

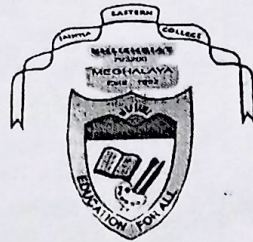
JAINTIA EASTERN COLLEGE, KHLIEHRIAT

P.G. Programme Department of Education

Affiliated to North Eastern Hill University

Recognised u/s 2 (f) and 12 (B)

Re-accredited Grade 'B' in 2021 by NAAC



MA Syllabus, 2022

Revised - 2025

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Department of Education, NEHU, Shillong
Course Structure of MA Syllabus

FIRST SEMESTER			
Course Code	Name of Course	No. of Course	Credit
EDN-CC 500	Philosophical Foundations of Education	1	4
EDN-CC 501	Advanced Educational Psychology	1	4
EDN-DSEC 502.01	Early Childhood Care and Education	1	4
EDN-DSEC 502.02	Inclusive Education		
EDN-DSEC 503	Curriculum Development and Instruction	1	4
EDN-GEC 504.01	Mental Health Education	1	4
EDN-GEC 504.02	Foundation of Teaching		
EDN-GEC 504.03	Guidance and Counselling		
EDN-GEC 504.04	History of Indian Education		
EDN-GEC 504.05	Elementary Statistics in Education		
Total		5	20
SECOND SEMESTER			
Course Code	Name of Course	No. of Course	Credit
EDN-CC 505	Educational Management and Change	1	4
EDN-CC 506	Sociology of Education	1	4
EDN-DSEC 507.01	Women Studies and Education	1	4
EDN-DSEC 507.02	Open Learning and Distance Education		
EDN-DSEC 507.03	Economics of Education		
EDN-DSEC 508	Environmental Education	1	4
EDN-RM 509	Research Methodology and Proposal Writing	1	4
EDN-SEC 510	Information and Communication Technology (ICT) in Education	1	4
Total		6	24
THIRD SEMESTER			
Course Code	Name of Course	No. of Course	Credit
EDN-CC 600	Comparative Education	1	4
EDN-CC 601	Higher Education	1	4
EDN-CC 602	Psychological Test and Experiments	1	4
EDN-DSEC 603.01	Educational Testing and Evaluation	1	4
EDN-DSEC 603.02	Yoga Education		
EDN-DSEC 603.03	Peace and Value Education		
EDN-DSEC 604	Advanced Research Methodology	1	4
EDN-DSEC 605	Data Analysis in Educational Research	1	4
Total		6	24
FOURTH SEMESTER			
Course Code	Name of Course	No. of Course	Credit
EDN-DSEC 606	Dissertation	1	20
Total		1	20

EDN-CC 500: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Learning Outcomes:

At the end of the course students are able to:

- reflect on the importance of the philosophy of education
- explain how to use the philosophical approaches in education
- create knowledge values and curriculum from philosophical content in education
- enable students to acquire knowledge of the application of social philosophy of education

Course Outline:

Unit 1: Introduction to Philosophy of Education

- Concept & Scope of Philosophy of Education
- Determinants of Aims of Education
- Functions of Philosophy of Education: Speculative, Normative & critical
- Information and Communication Technology and Philosophy of Education

Unit II: Philosophical Approaches in Education

Indian & Western Philosophies and their educational implications

- Vedanta
- Buddhism
- Logical Positivism
- Dialectical Materialism

Unit III: Knowledge, Values & Curriculum

- Concept of Knowledge, methods of Acquiring Knowledge– Rationalism, Empiricism and Criticism
- Theories of Knowledge: (Correspondence, Consistency & Consequent theories).
- Meaning of Values; Hierarchies of Values and Theories of Values (Subjective & Objective), Education for Value Formation
- Philosophical Bases of Curriculum: Ethical, Aesthetical & Logical.

Unit IV Social Philosophy of Education

- Democracy and its Educational Implications
- Socialism and its Educational Implications
- Social Institutions and Multicultural Education
- Equality and Equity in Education

Internal Assessment

- | | |
|----------------|----------|
| i) Tests | 15 Marks |
| ii) Assignment | 10 Marks |

Activities (Anyone)

- (i) Book Review (Any Book on Philosophy of Education)
- (ii) Educational thoughts of any philosopher
- (iii) Write up on the celebration of birthday of any one educational philosopher

Suggested readings :

