

NORTH LAKHIMPUR COLLEGE (AUTONOMOUS)

DEPARTMENT OF EDUCATION

SYLLABUS

POST GRADUATE PROGRAMME (As per NEP 2020 Guidelines)

MA IN EDUCATION

*(As approved by Board of Studies in Education held on 02.06.2025 and passed
by Academic Council held on 10.06.2025)*

CURRICULUM FRAMEWORK FOR TWO YEAR PG DEGREE IN EDUCATION

(As per NEP 2020)

*(As approved by Board of Studies in Education held on 02.06.2025
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DEPARTMENT OF EDUCATION
NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)

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LAKHIMPUR, ASSAM**2025-26****1.0 Introduction**

Education is a branch of social science – art related multidisciplinary field of study. Education program is theory as well as practical oriented and therefore helps to develop skills to empower the cadre required towards innovation, incubation and entrepreneurship along with professional and employable skills. The practice teaching part of education helps in developing the art or techniques of teaching. Hands on experience with Project work/internship/fieldwork would help and build capacities for conducting primary research among the students. The curriculum has been structured to prepare the undergraduates to achieve skills to move forward with the development of the society/community/nation and entrepreneurship. It will also help to develop psychological principles in the mind of an individual.

The National Education Policy (NEP) 2020 envisions a transformative education system that fosters critical thinking, creativity, and innovation. In line with this vision, the Curriculum Framework for Postgraduate Programs in Education aims to provide a comprehensive and integrated approach to education that prepares students for the complexities of the 21st century.

The postgraduate programs in education are designed to develop educators, researchers, and leaders who can navigate the challenges of an increasingly interconnected world. This curriculum framework is guided by the principles of equity, inclusivity, and social justice, and seeks to promote critical thinking, problem-solving, and collaboration among students.

The model curriculum presented has a multidisciplinary approach keeping the mind on New Education Policy 2020.

1.1 Nature and extent of the M.A.(EDUCATION)

The National Curriculum Framework (NCF) for Postgraduate Studies in Education is an outcome based framework that outlines the national goals and objectives for postgraduate education in India. Here are some key aspects of the NCF:

Objectives

1. Developing Competencies: Enhance the competencies of postgraduate students in education to become effective educators, researchers, and leaders.

2. Promoting Critical Thinking: Foster critical thinking, problem-solving, and creativity among postgraduate students.

3. Integrating Theory and Practice: Integrate theoretical knowledge with practical applications to enhance teaching and learning outcomes.

Key Features

1. Interdisciplinary Approach: Encourages an interdisciplinary approach to education, incorporating insights from multiple disciplines.

2. Research-Based Education: Emphasizes research-based education to promote evidence-based practice in teaching and learning.

3. Technology-Enhanced Learning: Incorporates technology-enhanced learning to enhance teaching and learning outcomes.

1.3 Aims of Post Graduate Programme in Education

The Aims of Post Graduate Programme in Education are as follows:

1. Develop Advanced Knowledge: Enhance students' understanding of educational theories, concepts, and practices.

2. Foster Critical Thinking and Research Skills: Develop students' critical thinking, problem-solving, and research skills to investigate educational issues and develop evidence-based solutions.

3. Prepare Educational Leaders: Prepare students for leadership roles in education, enabling them to design, implement, and evaluate educational programs and policies.

4. Enhance Teaching and Learning: Improve students' teaching and learning skills, enabling them to design and deliver effective educational experiences.

5. Promote Specialization: Allow students to specialize in areas such as curriculum design, educational technology, educational leadership, or special education.

6. Develop Professional Competencies: Develop students' professional

competencies, including communication, collaboration, and problem-solving skills.

7. Foster a Commitment to Lifelong Learning: Encourage students to adopt a growth mindset and commit to ongoing professional development and lifelong learning.

8. Promote Social Justice and Equity: Prepare students to address issues of social justice and equity in education, promoting inclusive and culturally responsive practices.

1.4 Graduate Attributes of PG Programmes:

Here are the graduate attributes of Postgraduate programs according to the National Higher Educational Qualifications Framework:

- **Knowledge and Understanding**

1. Advanced knowledge of the subject matter
2. Critical understanding of theories, concepts, and principles
3. Ability to analyze and evaluate complex information

- **Cognitive Skills**

1. Critical thinking and problem-solving
2. Ability to design and conduct research
3. Analytical and evaluative skills

- **Practical Skills**

1. Ability to apply theoretical knowledge to practical problems
2. Development of advanced skills in the subject area
3. Ability to design and implement projects

- **Generic Skills**

1. Communication and interpersonal skills
2. Leadership and teamwork skills
3. Ability to work independently and take responsibility

Emotional Intelligence and Values

1. Self-awareness and self-management
2. Ability to work with diverse groups and communities
3. Commitment to social responsibility and ethical practice

1.5 Qualification Descriptors

A qualification descriptor of Education in Postgraduate programme indicates the generic outcomes and postgraduate attributes expected for the award of the Master degree in Education. The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate in terms of actual outputs after acquiring M.A degree in Education. These descriptors also indicate the common academic standards for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect disciplinary knowledge, professional skills. and understanding of Education discipline under the following sub- areas as " Teaching Skill", "Managerial Skill", "Communication Skill", "Technical Skill", "Problem Solving Skill".

Here are some possible qualification descriptors for a Post Graduate Program in Education:

- **Knowledge**

- 1. Advanced understanding of educational theories:** Demonstrates in-depth knowledge of educational philosophies, learning theories, and pedagogical approaches.
- 2. Specialized knowledge in a specific area of education:** Possesses expert knowledge in a particular area of education, such as curriculum design, educational technology, or special education.
- 3. Critical understanding of educational research:** Critically evaluates educational research, identifies research gaps, and applies research findings to inform educational practice.

- **Skills**

1. Effective teaching and learning strategies: Designs and implements innovative teaching and learning strategies that caters to diverse learning needs.

2. Leadership and management skills: Demonstrates leadership and management skills, including the ability to motivate, inspire, and support educational teams.

3. Communication and interpersonal skills: Communicates effectively with diverse stakeholders, including students, teachers, parents, and community members.

- **Attitudes and Values**

1. Commitment to lifelong learning: Embraces lifelong learning reflects on own practice, and engages in ongoing professional development.

2. Respect for diversity and inclusivity: Values diversity, promotes inclusivity, and creates learning environments that are welcoming and supportive of all students.

3. Professional ethics and integrity: Upholds professional ethics and integrity, maintains confidentiality, and adheres to educational policies and regulations.

- **Application**

1. Application of educational theories to practice: Applies educational theories and research findings to inform teaching practice, curriculum design, and educational policy.

2. Development of innovative educational programs: Designs and develops innovative educational programs that address specific educational needs and contexts.

3. Leadership in educational change and reform: Leads and manages educational change and reform initiatives, including the development of educational policies and programs.

1.6 Programme Educational Objectives (PEOs):

The Post Graduate programme in Education aims to fulfill the following goals and educational objectives:

PEO 1: To enable students to understand the paradigms of education, provide learning experiences to students for effective participation in educational actions

in different areas of education; and create a community of scholars adequately equipped for Participation in educational discourse.

PEO 2: To inculcate among students values of enquiry and research on contemporary issues in education; and thereby develop problem solving and decision making abilities in diverse educational settings and also address contemporary issues and concerns of education and human development;.

PEO 3: To develop among learners a perspective on understanding curriculum planning and development at the local, state, national and international levels; and also thrust on national policies directed towards achieving quality education with social development and justice.

PEO 4: To make learners sensitive towards technological advancement taking place in educational field and enable them to adapt to the changing demands of the learner, society and nation in the competitive 21st century.

1.7 Programme Learning Outcome (PLO):

PLOs for Post Graduate Program in Education are as follows:

Knowledge Outcomes

PLO 1: Advanced Educational Knowledge: Demonstrate advanced knowledge of educational theories, concepts, and research methodologies.

PLO 2: Specialized Educational Knowledge: Possess specialized knowledge in a specific area of education, such as curriculum design, educational technology, or special education.

PLO 3: Critical Understanding of Educational Research: Critically evaluate educational research, identify research gaps, and apply research findings to inform educational practice.

Skills Outcomes

PLO 4: Effective Teaching and Learning Strategies: Design and implement innovative teaching and learning strategies that caters to diverse learning needs.

PLO 5: Leadership and Management Skills: Demonstrate leadership and management skills, including the ability to motivate, inspire, and support educational teams.

PLO 6: Communication and Interpersonal Skills: Communicate effectively with diverse stakeholders, including students, teachers, parents, and community members.

Attitudes and Values Outcomes

PLO 7: Commitment to Lifelong Learning: Embrace lifelong learning, reflect on own practice, and engage in ongoing professional development.

PLO 8: Respect for Diversity and Inclusivity: Value diversity, promote inclusivity, and create learning environments that are welcoming and supportive of all students.

PLO 9: Professional Ethics and Integrity: Uphold professional ethics and integrity, maintain confidentiality, and adhere to educational policies and regulations.

Application Outcomes

PLO 10: Application of Educational Theories to Practice: Apply educational theories and research findings to inform teaching practice, curriculum design, and educational policy.

PLO 11: Development of Innovative Educational Programs: Design and develop innovative educational programs that address specific educational needs and contexts.

PLO 12: Leadership in Educational Change and Reform: Lead and manage educational change and reform initiatives, including the development of educational policies and programs.

1.7 Programme Specific Outcome (PSOs)

PSO 1: Demonstrate advanced knowledge of educational theories, concepts, principles and research methodologies

PSO 2: Conduct original research and analyze complex educational issues using appropriate research methodologies

PSO 3: To develop capabilities of the students to critically evaluate issues and the emerging trends influencing in the field of Education. Apply critical thinking as well as problem solving skills to address various educational challenges

PSO 4: develop and implement innovative educational practices that help to improve learning outcome of students.

PSO 5: promote specialized expertise in the specific area of education such as curriculum design, technologies for professional development, use of online educational resources or special education

PSO 6: develop leadership and communication skills to manage educational programs and work effectively with diverse learners

PSO 7: Engage in lifelong learning and professional development to stay with update knowledge in educational policies and practices.

1.8 Teaching Learning Methodologies

As programme of study in Education is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic or non academic and professional skills required for education based professions and jobs, learning experiences should be designed and implemented to foster active or participative learning.

The classroom transaction of all the papers will be done through lectures, lectures cum demonstration, group discussions, experimental exercises, projects, presentations, peer teaching and learning, quiz, practicum, workshops, seminars, tutorials, and hands on experiences. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers. Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.

1.8 Assessment and Outcome Measurement Methods

The assessment of students' achievement in education will be aligned with the course/programme learning outcomes and the academic and professional skills that the Programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of education will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment laboratory reports, observation of practical skills, individual project reports, seminar presentation; viva voce interviews; literature surveys and evaluations, project activities, teaching skills in practice teaching and internship, group discussion etc.

2.0 Certification Criteria

For 2-year Master of Arts in Education: Students entering 2-year Master of Arts in Education after a 3-year UG programme can choose to do (i) only course work

in

the third and fourth semester or (ii) course work in the third semester and research in

the fourth semester or (iii) only research in the third and fourth semester. 1-year Master of Arts in Education: Students entering 1-year Master of Arts in Education after a 4-year UG programme can choose to do (i) only coursework or (ii) research or (iii) coursework and research. Programmes is intended to sharpen the students' analytical abilities to optimally solve problems, the curriculum, in general, comprises advanced skills and real-world Experience and less of a research component. Master of Arts in Education programme is different from other programmes.

2.1 Other Key Criteria for UG Programme

- **Community Engagement/ Internship:** Community Engagement/ Internship is mandatory for all the students of second semester students.

Summary of the PG Course Structure as per NEP 2020 Guidelines

Department of Education

Structure of Syllabus

SEMESTER I

Course	Course Title	Course Code	Cred	Marks	End	Internal Assessme
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			it		Sem Mark s	nt
Core -101	Educational Studies	CC-4-- MEDU-101	4	80	56	24
Core -102	Research in Education-I	CC-4-- MEDU-102	4	80	56	24
Core -103	Learner and Learning	CC-4-- MEDU-103	4	80	56	24
EC – 101(A) Or EC – 101(B)	Open and Distance Learning Or Higher Education in India	EC-4-- MEDU-101(A) or EC-4-- MEDU-101(B)	4	80	56	24
OC-101	Research Methodology	OC-4-- MEDU-101	4	80	56	24
Total			20	400	280	120

SEMESTER II

Course	Course Title	Course Code	Credi t	Marks	End Sem Marks	Internal Assessmen t
Core -201	Research in Education - II	CC-4- MEDU 201	4	80	56	24
Core -202	Inclusive Education	CC-4-2 MEDU-02	4	80	56	24
Core -203	Educational Management, Administration and Leadership	CC-4-2 MEDU 03	4	80	56	24
EC – 201(A) Or EC – 201(B)	Mental Health and Stress Management Or Economics of Education	EC-4- MEDU - 201(A) Or EC-4- MEDU - 201(B)	4	80	56	24
Internship/ Community Engagement	Internship/ Community Engagement		4	80	80	0
Total			20	400	280	96

SEMESTER III

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core -301	Measurement, Assessment and Evaluation in Education	CC-4- MEDU - 301	4	80	56	24
Core -302	Psychological Test and Experiment in Education	CC-P4- MEDU- 302	4	80	56	24
Core -303	Curriculum Development	CC-4- MEDU- 303	4	80	56	24
EC – 301(A) Or EC – 301(B)	Value and Peace Education Or Education in North- East India	EC-4-MEDU- 301(A) Or EC-4-MEDU- 301(B)	4	80	56	24
Internship/ Community Engagement/ Core Paper	Research Project Or Environmental Education	CC-P4- MEDU- 301(A)Or CC-P4- MEDU- 301(B)	4	80	56	24
Total			20	400	280	120

SEMESTER IV

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core -401	Developmental Psychology	CC-4- MEDU- 401	4	80	56	24
Core -402	Education and Development: Policies and Perspectives	CC-4- MEDU- 402	4	80	56	24
Core -403	Communication and Public Speaking Skill	CC-2- MEDU- 403	2	40	28	12
EC – 401(A) Or EC – 401(B)	Teacher Education OR Gender and Education	EC-4- MEDU- 401(A)Or EC-4- MEDU- 401(B)	4	80	56	24
	Dissertation/ Construction and	DS-P6- MEDU- 401(A)/Or DS-4- MEDU-	6	120	120	0

	Standardization of Tools	401(A) DS-P2-MEDU- 401(B)				
Total			20	400	316	84

Course Code : CC-4-- MEDU-101
Course Title : Educational Studies
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives:

- To develop an understanding of the implications of Philosophy in Education.
- To acquaint with the contribution of Indian Philosophies (Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
- To acquaint with the contribution of Western Philosophies (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
- To acquaint with the contribution of Philosophers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, Savitribai Phule, Rousseau, Dewey, Paulo Freire, Wollstonecraft, Nel Noddings, to the development of educational thought for social change
- To develop an understanding about concept and approaches of Sociology of Education.
- To develop knowledge about concept and types of social institutions and their functions.
- To acquaint students with concept and theories of social movements.
- To develop an understanding about culture and education.
- To develop an understanding about relationship between education, changes and development.

Course Content:

Unit	Content	Marks	L	P	T
I	Contributions of Indian and Western Schools of Philosophy: 1.1 Implication of Philosophy in Education 1.2 Sankhya, Yoga, Vedanta, Jainism and Buddhism with special reference to aim of education, sources and methods of acquiring valid knowledge.	14	10		3

	1.3 Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism with special reference to aim of education, sources and methods of acquiring valid knowledge.				
II	Contributions of Thinkers to the development of educational thought for social change (with special reference to Aims of Education, Curriculum, Methods of Teaching and Relevance in 21st Century): 1.1 Indian Thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Savitribai Phule 1.2 Western Thinkers: John Dewey, Paulo Freire, Wollstonecraft, Nel Noddings,	12	11		4
III	Concept, Approaches and Theories of Sociology of Education : 1.1 Introduction to Sociology of Education 1.2 Need for Sociological Approach in Education 1.3 Interrelationship between Education and Sociology 1.4 Theories of Sociology of Education: • Structural – functionalism • Symbolic Interactionism • Conflict theory 1.5 Social Institutions and Education • Family • School • Society & Mass Media 1.6 Concept and Theories of Social Movements • Relative Deprivation • Resource Mobilization • Political Process Theory	12	12		4

	• New Social Movement Theory				
IV	Culture, Cultural Change and Social Change: 4.1 Culture , cultural change and Education 4.2 Social Change and Education 4.3 National values as enshrined in the Indian Constitution - • Socialism • Secularism • Justice • Liberty • Democracy • Equality • Freedom with special reference to education	12	12		4
Total		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks)

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks - 10

In-semester Assessment:

Marks – 24

A. Sessional activity

1. Any *two* from the following Activities.

- Students shall organize and participate in debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies).
- Students shall organize and take part in group discussions on culture and cultural change.

- c) Students shall prepare and present seminar papers on the various contents of the course with the help of course teacher.
- d) Visiting a place/institution of education having philosophical interest and preparing a report
- e) Home Assignment
- f) Book Review
- g) Any other relevant topic related to the course.

Expected Course Outcome:

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

CO-1 describe the implications of Philosophy in Education;

1.1 appraise the contribution of Indian Philosophies (Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;

1.2 appraise the contribution of Western Philosophies (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;

CO-2 appraise the contribution of Philosophers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, , Savitribai Phule, Rousseau, Dewey, Paulo Freire, Wollstonecraft, Nel Noddings) to the development of educational thought for social change

CO-3 explain the concept and approaches of Sociology of Education.

3.1 explain the concept and types of social institutions and their functions.

3.2 explain the concept and theories of social movements.

