

SYLLABUS

EDUCATION

PROGRAMME – Master of Arts (M. A.) in Education (Semester Mode)

(Approved by the 118th meeting of the Academic Council held on 27.12.2019)



**DIRECTORATE OF OPEN AND DISTANCE LEARNING
DIBRUGARH UNIVERSITY
DIBRUGARH-786004
ASSAM, INDIA**

SYLLABUS

M.A. (Education)

UNDER DIRECTORATE OF OPEN AND DISTANCE LEARNING

DIBRUGARH UNIVERSITY

(Approved by the 118th Meeting of Academic Council held on 27.12.2019)

The M.A. Programme in Education under Open and Distance Learning shall comprise of 16 (Sixteen) courses of hundred marks each.

There shall be 15 (Fifteen) compulsory courses till the fourth semester and 1 (one) optional course in fourth semester to be selected from Group – ‘A’, ‘B’.

The snapshot of courses comprising the four semesters of M.A. Programme in Education under Open and Distance Learning are as follows:

COURSE STRUCTURE:

FIRST SEMESTER

(All courses are compulsory)

Course code	Course Name	No. of Assignments	In Semester Marks	End Semester Marks	Credit Value of the course
EDU-101	Ancient and Indian Philosophy of Education	2	20	80	4
EDU-102	Advanced Educational Psychology	2	20	80	4
EDU-103	Advanced Sociology of Education	2	20	80	4
EDU-104	Methodology of Educational Research-I	2	20	80	4

SECOND SEMESTER

(All courses are compulsory)

Course code	Course Name	No. of Assignments	In Semester Marks	End Semester Marks	Credit Value of the course
EDU-201	Western and Contemporary Philosophy of Education	2	20	80	4
EDU-202	Methodology of Educational Research-II	2	20	80	4
EDU-203	Comparative Education	2	20	80	4
EDU-204	Teacher Education	2	20	80	4

THIRD SEMESTER

(All courses are compulsory)

Course code	Course Name	No. of Assignments	In Semester Marks	End Semester Marks	Credit Value of the course
EDU-301	Educational Technology	2	20	80	4
EDU-302	Education of Exceptional Children	2	20	80	4
EDU-303	Measurement and Evaluation in Education-I	2	20	80	4
EDU-304	Educational Planning and Management-I	2	20	80	4

FOURTH SEMESTER

(EDU-40100, 40200 & 40300 are compulsory and one group among 'A', 'B' to be selected as Optional paper)

Course code	Course Name	No. of Assignments	In Semester Marks	End Semester Marks	Credit Value of the course
EDU-401	Educational Planning and Management-II	2	20	80	4
EDU-402	Measurement and Evaluation in Education-II	2	20	80	4
EDU-403	Current Issues and Challenges in Indian Education	2	20	80	4
<u>Optional paper (Any one group – 'A' or 'B')</u>					
EDU-404(A)	Educational and Psychological Laboratory Practical	2	20	80	4
EDU-404(B)	Economics of Education	2	20	80	4

1.0 Schedule of Programme:

A Post-Graduate programme under Distance Education shall be conducted in four parts – (Semester I, Semester II, Semester III and Semester IV). The schedule for the Distance Education System shall ordinarily be as shown below:

- (i) Odd Semesters (i.e., First and Third): January to June
(including End Semester Examinations)
- (ii) Even Semesters (i.e., Second and Fourth): July to December
(including End Semester Examinations)

The total marks in a Post-Graduate Programme in Open and Distance Learning shall be as follows:

- a) All the M.A. /M.Sc. / M.Com. Programmes of DODL, D.U. are of 2-years duration and the total credit ranges from 64-72.

- b) Total marks for the two years M.A. /M.Sc. / M.Com. Programmes of DODL, D.U. shall be 1600 per programme.
- c) 20% of the marks in each course shall be assessed through assignments.
- d) Rest 80% of the marks in each course (paper) shall be assessed through University End Semester Examination.

The syllabus for each course (paper) shall be divided into blocks and units keeping in view the Credit value of the course. The norms for delivery of courses through distance mode are as under:

Credit Value of the course	Study input (hours)	Size of SLMs (unit)	No. of Counselling Sessions Theory (10% of total Study hours)	* Practical Session (hours)
2 credits	60	6 – 8	6	60
3 credits	90	10-12	9	90
4 credits	120	14 – 16	12	120
6 credits	180	20 – 24	18	180

*Some Programmes have practical component also. Practical are held at designated Institutions/ Study Centres for which schedule is provided by the Study Centre. Attendance at practical is compulsory.

2.0 Assignment:

2.1 Assignment shall be a compulsory component of the evaluation process.

2.2 20% of each course (paper) shall be assessed through Assignments (Internal-Assessment – In Semester Examination). Rest 80% of the marks in each course (paper) shall be assessed through University End-Semester Examination

2.3 The assignments to be submitted by a learner would depend upon the Credit value of the Course, as follows:

Credit value of the course	No. of Assignments
2 Credits	1
3 credits	2
4 credits	2
6 credits	2

2.4 A candidate may submit assignments in the office of the Directorate of Distance Education or his/her respective Study Centres within the stipulated time. Subsequently the study centres shall do the needful as per the instruction issued from the Directorate from time to time.

2.5 Marks secured on the assignments by the candidates, who appeared in the examinations but failed, shall be carried over to the next permissible chances.

2.6 Marks secured on the assignments by the candidates who filled in the examination forms but did not appear in the examination, shall also be carried over the next permissible chances.

3.0 Examination and Evaluation

3.1 Examination and Evaluation shall be done on a continuous basis.

3.2 There shall be 20% marks for internal assessment (In Semester) and 80% marks for End-Semester Examination in each course during every Semester.

3.3 There shall be no provision for re-evaluation of the answer-scripts of the End-Semester Examinations. However, a candidate may apply for re-scrutiny.

3.4 Internal assessment is assignment based or OMR based.

3.5 End Semester Examination:

3.5.1 There shall be one End-Semester Examination carrying 80% marks in each course of a Semester covering the entire syllabus prescribed for the course. The End Semester Examination is normally a written / laboratory-based examination.

3.5.2 The Controller of Examinations shall make necessary arrangements for notifying the dates of the End-Semester Examinations and other procedures as per Dibrugarh University Rules (at least 20 days in advance) and the Academic Calendar / Date Sheet notified by the University / DODL, Dibrugarh University.

3.5.3 The End-Semester Examination for each course shall be of three hours duration.

3.5.4 Setting of question papers, moderation of question papers, evaluation of answer scripts, scrutiny, tabulation of marks etc. and announcement of result of results, shall be governed by the Dibrugarh University Examination Ordinance 1972 (as emended up to date).

3.6 Betterment Examination:

3.6.1 A learner shall be entitled to take the “Betterment Examination” in any two theory courses of any of the four semesters after passing the Fourth Semester Examination only once. In this case the higher marks secured by the student shall be retained. The learner shall have to apply for betterment examination within one year after passing the Fourth Semester Examination.

3.6.2 No betterment shall be allowed in the practical examination.

3.7 A learner shall be declared as passed a course, provided he / she secures at least 45% marks in the course (paper) in aggregate in the In-and End-Semester Examination.

