GIRIJANANDA CHOWDHURY UNIVERSITY, ASSAM
Hatkhowapara Azara, Guwahati

SYLLABUS

MATER OF ARTS IN EDUCATION

Semester I

Philosophical Foundations of Education I   **Credit: 4**
Course code: MED24501T

Course Objectives:

1. To study the fundamentals of educational philosophy.
2. To discuss the core concepts, theories and debates in western schools of philosophy.
3. To illustrate the philosophical ideas that shape educational thought and practice.
4. To study the contributions made by great educational thinkers in moulding modern education.

Course Outcomes:

After the completion of the course, students will be able to:

1. Identify the key concepts of different schools of western philosophy.
2. Discuss the metaphysics, epistemology and ethical aspect of various schools of philosophy.
3. Illustrate the philosophical perspectives in shaping educational policy and practices.
4. Examine the contributions made by great thinkers in shaping modern education.

Module	Topic	Course Content
I	Introduction	Meaning, Nature and Scope of Educational Philosophy, Relationship between Education and Philosophy, Need and Functions Branches of Philosophy- Metaphysics, Epistemology and Axiology
II	Western Schools	Idealistic approach to Education Naturalistic approach to Education Pragmatism in Education Realism in Education

		With reference to Knowledge, Reality, Values and their Educational Implications
III	Western Schools	Logical Positivism, Existentialism, Humanism, Marxism and their Educational Implications
IV	Great Western Thinkers	Rousseau John Dewey Bertrand Russell Ivan Illich

Suggested Readings

- Aggarwal, J.C. (2002). *Philosophical and Sociological Perspectives on Education* (1st ed.). Shipra Publication.
- Chandra, S.S., & Sharma, R.K. (2004). *Philosophy of Education*. Atlantic Publishers & Distributors.
- Chaube, S.P. & Chaube, A. (1997). *Philosophical and Sociological Foundations of Education*. Vinod Pustak Mandir.
- Jhori, P.K. (2005). *Philosophical Foundations of Education.* Anmol Publications Pvt. Ltd.
- Kneller, G.F. (1971). *Introduction to the Philosophy of Education*. John Witty & Sons.
- Sharma, A.P. (2010). *Indian and Western Educational Philosophy*. Unicorn Books Pvt. Ltd.
- Siddiqui, M.H. (2009). *Philosophical & Sociological Perspectives in Education*. APH Publishing Corporation.

Educational Psychology   **Credit :4**
Course code: MED24502T

Course Objectives:

1. To study the fundamentals of educational psychology, key concept, theories and principles of educational psychology.
2. To discuss the applications of educational psychology in teaching and learning.

3. To illustrate various theories of learning, intelligence, motivation, growth and development.
4. To discuss the concept of individual difference in learning through established theories.

Course Outcomes:

After the completion of the course, students will be able to:

1. Discuss the core concepts and various schools of educational psychology.
2. Illustrate the various theories of learning, intelligence, motivation, growth and development and its impact in real classroom setting.
3. Differentiate the individual difference in learning considering factors like developmental stages, motivation and intelligence.
4. Criticize the theories of educational psychology and its relevance in the present scenario.

Module	Topic	Course Content
I	Introduction	Nature and Scope of Educational Psychology Schools of Psychology- Behaviorism, Humanism, Constructivism, Gestalt, Psychoanalysis, Functionalism
II	Developmental Theories	Concept, Principles, Stages of Development Piaget's Theory of Cognitive Development, Kohlberg's Theory of Moral Development, Freud's Theory of Psycho-Sexual Development, Erikson's Theory of Psycho-Social Development and their Educational Implications
III	Intelligence	Concept of Intelligence Theories- Guilford's Structure of Intellect, Gardner's Theory of Multiple Intelligence, Sternberg's Information Processing Theory Emotional Intelligence
IV	Learning and Motivation	Nature and Principles, Factors Affecting Learning Theories- Gagne's Hierarchical Theory of Learning, Bandura's Social Learning Theory, Tolman's Theory of Learning, Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Lewin's Field Theory Understanding Motivation through Maslow's Hierarchy of Needs Theory and Atkinson's Theory of Achievement Motivation, Role of Motivation in Learning

Suggested Readings

- Aggarwal. J.C. (n.d.). *Essentials of Educational Psychology*: Vikas Publishing house
- Bigge, Morris. L (1971). *Learning theories for teachers.* Harper &Row.
- Chatterjee, S.K. (2000): *Advanced Educational Psychology*. Books and Allied (p)Ltd
- Chauhan, S.S. (2002). *Advanced Educational Psychology*. Vikash Publishing House, New Delhi.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach.*Tata McGraw Hill Publishing Co. Ltd.
- Mangal S.K (2010). *Advance Educational Psychology*. Prentice Hall of India.
- Sing, A.K. (2013): *The Comprehensive History of Psychology*. Motilal Banarsidass Publishers Pvt. Ltd.
- Woolfolk, A. (2006) *Educational Psychology*. (9th edition). Dorling Kindersley Publishing Pvt. Ltd.

Guidance and Counselling   Credit :4
Course code: MED24503T

Course Objectives:
1. To study the fundamental concepts, theories and principles of guidance and counselling.
2. To discuss the significance of guidance and counselling in academic setting.
3. To illustrate different types of guidance and counselling services at different levels of education.
4. To discuss the role of teacher in dealing with students of diverse needs.