CO-4 explain the relation between culture and education.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄		CO ₁			
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃			CO ₁ , CO ₃		

	,CO ₄ ,			,CO ₄ ,		
Procedural Knowledge			CO ₁ , CO ₃			
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	-	3	-	-	2
CO ₂	3	-	-	3	-	-	1
CO ₃	3	-	2	3	-	-	3
CO ₄	3	2	2	3	-	-	3
Average	3	0.5	1	3	-	-	2.25

Suggested Readings:

1. Chaliha, Dr. Beda Kumar, Saikia, Tarun, Saikia, Renu Bora. (2013). *ShikshaSamajtatwik Vitti*, Jorhat : Vidya Bhawan Publishing House.
2. Dudeja, Gita &Guruvinder Kour (2016). *Curriculum Development and Assessment*. Meerut: R.Lall Book Depot

3. Durkheim, E., (1966). *Education and Sociology*, New York, The Free Press
4. Dutta, Dr. Golok Ch., Handique, Rintu, Boruah, Sanjib. (2013). *ShikshaSamajtatwik Vitti*, Golaghat : Saraswati Prakakhan
5. Dr Handique Konwar, I.R & Dr Sarmah Boruah, A. (2020). *Essentials of Education- Theory, Principles and Philosophy*,Guwahati : EBH Publishers, Assam, India
6. Gandhi, M.K. (1951). *Basic Education*. Ahmedabad: Navajivan Publishing House.
7. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices*. New Delhi: Cambridge University Press. (First South Asia Edition)
8. Hemlata, T., *Sociological Foundations of Education*, New Delhi, Kanishka Publishers, 2002
9. Hiriyana, M.(1993). *Outlines of Indian Philosophy*. Delhi: Kavyalaya Publishers. (First Indian Edition)
10. Mathur, Dr. S.S. (2014). *A Sociological Approach to Indian Education*,Agra : Shri Vinod Pustak Mandir, Sikandra.
11. Radhakrshnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
12. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
13. Tripathy, M. (2013). *Gandhi on Education: Concepts and Relevance*. New Delhi: Cyber Tech Publications.
14. Radhakrshnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
15. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
16. Sharmah, Dr. Mukul Kumar. (2014). *ShikshaSamajtatwik Adhar*. Dibrugarh: Banalata
17. Shukla, S. & K. Kumar, *Sociological Perspective in Education*, New Delhi, Chanakya Publication, 1985.
18. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency
19. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing

Corporation.

20. Sonowal, Puranjay & Dutta, Ranu Hazarika. (2011). *Shiksha Samajtattviki Adhar*. Lakhimpur: Dutta Prakashan.
21. Swift, D.F., Basic Readings in the Sociology of Education, London, Routledge and Keegan Paul, 1970.
22. Talla, Mrunalini (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India
23. UNESCO, Inequalities and Educational development, Paris, ANIIEP Seminar, UNESCO, 1982.

Course Code : CC-4 - MEDU -102
 Course Title : Research in Education-I
 Nature of the Course : Core
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- understand the nature, scope, characteristics of educational research
- familiarize the students with the research process.
- acquaint them with modalities necessary for formulating research problem

make them able to select the appropriate sampling technique

- develop skilled in designing, selecting, and using a range of tools and techniques for collecting valid and reliable research data
- enable the students to collect, analyze and interpret data using Descriptive and Inferential Statistics
- conduct independent educational research with the knowledge, skills, and ethical understanding required for scholarly investigation

Course Content:

Unit	Content	Marks	L	P	T
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I	Concept of Research in Education: 1.1 Educational Research : Meaning, Nature and Scope 1.2 Characteristics of Educational Research 1.3 Area of Research in Education 1.4 Approaches to Educational Research: 1.4.1 Quantitative Research 1.4.2 Qualitative Research 1.4.3 Distinction between Quantitative and Qualitative Research	10	(10)		3
II	Research Process: 2.1 General Steps in Educational Research 2.2 Review of related literature : Purpose significance, sources, identification and organization 2.3 Formulation of research problem : Criteria and sources for identifying the Problem, defining the problem 2.4 Variables: Meaning of Concepts, Constructs and Variables, Types of Variables: Independent, Dependent, Extraneous, Intervening and Moderator 2.5 Research Questions and Objectives 2.6 Hypotheses : Meaning, importance, sources, characteristics of a good hypothesis, types (Directional and Non-Directional) and Forms (Declarative, Null and Question Form) 2.7 Developing a Research Proposal	14	(11)		4

III	Sampling Techniques and Research tools & Techniques: 3.1 Concept of Universe (Population) and Sample 3.2 Characteristics of a good sample 3.3 Types of sampling techniques: Probability and Non- probability sampling 3.4 Probability sampling: Simple random, Stratified, Cluster, Multi- stage sampling, Multiphase sampling. 3.5 Non- probability sampling: Purposive or Judgmental sampling, Quota, Incidental, Convenience or Accidental sampling, Snowball sampling, Systematic sampling. 3.6 Research tools (Description, characteristics, construction and uses) 3.6.1 Achievement test 3.6.2 Aptitude test 3.6.3 Inventory 3.6.4 Attitude scales: Thurstone and Likert Scales	14	(12)		4
IV	Statistics in Educational Research 4.1 Concepts of Descriptive and Inferential statistics 4.2 Descriptive Statistics: 4.2.1 Normal Probability Distribution: Characteristics, Application of NPC; Divergence from Normality 4.2.2 Correlation: Assumptions, computations, Uses and interpretation of Product moment Co-efficient of correlation 4.3 Inferential Statistics: Concept 4.3.1 Testing of hypothesis: 4.3.2 Levels of significance; 4.3.3 One-tailed and Two-tailed tests of significance; 4.3.4 Type-I and Type-II errors in making inferences 4.3.5 Power of a statistical test and effective size 4.3.5 Parametric Statistics: Conditions to be satisfied • Significance of mean (large and small samples) • Significance of difference between uncorrelated means (large and small samples)	18	(12)		4
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity	Marks - 14
B. Sessional Tests:	Marks- 10
In-semester Assessment:	Marks - 24

A. Sessional activity

1. Any **two** from the following Activities.

- a) Review of related literature (Research Paper/Book/Thesis etc.)
- b) Selection of a research problem, writing research questions, objectives and hypotheses
- c) Construction and standardization of a research tool
- d) Group discussion
- e) Preparation and Presentation of seminar paper
- f) Any other topics related to the course

Expected Course Outcome:

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

CO-1 Describes and analyzes the nature, scope, and significance of research within the field of education.

1.1 Illustrate the stages involved in conducting systematic educational research.

1.2 Differentiate between Quantitative and Qualitative Research

CO-2 Describe the research process.

2.1 Formulate research questions, objectives and hypotheses

2.2 prepare a research proposal

CO-3 Differentiate between Probability Sampling and Non-Probability Sampling

3.1 Illustrate the different types of Probability Sampling and Non-Probability

Sampling with suitable example

3.2 Select appropriate sampling technique to draw representative sample for a study.

3.3 Construct and standardize research tools and techniques.

CO-4 Collect, analyse and interpret empirical data using different statistical techniques.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

4

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁			
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,	CO ₂	CO ₄		CO ₃
Procedural Knowledge		CO ₄ ,		CO ₄	CO ₄	CO ₃
Meta cognitive Knowledge		CO ₄	CO ₄	CO ₄		CO ₄

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	3	3	1	1	-	2
CO ₂	3	3	2	1	1	-	1
CO ₃	3	3	-	2	1	-	3
CO ₄	3	2	3	2	1	-	3

Average	3	2.75	2.25			-	
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(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Ahuja, R. (2003). Research methods. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4th Edn).Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd. 15
5. Garrett,H.E.(2016). Statistics in psychology and education (reprint). New Delhi: Paragon International Publishers.
6. Good,C.V., Barr, A.S. & Scates, D.E.(1936). The methodology of educational research. New York: Appleton –Century Crofts, Inc,
7. Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGdraw Hill Book Company Inc.
8. Kerlinger, Fred. N. (1983). Foundations of behavioral research. Delhi: Surjeet Publications.
9. King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi: Vikas Publishing House Pvt. Ltd.,
11. Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd. 1
12. Lindquist, E.F. (1956).Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). Social research methods : Qualitative and quantitative approaches (Sixth Edn.). New Delhi: Dorling Kindersley (India)

Pvt. Ltd. (Pearson Education, Inc.)

14. Sidhu, K.S. (2009). Methodology of educational research. New Delhi :
Sterling Publishers Pvt. Ltd.,

15. Singh, A.K. (1997). Tests, measurements and research methods in
behavioural science. Kadamkuan, Patna- 800003: Bharati Bhavan,

Course Code : CC-4- MEDU -103
Course Title : Learner and Learning
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical:0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- understand the concept of Growth and Development process of the children
- understand the factors affecting holistic development of a learner and their learning,
- Understanding Learners' Learning
- understand the nature and principles of Learning as well as understand the different Theories of Learning and their applications in Education
- Understanding the Differences between Learners
- analyze the concept of Issues and Concerns in Organizing Learning

Course Content:

Unit	Content	Marks	L	P	T
I	Growth and Development of the Learner :	14	(11)		3
	1.1 Concepts of growth and development				
	1.2 Principles of development				
	1.3 Stages of development - Infancy, Childhood, Adolescence and Adulthood				

	1.4 Developmental characteristics of the Adolescence stage and their interrelationships: (a) Physical (b) Cognitive (c) Emotional (d) Language (e) Moral (f) Socio Cultural 1.5 Developmental Influences: (a) Heredity (b) Environment - Physical Environment - Socio-cultural Environment - Economic Environment - Technological Environment				
II	Understanding Learners' Learning 2.1 Concept, relationship with learning and educational implications of the following psychological dimensions: (a) Maturation (b) Attention (c) Interest (d) Motivation (e) Aptitude (f) Learning Style 2.2 Factors affecting learning with special reference to:	14	(10)		4

	(a) Personal (cognitive, affective and psychomotor domain) (b) School (c) Social 2.3 Bloom's Taxonomy of Learning and Anderson & Krathwohl's Edition. 2.4 Pedagogic principles of Educational theories and their Applications for Organizing Learning: (a) Behaviouristic (Thorndike and Skinner), (b) Cognitive (Gestalt and Piaget), (c) Constructivist (Vygotsky)				
III	Understanding Differences Between Learners: 3.1 Meaning and concept of individual differences 3.2 Causes of individual differences 3.3 Differences between individual learners in : • Multiple intelligence, • Learning style, • Self-concept and self-esteem, • Attitude and aptitude, • Skills and competencies, • Interest, • Values and • Personality 3.4 Understanding differently-abled learners:	14	(12)		4

	• Slow learners • Gifted learners 3.5 Paradigms for organising learning: (a) Teacher-centric (b) Subject-centric (c) Learner-centric				
IV	Issues and Concerns in Organizing Learning: 4.1 Concept of personality and self-concept of learners 4.2 Development of personality and self-concept of learners through classroom activities and co-curricular programmes 4.3 Concept and principles of mental health 4.4 Characteristics of a mentally healthy person 4.5 Concept of adjustment and role of education in adjustment 4.6 Causes of maladjustment 4.7 Understanding problems of adolescent adjustment to help students facing problems of – (a) Anxiety (b) Withdrawal (c) Aggression (d) Delinquency (e) Drug addiction (f) Failure and low achievement 4.8 The issue of media & technology influences on learning – (a) Educating children and adolescents on social media usage (b) Learning to navigate the disruptive new technology of modern society	14	(12)		4

	(c) Role of parents, teachers, peers and other social agents in helping students in dealing with increasing and harmful media and technology bombardments.				
Total		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity	Marks - 14
B. Sessional Tests: (At Least Two)	Marks - 10
In-semester Assessment:	Marks - 24

A. Sessional activity

1. Any **two** from the following Activities.

- Case studies on bullying, examination stress, parental pressure on students.
- Organize seminar, symposia on different topics of the course.
- Personality development camp may be organized in neighbouring areas of your college campus.
- Laboratory tests (At least one)
- Home Assignment
- Any other activities related to the course.

Expected Course Outcome:

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

CO1: Distinguish and explain the concepts of growth and development, stages of

human development and factors affecting holistic development of a learner.

1.1: Explain the concept of growth and development

1.2 : Describe the principles and stages of development

1.3: Explain the developmental characteristics of the Adolescence stage and their interrelationships

1.4: Discuss the factors affecting holistic development of a learner

CO 2: Describe the characteristics affecting learners' learning in relation to various psychological dimensions, factors affecting learning.

2.1: Explain the concept of various psychological dimensions, relationship with learning and educational implications

2.2: Discuss the factors affecting learning

2.3: Describe Bloom's Taxonomy of learning and its revised form.

2.4: Describe Pedagogic principles of educational theories.

CO3: Explain the meaning, significance and causes of individual difference in learners with respect to different contexts.

3.1: Explain the concept of Individual difference and its significance in classroom.

3.2: Describe Individual differences in learners with respect to different contexts.

3.3: Describe differently-abled learners.

3.5: Explain ways to cater to Individual differences.

3.6: Explain the Paradigms for organizing learning

CO4: Explain the concept and development of personality and evaluate the role of education in promoting good adjustment in adolescents.

4.1: Describe the concept of personality, self concept and its development among learners.

4.2: Describe the concept of mental health and characteristics of a mentally healthy person.

4.3: Describe the concept of adjustment and role of education in adjustment.

4.4: Discuss the Causes of maladjustment and the problems of adolescent adjustment.

4.5: Evaluate the role of media and technology influence on learning

Cognitive Map of Course Outcomes based on Revised Bloom's

Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO4	CO4	
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4			
Procedural Knowledge	CO2	CO2		CO4	CO4	CO3
Metacognitive Knowledge			CO4	CO4		CO4

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	1	-	-	-	-	-
CO ₂	3	3	2	-	2	-	2
CO ₃	3	3	2	-	3	-	2
CO ₄	3	2	2	3	-	3	2
Average	3	2.25	1.5	0.75	1.25	0.75	1.5

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Aggarwal, J.C. (2014). *Essentials of Educational Psychology*. Noida: Vikas Publishing House Pvt. Ltd.
2. Baruah, Jatin. (2004). *Sikshar Mano Bijyan- Bhittik Adhyayan*. Gauhati: Panbazar.

3. Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi. Vikas: Publishing House Pvt. Ltd.
 4. Garrett, Henry. (2011). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers Ansari Road.
 5. Goswami, Dr. Marami (2015). *Essentials of Educational Psychology*. Dibrugarh: Mahaveer Publication.
 6. Mangal S.K. (1974). *Educational Psychology*. Tandon Publications, Ludhiana.
 7. Mangal S.K. (2014). *Statistics in Psychology and Education*. Delhi: PHI Learning Private Ltd.
 8. Mohanty, M.S. (1993). *Educational Psychology & Statistics*. Shri Durga Pustak Bhandar, Sambalpur.
 9. Sarmah, Dr. Mukul. Kr. (2012). *Shiksha Monuvigyan*. Dibrugarh: Banalata.
 10. Sorenson, H. (1964). *Psychology in Education*. International Student Edition, McGraw hill Book Co., INC. New York.
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Course Code : EC-4-MEDU-101 (A)
 Course Title : Open and Distance Learning
 Nature of the Course : EC
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- develop an understanding of the concept of Open and Distance Learning.
- familiarize the students with the process of development of Self-Learning Materials.
- acquaint the students with different learner support services.
- make the students understand the concept of academic counselling.
- interpret and apply the concept of academic counselling within the context of distance education
- familiarize the students with different communication technologies used in ODL.
- enable the students to understand the assessment evaluation processes in ODL
- promote inquiry and to encourage engagement in research related to innovations and challenges in the field of ODL.

Course Content:

Unit	Content	Marks	L	P	T
I	Concept of Open and Distance Learning (ODL): 1.1 Nature and Characteristics of ODL 1.2 Difference between ODL and Conventional System 1.3 Types of ODL Institutions 1.4 Different models of ODL 1.5 Characteristics and problems of distance learners 1.6 Regulatory bodies of ODL System 1.7 Planning and Management of ODL	14	(10)		3
II	Self-Learning Materials (SLM) 2.1 Concept of SLM 2.2 Different types of Self-Learning Materials 2.3 SLM development process 2.3.1 Planning 2.3.2 Preparing 2.3.3 Writing, Re-writing and Revision 2.4 Editing of the SLM 2.4.1 Format Editing 2.4.2 Content Editing 2.4.3 Language Editing 2.4.4 Finalizing SLM	14	(11)		4

III	Learner Support Services and Academic Counselling in ODL: 3.1 Learner Support Services: 3.1.1 Need of learner support services 3.1.2 Kinds of Learner Support Services • Pre-entry support • During the course support • Post course stage 3.2 Academic Counselling in ODL 3.2.1 Concept, Needs and Importance 3.2.2 Stages of Academic Counselling 3.2.3 Media of Academic Counselling 3.2.4 Qualities of an academic counsellor 3.2.5 Academic counselling in different institutions/universities	14	(12)		4
IV	Communication Technology, Assessment and Evaluation in ODL : 4.1 Types of media used in ODL 4.1.1 Face-to-face 4.1.2 Telephone 4.1.3 Correspondence 4.1.4 Handbook 4.1.5 Audio-video • Radio/ TV broadcast • Teleconferencing / Videoconferencing • Computer/internet • Mobile phones/Mobile Applications 4.2 EDUSAT and other modern facilities 4.3 MOOCs 4.4 Assessment and Evaluation in ODL 4.4.1 Assessment in ODL : concept, needs and importance 4.4.2 Evaluation in ODL : concept, needs and importance 4.5 Assignments and evaluation of assignment responses • Types of assignments • Tutor comments : nature and types 4.6 Marking vs. Grading 4.7 Programme Evaluation	18	(12)		4
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity	Marks - 14
B. Sessional Tests:	Marks - 10
In-semester Assessment:	Marks - 24

A. Sessional activity

1. Any *two* from the following Activities.

- a) Review of related literature related to ODL.
- b) Group discussion
- c) Preparation and Presentation of seminar paper related to the course
- d) Objective type test
- e) Home Assignment
- f) Any other activities related to the course teacher

Expected Course Outcome:

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

CO -1 explains the concept of ODL.

CO - 2 describe the process of development of Self-Learning Materials.