3.8 A learner shall be declared as passed a Semester, provided he / she passes all the courses of a Semester independently.

3.9 The marks of In – Semester Examinations (i.e., Internal Assessment) obtained by the learner shall be carried over for declaring any result.

3.10 A learner who fails or does not appear in one or more courses of any End Semester Examinations up to Fourth Semester shall be provisionally promoted to the next higher Semester with the failed course(s) as carry over course(s). Such learners will be eligible to appear in the carry over course in the next regular examinations of those courses. However, the following restrictions shall be applicable:

“A learner shall be entitled to avail the chance for a maximum of 5 consecutive years from the date of admission to clear a course or courses as well as the whole programme”.

- 3.11** If a learner clears the Fourth Semester Examination before clearing all the courses of the previous semesters, the result of such candidate shall be kept withheld and his / her results shall be announced only after he / she clears the courses of the previous semesters.
- 3.12** A learner must pass all his / her Semester Examinations within 5 years from the date of admission to the First Semester of any programme.
- 3.13** A learner shall be declared to have passed the Fourth Semester M.A. / M. Sc. / M. Com. Degree Programme provided he / she has passed all the Semesters and in all the course separately.
- 3.14** The system of evaluation in DODL, D.U. is different from that of the Conventional Department of the University. It has a multi-tier system of evaluation:
- 3.14.1 Self-assessment exercise within each unit of study.
- 3.14.2 Continuous evaluation mainly through assignments and/or Internal Assessment Examination through Multiple Choice Questions (MCQ) using OMR sheet.
- 3.14.3 Term-end examination.
- 3.14.4 Project work (Programme specific).
- 3.15** The marks secured by a student in the Assignment / IA – In Semester Examination (20% of each course) is added with the marks secured in that course in End Semester examination which is 80% of the course.
- 3.16** The following scale of grading system shall be applied to indicate the performance of students in terms of letter grade and grade points as given below:

% of marks obtained in a course (Assignment + Term End)	Letter Grade	Grade Point	Qualitative Level
Above 95	O	10	Outstanding
85 – < 95	A ⁺	9	Excellent
75 – < 85	A	8	Very Good
65 – < 75	B ⁺	7	Good
55 – < 65	B	6	Above Average
50 – < 55	C	5	Average
45 – < 50	P	4	Pass
Below 45	F	0	Fail
0	Abs/I	0	Absent / Incomplete

- 3.17** The letter Grade ‘B⁺’ and above shall be considered First Class; the Letter Grade (s) ‘B’ to ‘P’ shall be considered as Second Class. However, letter Grade ‘B’ shall be considered as Second Class with minimum of 55% marks.
- 3.18** A learner is considered to have completed a course successfully and earned Letter Grade other than ‘F’ (Failed) or Abs / I (Absent / Incomplete).
- 3.19** If a learner secures ‘F’ Grade in a Course, he / she shall have to reappear in the Course in the next legitimate chance.

3.20 Result of the learners appeared in the ‘Betterment’ examination shall not be counted for the award of Prizes / Medals / Rank or Distinction.

3.21 A learner shall have to pay a prescribed fee to appear in the ‘Betterment’ Examination fixed by the University from time to time.

4.0 Conversion of Marks to Grades and Calculation of GPA (Grade Point Average)

In the Credit and Grade Point System, the assessment of individual courses in the concerned examinations will be on the basis of marks only, but the marks shall later be converted into Grade by some mechanism wherein the overall performance of the learners can be reflected after considering the Credit Points for any given course. However, the overall evaluation shall be designated in terms of Grade. There are some abbreviations used here that need understanding of each and every parameter involved in grade computation and the evaluation mechanism. The abbreviation and formulae used are as under:

4.1 Abbreviations and Formula’s Used:

G : Grade

GP : Grade Points

C : Credits

CP : Credit Points

CG : Credit X Grade (Product of Credit & Grades)

$\sum C_i G_i$: Sum of Product of i^{th} Credits & Grade Points

$\sum C_i$: Sum of i^{th} Credit Points.

$$SGPA = \frac{\sum C_i G_i}{\sum C_i}$$

SGPA : Semester Grade Point Average shall be calculated for each End Semester Examination.

CGPA : Cumulative Grade Point Average shall be calculated for the entire programme by considering all semesters taken together. It shall be calculated by the formula given below:

$$CGPA = (\sum \sum C_{ni} G_{ni}) / (\sum \sum C_{ni})$$

Here,

C_i = number of credit for the i^{th} course,

G_i = grade point obtained in the i^{th} course,

C_{ni} = number of credit if the i^{th} course n^{th} the year,

G_{ni} = grade point of the i^{th} course of the n^{th} year

After calculating the SGPA* for an individual semester and the CGPA* for the entire Programme, the value can be matched with the grade in the Grade Point table in (3.16) above.

4.2 Conversion Formula:

Ordinarily the CGPA earned by a student may be converted to percentage of marks by following the formula mentioned as under:

$$CGPA \times 10 = \text{Percentage of Marks}$$

* SGPA and CGPA shall be rounded off to 2 decimal points and reported to the Grade Card (Sheet) and Transcript.

4.3 Grade Card / Sheet (Reporting of Learners Performance):

The Grade Card / Sheet issued at the end of end term examination to each learner shall contain the following:

- a. The marks obtained by a learner in each course,
- b. The credit earned for each course registered for that semester,
- c. The performance in each course indicated by the letter grade,
- d. The Semester Grade Point Average (SGPA),
- e. The cumulative Grade Point Average (CGPA) and
- f. Conversion formula.

4.4 Transcript:

The University may issue consolidated Transcript on request to the Controller of Examinations which shall contain letter grades, grade points, GPA and CGPA mentioning the Course Title in detail, medium of instruction and programme duration.

4.5 Rules for admission of Unsuccessful and Absentee Candidates

Unsuccessful learners who fail to complete the programme within the stipulated time may take readmission in the programme by paying fees fixed by the University from time to time.

4.6 General:

For any matter not covered under these Regulations for the Directorate of Open and Distance Learning, the existing Dibrugarh University Rules, Ordinances and the Dibrugarh University Act, 1965 (as amended), The Dibrugarh University Examination Ordinance, 1972 (as amended up to date) and the Dibrugarh University Distance Education Ordinance, 2006 (amended up to date) shall be applicable.

Detailed syllabus

Course: EDU-101 (First Semester)
Ancient and Indian Philosophy of Education
Credits: 4

Block I: Philosophy of Education

Marks-30

Meaning, Nature, Characteristics and Scope of Philosophy; Epistemology; Metaphysics; Axiology; Philosophy and Education; Philosophy as determinant of aims of Education; Philosophy and curriculum; Philosophy and methods of teaching; Philosophy and teacher's role in Education.