Course Outcomes:

After the completion of the course, students will be able to:
1. Discuss the need and significance of guidance and counselling in education.
2. Illustrate the difference between guidance and counselling.
3. Compare different approaches and techniques in guidance and counselling.
4. Appraise teacher's role in creating suitable learning environment for students from diverse learning background.

Module	Topic	Course Content
I	Introduction	Nature, Scope and Principles of Guidance and Counselling Need and Significance Role of Teacher in Guidance Qualities of Counsellor
II	Guidance	Types- Educational, Vocational, Personal and Social Guidance Guidance at Various Levels- Elementary, Secondary and Higher Education Tools and Techniques of Guidance- Observation Cumulative Records Rating Scales Interview Anecdotal Records Socio-metric Technique
III	Counselling	Types- Directive Counselling Non-directive Counselling Eclectic Counselling Approaches to Counselling- Cognitive Behavioural Humanistic Characteristics of Good Counselling and Counsellor
IV	Implication	Role of Teacher in - Adjustment Needs of Adolescents Guiding Children with Special Needs, Gifted and Creative Individual and Group Counselling Difference between Guidance and Counselling

Suggested Readings

- Agarwala, R. (2006). *Educational, vocational guidance and counselling*. New Delhi: Shipra Publication.
- Berdie, R.F. (1963). *Testing in Guidance and Counselling*. New York: Mc Graw Hill.
- Bhatnagar, A and Gupta, N. (1999). *Guidance and Counselling – A Theoretical Approach.* New Delhi: Vikas Publishing house.
- Chauhan, S.S. (2009). *Principles and Techniques of Guidance*. New Delhi: Vikash Publishing House.
- Gibson, Mitchell M, (1999). *Introduction to Counselling and Guidance*. University of Michigan: Merrill.
- Gogoi, K.P. (2015). *A Text Book on Guidance & Counselling.* New Delhi: Kalyani Publishing House.
- Kochhar, S.K. (1985). *Educational and Vocational Guidance in secondary schools.* New Delhi: Sterling Publisher.

Development of Education in India   **Credit :4**
Course code: MED24504T

Course Objectives:

1. To study various education commissions before and after independence.
2. To discuss the role of commission and committees in the development of education in India.
3. To determine the impact of various educational policies in shaping Indian education system.

Course Outcomes:

After the completion of the course, students will be able to:

1. Discuss the shift in educational paradigm during different period in India.

2. Illustrate the role and recommendations of various commissions and committees for the development of education in India.

3. Compare the quality of education during medieval, colonial and post-colonial era.

4. Criticize the pros and cons of different education commissions and committees.

Module	Topic
I	Education in Ancient and Medieval Period • Aims of Education • Merits and Demerits • Contribution to Modern Indian Education • Methods of Teaching, Role of Teacher
II	Education in Colonial India I • Charter Act of 1813 • The Anglicists- Orientalists Controversy • Macaulay's Minute (1835), Downward Filtration Theory • Wood's Dispatch (1854) • Role of Christian Missionaries
III	Education in Colonial India II • Hunter Commission (1882) • Indian University Commission (1902) • Sadler Commission (1917) • Hartog Committee (1929) • Sargent Report (1944)

IV	Post- Independence Education
	• Radha Krishna Commission (1948)
	• Mudaliar Commission (1952)
	• Kothari Commission (1964)
	• National Policy on Education (1986) and POA (1992)
	• National Education Policy 2020
	• Primary Education Act 1926 and Expansion of Primary Education in Assam

Suggested Readings

- Bakshi, S.R., & Mahajan, L. (Eds.). (2000). *Education in Ancient India*. New Delhi: Deep & Deep Publication Pvt. Ltd.
- Biswas, A., & Agrawal, S.P. (1986). *Development of Education in India*. New Delhi: Concept Publishing Company.
- Dash, B.N. (2010). *Development of Educational System in India.* New Delhi: Gyan Publishing Company.
- Purkait, B.R. (2012). *Milestones in Modern Indian Education*. Kolkata: New Central Agency Private Limited.
- Saini, S.K. (1980). *Development of Education in India*. New Delhi: Cosmo Publishing Company.
- Sharma, R.N. (2007). *History of Indian Education*. New Delhi: Shubhi Publication.
- Singh, Y.K., & Nath, R. (2005). *History of Indian Education System*. New Delhi: APH Publishing Corporation.

Measurement and Evaluation in Education **Credit :4**
Course code: MED24505T

Course Objectives:

1. To study the fundamental concepts, need and significance of measurement and evaluation in education.

2. To discuss different approaches, reliability, validity and norms of good measuring tool.

3. To illustrate the steps involved in development of test and scales.

4. To discuss the contemporary techniques involved in evaluation process.

Course Outcomes:

After the completion of the course, students will be able to:

1. Discuss the concept, need and approaches of measurement and evaluation in education.
2. Illustrate the steps and techniques in establishing validity, reliability and norms.
3. Analyze the contemporary evaluation techniques and steps involved in the standardization of test.
4. Compare the strength and limitations of evaluation techniques.

