



GIRIJANANDA CHOWDHURY UNIVERSITY, ASSAM
Hatkhowapara Azara, Guwahati

SYLLABUS
MATER OF ARTS IN EDUCATION

Semester I

Course Code	Course Title	L-T-P	Course Type	Credit
	Philosophical Foundations of Education I	4-0-0	Major	4

Course Objectives:

1. To acquaint the students with the core concepts and aspects of western schools of philosophy.
2. To explain the relationship education and philosophy and its branches.
3. To explain the contributions of great thinkers in contemporary philosophy and their bearing on education.

Course Outcomes:

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

1. Critically examine the contributions made by western thinkers in the field of education.
2. Analyze and evaluate western schools of philosophy, their epistemological, metaphysics and ethical aspect, along with their impact on modern Indian educational thoughts.
3. Apply the fundamental principles of philosophy in classroom teaching or in real life situation.

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. (200). *Philosophical and Sociological Perspectives on Education* (1st ed.). Shipra Publication.
- Chaube, S.P. & Chaube, A. (1997). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
- Chandra, S.S., & Sharma, R.K. (2004). *Philosophy of Education*. New Delhi: Atlantic Publishers & Distributors.
- Jhori, P.K. (2005). *Philosophical Foundations of Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Kneller, G.F. (1971). *Introduction to the Philosophy of Education*. New York: John Wiley & Sons.
- Siddiqui, M.H. (2009). *Philosophical & Sociological Perspectives in Education*. New Delhi: APH Publishing Corporation.

Course Code	Course Title	L-T-P	Course Type	Credit
	Educational Psychology	4-0-0	Major	4

Course Objectives:

1. To acquaint the students with the concept of educational psychology and its branches.
2. To explain the applications of educational psychology in teaching and learning.
3. To explain the nature of individual difference in physical growth, learning, motivation and intelligence

Course Outcomes:

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

1. Identify the contributions of educational psychology in teaching and learning process.
2. Develop a capacity to comprehend the nature of individual difference.
3. Critically analyze and evaluate the dynamics of growth and development at different stages of human development.

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*. New York: Harper & Row.
- Chauhan, S.S. (1998). *Advanced Educational Psychology*. Vikash Publishing House, New Delhi.
- Chatterjee, S.K. (2000): *Advanced Educational Psychology*. Calcutta, Books and Allied (p)Ltd
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, Tata McGraw Hill Publishing Co. Ltd.
- Mangal S.K (1997). *Advance Educational Psychology*. Prentice Hall of India, New Delhi.
- Sing, A.K. (2013): *The Comprehensive History of Psychology*. Delhi, Motilal Banarsidass Publishers Pvt. Ltd.
- Woolfolk, A.E. (2011) *Educational Psychology*. Derling Kinderslay (India) Pvt. Ltd.

Course Code	Course Title	L-T-P	Course Type	Credit
	Guidance and Counselling	4-0-0	Major	4

Course Objectives:

1. To acquaint students with the concept, need and significance of guidance and counselling.
2. To explain the types and areas of guidance and counselling.
3. To explain the role of a teacher as counsellor.

Course Outcomes:

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

1. Gain a comprehensive understanding of need and purpose of guidance and counselling in education.
2. Critical identify and analyze various situation which require guidance.
3. Develop an ability to analyze and evaluate the strength and weakness of the learners that impacts teaching-learning process.

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: Sipra Publication.
- Bhatnagar, A and Gupta, N. (1999). *Guidance and Counselling – A Theoretical Approach*. New Delhi: Vikas 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.
- Berdie, R.F. (1963). *Testing in Guidance and Counselling*. New York: Mc Graw Hill.

Course Code	Course Title	L-T-P	Course Type	Credit
	Development of Education in India	4-0-0	Major	4

Course Objectives:

1. To acquaint learners with the type of education imparted during colonial era.
2. To discuss the role of various commission and committees in the development of education during pre-and post-independence period.
3. To discuss the evolution and emerging trends in education.

Course Outcomes:

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

1. Gain comprehensive understanding of development of education in India during different periods.
2. Develop critical understanding of role and impact of various commissions.
3. Analyze and identify the evolving trends and pattern in education.

Module	Topic	Hours
I	Education in Ancient and Medieval Period <ul style="list-style-type: none"> • Aims of Education • Merits and Demerits • Contribution to Modern Indian Education • Methods of Teaching, Role of Teacher 	
II	Education in Colonial India I <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Hunter Commission (1882) • Indian University Commission (1902) • Sadler Commission (1917) • Hartog Committee (1929) • Sargent Report (1944) 	
IV	Post- Independence Education <ul style="list-style-type: none"> • 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.
- Singh, Y.K., & Nath, R. (2005). *History of Indian Education System*. New Delhi: APH Publishing Corporation.
- Sharma, R.N. (2007). *History of Indian Education*. New Delhi: Shubhi Publication.

SEMESTER II

Course Code	Course Title	L-T-P	Course Type	Credit
	Philosophical Foundations of Education II	4-0-0	Major	4

Course Objectives:

1. To acquaint the students with the origin and core concepts of Indian schools of philosophy.
2. To explain different schools of philosophy in terms of knowledge, reality and values and its contributions to educational theory and practice.
3. To explain the contributions of great thinkers in contemporary philosophy and their bearing on education

Course Outcomes:

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

1. Critically examine the contributions made by Indian thinkers in the field of education.
2. Analyze and evaluate Indian schools of philosophy, their epistemological, metaphysics and ethical aspect, along with their impact on modern Indian educational thoughts.
3. Apply the fundamental principles of philosophy in classroom teaching or in real life situation.