CO-3 discuss the use of different learner support services in ODL.

3.1 explain the concept of academic counselling in ODL.

CO-4 describe different types of communication technologies used in ODL.

4.1 explain the assessment and evaluation procedure used in ODL.

4.2 critically explore current issues, and contribute to the development

and innovation of practices in the field of ODL

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3, CO4	CO1,CO2, CO3, CO4	CO1, CO2, CO3, CO4			
Conceptual Knowledge	CO1,CO2, CO3, CO4			CO1, CO2, CO3, CO4	CO ₄	
Procedural Knowledge				CO ₄		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	1	-	-	2	-	2
CO ₂	3	3	-	-	2	-	2
CO ₃	3	-	-	-	2	3	3
CO ₄	3	2	3	3	2	3	3
Average	3	1.5	0.75	0.75	2	1.5	2.5

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. IGNOU (2002).Stride Handbook-1 :Open and Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
2. IGNOU (2002) .Stride Handbook-2 :Effective Learning.MaidanGarhi, New Delhi110068: STRIDE, IGNOU.
3. IGNOU (2002) .Stride Handbook-3 :Academic Counselling in Open and Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
4. IGNOU (2002).:Stride Handbook-4 : Assessment and Evaluation in Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU
5. IGNOU (2002).Stride Handbook-5 :Development and Revision of self Learning Materials. STRIDE, IGNOU, MaidanGarhi, New Delhi-110068
6. IGNOU (2002) .Stride Handbook-6 :Editing in Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
7. IGNOU (2002) .Stride Handbook-7: Media and Technology in Distance Education. MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
8. IGNOU (2002) .Stride Handbook-8 :e Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
9. IGNOU (2002) .Stride Handbook-9: Support Services in Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
- 10.IGNOU (2002) .Stride Handbook-10: Planning and Management of Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.

11. IGNOU (2002) .Stride Handbook-11 : Cost Analysis in Open and Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
12. IGNOU (2002) .Stride Handbook-12: Programme Evaluation in Open and Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
13. IGNOU (2002) :Stride Handbook-14 : Psychological Skills for Open and Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
14. IGNOU (2002) .Stride Handbook-15 : Staff Training and Development in Open and Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
15. IGNOU (2008) .Distance Education Council Handbook on Transformation of Print Materials into Self Learning Materials. DEC, IGNOU, MaidanGarhi, New Delhi110068
16. Ramanujan, P.R. (2014). Globalization, Education and Open Distance Learning. New Delhi: Centre for Policy Research.
17. Otto, P. (1998). Learning and Teaching in Distance Education. New Delhi: Taylor and Francis Ltd.

Course Code	:	EC-4-MEDU-101 (B)		
Course Title	:	Higher Education in India		
Nature of the Course	:	EC		
Total Credit assigned	:	4		
Component of the Course	:	Lecture: 3	Practical: 0	Tutorial: 1
Distribution of Marks	:	End Semester: 56		In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- enable students to understand about the development of Higher Education in India.
- enable students to understand the policy perspective in Higher Education and recent trend in Higher Education in India.
- enable students to understand the Curriculum Planning and Design for Higher Education
- enable students to understand the management of the Higher Education in India

- understand and **assess** the structures, processes, and challenges involved in the management and governance of Higher Education institutions in the Indian context
- analyze the Changing paradigms in Higher Education

Course Contents:

Unit	Content	Marks	L	P	T
I	Introduction to Higher Education 1.1 Meaning, Aims & Objectives, function and Structure of Higher Education 1.2 Social relevance and the need for diversification in higher education 1.3 Problems and perspective of higher education 1.4 The Constitutional Provision regarding Higher Education 1.5 Higher Education in India during Pre-independence period 1.6 Higher Education in India during Post Independence period 1.7 The Evolving Policy Perspectives in Higher Education 1.8 The Evolving Policy Perspectives in Higher Education	14	(10)		5
II	Curriculum Planning and Design for Higher Education 2.1 Need for review and revision of curricular change in higher education 2.2 New areas for curriculum in higher education 2.3 Professional, Technical and Skill based curriculum 2.4 Emergence of ODL at Tertiary Level	14	(11)		5
III	. Management of Higher Education 3.1 Role, function, structure, organization and governance of universities 3.2 Ministry of Human Resource Development 3.3 Various apex bodies of Higher Education 3.3.1 UGC 3.3.2 AIU 3.3.3 NAAC 3.3.4 AICTE 3.3.5 NCTE 3.3.6 IGNOU 3.3.7 NHERC 3.3.8 GEC 3.3.9 HEGC 3.4 Quality Assurance and Accreditation in Higher Education 3.5 Financing and Higher Education – sources and management of finance 3.6 Structural Change as per NPST 3.7 Professional Standard Body	14	(12)		3

IV	Changing paradigms in Higher Education 4.1 Globalization :its effect on Higher Education 4.1.1 Effect of Globalization in Higher Education 4.1.2 Education under GATS 4.1.3 Privatization and Commercialization of Higher Education – its importance and problems 4.1Emerging issues and trends in Teaching, Research and Extension of Higher education	14	(12)		2
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks) :

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks - 10

In-semester Assessment:

Marks -24

A. Sessional activity

1. Any *two* from the following Activities.

- a) Group discussion,
- b) Preparation and presentation of Seminar,
- c) Assignment,
- d) Preparation of Research proposal
- e) Any other activities deemed to be fit by the course teacher.

Expected Course Outcome:

On completion of the course, the learner will be able to

CO-1 describe the meaning, aims and objectives, function and structure of Higher Education

1.1 describe the development of Higher Education in modern India

- 1.2 critically analyze the evolving policy frameworks and assess the impact of recent trends and reforms in India's Higher Education system

CO-2- discuss the significance for review and revision of curricular change in higher education

- 2.1 Critically state the Professional, Technical and Skill based curriculum
2.2 elaborately discuss the Emergence of ODL at Tertiary Level

CO-3 - discuss the roles of various apex bodies of education in management of Higher Education in India

- 3.1 explain the initiative taken by government of India in encounter the challenges of the new perspectives of education

CO - 4. Explain the changing paradigms in Higher Education in India

- 4.1 Analyze the Effect of Globalization in Higher Education

- 4.2 Evaluate the process of Education under GATS

- 4.3 Critically discuss the importance and problems Privatization and Commercialization of Higher Education

- 4.4 Discuss about emerging issues and trends in Teaching, Research and Extension of Higher education

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3, CO4	CO1,CO2, CO3, CO4	CO1, CO2, CO3, CO4			
Conceptual Knowledge	CO1,CO2, CO3, CO4			CO1, CO2, CO3, CO4	CO ₄	
Procedural Knowledge				CO ₄		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	1	-	-	2	-	3
CO ₂	3	3	-	-	3	-	3
CO ₃	3	-	-	-	2	-	3
CO ₄	3	3	3	3	3	-	3
Average	3	1.75	0.75	0.75	2.5	-	3

(3=High, 2= Moderate 1= Low

Suggested Readings:

1. Aggrawal J.C. (1983). Landmarks in the History of Modern Indian Education, New Delhi: Vikash Publishing House (P) Ltd.
2. Aggrawal, J.C. (1992). Education Policy in India. Shipra Publication.
3. Aggarwal, J.C. (2005) . Education Policy in India 1992 & Review 2000 & 2005. Guwahati: DVS Publishers.
4. Arya, P. P. (2006). Higher Education and Global Challenges. Guwahati: DVS Publishers.
5. Barnett, R. (1992). The Idea of Higher Education. Buckingham, Open University Press.
6. Bhagwati, D. (2005). The State of Higher Education in the Age of Liberalization & Globalization. Guwahati: DVS Publishers.
7. Bhatt. (2004) Higher Education Administration and Management. Guwahati: DVS Publishers & Distributors.
8. Chandra, R. (2005). Education and Challenges of Globalisation. Guwahati: DVS Publishers.
9. Dahiya, B.S (1997). Higher Education in India: Some Reflection. New Delhi: Kanishka.
10. Dhir. (2003). Higher Education in the New Millennium. Guwahati: DVS Publishers.
11. Dubey, S. N. (2001). Education Scenario in India – 2001. Delhi: Authors press
12. Goswami, Dulumoni. (2011). Higher Education in India : Growth Expansion and Issues. Guwahati : DVS Publishers.
13. Ministry of Education, Govt. of India. (1949). Report of the University Education Commission (1948-49). New Delhi: Govt. of India.

14. Ministry of Education, Govt. of India (1966). Report of the Education Commission, 1964-1966. New Delhi: Govt. of India.
15. Moonis Raza. (ed.) (1991). Higher education in India, Retrospect and Prospect. New Delhi: Association of Indian Universities.
16. Naik, J. P. (1965). Educational Planning in India. Bombay: Allied Publishers.
17. Naruallah, Syeed & Naik, J.P. (1972). A Student History of Education in India. Bombay: MacMillan.
18. NEUPA, (2012). Globalization & Challenges for Education. New Delhi: Lakshi Publishers & Distributors
19. Pandey, V. C. (2005). Higher Education in a Globalizing World. Guwahati: DVS Publishers.
20. Ram, A. (1990). Higher Education in India, Issues & Perspectives. New Delhi: Mittal Publications.
21. Ranph G. Lewis & Douglas H. Smith (1998). Total Quality in Higher Education. New Delhi : Vanity Book International.
22. Rao, D. B. (2002). Higher Education in the 21st Century. Guwahati: DVS Publishers.
23. Sharma, R.C. (2002). National Policy on Education. Mangal Deep Publication
24. Sharma, R. S. (1995). Higher Education, Scope & Development. New Delhi: Commonwealth Publishers. / Guwahati: DVS Publishers.
25. Sharma, (2006). UGC Role Development & Growth of Higher Education. Guwahati: DVS Publishers.
26. Sharma, S. (2002). History and Development of Higher Education in India (5 vol.). Guwahati: DVS Publishers.
27. Sing & Sharma. (2009). Development of Higher Education in India. Agra: Rakhi Prakashan
28. Sing & Sharma. (2009). Modernization of Higher Education in India. Agra: Rakhi Prakashan
29. Thorat, Sukhadeo. Higher Education in India, "Emerging issues related to access, inclusive and quality, Chairman UGC New Delhi, Nehru Memorial Lecture.

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Course Code : OC-4- MEDU -101
 Course Title : Research Methodology
 Nature of the Course : OC
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- Understand the fundamental of research
- Identify and formulate research problems
- Design the research studies
- makes the students familiar with writing of research report

Course Content:

Unit	Content	Marks	L	P	T
I	Foundation of Research 1.1 Research : meaning, characteristics and objectives 1.2 Scientific Method: Meaning and Steps 1.3 Characteristics of Scientific Method: Replicability, Precision, Falsifiability and Parsimony 1.4 Types of Scientific Method: Exploratory, Explanatory and Descriptive 1.5 Criterion of good Research 1.6 Types of Research : Fundamental, Applied and Action Research 1.7 Aims of Research as a scientific activity: Problem-solving, Theory Building and Prediction	14	(10)		3
II	Problem Identification & Formulation : 2.1 Meaning, Steps in formulating Research Problem 2.2 Research Question 2.2.1 Investigation Question 2.3 Hypothesis : Meaning 2.3 Qualities of a good Hypothesis 2.4 Null Hypothesis & Alternate Hypothesis 2.5 Hypothesis Testing – Logic & Importance	14	(11)		4
III	Research Design: 3.1 Research design: Concept and Importance 3.2 Features of a good Research design	14	(12)		4

	3.3 Types of Research design : 3.3.1 Exploratory Research Design – Concept, Types & uses 3.3.2 Descriptive Research Design- Concept, Types & uses 3.3.3 Experimental Design – Concept of Independent & Dependent Variable 3.3 Concept of Universe (Population) and Sample, sampling element, unit, sampling frame 3.4 Meaning of data and its types, 3.5 Methods of Data Collection 3.6 Construction of Schedule and Questionnaire 3.5 Analysis and Interpretation of the data: 3.5.1 Descriptive and Analytical Statistics				
IV	Report Writing and Related Techniques : 1.1 Ethics in reporting Research 1.2 Intellectual Property Right (IPR) and Plagiarism 1.3 Meaning of Research Report 1.4 Structure of Research Report: 4.4.1 Preliminary Section, Main body of the Report , Reference 4.5 Format 4.6 Chapterization, 4.7 Use of abbreviations 4.8 Referencing: References, footnotes and bibliography, APA Style of Referencing	14	(12)		4
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks - 10

In-semester Assessment:

Marks -24

A. Sessional activity

1. Any *two* from the following Activities.

- Group discussion,
- Preparation and presentation of Seminar,
- Assignment,

- d) Preparation of Research proposal
- e) Any other activities deemed to be fit by the course teacher.

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

CO-1 Define research, its characteristics and objectives

- 1.1 Discuss the Characteristics, Types and Steps of Scientific Method
- 1.2 Differentiate among different types of research
- 1.3 Analyze the Aims of Research as a scientific activity

CO-2 Identify research problem and state it properly.

2.1 Formulate hypothesis for testing and Select sample based on research problem.

CO-3 Discuss the concept and Importance of Research Design

- 3.1 Explain the Features of a good Research design
- 3.2 Illustrate the Types and uses of Research design with appropriate example
- 3.3 discuss the procedure of collecting and analyzing the data through Descriptive and Analytical Statistics

CO-4 Write a clear and well structured research report

- 4.1 Discuss the Ethics in reporting Research
- 4.2 Explain briefly on Intellectual Property Right (IPR) and Plagiarism

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁			
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,	CO ₂	CO ₄		CO ₃
Procedural Knowledge		CO ₄ ,		CO ₄	CO ₄	CO ₃
Meta cognitive Knowledge		CO ₄	CO ₄	CO ₄		CO ₄

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	3	3	1	1	-	2
CO ₂	3	3	2	1	1	-	1
CO ₃	3	3	-	2	1	-	3
CO ₄	3	2	3	2	1	-	3
Average	3	2.75	2.25	1.5	1	-	2.25

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Ahuja, R. (2003). Research methods. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4th Edn). Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd.
5. Garrett, H.E. (2016). Statistics in psychology and education (reprint). New Delhi: Paragon International Publishers.
6. Good, C.V., Barr, A.S. & Scates, D.E. (1936). The methodology of educational research. New York: Appleton –Century Crofts, Inc,
7. Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGraw Hill Book Company Inc. 38
8. Kerlinger, Fred. N. (1983). Foundations of behavioural research. Delhi: Surjeet Publications,
9. King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi:

Vikas Publishing House Pvt. Ltd.,

11. Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd.
12. Lindquist, E.F. (1956). Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). Social research methods: Qualitative and quantitative approaches (Sixth Edn.). New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
14. Sidhu, K.S. (2009). Methodology of educational research. New Delhi : Sterling Publishers Pvt. Ltd.,
15. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003: Bharati Bhavan,
16. Travers, Robert M.W. (1969). An introduction to educational research. New York: The Macmillan Company,

Course Code : CC-4-MEDU-201
 Course Title : Research in Education-II
 Nature of the Course : Core
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- apply the major quantitative and qualitative research approaches for conducting research in the field of education.
- apply the major qualitative research approaches for conducting research in the field of education.
- develop knowledge and skill of techniques to do research in the field of Education
- develop the ability to use some statistical methods to analyze and interpret educational data

Course Content:

Unit	Content	Marks	L	P	T
I	Research Designs: Quantitative and Qualitative 1.1 Positivism and Post-positivistic approaches to research. 1.2 Historical Research : 1.2.1 Meaning, Nature and Scope 1.2.2 Steps in Historical Research 1.3 Descriptive Research 1.3.1 Meaning, nature and scope 1.3.2 Types: Survey studies, Interrelationship Studies and Developmental studies 1.3.3 Steps in Descriptive Research 1.4 Experimental Research 1.4.1 Meaning, Nature and Scope 1.4.2 Variables : Independent and dependent variables, Confounding variables and extraneous variables 1.4.3 Characteristics of Experimental Research: Control, Manipulation, Observation and Replication 1.4.4 Steps in Experimental Research	14	(12)		4

	1.4.5 Research Designs: Pre Experimental Designs, Quasi Experimental Designs and True Experimental Designs				
II	Qualitative Research Designs : 2.1 Grounded Theory Designs: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT 2.2 Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, writing ethnographic account, Strengths and weaknesses 2.3 Narrative Research Designs: Meaning and key Characteristics, Steps in conducting NR design, 2.4 Case Study: Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses 2.5 Mixed Method Designs: Characteristics, Types of MM designs-Triangulation, Explanatory and Exploratory designs, Steps in conducting a MM designs, Strengths and weakness of MM research.	14	(10)		4
III	Research techniques: 3.1.1 Observation : Meaning and Types 3.1.2 Interview : Meaning and Types 3.1.3 Case Study 3.1.4 Sociometric techniques: Sociogram and Sociometric Matrices	10	(8)		3
IV	Parametric Statistics and Non- Parametric Statistics : 1.1 significance of difference between correlated means	18	(15)		4

	1.2 Introduction to Analysis of Variance : Concept, assumptions and computation of one way ANOVA 1.3 Chi-square tests : 1.3.1 Testing the divergence of observed results from those expected on the hypothesis of equal probability 1.3.2 Testing the divergence of observed results from those expected on the hypothesis of a normal distribution 1.3.3 The chi-square test of 2X2 fold contingency tables 1.3.4 The chi-square test of Independence in contingency tables 1.4 Sign Test 1.5 Median Test 1.6 Sum of Rank Test				
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity
14

Marks

B. Sessional Tests:
10

Marks

In-semester
Marks 24

Assessment:

Sessional Activities:

A. Any *two* of the following Assignments:

1. Conducting a case study
2. Preparing references using APA style
3. Group discussion
4. Preparation and Presentation of seminar paper
5. Objective type test
6. Any other activities related to the course

Expected Course Outcome:

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

CO-1: apply the major quantitative and qualitative research approaches for conducting research in the field of education.

CO-2: apply the major qualitative research approaches for conducting research in the field of education.