Module	Topic	Course Content
I	Introduction	Concept, Need and Significance of Educational Measurement and Evaluation Distinction between Measurement and Evaluation Taxonomy of Educational Objectives- Cognitive, Affective and Psychomotor Domain
II	Measurement, Validity, Reliability and Norms	Concept and Characteristics of Good Measuring Tool, Types of Measurement- Direct, Indirect and Relative Validity- Concepts and Types Reliability- Methods of Establishing Reliability Factors Affecting Reliability Need and Significance of Norms Types- Age Norms, Grade Norms, Percentile, Z Score, T Score and Stanina Score
III	Test and Scales	Achievement Test- Steps Involved in Standardization of Achievement Test Attitude Test- Construction of Attitude Test by using Likert and Thurstone Method Aptitude Test- Concept and Uses Intelligence Test- Concept and Uses Interest Inventory- Concept and Uses
IV	Evaluation and Contemporary Techniques	Objectives of Evaluation Types – Formative, Summative, Placement and Diagnostic Continuous Comprehensive Evaluation (CCE) Open Book Examination Question Bank Grading CBCS Portfolio Assessment Computer Assisted Evaluation

Suggested Readings

- Adams, G.S. (l964). *Measurement and Evaluation in Education &Psychology*. New
- Aiken, L.R. & Gary Groth Marhant (2011). Psychological Testing and Assessment (12th edition). New Delhi: Pearson.
- Bloom B.S & Other (1976). *Handbook of Formative and Summative Evaluation of Student Learning*. New York: McGrew Hill Book Co.
- Edwards, A.L. (1975). *Techniques of Attitude Scale Construction,* Bombay: Feffer & Semens Pvt.Ltd.
- Linn, Robert L. (2000). *Measurement and Assessment in Teaching.* New Delhi: Pearson Education, Inc.
- Mohan, R. (2023). *Measurement, Evaluation and Assessment in Education*. PHI Learning.
- Singh (1990). *Criterion Referenced Measurement.* New Delhi: NCERT.
  York: Rinehart and Winston.

SEMESTER II

Philosophical Foundations of Education II
Course code: MED24506T   **Credit:4**

Course Objectives:

1. To discuss the origin and core concepts of Indian schools of philosophy.
2. To illustrate different schools of philosophy in terms of knowledge, reality and values and its contributions to educational theory and practice.
3. To distinguish between orthodox and heterodox schools in terms of value and belief system.
4. To discuss the contributions of great thinkers in contemporary philosophy and its bearing on education

Course Outcomes:

After the completion of the course, the students will be able to:

1. Discuss the fundamental principles and practice of orthodox and heterodox schools of philosophy.
2. Classify different schools on the basis of metaphysical, epistemology and ethical consideration.
3. Analyze the philosophical perspectives in shaping educational policy and practice and contribution to modern Indian education.
4. Appraise the contributions made by great thinkers in shaping modern education.

Module	Topic	Course Content
I	Introduction	History and Origin of Indian Philosophy Characteristics, Significance and Contribution to the Modern Indian Education
II	Orthodox Schools	Samkhya Yoga Nyaya Vaisheshika Purva Mimamsa Uttara Mimamsa or Vedanta With reference to Knowledge, Reality, Values and Their Educational Implications
III	Heterodox Schools	Buddhism Jainism Charvaka Ajivika With reference to Knowledge, Reality, Values and Their Educational Implications
IV	Great Indian Thinkers	Savitribai Phule A.P.J. Abdul Kalam Swami Vivekananda J. Krishnamurti M. k. Gandhi Rabindranath Tagore

Suggested Readings

- Chandra, S.S & Sharma, R.K. (1996). *Principles of Education*, New Delhi: Atlantic Publishers
- Chatterjee, S. & Datta, D. *An Introduction to Indian Philosophy*. New Delhi: Rupa Publishing House Pvt. Ltd.
- Connor, J. (1995). *An Introduction to the Philosophy of Education*, Agra: Vinod Pustak Mandir
- Morris, V. (1966). *Existentialism in Education*, New York: Harper & Row.
- Radhakrishnan S. (2008). *Indian Philosophy (2 Volume)*, Oxford India Paperbacks.
- Sharma C.D. (2016). *A Critical Survey of Indian Philosophy*, Motilal Banarsidass.

Research Methodology in Education
Course code: MED24507   **Credit:4**

Course Objective:

1. To discuss the concept, nature and scope of educational research.
2. To illustrate research designs considering the feasibility of research problem.
3. To discuss the steps involved in formulating research problems and identifying research gaps.
4. To discuss the tools and techniques of data collection in scientific research.

Course Outcomes:

After the completion of the course, students will be able to:
1. Determine the different approaches in educational research.
2. Analyze the types, steps, tools and techniques involved in scientific research.
3. Assess the different types of research methods and type of data.
4. Compose research proposal suited to their area of interest by identifying research gap.