Block II: Schools of Philosophy (Indian Schools) and their impact on Indian Education

Marks-30

Introduction to Indian Philosophy: The Astika Class, The Nastika Class;
Vedic Philosophies: Samkhya, - theory of Causation, Prakriti and Purusha, bondage and salvation, epistemology. Educational implications, Yoga-relation with Samkhya, ashtanga yoga. Educational implications, Vedanta Philosophy- sub-schools of Vedanta, Educational implications; Non-Vedic Philosophies: Carvaka,- meaning, accidentalism and naturalism, denial of inference, the denial of validity of vedas, Materialism, hedonism and Educational implications of Carvaka, Buddhism-concept of Buddhism, four noble truths, noble eight-fold path, Buddhist literature and its educational implications, Jainism-concept and origin of Jainism, the Tir than Karas, Mahavira, Principles and Literature of Jainism; Islamic Educational Thought - Islamic view of Knowledge, Definition and meaning of Knowledge in Islamic tradition, Sources and types of Knowledge, Logic and Knowledge, Types of Knowledge-philosophical and Prophetic, Issues in Islamic theory of Knowledge, Modes of Communicating Knowledge, Socio-cultural Impact of Islamic knowledge in Indian Education, Common features and strength of Islamic knowledge.

Block III: Views on Education of (Indian Thinkers)

Marks-20

Vivekananda, Sankardeva, Mahatma Gandhi, Aurobindo, J.Krishnamurthy.

Recommended Books and Suggested Readings:

1. Bhatia, Kamala and Baldev Bhatia, *The Philosophical and Sociological Foundations of Education*, Doaba House: Delhi, 1994.
 2. Chaube, S. P. and Akhilesh Choube, *Philosophical and Sociological Foundations of Education*, Vinod Pustak Mandir: Agra-2.
 3. Dash, B. N., *Principles of Education and Education in the Emerging Indian Society*, Ajanta Prakashan: Delhi, 2004.
 4. Sarmah, Mukul Kumar, *Principles of Education*, Banalata, Dibrugarh, 2006. Seetharamu, A.S., *Philosophy of Education*, Ashish Publishing House: New Delhi, 2004.
 5. Sharmah, R. N., *History of Indian Philosophy*, Surjeet Publications: Delhi, 2004.
 6. Shukla, Ramakant, *Gandhian Philosophy of Education*, Sublime Publications: Jaipur, 2002.
 7. Sinha, J. N., *Introduction to Philosophy*, New central Book Agency (P) Ltd.: Kolkata, 2006
- Wingo, G. Max, *Philosophies of Education*, Sterling Publishers Pvt. Ltd.: New Delhi, 1975

Course: EDU-102 (First Semester)
Advanced Educational Psychology
Credits: 4

Block I: Schools of Psychology and their bearing on Education

Marks-16

Behaviorism, Gestaltism; Psycho-analysis, Contemporary Schools; Humanist (Maslow, Rogers, Allport); Transpersonal psychology; Cognitive Psychology.

Block II: Theories of Learning

Marks-16

Learning: Meaning & Nature; Gagne's Hierarchy of learning; Theories of learning: Connectionist or Behaviorist theories: - Thorndike's theory, Guthrie's Contiguity theory, Pavlov's Classical Conditioning Theory, Skinner's Operant conditioning theory. Cognitive theories: - Theory of Insightful learning, Lewin's Field theory, Tolman's Sign Gestalt learning, Bandura's Social Learning theory.

Block III: Intelligence

Marks-16

Meaning & Nature of Intelligence; Theories of intelligence: Factor theories of Intelligence: - (1) Unitary (2) Multifactor theory (3) Spearman's Two Factor theory (4) Group Factor theory (5) Guilford's Structure of Intellect. Cognitive Theories of Intelligence: - (1) Cattell and Horne's theory (2) Jensen's theory of Mental functioning (3) Stenberg's Information Processing theory of intelligence (4) Gardner's theory of Multiple Intelligence.

Block IV: Personality

Marks-16

Meaning and concept of personality; Theories of personality: Type theories and Trait theories of personality; Assessment of personality: Projective Techniques (Word Association Test, Rorschach Test, TAT).

Block V: Psychology of Adjustment

Marks-16

Adjustment as achievement, Adjustment as a process, Adjustment Mechanism, Concept of Mental Health, Causes of Maladjustment, Mental Health Hazards - Frustration & Conflict: Operations of Frustration; Treatment: Follow up services.

Recommended Books and Suggested Readings:

1. Chauhan, S.S. *Advanced Educational Psychology*, Vikas Publishing House PVT. Ltd., New De
2. Hall, C. & Lindzey, G., *Theories of Personality*, Wiley Publications, New York.
3. Mangal, S.K., *Advanced Educational Psychology*, Prentice Hall of India, Pvt. Ltd., New Delhi.
4. Mathur, S.S., *Educational Psychology*, Vinod Pustak Mandir, New Delhi.
5. Woolfolk, A., *Educational Psychology*, Pearson Education (Singapore) Pte. Ltd., Indian branch, Delhi.

Course: EDU-103 (First Semester)

Advanced Sociology of Education

Credits: 4

Block I: Educational Sociology

Marks-16

Meaning, Nature & Scope of Educational Sociology; Interrelationship between Sociology and Education; Theories of Educational Sociology; Concept and meaning of Theory; Conflict theory- concept, basic principles, characteristics, educational implications, merits and demerits; Consensus Theory- concept, basic principles, characteristics, educational implications, merits and demerits.

Block II: Education and Culture

Marks-16

Concept and meaning of culture, Types and forms of culture, Characteristics of culture; Process of Cultural Growth: meaning and theories of Cultural Growth; Theory of Cultural evolution; Theory of diffusion of Culture; Various process responsible for Cultural Growth; Education as an instrument of preservation, transformation & promotion of culture; Education and Cultural Change.

Block III: Education, Social Change and Modernization

Marks-16

Social, Economic and Technological factors in social change; Education as an agency of Socialization; Education and social mobility; Education and modernization; Education as an instrument of Human Resource Development; Education and Economic development.

Block IV: Major Political Ideologies and their influence on Education

Marks-16

Democracy and Education; Education and Secularism; Education for a socialistic pattern of society; Panchayat & Rural Development.

Block V: Education in India

Marks-16

Inclusion and Excellence in Education; Education of the socially and economically disadvantaged sections of the society with special reference to SC., ST., women and rural population; Issues of quality, relevance and excellence in Indian Education.

Recommended Books and Suggested Readings:

Adishesiah, W.T.V. & Pavanasam . R. *Sociology in Theory and Practice*, New Delhi, Santhi, Publishers, 1974.

2. Blackledge, D. & Hunt, Barry. *Sociological Interpretations of Education*, London, Groom Helm, 1985.

3. Chanda S.S. & Sharma R.K. *Sociology of Education*, New Delhi, Atlantic, Publishers, 2002

4. Cook L, A. & Cook, E. *Sociological Approach to Education*, New York, McGraw Hill, 1970.

5. Durkheim, E. *Education and Sociology*, New York, The Free Press, 1966.

7. Hemlata, T. *Sociological Foundations of Education*, New Delhi, Kanishka Publishers, 2002

8. Jayaram, *Sociology of Education*, New Delhi, Rawat, 1990.

9. Shukla, S. & K. Kumar *Sociological Perspective in Education*, New Delhi, Chanakya Publication, 1985.

. Swift, D.F. *Basic Readings in the Sociology of Education*, London, Routledge and Kegan Paul, 1970.