CO-3: construct and standardize research tools and techniques

CO-4: analyse and interpret empirical data using parametric and non- parametric statistical techniques.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Rememb	Understand	Appl	Analyz	Evaluat	Create
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	er		y	e	e	
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁			
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,	CO ₂	CO ₄		CO ₃
Procedural Knowledge		CO ₄ ,		CO ₄	CO ₄	CO ₃
Meta cognitive Knowledge		CO ₄	CO ₄	CO ₄		CO ₄

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	3	3	1	1	-	2
CO ₂	3	3	2	1	1	-	1
CO ₃	3	3	-	2	1	-	3
CO ₄	3	2	3	2	1	-	3
Average	3	2.75	2.25			-	

(3=High, 2= Moderate 1= Low)

Suggested Readings:

17. Ahuja, R. (2003). Research methods. New Delhi: Rawat Publications.
18. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4th Edn). Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
19. Best, J.W. & Kahn, J.V. (2006). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
20. Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd.
21. Garrett, H.E. (2016). Statistics in psychology and education (reprint). New Delhi: Paragon International Publishers.
22. Good, C.V., Barr, A.S. & Scates, D.E. (1936). The methodology of educational research. New York: Appleton –Century Crofts, Inc,
23. Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGraw Hill Book Company Inc. 38
24. Kerlinger, Fred. N. (1983). Foundations of behavioural research. Delhi: Surjeet Publications,
25. King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.
26. Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi: Vikas Publishing House Pvt. Ltd.,
27. Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd.
28. Lindquist, E.F. (1956). Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.
29. Newman, W. L. (2007). Social research methods: Qualitative and quantitative approaches (Sixth Edn.). New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
30. Sidhu, K.S. (2009). Methodology of educational research. New Delhi : Sterling Publishers Pvt. Ltd.,
31. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003: Bharati Bhavan,

32. Travers, Robert M.W. (1969). An introduction to educational research. New York: The Macmillan Company,

Course Code : CC-4-- MEDU -202
 Course Title : Inclusive Education
 Nature of the Course : Core
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- understand the concept of special, integrated and inclusive education in different perspectives.
- understand the concept, nature and characteristics and identification of various disabilities.
- acquaint the students with the policies and legislation of inclusive education at the national and international levels.
- enumerate the current needs, trends and issues related to education and inclusive education.

Course Content:

Unit	Content	Marks	L	P	T
I	Introduction to Inclusive Education: 1.1 Inclusive Education: Concept, Principles, Scope. 1.2 Target Groups: Diverse learners Including Marginalized	14	(10)		3

	group and Learners with Disabilities. 1.3 Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education. 1.4 Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational.				
II	Understanding Diverse Learners and Educational Needs: 2.1 Concepts of Impairment, Disability and Handicap. 2.2 Classification of Disabilities based on ICF Model. 2.3 Causes and prevention of Disabilities. 2.4 Identification of Diverse Learners for Inclusion. 2.5 Prevalence, Types, Characteristics and Educational Needs of Diverse Learner with: • Intellectual Disabilities • Physical Disabilities • Multiple Disabilities 2.6 Educational Evaluation Methods, Techniques and Tools.	14	(11)		4
III	Policies and Legislations for Inclusive Education & Rehabilitation: 3.1 International Policies and Legislations: • World Declaration on Education for All, 1990. • The Salamanca Statement and Framework for Action on Special Needs Education, 1994. • United Nations Convention on the Rights of Persons with Disabilities, 2006. . 3.2 National Policies and Legislations: • National Policy on Education, 1986 with reference to Program of Action, 1992. • Rehabilitation Council of India (RCI) Act, 1992. • Persons with Disabilities (PWD) Act, 1995. • National Policy for Persons with Disabilities, 2006. • Right to Education Act, 2009. • Inclusive Education under- Sarva Shiksha Abhiyan (SSA), RashtriyaMadhyamic Shiksha Abhiyan (RMSA) and RashtriyaUchchatar Shiksha Abhiyan (RUSA). • Rights of the Persons with Disabilities (RPWD) Act, 2016.	14	(12)		4

IV	Planning and Management of Inclusive Classrooms: 4.1 Infrastructure, Human Resource and Instructional Practices. 4.2 Curriculum and Curricular Adaptations for Diverse Learners 4.3 Need of curricular adaptations for Diverse Learners. 4.4 Assistive and Adaptive Technology for Diverse learners: • Product (Aids and Appliances) • Process (Individualized Education Plan, Remedial Teaching), 4.5 Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School, NGOs. 4.6 Problems in education of socially disadvantaged children.	14	(12)		4
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity **Marks**
 - 14

B. Sessional Tests: **Marks**
 - 10

In-semester **Assessment:**
Marks -24

Sessional Activities:

A. Any *two* of the following Assignments:

1. Seminars/ Brain storming/ Group discussion/ Term paper writing on any one of the topics of the course.
2. Home Assignment
3. Preparation of the status report on school/college/university education of diverse learners.
4. Prepare a report based on field visit to a school/institution promoting

- inclusive practices.
5. Prepare a report based on survey of the locality for early identification of learners with disabilities.
 6. Any other activities deemed to be fit by the course teacher

Expected Course Outcome:

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

CO-1: explain the concept of inclusive education in different perspectives.

CO-2: describe the concept, nature and characteristics and identification of various disabilities.

CO-3: explain the policies and legislation on inclusive education at the national and international levels.

CO-4: examine the current needs, trends and issues related to education and inclusive education.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄		CO ₁		
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,	CO ₂	CO ₄		CO ₃
Procedural Knowledge		CO ₄ ,		CO ₄	CO ₄	CO ₃
Meta cognitive Knowledge		CO ₄	CO ₄	CO ₄	CO ₂	

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	3	3	3	3	2
CO ₂	3	1	2	3	3	3	2
CO ₃	3	3	1	2	3	-	2
CO ₄	3	3	3	3	3	1	2
Average	3	2.5	2.25	2.75	3		

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Baquer, A. and Sharma, A. (1997). *Disability: Challenges Vs. Responses*. New Delhi: CAN.
2. Brelje, W. (1999). *Global Perspective on Education of the Deaf*. USA: Butte Publication Inc.
3. Cruschank, W.M. (1975). *Psychology of Exceptional Children and Youth*. Englewood Cliffs N.J.: Prentice Hall
4. Dessent, T. (1987). *Making the Ordinary School Special*. London: The Falmer Press.
5. Evans, R.C. & MC Laughlin, P. (1993). *Recent Advances in Special Education and Rehabilitation*, Boston: Andover Medical Publishers.
6. Evans, P & Verma, V. (1990). *Special Education- Past Present and Future (Ed)*. London: The Falmer Press,
7. Friel, J. (1997). *Children with special needs*. London: Jessica Kingsley Publication.
8. Guilford, P. (1971). *Special Education Needs*. London: Routledge Kagan Paul
9. Hollahan, D and Kauffman, M. (1978). *Exceptional Children: An Introduction to Special Education*. Englewood Cliffs: Prentice Hall.
10. Maclett R. and Katherine R.C. (2014). *Approaching Disability- Critical issues and Perspectives*. London: Routledge Taylor and Francis Group.
11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). *Handbook*

of Effective Inclusive Schools (Research and Practice). London: Routledge Taylor and Francis Group.

12. Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: Prentice Hall of India (Pvt.) Ltd.

13. Panda, K.C. (2008). *Education of Exceptional Children*. New Delhi: Vikash Publishing House.

14. Pandey, R.S. and Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.

15. Richards, G. and Armstrong, F. (2016). *Teaching and Learning in Diverse and Inclusive Classrooms*. London: Routledge Taylor and Francis Group.

16. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). *Handbook on Research on Special Education Teacher Preparation*. London: Routledge Taylor and Francis Group.

17. Stephens, T.M. et al (1983). *Teaching Mainstream Students*. New York: John Wiley.

Course Code : CC-4 – MEDU- 203
Course Title : Educational Management, Administration and Leadership
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- understand the meaning, definition, functions, principles, levels and process of management and also to acquaint them with the evolution of management thoughts and their implications in educational settings.
- acquaint the students with specific management trends and their educational implications.
- acquaint the students with meaning, nature, approaches models and styles of leadership.
- understand the meaning, nature and approaches of educational planning and also to acquaint them with perspective planning and institutional planning.
- acquaint the students with Quality issues in Educational Management and also to enable students to understand evolution of quality, role of quality assurance agencies and supervision as a quality control device in educational institutions.
- orient the students with nature of educational finance, sources and agencies of educational financing, budgeting, maintenance of accounts, sharing and distribution of financial responsibility, mobilization of local resources and private and self financing in educational institutions.

Course Content:

Unit	Content	Marks	L	P	T
I	Educational Management and Administration: 1.1 Concept and Definition of Educational Management 1.2 Difference between Management and Administration 1.3 Functions of Educational Management 1.4 Types of Educational Management - Centralized and decentralized External and Internal, Authoritarian/autocratic/democratic. 1.5 Levels of Management in Educational Institutions 1.6 Approach to Management:	14	(12)		4

	• Classical Approach: (Taylorism or Scientific Management, Fayol's Administrative Management, Administration as a Bureaucracy (contribution of Max Weber) • Human relations approach (contribution of Elton Mayo) • Social System approach (contribution of Chester Barnard)				
II	Educational Leadership and Educational Planning : 2.1 Meaning of Educational Leadership 2.2 Functions of Educational Leadership 2.3 Styles of Educational Leadership 2.4 Essentials qualities of an Educational leader 2.5 Role of Leader in managing conflicts Educational Institutions. 2.6 Meaning, nature , scope of Educational Planning 2.7 Principles of Educational Planning 2.8 Types of Educational Planning - long term planning, short term planning, grass root level planning , institutional planning 2.9 Approaches of educational planning: • Manpower forecasting approach, • Social demand approach, • Rate of return Approach	14	(11)		4
III	Educational Supervision: 3.1 Concept, Objectives, Scope of Educational Supervision 3.2 Functions of Educational Supervision 3.3 Factors influencing effectiveness of supervision 3.4 Qualities of a Good Educational Supervisor 3.5 Problems of Supervision 3.6 Suggest measures to overcome the problems of supervision. 3.7 Indian and International Quality Assurance Agencies: • Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC] • Quality Council of India [QCI] • International Network for Quality Assurance Agencies in Higher Education [INQAAHE]	14	(12)		4

IV	Management Issues in Educational Finance: 1.1 Meaning Nature and Principles of Educational Finance 1.2 Concept of Cost and Production in Education 1.3 Budget: concept and components, process of preparing institutional budget 1.4 Centre- State sharing of financial responsibility for education. 1.5 Private and self financing educational institution Mobilization of financial resources in educational institutions	14	(10)		3
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity **Marks - 14**

B. Sessional Tests: **Marks -**
10

In-semester Assessment: **Marks -**
24

Sessional Activities:

A. Any *two* of the following Assignments:

1. Prepare a model of Institutional plan for any educational institution.
2. Debate or discussion on the issues like Educational supervision, educational leadership, trends of educational management or any suitable topic.
3. Preparation & Presentation of Seminar paper on the issues of Educational management.
4. Group Discussion

5. Home Assignment
6. Any other activities related to the course.

Expected Outcomes:

After completion of the course, learners will be able to-

CO-1: Explain the concept of Educational Management.

- 1.1 Describe the types of management and modern trends of Educational management.

CO-2: Define the concept of educational leadership and educational planning

- 2.1 Explain the principles of educational leadership.

2.2 Describe the styles of leadership and its implication in educational leadership.

2.3 Critically analyze the role of Leader in managing conflicts Educational Institutions.

- 2.4 Describe the types and Approaches of Educational Planning

CO-3: Analyze the role and importance of educational supervision.

CO-4: Critically evaluate the Management Issues in Educational Finance.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁			
Conceptual Knowledge	CO ₁ , CO ₂ CO ₃ , CO ₄ ,			CO ₁ , CO ₂ CO ₃		CO ₃

				,CO ₄ ,		
Procedural Knowledge				CO ₁ , CO ₂		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	3	1	-	3	3	1
CO ₂	3	3	1	-	2	2	1
CO ₃	3	3	3	-	2	3	1
CO ₄	3	3	1	-	2	1	1
Average	3	3		-			

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Bala, Rajni, *Educational supervision Theories and Practices*, Alfa publications: New Delhi, 2006

2. Bhatnagar, S & P.K. Gupta: *Educational Administration and management*, R. lall. Book Depot, Meerut, 2010
3. Burton, Jene, *Management Today- Principles and Practice*, Tata McGraw Hill Publishing Company Ltd: New Delhi, 2002.
4. Bush, Tony, *Theories of Educational Leadership and Management*, SAGE Publications: New Delhi, 2003.
5. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
6. Chalam, K.S. *Educational planning- An introduction*, Visalandhara Publishing House, Visakhapatnam, 1985.
7. Dr Handique Konwar, I.R & Dr Sarmah Boruah, A. (2020). *Educational Administration and Manangement*, Guwahati : EBH Publishers, Assam, India
8. Garg, V.P.: *Economics of Education*, Metropolitan, New Delhi – 110002
9. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.
10. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007.
11. Mehorotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.

Course Code : EC-4- MEDU-201(A)
 Course Title : Mental Health and Stress Management
 Nature of the Course : EC
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- acquaint the students with the concept of Mental Health and Hygiene and to make them realize the need and importance of mental health and hygiene.
- know the meaning of mental well being and to acquaint with the coping mechanisms of mental well being.
- understand and apply the techniques of management of Emotional Problems i.e. Stress, Frustration, Anger and Conflict
- develop an understanding of what is adjustment, characteristics of well adjusted person and the problems of adjustment in various life situations.
- sensitive towards the adjustment problems of the special children.
- aware of the different types of adjustment mechanisms and their role in the preservation of mental health and hygiene.

Course Content:

Unit	Content	Marks	L	P	T
I	Concept of Mental Health and Hygiene: 1.1 Meaning and nature of Mental Health. 1.2 Characteristics of a Mentally Healthy Person 1.3 Mental Health Hazards, 1.4 Factors affecting Mental Health. 1.5 Meaning and definition of Mental Hygiene 1.6 Goals of Mental Hygiene 1.7 Functions of Mental Hygiene 1.8 Need of Mental Hygiene. 1.9 Difference between Mental Health and Hygiene.	14	(10)		4
II	Concept of Mental well being: 2.1 Meaning, Definition and nature of Positive Psychology 2.2 Mental wellbeing as per World Health Organization (WHO). 2.3 Importance of Mental Well-being 2.4 Component of Mental Well-being • Physical, • Social,	14	(10)		4

	• Environmental, • Intellectual, • Emotional • Spiritual				
III	Management of Emotional Problems: 3.1 Meaning, symptoms, causes and types of an emotional problem. 3.2 Stress - Meaning, Symptoms, causes and its effects. 3.3 Frustration and Anger - Meaning, Symptoms, its effects, causes, Reaction to frustration, its effect on Physical and Mental Health. 3.4 Conflict – Meaning, Types (Intrapersonal, Interpersonal and unconscious) Causes, symptoms, its effect on Physical and Mental Health 3.5 Stress Management (Yoga, Meditation and Pranayam and other methods like, allotting time for oneself, Physical activities, Diet, Sleep, Quality Leisure time activities and to learn to accept one). 3.6 Some common Psychological means in overcoming frustration, conflicts and anger.	14	(15)		4
IV	Adjustment Process: 4.1 Meaning and nature of Adjustment Process (Mechanism) 4.2 Different types of Adjustment Mechanism, (Aggression, Compensation, Sublimation, Identification, Rationalisation, Regression, Repression, Fantasy, Displacement and Projection). 4.3 Advantages and Limitations of Adjustment Mechanism.	14	(10)		3
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks - 10

In-semester Assessment:

Marks - 24

A. Sessional activity

1. Any *two* from the following Activities.

- a) Demonstrate by organizing Yoga Programme at schools and its usefulness among children, adolescents etc.
- b) Organize some activities in the form of seminars, group discussion among the students related to mental health.
- c) Case study on the impact of different agencies on creating good mental health of children.
- d) Home Assignment
- e) Any other activities related to the course

Expected Course Outcomes:

After completion of the course, learners will be able to-

CO-1: Locate the fundamentals of Mental Health and Hygiene

CO-2: describe the Concept, Importance and Component of mental well being
 2.1 Explain the concept of Positive psychology

CO-3: Classify the different Emotional Problems

3.1 interpret the different methods for Management of Emotional Problems

3.2 Discuss the concept, need and approach of Yoga for mental health

CO-4: Explain the adjustment process.

4.1 Examine the different types of Adjustment Mechanism

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₃ , CO ₄			
Conceptual	CO ₁ , CO ₂	CO ₃ ,		CO ₁ ,		

Knowledge	CO ₃ , CO ₄ ,			CO ₂ CO ₃ , CO ₄ ,		
Procedural Knowledge				CO ₄ ,		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	2	2	2	-	1	2
CO ₂	3	2	2	2	-	1	2
CO ₃	3	3	2	3	-	2	3
CO ₄	3	3	3	3	-	2	3
Average	3				-		

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Akhilananda, Swami (1952). *Mental Health and Hindu Psychology*. London: Auen and Unwin.
2. Arkoff, Abe (1968). *Adjustment and Mental Health*. New York: McGraw Hill Company.
3. Auger, Rick (2011). *The School Counsellor's Mental Health Sourcebook*. New Delhi: Sage India Pvt.Ltd.
4. Bahadur, Mal (1995). *Mental Health in Theory and Practice*. Hoshiarpur: V.V.R.I.
5. Bernard, H. W., (1952). *Mental Hygiene for Class-room Teachers*. New York: McGraw Hill Book Co.