Module	Topic	Course Content
I	Introduction	Meaning, Nature and scope of Educational Research Characteristics of scientific method -Replicability, Precision, Falsifiability and Parsimony Methods of Acquiring knowledge -Deductive Reasoning, Inductive Reasoning, Tradition, Experience, Authority Types of Scientific Method -Exploratory, Explanatory and Descriptive
II	Types of Research	Fundamental, Action and Applied Research Approaches- Descriptive, Historical, Experimental, Grounded Theory, Ethnography, Narrative, Case Study Research Design- Qualitative, Quantitative and Mixed - method
III	Steps in Formulating Research Problem	Review of Related Literature- Significance and Procedure Hypothesis- Types and Characteristics of Good Hypothesis Population, Sample, Sampling (Probability and Non-probability Sampling) Techniques of Sampling Concept and Identification of Research Gap
IV	Tools and Techniques	Tools- Questionnaire, Rating Scales, Aptitude Scales, Achievement Test, Inventory Techniques- Observation, Case Study, Interview Developing a Research Proposal (with Chapterisation and Key Terminologies)

Suggested Readings

- Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education.
- Creswell, J. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th edition). Pearson Education India.
- Koul, Lokesh, (2002). *Methodology of Educational Research*. New Delhi: Vikas Publication.
- Smith, M.L. & Glass, G.V. (1986). *Research and Evaluation in Education and the Social Sciences.* NJ: Prentice Hall.
- Van Dalan, D.B. (1973). *Understanding Educational Research; An Introduction*. New York: McGraw Hill.
- Wiersma, W. & Jurs, S. J. (2009). *Research Methods in Education: An Introduction*. Pearson Education

Course Title
Sociology of Education
Course code: MEDU24508   **Credit:4**

Course Objectives:

1. To study the fundamentals of educational sociology.
2. To discuss the role of education in social change.
3. To illustrate the concept of social structure, stratification and culture.
4. To discuss group dynamics and its bearing on education.

Course Outcomes:

After the completion of course, students will be able to:

1. Discuss the concept and relationship between sociology and education.
2. Illustrate the significance of education in preserving culture and facilitating social change.
3. Identify the reasons for cultural change and social mobility.
4. Criticize the social structure and factors responsible for social stratification.

Module	Topic	Course Content
I	Introduction	Concept, meaning and nature of Educational Sociology Agencies of Socialization- Family, School, Community, Peer Group, Mass Media

		Approaches- Structural Functionalism, Symbolic Interaction, Conflict Theory Social Dynamis in Education Relationship between Sociology and Education
II	Education for Social Change	Meaning and Nature of Social Change Role of Education in Modernization and Social Change Education as Social Subsystem Education of Socio-economically Disadvantage Section of Society (Schedule Caste, Schedule Tribe, Women and Rural Population)
III	Culture	Concept, Nature, Function of Culture Determinants of Culture Cultural Change and its Causes Concept of Cultural Lag Types of Culture – Material and Non-material, Primitive and Modern Culture and Personality
IV	Social Control, Structure and Stratification	Nature and Objectives of Social Control Agencies and Role of Education in Social Control Types of Social Groups- Primary and Secondary Groups, Formal and Infromal Groups Educational Significance of Group Dynamics Concept of Social Stratification and Social Mobility Education as factor of Social Stratification and Social Mobility

Suggested Readings

- Aikara, J. (2004). *Education-Sociological Perspective*. New Delhi. Rawat Publications.
- Bhushan, V. & Sachdeva, D.R. (2008). *An Introduction to Sociology*: New Delhi, Kitabmahal.
- Hemalatha, T. (2002). *Sociological Foundations of Education*. New Delhi, Kanishka publications.
- Joyce, L.E. & Sanders, M.G. (2002). *School, Family and Community Partnership*. Guwahati: Nibedita Book Distributors.
- Ottaway, A.K.C. (2018). *Education and Society*. Routledge (Manohar).
- Pathak. R.P. (2012). *Philosophical and Sociological Principles of Education*. Dorling Kindersley (India) Pvt. Ltd.
- Sharma, R.K.& Chandra, S.S. (2022). *Sociology of Education*. New Delhi: Atlantic Publishers and Distributors.
- Shukla, B.V. & Shah, K.B. (1985). *Sociological Perspective in Education*. New Delhi, Chanakya Publications.

Course Title

Open, Distance and Online Learning
Course Code: MED24509T   Credit 3

Course Objectives:

1. To study the nature and concept of open, distance and online learning.
2. To discuss the role of ICT in education.
3. To discuss the need of learner support service.
4. To discuss the approaches in quality enhancement and evaluation programme.

Course Outcomes:

After the completion of the course, students will be able to:
1. Discuss the fundamental difference between open, distance and online learning.
2. Illustrate the role of information and communication technology in bridging education gap.
3. Compare the role of learner support services at different at stages.
4. Determine quality enhancement and evaluation programme.

