

## **5<sup>th</sup> SEMESTER (HONOURS)**

**EDU-HC-5016**

### **MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL**

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

#### **Course Objectives:**

After completion of this course the learner will be able to:

- Enable the students to understand the concept of measurement and evaluation in education.
- Acquaint the students with the general procedure of test construction and characteristics of a good test.
- Develop an understanding of different types of educational tests and their uses.
- Acquaint the students about personality test, and aptitude tests.

#### **Course contents**

<b>Units.</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Measurement and Evaluation in Education</b> <ul style="list-style-type: none"><li>• Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement</li><li>• Evaluation -Its meaning, basic principles</li><li>• Relationship and difference between Measurement and Evaluation</li><li>• Examination and Evaluation</li><li>• Formative and Summative evaluation</li><li>• Role of evaluation in education</li></ul>
<b>Unit-2</b>	<b>Test Construction</b> <ul style="list-style-type: none"><li>• General procedure of Test Construction and Standardization</li><li>• Item Analysis</li><li>• Characteristics of a good test</li><li>• Validity, Reliability, Objectivity and Norms</li></ul>
<b>Unit-3</b>	<b>Educational Achievement Test</b> <ul style="list-style-type: none"><li>• Meaning and objectives of Achievement Test</li><li>• Difference between Achievement test and Intelligence Test</li><li>• Construction of Educational Achievement Test</li><li>• Different types of Educational Achievement Test</li></ul>
<b>Unit-4</b>	<b>Personality Test</b> <ul style="list-style-type: none"><li>• Personality Test- Meaning and Nature</li><li>• Types of Personality Measurement<ul style="list-style-type: none"><li>- Subjective Technique (Personality Inventory or Questionnaire-MMPI)</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>- Objective Technique (Rating Scale)</li> <li>- Projective Technique (Thematic Apperception Test, Ink-Blot-Test)</li> <li>- Situational Technique (Psycho Drama)</li> </ul>
<b>Unit-5</b>	<b>Laboratory Practical</b> <ul style="list-style-type: none"> <li>• Ink Blot Test</li> <li>• Free Association Test, Control Association Test</li> <li>• Personality Test for Introversion-Extroversion</li> </ul>

### **Recommended Readings:**

- Asthana, Bipin (2009). *Measurement and Evaluation in Psychology and Education*. Agra: Vinod Pustak Mandir
- Freeman, F.S. (1965). *Theory and Practice of Psychological Testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.
- Sarma & Kalita (2016). *Sikshat Parimapan, Mulyayan aaru Parisankhya Bignan*. Guwahati: Shanti Prakashan.

**EDU-HC-5026**  
**GUIDANCE AND COUNSELLING**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Help the students to understand the concept, need and importance of Guidance and Counselling
- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learners to understand the challenges faced by the teacher as guidance worker.

**Course contents**

Units	Contents
<b>Unit-1</b>	<b>Introduction to Guidance</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of guidance</li> <li>• Need and principles of guidance</li> <li>• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li> </ul>
<b>Unit-2</b>	<b>Introduction to Counselling</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of counselling</li> <li>• Need and principles of counselling</li> <li>• Types of counselling : Directive, Non-directive and Eclectic counselling</li> <li>• Relation between Guidance and Counselling</li> </ul>
<b>Unit-3</b>	<b>Organization of guidance service</b> <ul style="list-style-type: none"> <li>• Meaning of guidance service</li> <li>• Need and principles of organizing guidance service</li> <li>• Components of guidance service: counselling service, techniques of counselling service</li> <li>• Qualities of a good counsellor</li> </ul>
<b>Unit-4</b>	<b>Guidance needs of students</b> <ul style="list-style-type: none"> <li>• Guidance needs of students in relation to home-centred and school-centred problems</li> <li>• Group guidance and Group counselling</li> <li>• Guidance for CWSN</li> <li>• School Guidance Clinic</li> </ul>
<b>Unit-5</b>	<b>School guidance programme</b> <ul style="list-style-type: none"> <li>• Importance of guidance and counselling cells in educational institutions</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Follow-up Services</li><li>• Role of the Head of the institution and parents in guidance and counselling</li><li>• Challenges and functions of the teacher as guidance provider/ counsellor</li></ul> |
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**Recommended Readings:**

- Agarwal, Rashmi (2010). *Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989): *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia, K. K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Goswami, M. (2015). *Nirdexona aru Paramorxodan*. Guwahati: Ashok book stall.
- Kalita, Utpal (2017). *Nirdexona aru Poramorxodan*. Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

**EDU-DSE-5026**  
**DEVELOPMENTAL PSYCHOLOGY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Enable the students to understand the basic concepts relating to development
- Acquaint the students about heredity and environmental factors affecting pre-natal development
- Enable the students to understand the development aspects during infancy and childhood
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