6. Bhan, S., & Dutt, N.K. (1986). *Mental Health through Education*. New Delhi: Vision Books.
7. Bonny, M.E., (1960). *Mental Health in Education*. Boston: Allyn and Bacon Inc.
8. Capuzzi, David & Gross, D. R. (1995). *Introduction to Counselling*. London: Allyn and Bacon.
9. Carroll, Herbert, A. (1956). *Mental Hygiene: The Dynamic of Adjustment*. (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall, Inc.
10. Crow, Lester D., & Crow, Alice (1952). *Mental Hygiene*. New York: McGraw Hill Book Company Inc.
11. Dandapani, Dr. S. (2004). *A Textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.
12. Dash. M & Dash. Neena (2003). *Fundamentals of Educational Psychology*. New Delhi: Atlantic Publishers & Distributors.
13. Dollard, J., & Miller, N.E. (1970). *Personality and Psychotherapy*. Chicago: Aldine.
14. Garg, B.R. (2002). *An Introduction to Mental Health*. Amabala: Associate Publications.
15. Kundu, C.L., & Tutoo, D.N. (2005). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
16. Sharma, R.A. (1995). *Fundamentals of Educational Psychology*. Meerut: R. Lall Book Depot.
17. Sharma, Ram Nath & Sharma R.K. (2006). *Advanced Educational Psychology*. New Delhi: Atlantic Publishers & Distributors.
18. Sharma, Yogendra K (2004). *Textbook of Educational Psychology*. New Delhi: Kanishka Publishers & Distributors.
19. Sharma, Bharti (2004). *Psychological Foundation of Education*. New Delhi: Vohra Publishers & Distributors.

Course Code : CC-4-MEDU-301
Course Title : Measurement, Assessment and Evaluation in Education
Nature of the Course : Core
Total Credit assigned : 4
Component of the Course : Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- develop understanding of nature of measurement, assessment and evaluation.
- enable to distinguish between measurement, assessment and evaluation.
- develop understanding of different types of assessment and evaluation.
- develop understanding of assessment of cognitive, affective and psycho motor domains of learning.
- develop understanding of different methods of estimating reliability, types of validity and norms, feedback mechanism, rubrics for self and peer evaluation.
- gain knowledge of steps of construction of teacher made and standardized achievement tests.
- To gain knowledge of The Wechsler Adult Intelligence Scale, Differential Aptitude test and Kuder Interest Inventories.
- To gain knowledge of scoring and interpretation of Cattell's 16 PF.

- develop understanding and apply the knowledge of Biserial, Point-biserial, Tetrachoric, Phi-coefficient, Contingency Coefficient, Partial and Multiple Correlation, Multiple Regression Equations to solve problem

Unit	Content	Marks	L	P	T
I	1.0 Measurement, Evaluation and Assessment in Education 1.1 Nature of Measurement, Assessment and Evaluation in Education 1.2 Distinction between 1.2.1 Measurement and Evaluation 1.2.2 Assessment and Evaluation 1.3 Types of Evaluation and Assessment: 1.3.1 Formative and Summative 1.3.2 Diagnostic, Prognostic, Portfolio and Placement 1.4 Relationship between educational objectives, learning experiences and learning outcomes; 1.5 Assessment of Cognitive (Anderson and Krathwohl) Affective (Bloom and Krathwohl) and Psychomotor (Dave) domains of learning; Competency based evaluation. 1.6 Rubrics for Self and peer evaluation: meaning and steps of construction	12	(10)		3
II	2.0 Characteristics of a Psychological Test: 2.1 Reliability: 2.1.1 Different methods of estimating Reliability (Test-Retest, Internal Consistency and Parallel Form) 2.1.2 Computation of coefficient of reliability 2.2 Validity: 2.2.1 Types of validity (Content validity, Concurrent validity and Construct validity) 2.2.2 Computation of coefficient of validity 2.3 Norms: 2.3.1 Types of Norms (Grade norm, Standard Score norm, Percentile norm and Stanine norm) 2.3.2 Computation of norms	14	(12)		4

III	3.0 Special Psychological Tests: 3.1 Achievement Tests 3.1.1 Steps followed in construction of Teacher- made Achievement Test: • Design of a test, • Blue Print of a Test, • Item Sheet, • Selection of items, • Assembling the items, • scoring key and marking Scheme and • Question-wise analysis 3.1.2 Steps followed in construction of Standardized Achievement Test: • Planning, • Writing items, • Preliminary administration, • Reliability, • Validity, • Norms of the final test, and • Preparation of Manual and • Reproduction of the test 3.2 Intelligence Test: 3.2.1 The Wechsler Adult Intelligence Scale. 3.3 Personality Tests: 3.3.1 Scoring and interpretation of Cattell's 16 P.F 3.4 Aptitude Test: Differential Aptitude Test 3.5 Interest Inventory: The Kuder Interest	14	(12)		4
IV	4.0 Special Correlation Methods: 4.1 Biserial 4.2 Point-biserial 4.3Tetrachoric 4.4 Phi-coefficient 4.5 Contingency Coefficient 4.6 Partial and Multiple Correlation	16	(11)		4
Total		56	45		15

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity
14

Marks -

B. Sessional Tests:

Marks - 10

In-semester Assessment:

Marks - 24

A. Sessional activity

1. Any *two* from the following Activities.

- a) Assignment on any topic relevant to the course
- b) Objective Type Test covering the course
- c) Group Discussion on any topic relevant to the course
- d) Preparation and presentation of seminar paper on any topic relevant to the course
- e) Any other activities deemed to be fit by the course teacher

Expected Course Outcome:

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

CO-1 describe the nature of measurement, evaluation and assessment.

1.1 distinguish between measurement, evaluation and assessment.

1.2 discuss different types of evaluation and assessment.

1.3 describe assessment of cognitive, affective and psychomotor domains of learning, feedback mechanism, rubrics for self and peer evaluation.

CO- 2 explain different methods of estimating reliability, types of validity and norms.

2.1 Compute coefficient of reliability, validity and norms.

CO- 3 describe steps of construction of teacher made and standardized achievement tests.

3.1 describe the scoring and interpretation of Cattell's 16 PF

CO-4 solve problems related to Biserial, Point-biserial, Tetrachoric, Phi-coefficient, Contingency Coefficient, Partial and Multiple Correlation

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₃ , CO ₄			
Conceptual Knowledge	CO ₁ , CO ₂ CO ₃ , CO ₄ ,	CO ₃ ,		CO ₁ , CO ₂ CO ₃ , CO ₄ ,		
Procedural Knowledge				CO ₄ ,		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	2	2	2	-	1	2
CO ₂	3	2	2	2	-	1	2
CO ₃	3	3	2	3	-	2	3
CO ₄	3	3	3	3	-	2	3
Average	3				-		

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Ahmann, J. S. (2002). Testing student achievement and aptitudes. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4thEdn). Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Ebel, Robert L. (1966). Measuring educational achievement. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Elhance, D.N. (1964). Fundamental of statistics. Allahabad: Kitab Mahal
5. Freeman, Frank S. (1965). Theory and practice of psychological testing. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd,
6. Fruchter, B.A. (1954). Introduction to factor analysis. New York: Van Nost.Reinhold (Wiley)
7. Garrett, H.E. (1981). Statistics in psychology and education. Bombay: Feffer and Simons Ltd.
8. Guilford, J.P. and Fruchter, B. (1987). Fundamental statistics in psychology and education. Singapore: McGraw Hill Book Company Inc.
9. Gronlund, N.E. (1968). Construction of achievement tests. New Delhi: Prentice Hall of India Pvt. Ltd.
10. Gronlund, N.E. (1981). Measurement and evaluation in teaching(4th Edn). New Delhi: Prentice Hall of India Pvt. Ltd.
11. Koul, L. (1994). Methodology of educational research. New Delhi: Vikas Publishing House Pvt. Ltd
12. Lindquist, E.F. (1956). Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education
13. Lindquist , E.F. (1942). A first course in statistics. Boston: Honghton Mifflin Company
14. Mangal, S.K. (2004). Statistics in Psychology and Education. New Delhi: PrenticeHall of India Pvt. Ltd.

15. Sidhu, K.S. (2009). Methodology of educational research. New Delhi: Sterling Publishers Pvt. Ltd.
16. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Patna: Bharati Bhavan
17. Snedecor, G. W. and Cochran, W. G. (1989). Statistical methods (8th Edn.). Iowa City: Iowa State University Press
18. Stanley, J. C. and Hopkins, K.D. (1978). Educational and psychological measurement and evaluation. New Delhi: Prentice Hall of India Pvt. Ltd.
19. Thorndike, Robert L. and Hagen, Elizabeth. (1955). Measurement and evaluation in psychology and education. New York: John Wiley and Sons, Inc.
20. Vernon, P.E. (1960). Intelligence and attainment tests. London: University of London Press Ltd

Course Code : CC-P4-MEDU-302
Course Title : Psychological Test and Experiments in Education
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course : Lecture: 1 Practical: 3 Tutorial: 0
Distribution of Marks : End Semester: 80

Course Objectives:

- To enable the students to understand the theory of the development of use of Psychological Experiments in Education.
- To enable the students to understand the need for using Psychological Experiments in teaching learning process.
- To enable the students to understand the predictive uses of Psychological Experiments for improving teaching practices in class room.

Course Content:

Unit	Content	Marks	L	P	T
I	Introduction of Experimental Psychology 1.1 Experimental Psychology: its importance in the study		(3)		

	of human behaviour 1.2 Historical development of Experimental Psychology 1.3 Procedure of conducting and Reporting of Psychological Experiments. • Title. • Statement of objectives. • Hypotheses • Historical and theoretical background • Experimental Design. • Methodology and procedure. • Introspective Report. • Result, discussion, observation and Conclusion				
II	Memory, Learning and Attention: 2.1 MEMORY TEST 2.1.1 Recall and Recognition (words, figures and numbers) 2.1.2 Memorization of non-sense syllables 2.2 TRANSFER OF LEARNING: 2.2.1 Bilateral Transfer of Learning 2.3 VERBAL LEARNING: 2.3.1 Part and Whole Learning 2.4 ATTENTION 2.4.1 Span of Attention or Apprehension (dots/meaningful and non-meaningful words)		(5)	15	
III	Intelligence, Personality and Association Test 3.1 Intelligence Test 3.1.1 Wechsler Adult Intelligence Test 3.1.2 Performance Tests 3.1.2 Alexander Pass Along Test 3.1.2 Koh's Block Design Test 3.2 Personality Test 3.2.1 Rorschach Ink blot Test 3.2.2 Thematic Apperception Test 3.2.3 Child Apperception Test 3.2.4 Extroversion Introversion Inventory (for Higher Secondary, Graduate & Post Graduate students) 3.3 Association Test: 3.3.1 Emotive and Non-emotive Words 3.3.2 Free vs. Controlled Word Association Test		(5)	15	

IV	Physiological drawing and labelling 4.1 Human Brain 4.2 Human Eye 4.3 Human Ear		(2)	15	
	Total	80	15	45	

Mode of End- Semester Assessment: 80 Marks

a) Students will be required to conduct TWO practical (One with apparatus and one without apparatus) on the day of the final practical examination: 2x20= 40 Marks

b) Practical note book: 30 Marks (i. 2 experiments with apparatus carry 2x5 = 10)

(ii. 5 experiments without apparatus carry 5x3 = 15)

(iii. 1 Physiological drawing experiment carry 1x5=5)

c) Viva: 10 Marks

Expected Course Outcome:

After completion of the course, students will be able –

CO1: Develop an understanding of the fundamental concepts, scope and significance of experimental psychology and critically analyze and design psychological experiments, adhering to ethical principles and reporting standards.

1.1: Explain the concept, scope and need of Experimental Psychology.

1.2: Conduct and report psychological experiments.

CO2: Explain the mechanism of memory and attention, their types and apply the concepts in practical situations.

2.1 Conduct practical exercises/ experiments to demonstrate the application of the concept of memory in real-world settings.

2.2 Explain the concept of learning, its types and apply the concept in practical situations.

2.3 Explain the concept, the theories and methods of learning and its related practical.

2.4 Conduct practical exercises/ experiments to demonstrate the application of the concept of learning in real-world settings.

CO-3 : State the concept of personality and intelligence, historical background of personality assessment and intelligence testing.

3.1 State the concept of personality, different techniques of personality assessment.

3.2 State the concept of intelligence and different techniques of intelligence testing.

3.3 Conduct practical exercises/ experiments to demonstrate the application of the concepts of personality and intelligence in real-world settings.

CO-4 Demonstrate the Physiological drawing and labeling

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO ₃ , CO ₄ ,					
Procedural Knowledge			CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁ ,		CO ₂ CO ₃
Meta cognitive Knowledge		, CO ₂ CO ₃ , CO ₄				

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	2		-	3	3
CO ₂	3	3	3		-	-	3
CO ₃	3	3	3		-	-	3
CO ₄	3	1	2		-	-	3
Average	3				-		

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Agarwala, Sunita (2020) Experimental Psychology, Mahabeer Publications, Dibrugarh, Assam.
2. Anastasi, Anne, Urbina, Susana (2001), Psychological Testing, Prentice Hall of India Pvt., New Delhi.
3. Deka, B & Ali, L. (1998) Educational Measurement of Psychological Practicals, Banalata Guwahati.
4. Hussain Akbar (2014) Experiments in Psychology, published by Motilal Banarsidass, Delhi.
5. Mathur, S.S.,(1999) Educational Psychology, agarwal Publication, Agra-2.
6. Mahanta, Anita, Manobigyan Aru ParisankhyaBigyanarAbhikhyasamuh,(2010) Saraswati Prakashan, Golaghat.
7. Mohsin, S.M. Experiments in Psychology, published by Motilal Banarsidass, Delhi.
8. Saikia R.L., Psychological and Statistical Experiments in Education, Saraighat Printers M.C. Road, Guwahati, Assam.

Course Code : CC-4- MEDU-303
Course Title : Curriculum Development
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- develop an understanding about the important principles of curriculum development.
- develop understanding about Curriculum Design and Models of Curriculum Design
- develop understanding about the instructional System of curriculum development
- inculcate awareness about the issues, trends of researches in the area of curriculum development in India.

Course Content:

Unit	Content	Marks	L	P	T
I	Introduction to curriculum development 1.1 Concept, meaning, and scope of curriculum 1.2 Historical perspective of curriculum development in India 1.3 Considerations of curriculum development 1.3.1 Philosophical considerations (National, democratic) 1.3.2 Psychological considerations (learner's needs and interests) 1.3.3 Sociological considerations (socio cultural reconstruction) 1.4 Role of Statutory Bodies in curriculum development - NCERT, SCERT, NCTE, RCI, UGC and University	14	(10)		5
II	Curriculum Design and Models of Curriculum Design 2.1 Meaning of curriculum design	14	(11)		5

	2.2 Sources of curriculum design 2.3 Principles of curriculum design 2.4 Types of curriculum based on Idealism, Naturalism and Pragmatism perspectives 2.5 Traditional and Contemporary Models (Academic / Discipline Based Model) 3.2 Competency Based Model, Social Functions / Activities Model [social reconstruction] 3.3 Outcome Based Integrative Model 3.4 Intervention Model 3.5 C I P P Model (Context, Input, Process, Product Model)				
III	Instructional System 3.1 Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction 3.2 Curriculum and Instruction (Academic and Competency Based Approaches) 3.3 Models of Curriculum Evaluation: 3.3.1 Tyler's Model 3.3.2 Stakes' Model 3.3.3 Kirkpatrick's Model	14	(12)		2
IV	Curriculum Change and Evaluation 4.1 Factors affecting curriculum change 4.2 Approaches to curriculum change 4.3 Role of teachers and educational administrators in curriculum change and improvement 4.4 Scope of curriculum research and Types of Research in Curriculum Studies	14	(12)		3
		56	45		15

Mode of In-Semester assessment (24Marks):

A. Sessional Activity

14

Marks -

B. Sessional Tests:

Marks - 10

In-semester Assessment:
Marks – 24
A. Sessional activity:

 1. Any *two* from the following activities

- a) Home Assignment
- b) Seminar Presentation
- c) Objective test

- d) Group Discussion
- e) Any other activities deemed to be fit by the course teacher

Expected Course Outcome:

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

CO-1 describe the concept, strategies and procedure of curriculum development.

1.1 explain the historical perspective of curriculum development in India.

1.2 explain the philosophical, psychological and sociological considerations of curriculum development.

1.3 analyze the role of statutory bodies in curriculum development.

CO-2 describe the meaning of curriculum design.

2.1 discuss the sources and principles and types of curriculum design.

2.2 explain the different models of curriculum.

CO-3 describe instructional media, instructional techniques, approaches to evaluation of curriculum.

3.1 explain the models of curriculum evaluation.