Module	Topic	Course Content
I	Introduction	Concept, Need and Characteristics of Distance Education Difference between Open, Distance and online learning Difference between Conventional and Distance Learning Growth of Distance Education in India Issues and Challenges
II	Intervention Strategies	Information and Communication Technology in ODL Role of ICT in ODL Types of Media used– Video Conferencing Teleconferencing Mobile Learning Podcast SWAYAM MOOCS EDUSAT Technical and Vocational Programme In ODL
III	Learner Support	Need and Significance of Lerner Support Services Stages of Learner Support Services- Pre-entry During the Course Post Course Need and Significance of Counselling In ODL Role, Qualities and Skills of Academic Counsellor

IV	Quality Enhancement and Programme Evaluation	Programme Evaluation Quality Assurance and Mechanism for Maintaining of Standards in ODL Cost Analysis Role of DEB (Distance Education Bureau), IGNOU, NIOS in ODL Distance Education and Rural Development

Suggested Readings

- Anjana (2018). *Technology for Efficient Learner Support Services in Distance Education*. Springer publications
- Mohanty, Jagannath (2007). *Studies in Distance Education*. Deep & Deep Publication Pvt. Ltd.
- Moore, Michael G & Greg Kearsley eds. (2012). *Distance Education: A Systems View of Online Learning*. Wadsworth Cengage Learning.
- Sharma, M. (2006). *Distance Education – Concept and Principles*. New Delhi: Kanishka Publishers, Distributors.
- Sharma, Madhulika (2006). *Distance Education – Concept and Principles*. New Delhi: Kanishka Publishers, Distributors.
- Singh, U. K. (2001). *Non-Formal and Continuing Education*. New Delhi: Discovery (DPH)
- Somayajulu, B.K. & Ramakrishna (2014). *Distance Learners and Support Services-Current Trends and Prospects.*

Course Title
Practical Approaches to Research Techniques
Course Code: MED245010P   **Credit 3**

Course Overview:

Practical Approaches to Research Techniques is designed to inculcate and foster a research culture among students. It aims to develop skills necessary to plan and conduct research in scientific manner. The course will provide hands-on experience devising theoretical knowledge into practical application. The course covers research activities such as identification and outlining relevant literature, reference writing according to APA manual, book/journal review, scale construction, laboratory practical etc.

Course Objectives:

- To develop an ability to conduct thorough literature review and identify research gaps.
- To evaluate research findings, books and journal articles and summarise it into concise abstract.
- To develop analytical abilities to conduct psychological test efficiently.
- To illustrate the process of constructing scale.
- To determine the standard format of writing references.
- To illustrate the process of designing a research proposal with appropriate methodology and statistical techniques.

Course Outcomes:

After completing the course, students will be able to:

- Identify relevant literature from various online and offline sources.
- Apply their ideas in designing effective research tools in scientific manner.
- Analyse the process and key factors in conducting psychological test.
- Assess the information provided in the books and journal articles to find the existing gap for further investigation.
- Develop a research proposal with appropriate research design and statistical techniques.

Practicum:

- Identification, selection, outlining the relevant literature from various platforms.
- Book/ Article review
- Lab Practical (3 Psychological test)
- Construction of Scale
- Data computation and tabulation in excel / SPSS
- Construction of Google form
- Graphical representation of data
- Paraphrasing and acknowledging
- Referencing as per APA manual including in-text citation
- Designing a research proposal

Deliverables

Formative Evaluation

1. Book/ Article review
2. Submission of literature review (30 National and International)
3. Scale construction
4. Submission of practical Copy.

End semester

1. Construction and presentation of research proposal
2. Oral examination

References

- Abbot, Craig S., & Williams, P.S. (2009). *An Introduction to Bibliographical and Textual Studies (*4th ed.). Modern Language Association of America.
- Creswell, J. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th edition). Pearson Education India.
- Hart, C. (1998). *Doing a Literature Review. London*. Sage Publications.
- Joyce P. Gall, M.D. Gall, & Walter R. Borg. (2005). *Applying Educational Research: A Practical Guide* (5th ed.). Pearson
- Koul, Lokesh, (2002). *Methodology of Educational Research*. New Delhi: Vikas Publication.
- Lawrence, C. N. (2011). *Writing a Literature Review in the Social Sciences*.
- Pan, M. L. (2013). *Preparing literature reviews: qualitative and quantitative approaches* (5th ed.). Taylor and Francis.
- Smith, M.L. & Glass, G.V. (1986). *Research and Evaluation in Education and the Social Sciences.* NJ: Prentice Hall.

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Course Title
Educational Administration and Management
Couse code: MED24511   **Credit :4**

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Course Objectives:
1. To discuss the fundamental concepts and process of educational administration and management.
2. To discuss the management systems and techniques that facilitates effective educational practices.
3. To illustrate the role and functions of educational administration and management at different levels.
4. To discuss the different models of leadership for in-depth knowledge.

Course Outcomes:
After the completion of the course, students will be able to:
1. Discuss the fundamental principle of educational administration and management.
2. Determine the role of different regulatory bodies in quality management at different levels.

3. Classify the ethical standards and stablished norms by different governing bodies of education.
4. Assess the effectiveness of leadership models in educational settings considering its strengths and weaknesses.

