatives
- 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.

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**U.G. 8<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN Core 23, Level 400 (Core 23 in lieu of Dissertation/Project)**  
**Course- Major**  
**Credit-4**

**Statistics in Education-Part II**

Credits: 4

L	T	P
3	1	0

**Course Objectives: The course will help the students to,**

- Develop the basic idea of parametric and non-parametric tests
- Get familiarized with the use of statistical methods in educational research.
- To develop skills of solving problems involving inferential statistics

**Course Outcome: Upon completion of course the students would,**

- Be able to relate statistics with theoretical background and practical life.
- Be able to develop understanding of different uses of statistics
- Be able to build base for future research

**Unit 1: Parametric and Non-parametric statistics.**

- Concept of Parametric statistics, their uses and limitations
- Concept of Non-parametric statistics, their uses and limitations
- Parametric and non-parametric statistics in Educational Research.

**Unit 2: Normal Probability distribution and Correlation**

- Significance and characteristics
- Application of NPC
- Divergence from Normality
- Co-efficient of Correlation and regression analysis

**Unit 3: Analysis of variance.**

- One-Way and Two-Way analysis of variance
- Analysis of Covariance (ANCOVA) – One-Way and Two-Way
- Multivariate Analysis of Covariance (MANCOVA) : Assumptions, Calculations & interpretations

**Unit 4: Inferential statistics.**

- Testing of Hypothesis
- Level significance
- The hypothesis of chance
- Chi square test and null hypothesis

**References:**

- 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
- Aggarwal, Y. P (1988) Statistical Methods Concepts, Applications and Computation, Sterling Publishers Pvt. Ltd.



**U.G. 8<sup>th</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**  
**PAPER : EDN DISSERTATION / PROJECT II**  
**Course- Honour with Research Degree**  
Credits - 8

L	T	P
1	1	6

**Learning Objectives: The course will help the students to**

- Get an opportunity to get practical knowledge about research in Education
- Identify the problems related to various aspects of Education and put efforts to find out solution through research activity

**Learning Outcomes: The students/learners will be able to-**

- Learn the skills of conducting basic research
- Reflect upon different approaches to solve societal issues.
- Enable to search for the probable solutions of the educational problems
- Contribute original ideas

**Format of the Dissertation Report:**

1. Selection of the Title of the study
2. Introduction
  - Need of the Study
  - Justification of the study
  - Objectives of the Project.
  - Hypothesis. (If necessary).
  - Area of the study
  - Delimitation of the Study.
3. Review of the Related Literature
4. Method and Procedure
  - Method used in the Study.
  - Sample.
  - Tools.
5. Analysis and interpretation of Data.
6. Findings of the Study.
7. Suggestion and Conclusion.
8. Summary of the research work
9. Bibliography/References

(Each student has to conduct a research study related to any area having educational significance on multidisciplinary areas)

**References:**

- Best , J. W.(1977). Research in Education , Prentice Hall , New Delhi.
- Dalen, Van D. B. : Understanding Educational Research Mc.Grow Hill, New York.
- Gay , L. R. : Educational Research Competencies for Analysis and Application, McMillan
- Good , C. V(1972). Essentials of Educational Research : Methodology and Design.
- Gorard, S., See, B. H., & Siddiqui, N. (2017). The trials of evidence-based education: The promises, opportunities and problems of trials in education.
- Johnson R. Burke and Christensen Larry (2019). Educational Research: Quantitative, Qualitative, and Mixed Approaches: SAGE Publications, Inc.
- Kaul, L. (2009).Methodology of Educational Research .New Delhi: Vikas Publishing House Pvt. Ltd.
- Kothari, C.R.(1985). Research Methodology: Methods and Techniques. New Delhi: Wiley Eastern.

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