CO-4 discuss the factors affecting curriculum change

4.1 discuss about the Role of teachers and educational administrators in curriculum change and improvement

4.2 Illustrate the scope of curriculum research and Types of Research in Curriculum Studies

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄		CO ₄ ,			
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,			CO ₁ , CO ₂ , CO ₃ , CO ₄ ,		
Procedural Knowledge				CO ₂ , CO ₃		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	-	-	3	-	1
CO ₂	3	1	-	3	3	-	3
CO ₃	3	2	-	3	3	-	3
CO ₄	3	3	-	-	3	-	3
Average	3	1.5	-	1.5	3	-	2.5

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Cook, T.G. The Changing Curriculum. London: Methuen & Co. Ltd.
2. Dudeja, Gita & Kour, Guruvinder (2016). Curriculum Development and Assessment. Meerut: R. Lall
3. Kalaiyarasan, G. (2012). Curriculum Development. New Delhi: Aph Publishing Corporation
4. Pandey, Jyoti (2015). Principles Of Education and Curriculum Development. Delhi:KSK
5. Pinar, W. (2015). Curriculum Studies in India: Intellectual Histories, Present Circumstances. London: Palgrave Macmillan
6. Reddy, Mamidi Malla & Ravisankar, S. Curriculum Development and Educational Technology. New Delhi: Sterling Publishers Privale Ltd.
7. Sharma R.A. Curriculum Development and Instruction. Meeret: R Lal Book Depot.
8. Talla, Mrunalini (2012). Curriculum Development: Perspectives, Principles and Issues. New Delhi: Pearson
9. Tyler, Ralph (2013). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press

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Course Code : EC-4- MEDU-301 (A)
 Course Title : Value and Peace Education
 Nature of the Course : EC
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- acquaint students with the meaning, nature and concept, types, source of Values.
- enable students to understanding the fostering values and value crisis.
- enable students to understand about the concept of value Education.
- enable students to understand the concept of peace and peace education.
- Analyze the Challenges of Peace Education and Role of Different Organizations

Course Content:

Unit	Content	Marks	L	P	T
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I	Introduction to Values 1.0 Values - Concept, meaning and definition of values 1.1 Types of values: 1.2.1 Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Sources of values: 1.3.1 Religion • Karma Yoga in Hinduism • Love and Justice in Christianity • Brotherhood in Islam • Compassion in Buddhism • Ahimsa in Jainism • Courage in Sikhism 1.3.2 Philosophy • Indian • Western 1.3.3 Constitution (Indian Constitution) • Constitutional Values: Sovereignty, Socialism, Secularism, Democracy, Republic, Justice, Liberty, Equality, Fraternity, dignity of the individual, Unity and Integrity of the Nation • Fundamental Rights: Right to equality, Right to freedom, Right against exploitation, Right to freedom of religion, Cultural and educational Rights, Right to Constitutional Remedies. 1.3.4 Socio- Cultural Tradition 1.4 Fostering values: 1.4.1 Development of Values 1.4.2 Ways of fostering Values in Children: Role of • Parents, • Teachers, • Peer groups, • Religion • Government • Mass media • Voluntary Organization	14	(10)		3
II	Value education 2.1 Meaning of Value Education. 2.2 Objectives of Value Education 2.3 Needs and Importance of value education in the 21st century.	14	(11)	16	4

	2.4 Methods and techniques of value education: • Practical method • Biographical method • Discussion technique. • Direct and Indirect • Curricular and Co-Curricular activities 2.5 Value education at different stages – • Primary • Secondary • Higher 2.6 Role of the Teacher in promoting Value Education.				
III	Peace Education 3.1 Meaning and Definition of Peace Education 3.2 Concept of Peace Education 3.3 Scope: 3.3.1 individual or self-development level 3.3.2 school or community level 3.3.3 National level 3.3.4 Global level. 3.4 Conflict Resolution Education and Peace Education 3.4.1 Democracy Education 3.4.2 Human Rights Education 3.5 Aims and Objectives of peace education 3.6 Peace Education at different stages – • Primary • Secondary • Higher 3.7 Importance of Peace education	14	(12)		4
IV	Challenges of Peace Education and Role of Different Organizations: 4.1 Challenges of peace education 4.2 Role of national and international organizations for promoting peace education – 4.2.1 International Institute for Peace (IIP), 4.2.2 UNESCO, 4.2.3 International Peace Bureau (IBP), UNO, UNICEF, 4.2.4 Global Peace Foundation (GPF) Parents 4.2.5 Mahatma Gandhi Institute of Education for Peace and Sustainable Development.	14	(12)		4

Total		56	45		15

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks - 10

In-semester Assessment:

Marks – 24

A. Sessional activity:

1. Any *two* from the following activities

- a. Carry out a survey of the colleges/ secondary schools to identify the values most preferred and practiced by students.
- b. Analyze secondary school textbooks to identify the type of values and peace promoted through the content.
- c. Content analysis of adds, soaps, movies to identify the gap between the values promoted by them and those promoted by the society.
- d. Group discussion on any relevant topic
- e. Preparation and presentation of Seminar,
- f. Assignment,
- g. Any other activities deemed to be fit by the course teacher.

Expected Course Outcome: On completion of the course, the students will be able to :

CO-1 Define values

- 1.1 Explain the different Types of values in society
- 1.2 Discuss about sources of values with suitable example
- 1.3 Analyze the role of stakeholders for promoting values

CO-2 Explain briefly on concept of value education

- 2.1 Explain the need of values in creating a better world
- 2.2 Critically state the importance of values education in the 21st century.
- 2.3 Classify the different Methods and techniques of value education

- 2.4 discuss about role of Value education at different stages
 2.5 How can a teacher play a significant role in promoting Value Education?
CO-3 Describe elaborately the concept and scope of Peace Education
 3.1 discuss elaborately on Conflict Resolution Education and Peace Education
 3.2 discuss about role of Value education at different stages
 3.3 Discuss about the Importance of Peace education
CO-4 Analyse the different challenges faced by Peace Education
 4.1 Discuss about the Role of national and international organizations for promoting peace education

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₄			
Conceptual Knowledge		CO ₁ , CO ₂ , CO ₃ , CO ₄		CO ₁ , CO ₂ , CO ₃ , CO ₄		
Procedural Knowledge				CO ₂ , CO ₃		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	-	3	1	-	3
CO ₂	3	3	3	3	3	-	3
CO ₃	3	3	3	3	3	-	3
CO ₄	3	-	3	3	1	-	-
Average	3	1.5	2.25	3	2	-	2.25

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
2. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
4. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
5. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
6. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
7. Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
8. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
9. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
10. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
11. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
12. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

Course Code : EC-4- MEDU-301 (B)
 Course Title : Education in North-East India
 Nature of the Course : EC
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- enable students to understand the diverse nature of the north-east in its own Historicity
- enable students to understand the developments, progress challenges in the education sector at school
- analyze Higher Education in North-East India
- acquaint the Conceptualization of Social Exclusion in relation to Education

Course content:

Unit	Content	Marks	L	P	T
I	1.0. North-East India-A Historical Perspective of the Development of the states, land, demography, population 1.1 Education in North Eastern India pre-colonial period 1.2 Contribution of Missionaries towards educational development 1.3 Ethnic and cultural diversities and imbalances in education	14	(10)		3
II	2.0. Development of School Education 2.1.Educational Organization and Administrative Structure of School Education 2.2.Elementary Education (RTE, SSA) Secondary Education and Higher Secondary Education 2.3 Critical Review of School Education in the different states 2.4 Problems, Innovations and changes in pedagogies at the school level	14	(11)		4
III	3.0. Higher Education 3.1 Growth and Development of Higher Education in the North- East 3.2 General, Professional, Open and Distance Learning in the North-East 3.3 Emerging trends of Education in the North-East	14	(12)		4

	–Access, Quality, course, evaluation Research, problems and future prospects. 3.4 Teacher Education in the North-East India 3.4.1 Present status of Teacher Training Institutions.				
IV	4.0 Conceptualization of Social Exclusion in relation to Education 4.1. Concepts of Inclusion and Exclusion 4.2. Discourses of Educational Inclusion that influences policies 4.3. Policies designed to include marginalized groups in the North-East 4.4. Gender as the basis of inequality in education: Society, family and school; Issues in school education, Problem of access, Retention, Stagnation, drop-out.	14	(12)		4
		56	45		15

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks - 10

In-semester Assessment:

Marks – 24

A. Sessional activity:

1. Any *two* from the following activities
 - a. Writing a term paper
 - b. Preparing a project report
 - c. Home Assignment
 - d. Seminar
 - e. Group discussion
 - f. Any other activities deemed to be fit by the course teacher

Expected Course Outcome:

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

CO-1 discuss the role of education in Development of Education in North Eastern India

pre-colonial period.

1.1 discuss the Contribution of Missionaries towards educational development.

CO-2 analyse the developmental pattern of School education in North east India.

CO-3 analyse the developmental pattern of Higher education in North east India.

CO-4 discuss the concepts of Inclusion and Exclusion in context of North east India.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO ₁ , CO ₂ , CO ₃ , CO ₄				
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄			CO ₁ , CO ₂ , CO ₃ , CO ₄		
Procedural Knowledge				CO ₃ , CO ₄		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/SO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	2	-	-	1	-	3
CO ₂	3	3	3	-	3	-	3
CO ₃	3	3	3	-	3	-	3
CO ₄	3	2	3	-	1	-	2
Average	3	2.75	2.25	-	2	-	2.75

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Barpujari, H.K.(1990). The Comprehensive History of Assam: from the pre-historic times to the twelfth century A.D. Guwahati: Publication Board Assam
2. Gait, S.E. (1905). A History of Assam, Guwahati :Bani Mandir
3. Goswami, D (ed).(2014). Education in North-East India. Guwahati: DVS Publication Guwahati Assam.
4. Government of India.(2009).Right of Children to Free and Compulsory Act 2009
5. Govinda, R. (2011). Who Goes to School? Exploring Exclusion in Indian Education. (ed.) New Delhi :Oxford University Press
6. Goswami. D. Literacy and Development with Special Reference to North-East India. Guwahati: DVS Publication, Assam.
7. Goswami. D. (2011). Higher Education In India: Growth, Expansion & Issues. Guwahati: DVS Publication, Assam.
8. Koul, L .(2001). Methodology of Educational Research .NewDelhi: Vikash Publishing House, Pvt Ltd.
9. Lyndem, B. &De, Kr .U(2008). Education In North-East India: Experience and Challenges. Guwahati: Published by: DVS Publication
10. Mahanta, A. (2008). Journey of Assamese Women1836-1937. Guwahati: Publication Board Assam Guwahati 781021.
11. MHRD Department of Higher Education Government of India, Selected Statistics
12. Rawat P. L . (1981). History of Indian Education. Agra: Published by Ram Prasad and Sons.
13. Rajput, J.S.(2004). Global Educational Change, A Compendium of :International Documents, New Delhi.

Course Code : CC-P4-MEDU-301 (A)

Course Title : Research Project

Nature of the Course : CC (RP)

Total Credit assigned : 4

Distribution of Marks : End Semester: 80

Course Objectives:

The objectives of the course are to enable the students to:

- Understand the concept of Project
- able to preparation of project report

Course Content:

Unit	Contents	Marks	L	P	T
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I	Introduction to the Project 1.1 Concept of Project 1.2 Characteristic of a good project 1.3 Steps of conducting a project 1.3.1 Identification of Problem 1.3.2 Formulation of Objective 1.3.3 Preparation of Tools: Questionnaire, Rating Scale, Interview Schedule, Check list etc. 1.3.4 Selection of Sample 1.3.5 Collection of Data 1.3.6 Analysis and interpretation of data 1.3.7 Report Writing 1.4 Challenges of conducting a Project 1.5 1.4.1 Ethics in reporting research (The teacher will have to take theory classes on the topics assigned in this unit)				
II	Preparation of Project report: The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: ▪ Title of the Project ▪ Introduction ▪ Rationale of the study ▪ Objectives of the Study ▪ Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data) ▪ Analysis and Interpretation of data with illustrations ▪ Findings of the study ▪ Suggestion <i>(The teacher shall provide guidance to the students throughout the Project.)</i>				
Total		80			

In-semester Assessment:

Marks: 24

Sessional Tests on the content of the first unit : Marks: 14

Presentation on Conducting the project and preparing the report : Marks :10

End-Semester Assessment: -----

The end-semester assessment will be based on the project report and viva voce. The assessment will be carried out by a team of examiners consisting of at-least one external examiner and one internal examiner. The distribution of marks will be as follows:

■ **Project report: 46**

■ **Viva Voce : 10**

Expected Course Outcome: After completion of this course, the student will be able to :

1. Explain the process of conducting a Project.
2. Identify the problems for Educational Project.
3. Solve problems faced in educational field through project.

Prepare a project report

Course Code : CC-4-MEDU-301 (B)
 Course Title : Environmental Education
 Nature of the Course : Core Course
 Total Credit assigned : 4
 Distribution of Credits : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- Understand the concept of Environment and its importance
- understand the importance of Environmental Awareness through Environmental Education
- Analyze the relationship between Environmental Education and Sustainable Development
- Acquaint with Environmental Movements and Acts

Course Content:

Unit	Content	Marks	L	P	T
I	Concept of Environment: 1.1 Meaning, definitions and characteristics of Environment 1.2 Structure and components of environment, 1.3 Ecology and Ecosystem 1.4 Relationship between Man and Environment 1.5 Social issues of the environment: • Concept of environmental degradation and hazard • Solid waste management • Rain water harvesting and watershed management • Climate change – global warming, ozone layer depletion and acid rain	14	(10)		3
II	Environmental Awareness through Education: 2.1 Environmental Education: Meaning, definitions, 2.2 Aims and objectives of Environmental Education 2.3 Guiding principles of Environmental Education 2.4 Need and importance of Environmental Education as an interdisciplinary subject 2.5 Differences between Environmental Education and Environmental Awareness 2.6 Strategies of teaching Environmental Education at different levels – Primary, Secondary and Higher.	14	(11)		4
III	Environmental Education and Sustainable Development: 3.1 Concept of Sustainable Development 3.2 Basic Aspects of Sustainability 3.3 Guiding Principles of Sustainability 3.4 Towards Sustainability: measures for Sustainable Development 3.5 Measuring Sustainability: Indicators for Evaluation 3.6 The Sustainable Development Goals (UN) 3.7 Components of Education for Sustainable Development	14	(12)		4

	3.8 Curricular and Co-curricular approaches in Education for Sustainable Development				
IV	Environmental Movements and Acts 4.1 Earth Summit -2002,2012,2015,2017,2018 4.2 Chipko Movement 4.3 Wildlife Conservation Strategy in India 4.4 The Environment Protection Act 1986 (India) 4.5 Environment protection laws and constitutional safeguards in India: Article 51A, 4.6 The Water (Prevention & Control of Pollution) Act 1974, 4.7 The Air (Prevention & Control of Pollution) Act 1981,	14	(12)		4
		56	45		15

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks -14

B. Sessional Tests:

Marks -10

In-semester Assessment:

Marks -24

A. Sessional activity

1. Any *two* from the following Activities.

- a. Students shall organise and take part in group discussions on the different content of the course.
- b. Students shall prepare and present seminar papers on the various contents of the course with the help of course teacher.
- c. Field report
- d. Objective type test
- e. Home Assignment
- f. Any other activities related the course.

Expected Course Outcome:

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

CO-1 Explain the Meaning, definitions and characteristics of Environment

1.1 Describe the relationship between Man and Environment

1.2 Discuss about the Social issues of the environment

1.3 Describe the concept of environmental degradation and hazards.

1.4 Explain the Solid waste management, Rain water harvesting and watershed management, global warming, ozone layer depletion and acid rain.

CO-2 Describe the Concept, Scope, importance, Aims, objectives, guiding principles of Environmental Education.

2.1 Differentiate between Environmental Education and Environmental Awareness.

2.2 Describe Multidisciplinary nature of Environmental Education.

2.3 Analyze the Strategies of teaching Environmental Education at different levels – Primary, Secondary and Higher

CO-3 discuss the ethical basis of Environmental Education and Awareness

3.1 describe the concept, principles of Sustainable Development

3.2 analyze the Sustainable Development Goals (UN)

3.3 Discuss the Curricular and Co-curricular approaches in Education for Sustainable Development

CO- 4 describe the Earth Summit, Montreal Protocol, Chipko Movement, Wildlife Conservation Strategy in India, The Environment Protection Act 1986 (India)

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO ₁ , CO ₂ , CO ₃ , CO ₄				
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄			CO ₁ , CO ₂ , CO ₃ , CO ₄		

Procedural Knowledge				CO ₃ , CO ₄		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/SO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	2	-	-	1	-	3
CO ₂	3	3	3	-	3	-	3
CO ₃	3	3	3	-	3	-	3
CO ₄	3	2	3	-	1	-	2
Average	3	2.75	2.25	-	2	-	2.75

(3=High, 2= Moderate 1= Low)

Suggested Readings:

- 1) Bell, Simon.(1999). Sustainability Indicators-Measuring the immeasurable?. U.K.:Earthscan Publication Limited
- 2) Bharucha,E.(2005).Textbook of Environmental Studies for Undergraduate Courses. Hyderabad: Universities Press (India) Private Limited
- 3) Fuelker,M.H., Pathak,B., Kale ,R.K.(2014).Environment and Sustainable Development. New Delhi: Springer
- 4) Huckle, J & Sterling S.(2001).Education for Sustainability .London: Earth scan Publications Ltd
- 5) Munier,N.(2005).Introduction to Sustainability-Road to a Better Future.