Module	Topic	Course Content
I	Introduction to Educational Administration and Management	Educational Administration -Concept, Nature and Functions Principles of Educational Administration Importance of Educational Administration Administration as a process and bureaucracy. Meaning, Nature and Scope of Educational Management. Types of Educational Management Relationship between Educational Administration and Management.
II	Administration and Management at different levels	Role and Functions – Role of NEP 2020 National Institute of Educational Planning and Administration (NIEPA) Central Advisory Board of Education (CABE) National Counsil of Educational Research and Training (NCERT) Central Board of Secondary Education (CBSE) University Grant Commission (UGC) Kendriya Vidyalaya Sangathan (KVS) All India Council for Technical Education (AICTE) National Council for Teacher Education (NCTE) State Council of Educational Research and Training (CERT) District Institute of Educational Research and Training (DIET)

III	Quality Management	Management as a system, Management as a technique. SWOT Analysis Taylorism Total Quality Management: Meaning, Nature and Functions. Approaches of Total Quality Management
IV	Leadership in Educational Administration	Meaning and Nature of Leadership Types of Leadership Approaches of Leadership: Trait, Transformational, Transactional and Charismatic. Models- Blake and Mouton's Managerial Grid Fiedler's Contingency Model Tri Dimensional Model Hersey and Blanchard's Model Leader Member Exchange Theory

Suggested Readings

- Bhatnagar, R. P. & Aggrawal, V. (2015). *Educational administration*. Layal Book Depot
- Buch, T. (1980). *Approaches to school management.* Harper and Row.
- Chandrasekharan P. (1997). *Educational planning and management*. Sterling Publishers Pvt. Ltd.
- Deshmukh, A.V. & Naik, A. P. (2010). *School administration and management.* Himalaya Publishing House.
- Glasser, W. (1990). *The quality schools. New York*. Harper Collins Publishers, Inc.
- Government of India (1986/92). *National policy on education.* MHRD.
- Hallak, J. (1990). *Investing in the future: Setting educational priorities in the developing world.* UNESCO.
- K.S. (2003). *Introduction to educational planning and management.* Anmol Publications Pvt. Ltd.
- S.K. & Gupta, S.91991). *Educational administration and management.* Manorama Prakashan.

Course Title
Statistics in Education
Course code: MED24512T   **Credit:4**

Course Objective
1. To discuss the basic concepts and importance of Statistics in education.
2. To determine the appropriate statistical techniques for various research problems.
3. To foster skills to present statistical findings in clear and meaningful way.

Course Outcome
After the completion of the course, students will be able to:
1. Discuss the key concepts and significance of statistics in educational research.
2. Apply appropriate statistical techniques in educational research problems in real life setting.
3. Analyze the assumptions underlying parametric and non-parametric tests considering the suitable methods for different research scenarios in education.
4. Assess the potential bias and errors in statistical findings.

Module	Topic	Course Content
I	Basics of statistics in Education	Meaning and Nature and Functions of Statistics in Education Significance of Statistics in Education Level of Confidence, Degrees of Freedom, Type I and Type II error. One tailed and Two-tailed Test
II.	Quantitative Data Analysis	Measures of Central Tendency- Mean Median Mode When to use the Mean, Median and Mode. Measures of Variability- Range Average Deviation Quartile Deviation Standard Deviation When and where to use the various measures of variability- Range, Average Deviation, Quartile Deviation, Standard Deviation.
III	Parametric Test	Normal Probability Curve: Meaning, Nature, Significance and Application Kurtosis and Skewness Parametric test: Meaning, Assumptions. T test, Analysis of Variance (ANOVA) – One way and Two-way, Analysis of Covariance (ANCOVA)

		-One way and Two- way, Multivariate Analysis of Co variance (MANCOVA) Regression Analysis Coefficient of Correlation
IV	Non-Parametric Test	Non-Parametric Test: Meaning, Assumptions. Chi Square test of equality and independence Sign test- Concept, Assumptions. Median test Mann Whitney U test

Suggested Readings

- Best, J.W., & Kahn, J.V. (1989). *Research in Education* (6th ed.). Prentice Hall of India, Brace Javanovich Inc.
- Buckman, B.W. (1978). *Analysing and Designing Educational Research*. Harcourt
- Elhance, D.N. & Elhance, V. (2002). *Practical Problems in Statistics.* Kitab Mahel
- Gay, L. R. (2011). *Educational Research Competencies for Analysis and Application*. Pearson
- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Allyn & Bacon
- Guilford, J.P. (1973). *Fundamental Statistics in Psychology.* McGraw Hill Book Company.
- Gupta.S.P. (2004). Statistical Methods (3rd edition), Sultan Chand & Sons, Educational Publishers ND.
- Henry. E. Garrett. (2009). *Statistics in Psychology and Education* (6th edition). Paragon international publishers
- Koul, L. (1984). *Methodology of Educational Research. New Delhi.* Vikas Publishers
- Mangal, S.K. (2002) Statistics in Psychology and Education, Prentice Hall of India. Publications Pvt. Ltd.
Private Ltd.
- Sharma, T.R. & Bhargava, V. (2005) *Elementary Statistics in Education and Psychology.* Bhargava Book House.

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Course Title
Women Education
Course code: MED24513T   **Credit:4**

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Course Objectives

1. To discuss the role of education in women's empowerment.

2. To determine the status of women' s education over different periods of time.

3. To illustrate the women's right movements.

4. To study the role of government in promoting women's education.

Course Outcomes

After the completion of the course, the students will be:
1. Discuss the barriers and reconstruction of women's education in India.

2. Determine the gender gaps in academic setting and the contribution of national and global bodies in improving women education.