11. UNESCO *Inequalities and Educational development*, Paris, ANIIEP Seminar, UNESCO, 1982.

Course: EDU-104 (First Semester)
Methodology of Educational Research-I

Credits: 4

Block I: Introduction to Research in Education

Marks-20

Scientific thinking - knowledge and its sources, method of acquiring knowledge; Research; Educational Research - Meaning, Nature, Scope, Need and Importance; Areas of Educational Research - Interdisciplinary Research; Types of Research - Fundamental, Applied and Action Research, Qualitative and Quantitative Research.

Block II: Research Process

Marks-20

Steps in Educational Research - Formulation of Research Problem, Criteria and Sources for identifying the problem, Defining the problem; Review of Related literature - purpose, need, identification and organization; Formulation of Hypotheses - meaning, importance, characteristics, types and forms; Collection of Data; Analysis of Data; Concept of writing a Research Report.

Block III: Sampling Techniques

Marks-20

Concept of population and sample; Probability sampling - Random, Stratified, Cluster, Multistage sampling; Non probability sampling - Quota, Incidental, Judgmental, Purposive sampling.

Block IV: Statistics in Educational Research

Marks-20

Descriptive statistics; Normal probability distribution - Characteristics of Normal Probability Curve (NPC), Divergence from normality, Application of NPC; Correlation - Assumptions, Computations and Uses, Interpretation of product moment coefficient of correlation.

Recommended Books and Suggested Readings:

1. Best, J.W. & Kahn, J.V.: *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Buch, M.B.: *Surveys of Research in Education*, NCERT, New Delhi
3. Garrett, H.E. *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Building, 9 Sprott Road, Ballard Estate, Bombay-400038
4. Good, Barn & Scates *The Methodology of Educational Research*, Appleton – Century Crofts, Inc, New York
5. Guilford, J.P.: *Fundamental Statistics in psychology and Education*, McGraw Hill Book Company Inc. New York , 1956.
6. Kerlinger, Fred. N. : *Foundations of Behavioral Research*, Surjeet Publications, Delhi, 1983
7. Kohl, L.: *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., New Delhi
8. Lindquist: *Design and Analysis of Experiments in Psychology and Education*. American Council on Education, Washington D.C.,
9. Newman, W. Lawrence. *Social Research Methods : Qualitative and Quantitative Approaches* (Sixth Edition) Pearson Education, Inc. 2006
10. Sidhu, K.S.: *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
11. Singh, A.K.: *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Thakurbari Road, Kadamkuan, Patna- 800003
12. Travers, Robert M.W. *An Introduction to Educational Research*, The Macmillan Company , New York

Course: EDU-201 (Second Semester)
Western and Contemporary Philosophy of Education

Credits: 4

Block I: Schools of Philosophy (Western schools) and their impact on Indian Education

Marks-30

Idealism - Statement of Idealism as a theory, Types of Idealism, Influence of Idealism on Education; Naturalism - Statement of Naturalism as a theory, Impact of Naturalism on Education; Pragmatism - Meaning and Aims, Pragmatism in relation to Idealism and Naturalism, Impact of Pragmatism on Education, Methods of Instruction; Realism - Native or popular Realism, Scientific Realism, Neo-Realism, Critical-Realism, Impact of Realism on Education and Indian Education.

Block II: Contemporary Philosophies and their Educational Implications **Marks-25**

Existentialism, Marxism, Logical Positivism, Post-Modernism.

Block III: Views on Education of (Western thinkers) **Marks-25**

Rousseau, Dewey, Paulo Freire, Wollstonecraft, Nel Noddings.

Recommended Books and Suggested Readings:

1. .Bhatia, Kamala and Baldev Bhatia, *The Philosophical and Sociological Foundations of Education*, Doaba House: Delhi, 1994.
2. Chakrabarti, Mohit, *Pioneers in Philosophy of Education*, Concept Publishing Company: New Delhi, 2002.
3. Chaube, S. P. and AkhileshChoube, *Philosophical and Socioogical Foundations of Education*, VinodPustakMandir: Agra-2.
4. Dash, B. N., *Principles of Education and Education in the Emerging Indian Society*, Ajanta Prakashan: Delhi, 2004.
5. Sahu, Bhagirathi, *The new Educational Philosophy*, Sarup and Sons: New Delhi, 2002.
6. Sarmah, Mukul Kumar, *Principles of Education*, Banalata Dibrugarh, 2006.
7. Seetharamu, A.S., *Philosophy of Education*, Ashish Publishing House: New Delhi, 2004.
8. Sinha, J. N., *Introduction to Philosophy*, New central Book Agency (P) Ltd.: Kolkata, 2006.
9. Wingo, G. Max, *Philosophies of Education*, Sterling Publishers Pvt. Ltd.: New Delhi, 1975

Course: EDU-202 (Second Semester)
Methodology of Educational Research-II
Credits: 4

Block I: Methods of Educational Research

Marks-20

Historical Method: Meaning, Nature and steps; Descriptive Method - Meaning, Nature and Steps, Survey studies, Case Studies; Experimental Method - Meaning, Nature and steps; Characteristics of Experimental Research - Control, Manipulation Observation and Replication.

Block II: Research Tools

Marks-20

Research Tools and Techniques; Characteristics, types, construction and uses of - Psychological tests, Questionnaire, Observation, Interview, Socio-metric techniques.

Block III: Writing Research Report

Marks-20

Writing a research Paper; Writing a Thesis or Dissertation; Format; Chaptalization; Characteristics of a good research report; Referencing (Use of abbreviations, footnotes and bibliography); IPR and Plagiarism.

Block IV: Statistics in Educational Research

Marks-20

Test of Significance of single sample mean; Significance of difference between independent & Correlated Means; One tailed & Two tailed tests of significance; Type I & Type II errors in making inferences; Introduction to analysis of variance: concept, assumptions & computation of one-way ANOVA.

Recommended Books and Suggested Readings:

1. Best, J.W. & Kahn, J.V. : *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Buch, M.B.: *Surveys of Research in Education*, NCERT, New Delhi
3. Garrett, H.E. *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Bulding, 9 Sprott Road, Ballard Estate, Bombay-400038
4. Good, Barn & Scates: *The Methodology of Educational Research*, Appleton – Century Crofts, Inc, New York
5. Guilford, J.P.: *Fundamental Statistics in psychology and Education*, McGdraw Hill Book Company Inc. New York , 1956.
6. Kerlinger, Fred. N.: *Foundations of Behavioral Research*, Surjeet Publications, Delhi, 1983
7. Kohl, L.: *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., New Delhi
8. Lindquist: *Design and Analysis of Experiments in Psychology and Education*. American Council on Education, Washington D.C.,
9. Newman, W. Lawrence.: *Social Research Methods : Qualitative and Quantitative Approaches* (Sixth Edition) Pearson Education, Inc. 2006
10. Sidhu, K.S.: *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
11. Singh, A.K.: *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Thakurbari Road, Kadamkuan, Patna- 800003
12. Travers, Robert M.W: *An Introduction to Educational Research*, The Macmillan Company , New York

Course: EDU-203 (Second Semester)

Comparative Education

Credits: 4

Block I: Meaning, Nature and Scope of Comparative Education

Marks-16

Meaning, Development and Scope, Juxtaposition, Intra-educational analysis, Factors affecting national systems of Education.

Block II: Approaches to & Methods of studying Comparative Education

Marks-16

Approaches: Historical approach, Cross – disciplinary approach, Problem approach; Methods: Descriptive Method, Statistical Method, Psychological Method.