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
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Suggested Readings

- Brown, L.M. (1970). *Aims of Education*, New York: Teachers College Press.
- Chandra, S.S & Sharma, R.K. (1996). *Principles of Education*, New Delhi: Atlantic Publishers
- Connor, J. (1995). *An Introduction to the Philosophy of Education*, Agra: Vinod Pustak Mandir
- Moris, V. (1966). *Existentialism in Education*, New York: Harper & Row.
- Radhakrishnan S. (2008). *Indian Philosophy (02 Volume)*, Oxford India Paperbacks.
- Sharma C.D. (2016). *A Critical Survey of Indian Philosophy*, Motilal Banarsidass.

Course Code	Course Title	L-T-P	Course Type	Credit
	Educational Research I	4-0-0	Major	4

Course Objective:

1. To acquaint students an understanding of concept and types of educational research.
2. To acquaint them with the various steps in scientific research and identify research gap.
3. To explain the tools and techniques of data collection.

Course Outcomes:

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

1. Identify research gap with critical thinking skills and formulate research problem.
2. Develop an ability to distinguish different research methods and types of data.
3. Apply their knowledge to develop research proposal suited to their area of interest.

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

- Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.
- Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education.
- Koul, Lokesh, (2002). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Smith, M.L. & Glass, G.V. (1987). *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 Code	Course Title	L-T-P	Course Type	Credit
	Sociology of Education	4-0-0	Major	4

Course Objectives:

1. To explain the meaning and concept of educational sociology
2. To acquaint students with the nature and determinants of culture and role of education in cultural context.
3. To explain social interaction and their educational implication.

Course Outcomes:

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

1. Gain comprehensive knowledge of group dynamics and its influence on education.
2. Develop critical understanding of role of education in social change.
3. Analyze and evaluate different social groups and their characteristics.

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

- Adisesaiah, W.T.V. & Pawansam, R. (1974). *Sociology in Theory and Practice*, New Delhi, Santhi Publishers.
- Aikara, J. (2004). *Education-Sociological Perspective*, New Delhi, Rawat Publications.
- Bhushan, V. & Sachdeva, D.R. (2008). *An Introduction to Sociology*: New Delhi, Kitabmahal.

- Chanda, S.S. & Sharma, R.K. (2002). *Sociology of Education*, New Delhi, Atlantic Publications.
- Hemalatha, T. (2002). *Sociological Foundations of Education*, New Delhi, Kanishka publications.
- Joyee, L.E. & Sanders, M.G. (2002). *School, Family and Community Partnership*, Guwahati: Nibedita Book Distributors.
- Shukla, B.V. & Shah, K.B. (1985). *Sociological Perspective in Education*, New Delhi, Chanakya Publications.

Course Code	Course Title	L-T-P	Course Type	Credit
	Measurement and Evaluation in Education	4-0-0	Major	4

Course Objectives:

1. To explain the concept of measurement and evaluation.
2. explain different measurement and evaluation strategies in education.
3. To acquaint them with different tests and their preparation techniques.

Course Outcomes:

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

1. Classify and compare different approaches of educational evaluation.
2. Gain a comprehensive knowledge of educational objectives and formulate instructional objectives and learning outcomes.
3. Develop an ability to identify and differentiate between standardized and non-standardized tests.

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. (1964). *Measurement and Evaluation in Education & Psychology*. New York: Rinehart and Winston.
- 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.
- Singh (1990). Ed. *Criterion Referenced Measurement (Selected Readings)*; New Delhi: NCERT.

Course Code	Course Title	L-T-P	Course Type	Credit
	Open, Distance and Online Learning	4-0-0	Major	4

Course Objectives:

1. To orient students with the nature and need of open, distance and online learning.
2. To describe growth and innovation in various facets of open and distance education.
3. To acquaint students with different learner support services.

Course Outcomes:

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

1. Gain comprehensive knowledge about education outside formal setting.
2. Develop critical understanding of evolving technological interventions in education.
3. Develop an ability to apply information and communication technologies in the process of teaching-learning.

Module	Topic	Course Content
I	Introduction	Concept, Need and Characteristics of Distance Education Difference between Open and Distance Learning Difference between Conventional and Distance Learning Growth of Distance Education in India Issues and Challenges in ODL
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 in ODL 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	Programme Evaluation Quality Assurance and Mechanism for Maintaining of Standards in ODL

	Evaluation	Cost Analysis Role of DEB, IGNOU, NIOS in ODL Distance Education and Rural Development
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Suggested Readings

- Anjana ed. (2018) - *Technology for Efficient Learner Support Services in Distance Education*. Springer publications
- Singh, U. K. (2001). *Non-Formal and Continuing Education*. New Delhi: Discovery (DPH)
- Sharma, Madhulika (2006). *Distance Education – Concept and Principles*. New Delhi: Kanishka Publishers, Distributors.
- 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, Madhulika (2006). *Distance Education – Concept and Principles*. New Delhi: Kanishka Publishers, Distributors.
- Somayajulu, B.K. & Ramakrishna (2014). *Distance Learners and Support Services- Current Trends and Prospects*.