3. Compare different types and phases of movement concerning women's rights.

4. Assess the role of women in environment conservation.

Module	Topic	Course Content
I	Introduction	Need and significance, Role of Education in women's empowerment, Social, Cultural and Economic constraints to women's education, Concept of gender, gender diversities and gender roles, Global gender gaps.
II	Women Education in India	Education and status of women in ancient India, Pre-independence and post- independence. Gender disparity in education- curriculum, gender stereotypes in textbooks, access to technical, vocational and higher education, Enrollment and Retention. Present status of women Education in India. Need of education of marginalized women.

III	Women's Movement and Environment	Historical background, Phases of feminism – First wave, second wave, third wave and fourth wave of feminism.
		Types of Feminism- Liberal Feminism, Radical Feminism, Marxist Feminism, Eco-feminism.
		Chandraprava Saikiani's contribution to women's movement in Assam.
		Women and Environment –
		Chipko, Appiko, Role of women in forest resource management and Sustainable Development
IV	National and Global initiatives	National Committee on Women's Education (1958), National Policy on Education (1986), Mahila Samakhya Program (1988), National Policy for Empowerment of Women (2001), Kasturba Gandhi Balika Vidyalaya, Beti Bachao, Beti Padhao, NEP 2020, CEDAW (The Convention on the Elimination of All Forms of Discrimination Women), International Research and Training Institute for the Advancement of Women (INSTRAW), Division for the Advancement of Women (DAW)

Suggested Readings:

- Agarwal, S.P. & Agarwal, J.C. (1993). *Women's Education in India. Historical Review Present Status perspective plan with statistical Indicators.* Gyan publishing house
- Alvesson, M. & Billing, Y.D. (1997). *Understanding Gender and Organization*. Sage Publications.
- Global Morning Report – UNESCO
- Kelkar, M. & Gangavane, D. (2003). *Feminism in Search of an Identity: The Indian Context*. Rawat Publications.
- Mohanty, C,T. (2003). *Feminism without Borders: Decolonizing Theory Practicing Solidarity*. Zubaan.
- S.P. Agarwal (2003). *Women's Education in* India (Vo1.3). Concept Publishing Company.
- Sharma Ram S. (1996). *Education of Women and Empowerment.* Gyan Publishing House.
- Sharma Usha & Sharma B.M (1992). *Women's Education in Ancient and Medieval India.* Inter India Publications.
- Sharma, U & Sharma, B.M. (1995). *Women's Education in Modern India.* Commonwealth Publishers
- Siddqui M.H. (1992). *Women and Education*. Ashish publishing house.

Inclusive Education
Course code: MED24513T   Credit:4

Course Objectives:

1. To study the need and significance of inclusivity in academic setting.
2. To determine the structural and attitudinal barriers that hinder inclusive education.
3. To discuss national and international programme and policies for promoting inclusivity in education.
4. To discuss the curriculum and instructional strategies including techno-pedagogy in classroom setting.

Course Outcome:

After the completion of the course, the students will be able to:
1. Discuss the characteristics of learners from various physical, cognitive and socio-cultural backgrounds.

2. Determine the role of stakeholders, national and international regulatory bodies in promoting inclusive education.

3. Compare the individual differences of the learners from diverse background facilitating appropriate curriculum planning and adaptation.

4. Assess the pedagogical strategies suitable for inclusive classrooms.

Module	Topic	Course Content
I	Introduction to Inclusive Education	Concept, Meaning and Principles of Inclusive Education Significance of Inclusive Education Historical Perspectives of Inclusion of Children with Diverse Needs.
II	Education for Inclusivity	Role of School, Stakeholders and Parents Teachers as facilitator Current status and Ethical Issues of Inclusive Education in India Problems and Challenges Recent Trends of Inclusive Education in India
III	National and International initiatives	National Policy of Education 1986, POA 1992, Salamanca Statement and Framework for Action on

	for inclusivity in Education	Special Needs Education (1994) and UNESCO 2009 Policy Guidelines for Inclusion, RCI Act 1992, National policy for Person with Disabilities (2006), United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), Inclusive education for disabled at secondary stage (2009), RPWD Act 201. National education policy (2020)
IV	Curriculum Planning and development	Curriculum Adaptation for Diverse Leaners, Pedagogical Strategies- Individualized Educational Program, Cooperative Learning, Peer Tutoring, Social Learning, Remedial Teaching, Multidisciplinary Approach Assistive and Adaptive Technology for Diverse Learners. Assessment and Evaluation in Inclusive setting

Suggested Readings

- Armstrong, A. C., Armstrong, D., & Spandagou, I. *(2010). Inclusive education: International policy and practice.* London
- Bateman, D. F & Cline, J.L. (2016). *A teacher's guide to special education*. ASCD.
- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing.
- Jha. M. (2002). *Inclusive Education for All: Schools Without Walls*. Heinemann Educational publishers.
- Mastropieri, M.A. & Scruggs, T.E. (2006). *The Inclusive Classroom: Strategies for Effective Instruction.* Prentice Hall
- Mittler, P. (2000). *Working Towards Inclusive Education: social contexts*. David Fulton.
- NCERT (2006). *National Focus Group Report on Education of SC and ST.*
- Sharma, R.A. (2016). *Fundamental of special education.* Bookman
- UNESCO (1994). *The Salamanca Statement and Framework for action on Special Needs Education.* Paris.

Course Title
Teaching and learning in Digital Age
Course code: MED24515T   **Credit:4**

Course Objectives
1. To study the technological intervention in education.