Block III: A comparative study of Developed Countries with reference to India

Marks-16

Elementary Education: with reference to – USA, UK, Japan, India; Secondary education: with reference to – USA, UK, Japan, India; Vocational education with reference to – USA, UK, Japan, India; Higher education. with reference to – USA, UK, Japan, India.

Block IV: Challenges of education in developing countries

Marks-16

Characteristics of Developing countries - Political and Economic Stability and Education, Poverty, Hunger and Population problems; Emerging Challenges of education in developing countries - Equalization of Educational Opportunities, Adult education.

Block V: Role of National & International Bodies

Marks-16

UNESCO, SAARC, ASEAN, Human Rights Commission of India.

Recommended Books and Suggested Readings:

1. Bereday, G.Z.F. (1964): *Comparative Method of Education*., New York; Holt, Rinehart and Winston.
2. Biswas, A. & Aggarwal, J.C. (1998): *Comparative Education*, Arya Book Depot, New Delhi. Prakashan Kendra, Aminabad, Lucknow.
3. Hans, N. (1958): *Comparative Education : A study of Educational Factors & Traditions*, London; Rutledge and Keegan Paul, (3rd edition).
4. Holmas, B. (1965): *Problems in Education: A Comparative Approach*, London; Rutledge and Keegan Paul.
5. Kandel, I. (1933): *Comparative Education*; Boston; Mass Houghton Mifflin.
6. Khanna, S.D., Saxena, V.R., Lamba, T.P., & Murthy, V. (1990): *Comparative Education*, Doaba House Booksellers & Publishers, Delhi.
7. King, E.J. (1962): *World Perspective in Education* , London; Methuen.
8. King, E.J. (1970): *Society, Schools and Progress in the U.S.A.*, London, Oxford University Press.
9. Rai, B.C. (1968): *Comparative Education*, Prakashan Kendra, Aminabad, Lucknow.
10. Watson K. & Wilson, R. (1985): *Contemporary Issues in Comparative Education*, London; Croon & Helm.

Course: EDU-204 (Second Semester)

Teacher Education

Credits: 4

Block I: Concept of Teacher Education

Marks-16

Meaning, nature, aims and objectives of Teacher Education - The Teacher and the Professional growth, Professional Ethics; History of Teacher Education in India - Teacher Education in Pre-Independence and Post-Independence period, Education of Teacher Educators, Reforms in Teacher Education.

Block II: Teacher Education Programmes

Marks-16

Pre-service Education of Teachers; Functions of Teachers' Organization; Role of National Council of Teacher Education (NCTE) - NCERT, SCERT, DIET, CTE and SSA in Teacher Training; In-service Teacher Education - Needs and objectives of Teacher Education, Integrated Teacher Education Programme; Major drawbacks and possible remedies of Teacher Education in India.

Block III: Curriculum of Teacher Education at various levels

Marks-16

Primary, secondary and higher - Culturally relevant teacher education, Envisioning Quality and relevance in Teacher education programme; Evaluation process in Teacher Training Programme - Value Orientation in Teacher education.

Block IV: Educational Technology in Teacher Education

Marks-16

Overhauling Teacher Education through Educational Technology, Modernization and Re-vitalization of Secondary Teacher Education – Issues and challenges.

Block V: Teacher Education in North-East India

Marks-16

Background of Teacher Education in North-East India, Problems and Issues of Teacher Education in North East India.

Recommended Books and Suggested Readings:

1. Anand, C.L. *Aspects of Teachers Education*, Delhi, S. Chand and Co., 1988,
2. Chaurasia, G. *Teacher Education and Professional Organization*, Delhi, Authors Press, 2000.
3. Govt. of India. *Report of the Education Commission, 1963-1966*, New Delhi, Ministry of Education, Govt. of India, 1966.
4. Grower, R. & Walters S. *Teaching Practice Handbook*. London, ELBS, Heinemann Educational Books Ltd., 1987.
5. Meffit, John Clifton *In-service Education for Teachers*, Washington, Centre for Applied Research in Education, INC, 1983.
6. NCTE, *Teacher Education Curriculum-A Framework*, New Delhi, NCERT, 1978.
7. Panda, B.N. & Tewari, A.D. *Teacher Education*, New Delhi, A.P.H. Publishing corporation, 1997.
8. Passi, B.K. *Becoming a Better teacher, microteaching approach*, Amedabad, Sahitya Nudranalay, 1976.
9. Sharma R.C. *National Policy on Education*, Mangal Deep Publication, 2002.
10. Shivavarudrappa, G. *Philosophical approach to Education*, Himalaya Publication.
11. Kalsa & Singh R.R. *Curriculum construction*, 1987.
12. *Methods of Teacher Training*, Raut Range Road, Dgumarli Bhaskara Road, Discovery Publishing House, New Delhi 2
13. Milton Keynes, *Managing for change: education, open university*.
14. Thorat, Sukhadeo, *Higher Education in India, "Emerging issues related to access, inclusive and quality, Chairman UGC New Delhi, Nehru Memorial Lecture*.

Course: EDU-301 (Third Semester)

Educational Technology

Credits: 4

Block I: Concept of Educational Technology

Marks-16

Concept, History and Characteristics of Educational Technology; Components of Educational Technology - Methods, Material, Media and Manpower; Approaches of Educational Technology - Hardware, Software and Systems Approach; Educational Technology as System Approach to Education - Steps and Characteristics of Systems Approach, Advantages and Limitations of Systems Approach, Purpose of Systems Approach; Educational Technology and Instructional technology.

Block II: Communication and Teaching

Marks-16

Components of communication process, Types of communication, Verbal and Non-verbal communication, Barriers to Effective classroom Communication, Guidelines for better classroom communication.

Block III: Stages, Levels and Models of teaching

Marks-16

Concept of Teaching and its related aspects; Meaning, Characteristics, structure and principles of Teaching; Difference between teaching, instruction, conditioning and training; Memory, Understanding and Reflective teaching; Pre-active, interactive and post-active teaching; Model of Teaching: concept, elements and Characteristics of Model of Teaching; Concept Attainment Model: Fundamental elements, phases, characteristics and families of models of teaching; Merits and Demerits of Concept Attainment Model; Application of Concept Attainment.

Block IV: Programmed Instruction

Marks-16

Programmed Instructions - Concept, History, Characteristics, Fundamental Principles; Types of Programmed Instruction - Linear, Branching and Mathematics; Teaching machine - History, Meaning Characteristics and Components of Teaching Machine, Advantages and Disadvantages of Teaching Machine; Computer Assisted Instruction - Definition, Salient features, History, Basic Assumptions and Characteristics of Computer Assisted Instruction, Technologies and Operations in Computer Assisted Instruction, Role of Teacher in Computer Assisted Instruction, Modes of Delivery of Computer Assisted Instruction, Advantages and Limitations of Computer Assisted Instruction; Emerging trends in Educational Technology - Teleconferencing, Videodisk, Videotext, EDUSAT.