Netherland: Springer

- 6) Pandey.V.C. (2005). Environmental Education. Isha Books
- 7) Saxena,H.M.(2013).Environmental Geography. New Delhi: Rawat Publication
- 8) Sharma , R.A.(2014).Environmental Education. Meerut: R.Lall Book Depot
- 9) Singh,S.(1999).Environmental Geography. Allahabad: Prayag Pustak Bhawan.
- 10) Tomer, A.(2011). Environmental Education. New Delhi: Kalpaz Publication

Course Code : CC-4- MEDU- 401
 Course Title : Developmental Psychology
 Nature of the Course : Core
 Total Credit assigned : 4
 Component of the Course : Lecture: 3 Practical: 0 Tutorial: 15
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- develop an understanding of the nature of growth and basic theories of lifespan development
- develop an understanding of the basic concepts, issues related to the field of Developmental Psychology.
- understand the developmental period of Pre-natal and Infancy
- understand the developmental period of Childhood and Adolescence
- Analyze the psychology of child, adolescence and adulthood

Course Content:

Unit	Content	Marks	L	P	T
I	INTRODUCTION- GROWTH & DEVELOPMENT	14	(10		3

	1.1 Growth & Development: Concept and Nature, Distinction between Growth, Development, Maturation and Learning 1.2 Lifespan perspective on Development: experience factors in development: biogenic, psychogenic and sociogenic 1.3 Issues and theories in Developmental Psychology - Nature and nurture; continuity and discontinuity, plasticity in development. 1.4 Developmental Implications of theories- Freud, Piaget, Erikson		)		
II	PRE-NATAL PERIOD AND INFANCY 2.1 Stages of pre-natal development 2.2 Factors influencing pre-natal development 2.3 Neonatal Development; Actions and Reactions of the neo-nate 2.4 Development aspects of Infancy 2.4.1 physical and motor development, 2.4.2 cognitive and language development, 2.4.3 emotional and social development- attachment, temperament	14	(11)		4
III	CHILDHOOD AND ADOLESCENCE 3.1 Early and middle childhood - 3.1.1 physical and motor development, 3.1.2 cognitive and language development 3.1.3 emotional and social development 3.2 Problems faced by children 3.2.1 Broken Home 3.2.2 Working Mother 3.2.3 Parental Acceptance and Rejection Problem 3.3 Social Adjustment Problems - 3.3.1 Shyness 3.3.2 Hesitation 3.3.3 Jealousy 3.4 Puberty and Adolescence- 3.4.1 concept and characteristic 3.4.2 Puberty in females 3.4.3 Puberty in males 3.5 Predominant Issues during Adolescence - 3.5.1 cognitive development 3.5.2 social development 3.5.3 emotional and moral 3.5.4 deviance and delinquency 3.5.5 Risk factors in Adolescents 3.5.6 Strategies to enhance Resilience in Adolescents 3.5.7 Role of Parents, Educational Institutions	14	(12)		4

IV	PSYCHOLOGY OF CHILD, ADOLESCENCE AND ADULTHOOD 4.1 Child Psychology and Adolescence Psychology 4.1.1 Meaning, nature and scope 4.1.2 Significance 4.2 Theory of Adolescence Psychology 4.2.1 Theory of Recapitulation 4.2.2 Theory of Gradual Development 4.3 Early, Middle and Late Adulthood – 4.3.1 Physical development 4.3.2 Cognitive development 4.3.3 Social and Emotional development 4.3.4 Post work – Retirement and leisure 4.4 Need and Problems of Adult 4.5 The Challenges of being an adult	14	(12)		4
Total		56	45		15

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks – 10

In-semester Assessment:

Marks – 24

A. Sessional activity:

1. Any *two* of the following activities

- a) Seminar presentation on any of the relevant topics
- b) Critical analysis of any theory of development
- c) Comparing and contrasting an aspect of individual development with an aspect of Developmental psychology that has been taught in class
- d) Comparison of child rearing practices in two different cultures to critically analyse the most appropriate and troublesome elements of child rearing in each culture
- e) Any other activities deemed to be fit by the course teacher

Expected Course Outcome:

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

CO-1 describe the basic concepts, issues related to the field of Developmental Psychology

as well as the basic theories of lifespan development

1.1 distinguish between major theoretical perspectives in developmental psychology

1.2 contrast the various theoretical perspectives according to how they view major

Controversies and issues in developmental psychology

1.3 explain the respective contributions of "nature" and "nurture" to human development,

as well as their interactions

CO-2 Discuss the developmental aspects of period of Pre-natal and Infancy

CO-3 Discuss the developmental aspects of period of Childhood and Adolescence

CO-4 Critically Discuss the psychology of child, adolescence and adulthood

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO ₁ , CO ₂ , CO ₃ , CO ₄				
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄		CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄		
Procedural Knowledge				CO ₃ , CO ₄		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	-	-	1	-	-
CO ₂	3	3	3	3	3	-	3
CO ₃	3	3	3	3	3	-	3
CO ₄	3	3	3	3	1	-	3
Average	3	2.25	2.25	2.25	2	-	2.25

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Aggarwal, J.C. (1995) *Theory and Principles of Education*. New Delhi: Vikas Publishing House Pvt. Limited.
2. Aggarwal, J.C. (2006) *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Limited.
3. Bhatia, K.K. and Nanda, S.K. (2010). B.Ed. Guide. New Delhi: Kalyani Publishers.
4. Berk, L.E. (2007), *Development through the lifespan* 3rd Edition, Pearson Education
5. Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. Pearson.
6. Hurlock, E.B. (1980), *Development Psychology: A Life Span Approach* (5th ed.), New Delhi: Tata McGraw Hill pub. Co. Ltd.
7. Dr. Handique Konwar, Ishmirekha and Borah, Surajit (2015). *Learner and Learning*, Golaghat : Saraswati Prakashan.
8. Dr. Handique Konwar, I.R.&Dr. Sarmah Baruah, A.(2021)"*Developmental Psychology(Child, Adolescent & Adult psychology)*" EBH Publishers (India) Panbazar, Guwahati (ISBN –978-93-92038-01-3.)
9. Kale, S.V. (2012). *Child Psychology and Child Guidance*. Mumbai: Himalaya Publishing House.
10. Santrock, J.W. (1997), *Life Span Development* (6th ed.) Chicago: Brown and Bench Mark

Course Code : CC - 4-MEDU--402
Course Title : Education and Development: Policies and Perspectives
Nature of the Course : Core
Total Credit assigned :4
Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester:56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students t:

- enable students in understanding the concept of development, sustainable development, SDG and its relevance to present education
- enable students in understanding the relationship between education and development, policies of education and National development
- acquaint students with the influence of politics, economics and globalization in Indian Education
- enable students in understanding the impact of globalization and digitalization on management, structure and practices of Education
- acquaint them with emerging educational policies of India

Course Content:

Unit	Content	Marks	L	P	T
I	Education and Development: 1.1 Development: Concept and Objectives 1.2 Relationship between education and development:	14	(10)		3

	1.2.1 economic, 1.2.2 social, 1.2.3 human, 1.2.4 Political 1.3 Sustainable Development: 1.3.1 Concept: Five Ps: People, Planet, Prosperity, Peace and Partnership 1.3.2 SDG Goals - relevance to present Education, 1.4 Education for Sustainable Development: 1.4.1 Concept and Principles,				
II	Policies and Education 2.1 Policy: Concept, Relationship between Policies and Education 2.2 Linkage between Educational policy and National Development 2.3 Process of Policy formulation: Analysis of existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment, and subsequent policy cycles 2.4. Social exclusion in India: Concept, Nature, Types and Causes of Social Exclusion; and the socially excluded groups in India 2.5. Educational Policy initiatives in India to address the issue of Social Exclusion: Inclusion and Expansion of Education; Equity and Access (Reservation)	14	(11)		4
III	Influence of Politics, Economics and Globalization in Indian Education 3.1 Perspectives of Politics of Education: Liberal, Conservative and Critical 3.2 Education for Political Development and Political Socialization 3.3 Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education 3.4. Quality Education: Concept, Dimensions -Learners, Learning Environment, Content, Process, and Outcomes. Mechanism to ensure Quality Education: Information Systems Management, Monitoring and	14	(12)		4

	Evaluation				
IV	Emerging Educational Policies in India: Critical Analysis 4.1 National Knowledge Commission: Terms of reference, Objectives, Organization 4.2 The Right of Children to Free and Compulsory Education (RTE) Act 2009 4.3 NEP, 2020 (ECCE, SSA, RMSA, HECI) 4.4 Health and Hygiene: Mid-Day Meal Scheme, Swachata Abhiyan, Yoga education	14	(12)		4
Total		56	45		15

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks - 10

In-semester Assessment:

Marks –24

A. Sessional activity:

2. Any *two* from the following activities

- Group discussion on any one topic
- Objective type test having Multiple choice questions, fill in the blanks and matching type
- Home assignment on one topic
- Seminar presentation of self-written papers
- Project work and field study on implementation of the prevailing Educational Policies
- Any other activities deemed to be fit by the course teacher

Expected Course outcome:

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

CO-1 explain the concept of development, the relationship between education and development, sustainable development and ESD

CO-2 discuss the linkage between educational policies and national development

2.1 describe the determinants of educational policies and process of policy formulation

2.2 explain the concept of social exclusion, quality education, ECCE etc.

3. explain the concept of Economics of Education, educational finance, multiculturalism, etc.

CO-3 justify the symbiotic relationship between Policies, Globalization, National Development and Education

3.1 distinguish between Monitoring and Evaluation

CO-4 critically analyze the Educational Policies of Government of India such as National Knowledge Commission, Yashpal Committee Report on Higher Education, etc

4.1 identify the gaps in prevailing educational policies and suggest ways for Redressal

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₃ , CO ₄			
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄		CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄		
Procedural Knowledge					CO ₃	
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	-	-	-	-	-
CO ₂	3	-	-	-	1	-	3
CO ₃	3	3	2	-	1	-	3
CO ₄	3	3	3	-	1	-	3
Average	3	1.5	1.25	-	2	-	2.25

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Bubaker F. Shareia. (2015). Theories of Development. International Journal of Language and Linguistics. 2(1), Pp. 78-90. Retrieved from ijllnet.com
2. Elizabeth M. King. (January 10-12, 2011). Education Is Fundamental To Development and Growth: Keynote Address at Education World Forum. QE2 Conference Center, London.
3. Dr. Handique Konwar, I.R. & Sarmah Boruah, A. (2022) "Emerging Trends in Indian Education" Saraswati Prakashan, Bhagawati Prasad Ladia Path, Golaghat-785621, 2022, ISBN- 978-93-91447-92-2
4. Samagra Shiksha Abhiyan. (2018-19). Retrieved from samagra.mhrd.gov.in
5. Shodganga. (nd). Public policy formulation: Role of different agencies. Chapter IV.
6. Egyankosh. (nd). Contextual setting of public policy making.
7. Epg-pathshala. (nd) Policy making process. Vidya mitra. Retrieved from <https://youtube.com>
8. UNESCO. (2018). Issues and trends in Education for Sustainable Development.
9. UNESCO. (2016). Incheon Declaration and Framework for Action.
10. UNESCO. (2017). Education for Sustainable Development Goals: learning Objectives.
11. UNESCO. (2012). Education for Sustainable Development: Source Book.

Course Code : CC - 2-MEDU--403

Course Title : Communication and Public Speaking Skill

Nature of the Course : CC

Total Credit assigned : 2

Component of the course : Lecture: 1 Practical: 0 Tutorial: 1

Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives: The objectives of the course are to enable the students to:

- To enable students to understand the concept of communication and its types, process and barriers.
- To enable students to understand the listening skills and its principles, types and barriers.
- To make students acquainted with speaking and public speaking skills
- To enable students to understand about reading and writing skills.

Course Content:

Unit	Contents	Marks	L	P	T
I	Introduction to Communication and Skills 1.1 Communication- meaning and nature 1.1.1 Types of Communication: Inter-Personal and Intra-Personal 1.1.2 Process of Communication: Sender, Encoding, Recipient, Decoding and Feedback 1.1.3 Barriers of effective communication. 1.1.4 Ways of Effective Communication 1.2 Listening Skills - meaning and nature	14	(7)		7

	1.2.1 Principles of Listening Skills 1.2.2 Types of Listeners 1.2.3 Barriers to listening 1.3 Reading and Writing Skills – Meaning and Nature 1.3.1 Previewing, Skimming and Scanning 1.3.2 Development of skills for correct pronunciation, reading and comprehension				
II	Speaking and Public Speaking Skills 2.1 Verbal and Non - Verbal Communication 2.2 Public Speaking Skills: Meaning and Importance 2.3 Components of Public Speaking : Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation 2.4 Principles of Effective Public Speaking: Principles of Preciseness, Principle of Consciousness, Principle of Adaption 2.5 Ways of becoming Better Public Speaker 2.6 Group Discussion- Concept	14	(8)		8
		28	15		15

Mode of In-Semester Assessment

(12 Marks):

A. Sessional Activity

Marks - 6

B. Sessional Tests:

Marks – 6

In-semester Assessment:

Marks – 12

A. Sessional activity:

1. Any *two* from the following activities

(i)

- a. organizing a Group discussion on the topic of related to category
- b. Submission of Prepared Bio data + Facing an Interview

- c. Seminar
 - d. Home Assignment
- (ii)
- a. Writing Bio-Data and Facing an Interview –
 - b. Teachers will guide the students to differentiate among Biodata, Resume and Curriculum Vitae (CV)
 - c. Teacher will explain the style and skill of appearing a formal interview
 - d. Students will practice mock interview within the classroom

Expected Learning Outcomes: After completion of the course, learners will be able to-

CLO-1 Describe the basic elements of Communication

1.1 Explain Listening Skills

1.2 Explain Speaking Skills

CLO-2 Explain Public Speaking Skills

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ ,		CO ₂			
Conceptual Knowledge	CO ₁ , CO ₂ ,			CO ₁ , CO ₂ ,		
Procedural Knowledge			CO ₂	CO ₁ , CO ₂ ,		
Metacognitive Knowledge				CO ₂ ,		CO ₂ ,

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
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CO ₁	3	3	3	-	-	3	-	3	2
CO ₂	3	3	3	-	-	3	-	3	3
CO ₃	3	3	3	-	-	3	-	3	2.6

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Allen, Dwight and Kevin Ryan (1969). Micro Teaching. London: Addison-Wesley Publishing Company.
2. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal.
3. Ashby, E. (1972). The fourth Revolution: A Report and Recommendation by the Carnegie Commission of Higher Education. New York: McGraw Hill Book Co.
4. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.
6. Mangal, S. K. and Uma Mangal (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
7. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication
8. Mrunalini, T and. A. Ramakrishna (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal.
9. Sharmah, R. A. (2007). Technological Foundation of Educational. Meerut: Lall Book Depot.
10. Singh, C. P. (2011). Advanced Educational technology. New Delhi: Saurabh Publishing House

Course Code : EC-4- MEDU -401 (A)
 Course Title : Teacher Education
 Nature of the Course : EC
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- To enable students to develop an understanding of concept, nature and scope of Teacher education
- To acquaint them with contributions of different committees and commissions to teacher education
- To enable students in understanding the frameworks of Pre-Service and In-Service Teacher Education
- To acquaint them with contributions of Schulman, Dang and Luke & Habermas to Teacher education
- To enable students in understanding the importance of professional knowledge, skills, values and attitude, the changing profile of teachers work and working conditions
- To acquaint them with emerging issues for research in teacher education

Unit	Content	Marks	L	P	T
I	Concepts of Teacher Education: 1.1 Meaning, Nature and Scope of Teacher Education, 1.2 Committees and Commissions contribution to Teacher	14	(10)		3

	Education: 1.2.1 Secondary Education Commission (1953) 1.2.2 Kothari Commission (1964-66) 1.2.3 National Policy on Education (1986, 1992) 1.2.4 National Commission on Teachers (1999) 1.2.5 National Curriculum Framework (2005) 1.2.6 Yashpal Committee Report (2009) 1.2.7 Justice Verma Committee Report (2012) 1.2.8 National Education Policy (2020) 1.3 Types of Teacher Education Programs 1.4 Teacher Education Curriculum at Elementary, Secondary and Higher Secondary Levels as envisioned in the NCERT, NCTE documents				
II	Understanding the frameworks of Pre-Service and In-Service Teacher Education 2.1 Pre-Service Teacher Education Program: Concepts, Need, Organization, Content, Methods and Evaluation at District, State and National Levels . 2.2 In-service Teacher Education Program: Concept, Need, Organization and modes of In-service Teacher Education. 2.2.1 Agencies and Institutions of In-Service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC) 2.3 Approaches to Learning: Transactional, Expository, Collaborative and Experiential	14	(11)		4
III	Teacher and the Social Context 3.1 Concept of Profession 3.2 Teaching as a profession 3.3 Professional Ethics of Teachers 3.4 Understanding the socio-cultural context of teachers and teaching within the school system affecting Teacher Development. 3.5 Professional Development of Teachers and Empowerment 3.6 Understanding the importance of Professional Knowledge, skills, values and attitude, the changing profile of teachers work and working conditions	14	(12)		4
IV	Innovations in Teacher Education 4.1 ICT Integration in Teacher Education 4.2 Policy imperatives in Teacher Education 4.3 Performance Appraisals of teachers 4.4 New directions of Teacher Education 4.5 Emerging issues for research in Teacher Education	14	(12)		4
		56	45		15

Mode of In-Semester assessment (24 Marks):**A. Sessional Activity****Marks - 14****B. Sessional Tests:****Marks - 10****In-semester Assessment:****Marks – 24****A. Sessional activity:**

1. Any *two* from the following activities
 - a. Preparation and Presentation of seminar paper
 - b. Assignment on any topic relevant to the course
 - c. Group discussion
 - d. Any other activities deemed to be fit by the course teacher

Expected Course Outcome:

On completion of the course, the students will be able to –

CO-1 explain the concept, nature and scope of Teacher Education

1.1 describe the contributions of different committees and commissions to teacher education

CO-2 explain the concepts, need, purpose, organization, content, methods and evaluation at various levels of Pre-Service and In-Service Teacher Education Program

CO-3 explain the concept of profession and professional ethics

3.1 describe the importance of professional knowledge, skills, values and attitude

3.2 discuss the changing profile of teachers work and working conditions

CO-4 describe the importance of ICT Integration in Teacher Education

4.1 analyze emerging issues for research in teacher education

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1, CO2, CO3, CO4	CO3, CO4			
Conceptual Knowledge	CO1, CO2, CO3, CO4		CO2, CO3, CO4	CO1, CO2, CO3		

				,CO ₄ ,		
Procedural Knowledge					CO ₃	
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	-	-	-	3	3
CO ₂	3	3	-	-	1	3	3
CO ₃	3	3	2	3	1	3	3
CO ₄	3	3	3	3	1	3	3
Average	3	2.25	1.25	1.5	2	3	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Anand, C.L. (1988). Aspects of Teachers Education. Delhi: S. Chand and Co.
2. Chaurasia, G. (2000). Teacher Education and Professional Organization. Delhi: Authors Press.
3. Govt. of India. (1966). Report of the Education Commission. 1963-1966. New Delhi: Ministry of Education, Govt. of India,
4. Grower, R. & Walters S. (1987). Teaching Practice Handbook.

- London: ELBS, Heinemann Educational Books Ltd.
5. Meffit, John Clifton. (1983). In-service Education for Teachers. Washington: Centre for Applied Research in Education.
 6. Mukherjee, S.N. (1987). Admission and Organization in teacher training institution. New Delhi: NCERT.
 7. Mukherjee, S.N. (1978). (ed.) Education of the Teacher in India. Vol, I & Vol. II, Delhi, s. Chand and Co.
 8. NCTE. (1978). Teacher Education Curriculum-A Framework. New Delhi; NCERT.
 9. Panda, B.N. & Tewari, A.D. (1997). Teacher Education. New Delhi: A.P.H. Publishing Corporation.
 10. Pareek, R. (1996). Role of Teaching Profession. Guwahati: Eastern Book Hose.
 11. Passi, B.K. (1976). Becoming a Better teacher, microteaching approach. Ahmedabad: Sahitya Nudranalay.
 12. Patil, V.T. (1998). Inservice Education for Teachers. Delhi: Authors Press.
 13. Raina, V.K. (1998). Teacher Education: A Perspective. Guwahati: Eastern Book House.
 14. Silcork, P. Bruntland, M. (2002). Achieving Competence, Success and Excellent in Teaching. London: Routledge Falmer.
 15. Singh, L.C. (1990). (ed.) Teacher Education in India A resource book. New Delhi: NCERT.
 16. Sharma R.C. (2002). National Policy on Education. Mangal: Deep Publication.
 17. Aggrawal J.C. (1992). Education Policy in India. Shipra Publication.
 18. James E. Bruno. (1972). Emerging issues in Education: Policy implications for the school. Rand cooperation, Lexington books.