2. To determine the strength and limitaions of technological integration in education.
3. To discuss the models of instructional design and classroom communication process.
4. To discuss the concept of Massive Open Online Course.

Course outcomes

After the completion of the course, the students will be able to:

1. Discuss the paradigm shift in teaching-learning process due to technological integration in education.
2. Determine the problems, challenges and ethical considerations in technology assisted learning.
3. Analyze the classroom interaction and instructional strategies.
4. Assess the role of MOOC in facilitating teaching-learning in digital age.

Module	Topic	Course Content
I	Introduction	Information and Communication Technology (ICT) in Education – Concept and nature Approaches- Hardware and Software Approach System Approach in ET Classroom Design Model – Origin, History and limitations for Online Learning
II	Technology in Education	Impact of Technological Intervention in instructional strategies, Challenges, Role of teacher Skills required in Digital Age Emerging trends in e-learning, Ethical issues Community of Inquiry Model (COI), Online Collaborative Learning- Strengths and Weaknesses Competency Based Learning
III	Classroom Interaction and Instructional Design Models	Concept, Factors affecting Classroom Interactions Interaction Analysis - Flanders' Interaction Analysis (FIACS), Galloway's system of Interaction Analysis, Equivalent Talk Category System (ETC), ADDIE, ASSURE, Gagne's Nine Events of Instruction, Bloom's Taxonomy
IV	Massive Open Online Course	MOOC- Concept, Nature, Strength and Limitations Role of technology in learning beyond classrooms e- Pathshala, e-PG Pathshala, Open Educational Resources (OER), NPTEL, SWAYAM Digital Assessment- Computer Assisted Assessment (CAA), Computer Adaptive Testing (CAT) Barriers- Equity and Access to digital tools, Teaching and Media Selection, Organizational issues, Cost, Ease of use, Security and Privacy.

Suggested Readings:

- Aggarwal, J.C. (2001). *Principles, methods and techniques of teaching.* Vikas
- Bates, A.W. (2015). Teaching in a Digital Age: Guidelines for Designing Teaching and Learning. BCcampus.
- Bates, A.W. (2022). Teaching in a Digital Age. Pressbooks.
- Bengalee, C. (1986). *Introduction to educational technology: innovations in education.* Saith.
- Dahiya, S.S. (2008). *Educational technology: towards better teaches preference.* Shirpa Publication.
- Dahiya, S.S. (2008). *Educational technology: towards better teaches preference.* Shirpa Publication.
- Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO
- Jain, Purabi. (2004). *Educational technology*. Dominant.
- John, A.L. (2003). *Refusing Online Resources. A Sustainable Approach to e-Learning.* Kogan Page Limited
- Mangal, S.K. (2002). Essentials of teaching learning and information technology. Tandon Publishers.
- Mukhopadhyay, M. (1990). *Educational technology: challenging issues*. Sterling Publication.

Course Title
Comparative Education
Course code: MED24516   **Credit:4**

Course Objectives:
1. To discuss the concept, significance, scope and factors of Comparative Education.
2. To illustrate the education system of various countries at different levels.
3. To discuss the emerging problems and challenges in education in India and other countries including SAARC countries.

Outcomes:

After the completion of the course, students will be able to:
1. Discuss the fundamentals of comparative education including factors.
2. Determine the existing pattern of education of various countries.
3. Compare the education system of various countries at different levels.
4. Assess the emerging barriers that affects the education system of various countries.

Module	Topic	Course Content
I	Introduction to Comparative Education	Meaning and Nature Scope of Comparative Education Need and Importance Historical Development of Comparative Comparative education as emerging discipline Education,
II	Factors of Comparative Education	Factors of Comparative Education: Geographical and Sociological, Historical and Economical Philosophical and Linguistic Methods of Comparative Education Centralized and Decentralized system of Education
III	Educational System of different Countries	Education System of UK USA Japan Russia and their comparative analysis with reference to India
IV	Issues and Challenges	Challenges: Social, Economic and Political - Illiteracy - Poverty - Population Explosion - Social unrest - Unemployment - Terrorism Emerging issues in SAARC countries and the role of Education

Suggested Readings:

- Chaube, S. P. & Chaube, A. (2013). *Comparative Education.* Vikas Publishing House Pvt. Ltd.
- Hans, N. (2012). *Comparative Education: A Study of Educational Factors and Traditions.* Routledge
- Holmes, B. (2018). *Comparative Education: Some Considerations of Method.* Routledge
- Khanna, S.D., Saxena, V.R., Lamba, T.P., & Murthy, V. (1990). Comparative Education. Doaba House Booksellers & Publishers.
- Naik, SP., (2003). Perspectives on Comparative Education. Anmol Publication
- Rai, B.C. (1968). Comparative Education. Prakashan Kendra.

- Sharma, R. S. (2005). Comparative Perspective on Education. ABD Publisher
- Sodhi, T. S. (2018). Textbook of Comparative Education (6th ed.). Vikash Publishing
- Watson K. & Wilson, R. (1985): Contemporary Issues in Comparative Education. Croon & Helm.
- Wolhunter, C. C. & Wiseman, A. W. (2019). Comparative and International Education: Survey of an Infinite Field. Bingley. Emerald Publishing