Block V: Designing Instructional System

Marks-16

Formulation of Instructional Objectives - Definition and Meaning of Educational Objectives, Types of Objectives, Relationship between the Cognitive and Affective Domains (Taxonomy of Cognitive Educational Objectives and Learning Outcomes, Taxonomy of Affective Educational Objectives and Learning Outcomes), Need for Writing Objectives in Behavioural Terms, Methods of Writing Objectives in Behavioural Terms, Behavioural Objectives of Cognitive Domain, Behavioural Objectives of Affective Domain, Behavioural Objectives of Task Analysis; Task Analysis - Concept, Objectives and Types of Task Analysis, Content Analysis, The Application Aspect of the Content Analysis; Designing Instructional Strategies - Lecture, Team Teaching, Seminar, Tutorials, Brain storming, Educational Games.

Recommended Books and Suggested Readings:

1. Chauhan, S.S., *A Textbook of Programmed Instruction*, Sterling Publishers Pvt. Ltd.: New Delhi, 1985.
2. Das B. C., *Educational Technology*, Kalyani Publishers: New Delhi, 2003.
3. Das, B. C. and Basanta Gogoi, *Micro Teaching*, Kalyani Publishers: New Delhi, 2007.
4. Deka, K. K. and Mukut Hazarika, *Anu sikshan (Micro Teaching)* Banalata: Dibrugarh, 2004.

5. Joyce, Bruce, Marsha Weil and Emily Calhoun, *Models of Teaching* Prentice Hall of India Pvt. Ltd.: New Delhi, 2008.
6. Kumar Narendra and Jai Chandiram, *Educational Television in India*, Arya Book Depot: New Delhi-5.
7. Parcival and Ellington, *Handbook of Educational technology*, Kogan Page, 1985.
8. Rao, V. K., *Educational Technology*, A. P. H. Publishing Corporation: New Delhi, 2004.
9. Smith, W. I. and J. William Moore, *Programmed Learning Theory and Research*, D Van Nostrand Company Inc. (Affiliated East-West Press Pvt. Ltd.: New Delhi)
10. Sharmah, R. A., *Technological Foundation of Education*, Lall Book Depot: Meerut, 2007.

Course: EDU-302 (Third Semester)

Education of Exceptional Children

Credits: 4

Block I: Concept of Exceptional Children

Marks-16

Categories of exceptional children, Concept and nature of special education, Historical perspective of special education, Various special education services, Constitutional provision for exceptional children.

Block II: Education of Mentally Challenged

Marks-16

Characteristics, Educable mentally challenged, Teaching strategies, Curriculum program, Remedial programmes, Etiology and prevention.

Block III: Education of the Visually and Hearing Challenged

Marks-16

Education of the Visually Challenged - Degree of impairment, Etiology and prevention, Educational programmes; Education of the Hearing Challenged - Degree of impairment, Etiology and prevention, Educational programmes.

Block IV: Education of the Orthopedically challenged

Marks-16

Types, Characteristics, Educational programmes.

Block V: Education of the Gifted and Creative Children

Marks-16

Gifted and Creative Children – Characteristics, Creativity and identification process, Educational programmes; Gifted and Underachievement.

Recommended Books and Suggested Readings:

1. Asch, M., *Creativity and Personality*, Ivy Publishing House: Delhi, 2005.
2. Bono, De Edward, *Six Thinking Hats*, Penguin, 2009.
3. Dubey, Mohan Nath, *Gifted and Talented Education*, Mittal Publication: New Delhi, 2005.
4. Goleman, Daniel, *Working with Emotional Intelligence*, Bloomsbury Publishing Plc: London, 1998.
5. Gupta, Manju, *Intelligence, Creativity and Education*, KSK Publishers: New Delhi, 2007.
6. Kar, Chintamoni, *Exceptional Children Their Psychology and Education*, Sterling Publishers Pvt. Ltd., 2004.
7. Panda, K. C., *Education of Exceptional Children*, Vikash publishing House Pvt. Ltd.: New Delhi, 2004.
8. Thomas, B., *Intelligence and Creativity in Education*, Aavishkar Publishers: Jaipur, 2004.

Course: EDU-303 (Third Semester)
Measurement and Evaluation in Education-I
Credits: 4

Block I: Concept of Measurement and Evaluation in Education

Marks-40

Concept of Measurement - Measure and Measurement; Nature of Measurement in Education & Psychology; Different Levels of Measurement - Measurement of Physical quantities, Measurement of Mental and Psychological Traits, Tools and Techniques of Measurement, Measurement and Data, Different Scales of Measurement - Nominal, Ordinal Ratio and Interval; The concept of Evaluation - Nature and Scope of Evaluation in Education and Psychology, Characteristics of Effective Evaluation, Purposes of Evaluation of Pupil-behaviour, Areas of Evaluation of Pupil-behaviour (Process and Product Evaluation, Diagnostic Evaluation); Relationship among Educational Objectives, Learning Experiences and Learning Outcomes - Taxonomy of Educational Objectives: The Cognitive Domain, The Conative Domain, The Affective Domain, Educational Objectives and our Schools; Learning experiences: Book Reading and real experiences, Supplements to Book-Reading; Formative and Summative Evaluation - Evaluation of Learning Outcome, Comparison of evaluation and examination, Criterion-referenced and Norm-referenced Evaluation, Evaluation and Instruction, Evaluation at various stages.

Block II: Concept of Tests

Marks-20

Meaning of Tests - Some terms related to Test and Testing; Different Types of Tests - Essay Type, Objective Type, short Answer type Tests, Teacher-made and Standardized Tests; Standardized Tests; Psychological Tests – Observation, The Interview, The questionnaire; Characteristics of a Good Evaluative Tool – Validity (face validity, content validity, concurrent validity, predictive validity, construct validity), Reliability (Conditions affecting Reliability, methods of estimating reliability, Kuder-Richardson 20, Factors affecting Reliability estimates; Objectivity; Norms (Age Norms, Grade Norms, Percentile Norms, Standard Score Norms, Norms and Standards); Administrability.

Block III: Construction and Standardization of Tests

Marks-20

Construction of Achievement test - Meaning and Types of Test, Psychological Test, Testing of School Achievement, Teacher-made Test - Types of Test Item, Blue print of Teacher-made Test, Function of Teacher-made Test, Weaknesses of Teacher-made Test; Standardized Achievement Test - Difference between Teacher-made Test and Standardized Tests, Classification of Standardized Tests, Evaluation of Standardized Tests.