Course Code : EC-4- MEDU -401 (B)

Course Title : Gender and Education

Nature of the Course : EC

Total Credit assigned : 4

Components of the Course: Lecture: 3 Practical: 0 Tutorial: 04

Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are enabling the students to –

- Understands the concepts of sex and gender and its related terms
- **Analyze the** broad concept of gender and society
- Analyze **gender inequality in school**
- Evaluate the laws **related to women's rights and social justice**

Course Content:

Unit	Content	Marks	L	P	T
I	INTRODUCTION TO GENDER AND ITS RELATED TERMS: 1.1 Sex and Gender: meaning and concept 1.2 Difference between sex and gender. 1.3 Gender role: Concept and nature. 1.3.1 Types of gender role. 1.4 Patriarchal and Matriarchal: Concept and nature. 1.4.1 Gender role in patriarchal and matriarchal society 1.5 Social construct of Gender. 1.6 Gender marginalisation in education 1.6.1 Meaning, concept and nature 1.6.2 Causes of gender marginalisation in education 1.6.3 Measures for inclusion in education	14	11		5
II	GENDER AND SOCIETY 2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in ● The family ● The school environment ● The society. 2.2. Gender socialization: Meaning and concept. 2.2.1. Role of Agencies in Gender socialization ● Family ● School ● Society ● Role of media and popular culture (film and advertisement) 2.3 Issues related to women/girl child: 2.3.1 Female foeticide and infanticide	14	12		5

	2.3.2 Sex ratio 2.3.3 Honour killing 2.3.4 Dowry 2.3.5 Child marriage				
III	GENDER INEQUALITY IN THE SCHOOL: 3.1 Gender inequality and school 3.1.1 Infrastructure 3.1.2 Curricular and co-curricular activities. 3.2 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out. 3.3 Gender and equality: 3.3.1 Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality.	14	10		5
IV	LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY: 4.1 Introduction to laws related to women and social justice 4.1.1 Dowry 4.1.2 Remarriage 4.1.3 Divorce 4.1.4 Property rights 4.1.5 Trafficking. 4.2 Women reservation bills: History and current status. 4.3 Articles of Indian constitution related to education from gender equality perspective. 4.4 Educational policies and programmes from gender equality perspective.	14	12		5
Total		56	45		15

Mode of In-Semester assessment (24Marks):
A. Sessional Activity
Marks - 14
B. Sessional Tests:
Marks – 10
In-semester Assessment:
Marks – 24
A. Sessional activity: 14Marks

 2. Any *two* from the following activities

- a. Reports on gender discrimination. (on the basis of events occurred in their surrounding)
- b. Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
- c. Project (Analysis of the advertisements of electronic media from gender perspective)

- d. Seminar on gender issues related to education.
- e. Text Book (Secondary Level) analysis from Gender Perspective

Expected Course Outcome: On completion of the course, the students will be able to:

CO-1 Explain the meaning and concept of gender and sex.

- 2.1 Discuss the difference between sex and gender
- 2.2 Explain the concept nature and types of gender role
- 2.3 Discuss the concept and nature of Patriarchal and Matriarchal
- 2.4 Discuss the social construct of gender
- 2.5 Discuss the meaning, concept and nature and causes of gender marginalisation in education
- 2.6 Discuss the meaning and concept of gender stereotyping
- 2.7 Critically Analyze the gender stereotyping and education

CO-2 Explain the meaning and concept of gender biases

- 2.1 Explain the gender biases in family, school, and society
- 2.2 Discuss the meaning and concept of Gender socialization
- 2.3 Explain the role of different agencies in Gender socialization
- 2.4 Discuss the gender inequality in education in terms of caste, religion and region.
- 2.5 Discuss the various issues related to women/girl child

CO-3 Discuss the **gender inequality related to** infrastructure, curricular and co-curricular activities **in school**

- 3.1 **Discuss the** gender issues in school education related to problem of access, Retention, stagnation and drop-out.

- 3.2 **Evaluate the role of schools, peers, teachers, curriculum, and textbooks in promoting gender equality in education.**

CO- 4 Explain the laws related to women's rights and social justice

- 4.1 Analyze the history and status of the Women's Reservation Bill
- 4.2 Examine constitutional provisions on education from a gender equality perspective,
- 4.3 Evaluate educational policies and programs aimed at promoting gender equality.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄			
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄			
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	-	2	3	-	2
CO ₂	3	-	-	2	3	-	2
CO ₃	3	-	-	2	3	-	2
CO ₄	3	-	-	2	3	-	2
Average	3	-	-	2	3	-	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. *Lives in Stress: Women and Depression*. New Delhi: Sage. Distributors.
3. Chappell, C. (2003). —Researching Vocational Education and Training: Where to From Here?|| *Journal of Vocational Education and Training*, 55 (1), 21-32.
4. Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. *Gender: the key to sustainability and food security*. SD Dimensions, May 1997 (available at www.fao.org/sd).
6. Howard, P. 2003. *Women and plants, gender relations in biodiversity management and conservation*. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. *Journal of Instructional Psychology*, 27 (3), 173-178.
8. K., & Gallagher, J. J. (1987). The role of target students in the science classroom. *Journal of Research in Science Teaching*, 24(1), 61-75.
9. Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. *Journal of Research in Science Teaching*, 41(10), 961-969.
10. Kanter, Rosabeth Moss. 1977. *Men and Women of the Corporation*. New York: Basic Books.
11. Kapur, P. (1974). *Changing: tutus of the Working Women in India*. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). *Status of women in Islam*. New Delhi: APH Publishing.
13. Klein, S. (1985) *Handbook for Achieving Sex Equity Through Education*. Baltimore, MD: The Johns Hopkins University Press.
14. Lippa, Richard A. 2002. *Gender, Nature, and Nurture*. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. *Sex, Gender, and Society*. New York: Harper and Row.
15. Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press.
16. Majumdar, M. (2004). *Social status of women in India*. New Delhi: Dominant Publishers. Sarkar Aanchal, 2006, *Gender and Development*, Pragun Publication, New Delhi. Print. Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press.
17. Marshall, C.S. & Reihartz, J. (1997) Gender issues in the classroom. *Clearinghouse*, 70 (6), 333-338.
18. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B.

Francis, & L. Smulyan (Eds.), The SAGE Handbook of Gender and Education (pp. 439–452). Thousand Oaks CA: Sage

Course Code : DS-P6-MEDU-401 (A)
 Course Title : Dissertation
 Nature of the Course : Core
 Total Credit assigned : 6
 Distribution of Marks : End Semester: 120

Course Objectives:

1. To develop capacity of identifying of an educational problem and inculcate the power of observation.
2. To develop enquiry mindedness and logical thinking among the students.
3. To make them understand use of various quantitative and qualitative tools and techniques.
4. To make them familiar with the use of sampling techniques and research design.
5. To equip them with knowledge of collecting, organizing and analysis of the data.
6. To make them understand about the discussion of the result and drawing out conclusion based upon it.
7. To familiarize them with the art of writing a research report.

Instructions:

1. The dissertation shall be a optional paper for all the students carrying 120 marks and each student is required to select one problem for dissertation from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by the both external examiners and internal examiners.
2. Every student shall submit a dissertation on an educational problem. Three copies of the dissertation typed on one side only and duly certified by the Supervisor/Guide shall be submitted one month before commencement of the examination.
3. The dissertation shall be a record of original work with regard to an educational problem.
4. Student shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been confirmed on him/her or anyone else by university or any other university/institution.

Expected Learning Outcomes

After completion of the dissertation students shall be able to –

1. To understand various types of research projects.
2. To describe the important sources for problem identification and its selection.
3. To execute a research project.

4. To write a research report.

Evaluation Scheme:

1. Dissertation (Written): 80 Marks
2. Presentation : 20 Marks
3. Viva- voce : 20 Marks

Course Code	: DS-4-MEDU-401 (A)
Course Title	: CONSTRUCTION AND STANDARDIZATION OF TOOLS
Nature of the Course	: DS
Total Credit assigned	: 4
Distribution of Credits	: Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks	: End Semester: 56 In Semester: 24

Course Objectives:

- To define and describe the concept and meaning of research tools in education.
- To explain the significance of research tools in educational research.
- To identify and analyze the essential qualities that characterizes an effective research tool.
- To discuss and evaluate the advantages and limitations of using research tools in educational investigations.
- To define and illustrate the concept of constructing research tools such as tests or inventories.
- To explain the relevance of tool construction in ensuring research quality and accuracy.
- To understand the procedure of research tool construction and standardization.
- To discuss and assess the limitations of construction and standardization of research tools.
- To define and differentiate the research tools from each other tools such as Rating Scale, Achievement Test, Attitude Scale, Aptitude Test, Questionnaire

and Observation and Interview Schedule.

- To describe and apply the steps/procedure involved in constructing different research tools such as Rating Scale, Achievement Test, Attitude Scale, Aptitude Test, Questionnaire and Observation and Interview Schedule.
- To compare the strengths and weaknesses of each type of research tool.
- To explain the significance of ethics in the process of construction and standardization of research tools.
- To analyze the ethical implications of citing and using related literature.
- To justify the need for transparency and fairness during the planning phase of the tool.
- To evaluate the appropriateness of selected dimensions based on ethical grounds.
- To apply ethical guidelines while design a try-out process and collecting pilot data.
- To illustrate fair and unbiased scoring procedures for data analysis.
- To develop an ethical administration process of tools.

Course Content:

Unit	Content	Marks	L	P	T
I	1.0 Introduction to research tool 1.1 Concept and meaning of research tool 1.2 Importance of research tool in educational research 1.3 Qualities of good research tool 1.4 Types of research tools in educational research 1.5 Testing tools in educational research 1.6 Non-testing techniques in educational research 1.7 Advantages of research tools 1.8 Limitations of research tools	14	(10)		3
II	2.1 Basics of Construction and Standardization of Tools 2.1 Construction of a Tool 2.1.1 Concept of Construction of a Tool	14	(11)		4

	2.1.2 Importance of Construction of a Tool 2.1.3 Steps of Construction of a Tool (Scale/Inventory/Test) ➤ Planning of draft Tool (Scale/Inventory/Test) ➤ Consideration of Dimensions for draft Tool (Scale/Inventory/Test) ➤ Preparation for writing Items/Statements/Questions ➤ Dimensions wise writing Items/Statements/Questions ➤ Editing of Items/Statements/Questions ➤ Selection of Items/Statements/Questions for draft Preliminary Try-out ➤ Preparation of Scoring Key of the Tool (Scale/Inventory/Test) ➤ Administration of the draft Tool (Scale/Inventory/Test) ➤ Item Analysis (Item Discrimination Index/Power) ➤ Final Try-out of the Tool (Scale/Inventory/Test) 2.1.4 Limitations of Construction of a Tool (Scale/Inventory/Test) 2.2 Standardization of a Tool 2.2.1 Concept of Standardization of a Tool 2.2.2 Importance of Standardization of a Tool 2.2.3 Steps of Standardization of a Tool (Scale/Inventory/Test) ➤ Estimating Reliability of the Tool (Scale/Inventory/Test) ➤ Ensuring Validity of the Tool (Scale/Inventory/Test) ➤ Estimating Norms of the Tool (Scale/Inventory/Test) 2.2.4 Limitations of Standardization of a Tool (Scale/Inventory/Test)				
III	3.0 Different types of Standardized Tool//Inventory/Test 3.1 Rating Scale 3.1.1 Concept and Types of Rating Scale 3.1.2 Use and Procedure of Construction and Standardization of Rating Scale 3.2 Achievement Test 3.2.1 Concept of Achievement Test 3.2.2 Use and Procedure of Construction and Standardization of Achievement Test	14	(12)		4

	3.3 Attitude Scale (Likert Scale; Thurstone & Chave Scale) 3.3.1 Concept of Attitude Scale 3.3.2 Use and Procedure of Construction and Standardization of Attitude Scale 3.4 Aptitude Test 3.4.1 Concept of Aptitude Scale 3.4.2 Use and Procedure of Construction and Standardization of Aptitude Scale 3.5 Questionnaire 3.5.1 Concept and Types of Questionnaire 3.5.2 Use and Procedure of Construction and Standardization of Questionnaire 3.6 Observation and Interview Schedule 3.6.1 Concept and Types of Observation and Interview 3.6.2 Use and Procedure of Construction and Standardization of Observation and Interview 3.7 Advantages and Disadvantages of using different types of Tool/Inventory/Test in Education				
IV	4.0 Ethical Issues of Construction and Standardization of Tools 4.1 Ethical issues on related literatures 4.2 Ethical issues on Planning of the draft Tool (Scale/Inventory/Test) 4.3 Ethical issues on Selection of Dimensions for the draft Tool (Scale/Inventory/Test) 4.4 Ethical issues on Try-out 4.5 Ethical issues on Scoring Process 4.6 Ethical issues on Administration (Sample Selection & Item Analysis) 4.7 Ethical issues on selection of Items/Statements/Questions for final Tool (Scale/Inventory/Test) 4.8 Ethical Issues on Adaptation of Tool (Scale/Inventory/Test)	14	(12)		4
Total		56	45		15

Mode of In-Semester assessment

A. Sessional Activity

B. Sessional Tests:

(24 Marks):

Marks - 14

Marks - 10

In-semester Assessment:

Marks -24

A. Sessional activity:**Any two from the following activities**

- a) Group discussion on any one topic
- b) Home assignment on one topic
- c) Seminar presentation
- d) Prepare a topic with preliminary steps for construction and standardization of Tool

B. Sessional Tests:

- i. First Sessional Examination
- ii. Second Sessional Examination

Expected Course Outcomes: After completion of the course, the students are expected:

CO-1 define and describe the concept and meaning of research tools in education.

1.1 explain the significance of research tools in educational research.

1.2 identify and analyze the essential qualities that characterizes an effective research tool.

1.3 discuss and evaluate the advantages and limitations of using research tools in educational investigations.

CO-2 define and illustrate the concept of constructing research tools such as tests or inventories.

2.1 explain the relevance of tool construction in ensuring research quality and accuracy.

2.2 understand the procedure of research tool construction and standardization.

2.3 discuss and assess the limitations of construction and standardization of research tools.

CO-3 define and differentiate the research tools from each other tools such as Rating Scale, Achievement Test, Attitude Scale, Aptitude Test, Questionnaire and Observation and Interview Schedule.

3.1 describe and apply the steps/procedure involved in constructing different research tools such as Rating Scale, Achievement Test, Attitude Scale, Aptitude Test, Questionnaire and Observation and Interview Schedule.

3.2 compare the strengths and weaknesses of each type of research tool.

CO-4 explain the significance of ethics in the process of construction and standardization of research tools.

4.1 analyze the ethical implications of citing and using related literature.

4.2 justify the need for transparency and fairness during the planning phase of the tool.

4.3 evaluate the appropriateness of selected dimensions based on ethical grounds.

4.4 apply ethical guidelines while design a try-out process and collecting pilot data.

4.5 illustrate fair and unbiased scoring procedures for data analysis.

4.6 develop an ethical administration process of tools.

REFERENCES

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- Collazo, J. C. (1958). *Construction and standardization of a level of living scale for Puerto Rican rural families*.
- Construction and standardization of attitude towards social networking sites scale (Atwsnss). (2021). *Adalya Journal*, 10(3). <https://doi.org/10.37896/aj10.3/002>
- Davies, V. (1944). *The construction and partial standardization of a scale to measure rural community satisfaction*.
- DeVellis, R. F. (2016). *Scale development: Theory and applications*. SAGE Publications.
- Goldstein, G., & Hersen, M. (2000). *Handbook of psychological assessment*. Elsevier.
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Course Code : DS-P2-MEDU-401 (B)
 Course Title : CONSTRUCTION AND STANDARDIZATION OF TOOLS
 Nature of the Course : DS
 Total Credit assigned : 2
 Distribution of Credits : Lecture: Practical: 60 Tutorial:
 Distribution of Marks : End Semester: 40
Course Objectives:

CO-1 To construct and standardize any one research tool using steps involved in construction and standardization process.

ACTIVITIES:

- 1) The students must prepare a comprehensive Research Tool Manual as per the guidelines and submit the final version for evaluation. The guidelines and submission format will be provided by the department/supervisor.

[Steps for Construction and Standardization of a research Tool-]

- Planning of draft Tool (Scale/Inventory/Test)
- Consideration of Dimensions for draft Tool (Scale/Inventory/Test)
- Preparation for writing Items/Statements/Questions
- Dimensions wise writing Items/Statements/Questions
- Editing of Items/Statements/Questions
- Selection of Items/Statements/Questions for draft Preliminary Try-out
- Preparation of Scoring Key of the Tool (Scale/Inventory/Test)
- Administration of the draft Tool (Scale/Inventory/Test)

- Item Analysis (Item Discrimination Index/ Power)
- Final Try-out of the Tool (Scale/Inventory/Test)
- Estimating Reliability of the Tool (Scale/Inventory/Test)
- Ensuring Validity of the Tool (Scale/Inventory/Test)
- Estimating Norms of the Tool (Scale/Inventory/Test)

2) Viva-voce

Evaluation Scheme:

Research Tool Manual will be evaluated by the both external examiners and internal examiners and also Viva- voce will be conduct for the same.

1. Research Tool Manual : 30 Marks
2. Viva- voce : 10 Marks