**Course contents**

Units	Topics
<b>Unit-1</b>	<b>Introduction to Developmental Psychology</b> <ul style="list-style-type: none"> <li>• Meaning, definition, nature and scope of developmental psychology</li> <li>• Different methods of studying developmental psychology</li> <li>• Hereditary and other factors that affect pre-natal development</li> <li>• Periods of pre-natal development</li> <li>• Characteristics of pre-natal development</li> <li>• Precautionary measures to be taken in pre-natal development</li> </ul>
<b>Unit-2</b>	<b>Infancy</b> <ul style="list-style-type: none"> <li>• Characteristics of infancy</li> <li>• Different developmental aspects during infancy               <ul style="list-style-type: none"> <li>- Physical development</li> <li>- Cognitive development</li> <li>- Motor development</li> <li>- Language development</li> <li>- Emotional development</li> </ul> </li> <li>• Conditions that affect parental attitude towards the infant</li> <li>• Role of family in the development of infants</li> </ul>
<b>Unit-3</b>	<b>Childhood</b> <ul style="list-style-type: none"> <li>• Characteristics of childhood</li> <li>• Developmental tasks of childhood               <ul style="list-style-type: none"> <li>- Physical development of early and late childhood</li> <li>- Emotional development of early and late childhood</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Influence of family and school in social and personality development in childhood</li> </ul>
<b>Unit-4</b>	<b>Adolescence</b> <ul style="list-style-type: none"> <li>• Meaning and definition of adolescence</li> <li>• Need and importance of studying adolescence</li> <li>• Characteristics of adolescence</li> <li>• Developmental tasks of adolescent period</li> <li>• Adolescence – age of transition</li> <li>• Physical changes during adolescence</li> <li>• Intellectual development during adolescence</li> </ul>
<b>Unit-5</b>	<b>Social, Emotional and Personality Development of Adolescence</b> <ul style="list-style-type: none"> <li>• Social development during adolescence</li> <li>• Role of family, school and peers in the development of adolescence</li> <li>• Emotionality during adolescence</li> <li>• Personality development during adolescence</li> <li>• Adjustment problems and juvenile delinquency</li> </ul>

### Recommended Readings:

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswami, Devi & Kalita (2016). *Bikashit Manobignan*. Guwahati: Shanti Prakashan.
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurlock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd
- Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.



**EDU-DSE-5046**  
**TEACHER EDUCATION IN INDIA**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

**Course Contents**

Units	Contents
<b>Unit-1</b>	<b>Conceptual Framework and Historical Perspectives of Teacher Education in India</b> <ul style="list-style-type: none"> <li>• Teacher Education-Concept, scope and aims and objectives</li> <li>• Need and Significance of Teacher Education in 21<sup>st</sup> Century</li> <li>• Types of Teacher Education-Pre-service and In-service</li> <li>• Development of Teacher Education in India</li> <li>• Shifting focus from Teacher Training to Teacher Education</li> </ul>
<b>Unit-2</b>	<b>Teacher Education For Different Levels of Education</b> <ul style="list-style-type: none"> <li>• Preparation of Teachers for Pre-Primary Level of education</li> <li>• Preparation of Teachers for Primary Level of education</li> <li>• Preparation of Teachers for Secondary Level of education</li> <li>• Preparation of Teachers for Higher Level of education</li> </ul>
<b>Unit-3</b>	<b>Structure and Organisations of Teacher Education in India</b> <ul style="list-style-type: none"> <li>• Basic Training Centre (BTC)</li> <li>• District Institute for Education and Training (DIET)</li> <li>• State Council for Educational Research and Training (SCERT)</li> <li>• National Council for Educational Research and Training (NCERT)</li> <li>• National Council for Teacher Education (NCTE)</li> <li>• National University of Educational Training and Administration (NUEPA)</li> </ul>

	<ul style="list-style-type: none"> <li>• Regional Colleges of Education</li> </ul>
<b>Unit-4</b>	<b>Status of Teacher Education in India: Trends, Issues and Challenges</b> <ul style="list-style-type: none"> <li>• Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)</li> <li>• National Curriculum Framework for Teacher Education (NCFTE), 2009</li> <li>• NCTE Regulations, 2014</li> <li>• Present problems of Teacher Education in India and their solution</li> <li>• Quality Assurance in Teacher Education and its challenges</li> </ul>
<b>Unit-5</b>	<b>Quality, Responsibility and Professional Ethics of Teachers</b> <ul style="list-style-type: none"> <li>• Qualities and responsibilities of a teacher</li> <li>• Teacher as a Facilitator, Counsellor and Practitioner-Researcher</li> <li>• Role expectations of Teachers in twenty first century</li> <li>• Professional ethics and accountability of teachers</li> </ul>

### Recommended Readings:

- Aggarwal, J. C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21<sup>st</sup> Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha*. Guwahati: Shanti Prakashan.
- Mukherjee, S. N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J. S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.



**EDU-SE-5014**  
**EXTENSION ACTIVITIES**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to do extension activities.

**Theory (2 Credits)**

**Course contents**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Extension Activities</b> <ul style="list-style-type: none"><li>• Meaning, characteristics and objectives of Extension</li><li>• Principles and importance of Extension</li><li>• Areas of Extension Education activities</li><li>• Role of higher education on Extension Activities</li></ul>
<b>Unit-2</b>	<b>Extension Methods and Swachha Bharat Mission</b> <ul style="list-style-type: none"><li>• Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning</li><li>• Swachha Bharat Mission- Its objectives and components</li></ul>

**Practical Work (2 credits)**

Students will have to involve in any of the following extension activities –

- Visit the nearby village/area and conduct survey on educational and economic status of the community people
- Visit nearby schools and look after the teaching learning environment in the schools
- Involve in Swachha Bharat Mission
- Creating awareness of women health, politics, environment etc. in the locality

**Guidelines:**

- The teachers will have to guide the students in extension activities.
- Teachers will explain the concept and different types of extension activities.
- Evaluation will be done by an External Examiner.