Recommended Books and Suggested Readings:

1. Ahmann, J. Stanley: *Testing Student Achievement and Aptitudes*, Prentice Hall of India Pvt. Ltd.
2. Ebel, Robert L.: *Measuring Educational Achievement*, Prentice hall of India Pvt. Ltd., New Delhi.
3. Elhance, D.N.: *Fundamental of Statistics*, Kitab H Mahal, 15 Thernhill Road, Allababad.
4. Freeman, Frank S. *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing-Co. Pvt. Ltd, New Delhi
5. Fruchter, Benjamin: *Introduction to Factor Analysis* Affiliated East-West Press Pvt. Ltd., New Delhi.
6. Garrett, H.E. : *Statistics in Psychology and Education*, Feffer and Simons Ltd., Hague Building, 9 Sprott Road, Ballard Estate, Bombay- 400038
7. Guilford, J.P. : *Fundamental Statistics in Psychology and Education*. McGraw Hill Book Company Inc. New York, 1956
8. Gronlund, N.E.: *Construction Achievement tests*, Prentice Hall of India Pvt. Ltd. New Delhi
9. Gronlund, N.E. : *Measurement and Evaluation* , Prentice Hall of India Pvt. Ltd, New Delhi

10. Kohl, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd
11. Lindquist, E.F.: *Design and Analysis of Experiments in Psychology and Education*, American Council on Education, Washington, D.C.
12. Lindquist, E.F.: *A first Course in Statistics*, Houghton Mifflin Company, Boston
13. Mangal, S.K.: *Statistics in Psychology and Education*, Prentice-Hall of India Pvt. Ltd, New Delhi, 2004
14. Sidhu, K.S.: *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
15. Singh, A.K. : *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Takurbari Road, Kadamkuan, Patna- 800003
16. Snedecor, George, W, and Cochran, William G., *Statistical Methods*, E W P, I S.,
17. Stanley, Julian C. and Hopkins, Kenneth D.: *Educational and Psychological Measurement and evaluation*, Prentice Hall of India Pvt. Ltd.
18. Thorndike, Robert L. and Hagen, Elizabeth :*Measurement and Evaluation in Psychology and Education*, John Wiley and Sons, Inc, New Delhi
19. Vernon, P.E.: *Intelligence and Attainment Tests*, University of London Press Ltd

Course: EDU-304 (Third Semester)
Educational Planning and Management-I
Credits: 4

Block I: Educational Management: Administration

Marks20

Educational Management - Basic Concepts, Definitions; Levels of Educational Management; Process of Educational Management; Difference between management and administration.

Block II: Approaches to Management

Marks-20

Classical approach - Contribution of F.W. Taylor, Contribution of Henri Fayol, Contribution of Max Weber; Human Relation Approach - Contribution of Elton Mayo, Contribution of M.P. Follet, Contribution of Abraham Maslow; System Approach and Quantitative Approach.'

Block III: Specific Trends in Educational Administration

Marks-20

Decision – Making, Organizational Compliance, Organizational Development, Program Evaluation and Review Technique (PERT), Total Quality Management (TQM).

Block IV: Leadership in Educational Administration

Marks-20

Meaning and nature of leadership, Theories of Leadership - Path Goal theory, Styles of Leadership, Measurements of leadership; (LBDQ).

Recommended Books and Suggested Readings:

1. Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006.
2. Bush, Tony, *Theories of Educational Leadership and Management*, SAGE Publications: New Delhi, 2003.
3. Burton, Jene, *Management Today- Principles and Practice*, Tata McGraw Hill Publishing Company Ltd: New Delhi, 2002.
4. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
5. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.

6. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007
7. Mehorotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.
8. Mishra, R. C. *Theory of Education Administration*, A. P. H. Publishing Corporation: New Delhi, 2007.
9. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.

Course: EDU-401 (Fourth Semester)
Educational Planning and Management-II
Credits: 4

Block I: Educational Planning

Marks-20

Meaning and Nature, Approaches to educational planning, Scope of educational planning, Manpower forecasting, Man-power planning, Human Resource Development, Perspective planning, Institutional planning.

Block II: Educational Supervision

Marks-20

Meaning and Nature; Supervision and its various aspects - Supervision as Educational Leadership, Supervision as a Service Activity; Traditional vs Modern Supervision; Functions of supervision.

Block III: Educational Financing

Marks-20

Resources and Expenditure of Education, Principles of Educational Finance, Economic Transactions Concerned with Education, Sharing and distribution of financial responsibility, Mobilization of local resources.

Block IV: Financing Higher Education in India

Marks-20

Financing the higher education in India - Challenges and strategies of financing the Higher Education in India; Theoretical considerations of financing education; Role of centre, state and institutions for Financing Education - Grant in-aid scheme.

Recommended Books and Suggested Readings:

1. Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006.
2. Bush, Tony, *Theories of Educational Leadership and Management*, SAGE Publications: New Delhi, 2003.
3. Burton, Jene, *Management Today- Principles and Practice*, Tata McGraw Hill Publishing Company Ltd: New Delhi, 2002.
4. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
5. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.
6. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007
7. Mehorotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.
8. Mishra, R. C. *Theory of Education Administration*, A. P. H. Publishing Corporation: New Delhi, 2007.
9. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.

Course: EDU-402 (Fourth Semester)
Measurement and Evaluation in Education-II
Credits: 4

Block I: Construction and Standardization of Tests

Marks-25

Intelligence Tests - Binet-Simon Test and its various revisions, Group and Individual Test, Verbal and Non-verbal Tests, Aptitude Tests (DAT), Performance Tests.

Block II: Assessment of Personality

Marks-25

Projective Techniques - Word Association, T.A.T., Rorschach test, Cattell's P.F.; Attitude Scales - Thurstone Method, Likert's method; Interest Inventory - The Kuder Interest Inventory.

Block III: Correlation and Non-parametric test

Marks-30

Special correlation Methods - Biserial, Point-biserial, Tetrachoric, Phi-coefficient, Contingency Coefficient; Partial correlation and Multiple correlation; Multiple Regression Equations; Non parametric Statistics - Sign Test, Median Test.

Recommended Books and Suggested Readings:

1. Ahmann, J. Stanley: *Testing Student Achievement and Aptitudes*, Prentice Hall of India Pvt. Ltd.
2. Ebel, Robert L.: *Measuring Educational Achievement*, Prentice hall of India Pvt. Ltd., New Delhi.
3. Elhance, D.N.: *Fundamental of Statistics*, Kitab H Mahal, 15 Thernhill Road, Allabad.
4. Freeman, Frank S. *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing-Co. Pvt. Ltd, New Delhi
5. Fruchter, Benjamin: *Introduction to Factor Analysis* Affiliated East-West Press Pvt. Ltd., New Delhi.
6. Garrett, H.E. : *Statistics in Psychology and Education*, Feffer and Simons Ltd., Hague Building, 9 Sprott Road, Ballard Estate, Bombay- 400038
7. Guilford, J.P. : *Fundamental Statistics in Psychology and Education*. McGraw Hill Book Company Inc. New York, 1956
8. Gronlund, N.E.: *Construction Achievement tests*, Prentice Hall of India Pvt. Ltd. New Delhi
9. Gronlund, N.E. : *Measurement and Evaluation* , Prentice Hall of India Pvt. Ltd, New Delhi
10. Kohl, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd
11. Lindquist, E.F. : *Design and Analysis of Experiments in Psychology and Education*, American Council on Education, Washington, D.C.
12. Lindquist, E.F. : *A first Course in Statistics*, Houghton Mifflin Company, Boston
13. Mangal, S.K.: *Statistics in Psychology and Education*, Prentice- Hall of India Pvt. Ltd, New Delhi, 2004
14. Sidhu, K.S. : *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd. , New Delhi
15. Singh, A.K. : *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Takurbari Road, Kadamkuan, Patna- 800003
16. Snedecor, George, W, and Cochran, William G., *Statistical Methods*, E W P, I S.,
17. Stanley, Julian C. and Hopkins, Kenneth D.: *Educational and Psychological Measurement and evaluation*, Prentice Hall of India Pvt. Ltd.
18. Thorndike, Robert L. and Hagen, Elizabeth : *Measurement and Evaluation in Psychology and Education*, John Wiley and Sons, Inc, New Delhi
19. Vernon, P.E.: *Intelligence and Attainment Tests*, University of London Press Ltd

Course: EDU-403 (Fourth Semester)
Current Issues and Challenges in Indian Education
Credits: 4

Block I: Constitutional Provisions of Education

Marks-10

Articles related to Education, Centre-state relations with regard to Education, Education as a Fundamental rights.

Block II: Globalization and Indian Education

Marks-14

Main features of Globalization; Role of Education in Meeting challenges of Globalization; Education under GATS umbrella; Foreign Direct Investment (FDI) in Education; WTO, GATS, FDI and future of Indian Education.

Block III: Peace Education and Education for International Understanding

Marks-14

Obstacles of Peace, Role of Education in promoting peace, Basic principles of promote peace in classroom, Internationalism in Indian Education, Role of Education in International Understanding.

Block IV: Environmental Education and Education for Sustainable Development

Marks-14

Concept and need of Environmental Education, Major Environmental problems, Concept of sustainable development, Education for sustainable development.

Block V: Population Education and Adolescence Education

Marks-14

Population Education - Concept and need of Population Education, Plan and politics of Indian Government, Curriculum for Population Education; Adolescence Education - Concept and need of Adolescence Education, Plan and politics of Indian Government, Curriculum for Adolescence Education, Problems related with adolescence Education.

Block VI: Problems of Indian Education

Marks-14

Accessibility and Universalization of Primary Education, Language Problem, Value Crisis, Educated Unemployment.

Recommended Books and Suggested Readings:

1. Bereday, G.Z.F. (1964): *Comparative Method of Education.*, New York; Holt, Rinehart and Winston.
2. Biswas, A. & Aggarwal, J.C. (1998): *Comparative Education*, Arya Book Depot, New Delhi. Prakashan Kendra, Aminabad, Lucknow.
3. Hans, N. (1958): *Comparative Education : A study of Educational Factors & Traditions*, London; Rutledge and Keegan Paul, (3rd edition).
4. Holmas, B. (1965): *Problems in Education: A Comparative Approach*, London; Rutledge and Keegan Paul.
5. Kandel, I. (1933): *Comparative Education*; Boston; Mass Houghton Mifflin.
6. Khanna, S.D., Saxena, V.R., Lamba, T.P., & Murthy, V. (1990): *Comparative Education*, Doaba House Booksellers & Publishers, Delhi.
7. King, E.J. (1962): *World Perspective in Education* , London; Methuen.
8. King, E.J. (1970): *Society, Schools and Progress in the U.S.A.*, London, Oxford University Press.
9. Rai, B.C. (1968): *Comparative Education*, Prakashan Kendra, Aminabad, Lucknow.
10. Watson K. & Wilson, R. (1985): *Contemporary Issues in Comparative Education*, London; Croon & Helm.

Course: EDU-404 (A) (Elective) (Fourth Semester)
Educational and Psychological Laboratory Practical
Credits: 4

(*The candidates will be required to perform the experiments in the laboratory)
(Internal Assessment -20; Practical Notebook: 10; Prctical:60: Viva Voce:10)

Block I: Assessment of Learning- I

Memory - Recall and Recognition of Words, Figures, Numbers; Span of Apprehension - Dots, Meaningful and Non-meaningful Words.

Block II: Assessment of Learning- II

Part and Whole learning, Mirror Drawing (Tracing) Experiment, Memorization of non-sense syllables and Words, Mirror Drawing (Bilateral), Human Mage.

Block III: Assessment of Intelligence

Alexander's Pass-A-long Test. (to determine concrete intelligence), Koh's Block Design Test (Intelligence), Non-verbal Intelligence Test.

Block IV: Assessment of Personality

Thematic Apperception Test, Rorschach Ink Blot Test.

Block V: Assessment of some other personality dimensions

Child Apperception Test (Indian adaptation), Home Environment (K.S. Mishra) English, Aptitude Testing (Specific intelligence), Creativity testing (S. Passi Test).

Recommended Books and Suggested Readings:

Not necessary

N.B. Emphasis should be given on such experiments, which generate data and facilitate application of statistical technique. In the practical examination tasks involving administration of tests and interpretation of test scores should be incorporated. Hypothetical data may also be provided in the question paper for comparison with the collected data by applying statistical procedures.

Course: EDU-404 (B) (Elective) (Fourth Semester)

Economics of Education

Credits: 4

Block I: Concept of Economics of Education

Marks-16

Meaning, Nature and Scope of Economics of Education, Historical Retrospect of Economics of Education (World and Indian Perspectives), Functions and Importance of Economics of Education, Analogy of Economics to Education, Concept and significance of cost and production in Education, Economic transactions concerned with Education, Recent trends in Economics of Education.

Block II: Education as Investment and Consumption

Marks-16

Education as an investment activity - Personal, social and national aspects, Education as a consumption activity (concept, significance and strategies), Education as an Economic good, Education as an industry.

Block III: Education and Economic Development

Marks-16

Meaning, indicators, role of Education; Human Capital formation - Concept, Characteristics, role of Education; Man-power planning - Concept, features, importance; Educational planning - Concept, types, principles and importance; Economic aspects of Educational planning - Meaning, need, different aspects); The problem of educated unemployment - Underemployment and brain drain- remedial measures.

Block IV: Economic Aspects of Education

Marks-16

Cost-Benefit analysis of Education - Concept, characteristics, importance, techniques; Taxonomy of Cost of Education - Primary, secondary and higher level, Taxonomy of benefits of Education at all levels of education, Input-output Analysis.

Block V: Educational Finance and Financing Education in India

Marks-16

Educational Finance - Concept and Importance of Educational Finance, Nature and Principles of Educational Finance, Sources and agencies of Educational Finance, Maintenance of accounts in Educational Institutions; Budgeting - Concept and process of Budgeting; Theoretical considerations of Financing Education; Trends in of Financing of Education in India; Challenges and strategies of Financing in India; Role of center, state and institutions for Financing Education, Grant in-aid scheme; Private initiatives in financing of Education and PPP in Financing Education; Exploring options for financing Higher Education.

Recommended Books and Suggested Readings:

1. Ansari, M.M, *Education and Economic Development* , New Delhi, AIU, Publication, 1987
2. Garg, V.P *The Cost Analysis in Higher Education* , New Delhi, Metropolitan Book Co.,1985
3. Harbison & Myers *Education, Manpower and Economics growth*, New Delhi, Oxford & IBH. (Indian Edition) 1968
4. Nagpal C.S. & Mittal A.C.(eds)*Economics of Education*, New Delhi, Anmol Publications, 1993.
5. Pandit, H.N *Measurement of cost Productivity & Efficiency of Education*, New Delhi, NCERT, 1969
6. Pscharo Pulos, G. & Woodhall, M *Education for Development – An Analysis of Investment choices*, London, World Bank Publisher ,1985
7. Rajaiah, B., *Economics of Education*, Delhi, Mittal Publications, 1987
8. Schultz, T.W.,*The Economic Value of Education*, Columbia, Columbia University Press, 1963
9. Sethi, Vinita, *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication, 1997