- Aggarwal, S. (2007). *Philosophical Foundations of Education*. Delhi [India]: Authorspress.
- Blake, N. et al. (2003). *The Philosophy of Education (1st Edition)*. Oxford, U.K: Blackwell Publishers Ltd.
- Brubacher, R. (1955). *Modern Philosophies of Education*. Chicago: University Press.
- Curren, Randall(Editor). (2003). *A Companion to the Philosophy of Education*. New York: Blackwell Publishing.
- Curtis, S. (1968). *Introduction to Philosophy of Education*. London: Tutorial Press.
- Dewey, J. (1966). *Democracy and Education: An Introduction into Philosophy of Education*. New York: The Free Press.
- Goswami, M. (2014). *Principles & Foundations of Education*. New Delhi: Lakshi Publishers & Distributor.
- Heyting, Frieda (Editor). (2001). *Methods in Philosophy of Education*. London: Routledge.
- Kneller, G. (1971). *Introduction to Philosophy of Education*. New York: John Witty & Sons.
- Luther, M: (2001). *Values and Ethics in School Education*. New Delhi: Tata McGraw Hill.
- Morris, V. (1966). *Existentialism in India*. New York: Harper & Row.
- Pachauri, G. (2010). *Philosophy of Education*. Meerut : Lal Book Depot.
- Pathak, R. (2012). *Philosophical & Sociological Principles of Education*. New Delhi: Pearson.
- Shah, B., & Shah, K. (1998). *Sociology of Education*. Jaipur: Rawat Publications.
- Swaroop Saxena, N. (2001). *Philosophical and Sociological Foundations of Education*. Meerut: Surya Publication.

EDN-CC 501 ADVANCED EDUCATIONAL PSYCHOLOGY

Course Learning Outcomes:

At the end of the course students are able to:

- describe the concept of Educational Psychology and Human Development
- examine the theories relating to Human Abilities
- evaluate the impact of the theories of Motivation and Learning in classroom transaction
- gain an insight and reflect on the significance of Personality, Adjustment and Stress

Course Outline:

Unit I: Educational Psychology and Human Development

- Psychology as a basic and applied science; revolution in education through psychology
- Educational Psychology: concept and importance of educational psychology for teachers
- Human development: Concept, principles and Processes of developmental task of Adolescents
- Theories: Havighurst's Developmental Task Theory and Erickson Theory of Development

Unit II: Human Abilities

- Human abilities and individual differences: Concept, types and determinants of human abilities; role of educational institutions in meeting the individual differences
- Intelligence: concept of intelligence, biological, social and eco-cultural determinants
- Theories of Intelligence: Guilford; Gardner's Theory of Multiple Intelligences; Goleman's Emotional Intelligence
- Creativity: Concept and process of creativity; relationship between Intelligence and Creativity; techniques for nurturing creativity; Theories of creativity: Taylor's level theory of creativity, Arieti's Theory of creativity

Unit III: Motivation and Learning

- Motivation: Concept and Factors affecting motivation
- Theories of Motivation: Atkinson's Theory; Maslow's Self-actualization Theory
- Learning: Concept and Determinants of Learning
- Theories of Learning: Cognitive Behaviorism (Gestalt's Theory & Gagne's theory), Constructivism (Ausubel's theory & Bruner's theory)

Unit IV : Personality, Adjustment and Stress

- Personality: concept, Types and Determinants
- Learning Approaches to personality: The trait approach, Humanistic approach
- Theories of Personality: Freud, Carl Roger; Type A,B,C,D Theory (Type Theory)
- Adjustment: Adjustment Mechanism and Implications for Education; Common Adjustment Problems of Adolescents

Internal Assessment

- | | | |
|-----|------------|----------|
| i) | Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activity:(any one)

- (i) Plan a lesson of your choice using any one Constructivist theory of Learning
- (ii) Design a model to help students cope with stress
- (iii) Conducting case study on one student who has difficulties in learning
- (iv) Analysis of a case of maladjusted adolescent

Suggested readings:

Atkinson, J.W., & Feather, N.T. (1960). A Theory of Achievement Motivation. Wiley Publishers, New York.

Bhatnagar S. (2002). Advanced Educational Psychology. Bhargava Book House, Agra.

Bron R.A., & Bacon (2002). Essentials of Psychology. Nivedita DK Distributors, Guwahati.

Chand, T. (2002). Educational Psychology. Bhargava Book House, Agra.

Crow, R.B., & Crow (1964). Educational Psychology. Eurasia Publishing house, New Delhi.

Decence, J. P. (1970). The Psychology of Learning & Instruction. Prentice Hall, New Delhi.

Eysenck, H. J. (1947). Dimensions of Personality. Kegan Paul, London.

Gagne, R. M. (1976). The Conditions of Learning (2nd edition). Rinehart & Winston, New York.

Gaillford, J.P. (1967). The Nature of Human Intelligence. McGraw Hill, New York.

Hilgard, E.O. (1976). Theories of Learning (4th Edition). Appleton-Century-Crofts, New York.

Kuppuswamy, B. (1963). Advanced Educational Psychology. Jalandhar University Publications, Jalandhar.

Hall, C. S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. Wiley India Pvt. Ltd.

Maslow, A. (1954). Motivation and Personality. Harper & Row, New York.

EDN-DSEC : 502.01 EARLY CHILDHOOD CARE AND EDUCATION

Course Learning outcomes:

At the end of the course students are able to:

- explain the concept of Early Childhood Education
- identify the development of Children at this stage
- assess the contribution of philosophers and educationist to Pre-School
- examine the role of pre-School Education Programmes & Agencies

Course Outline:

Unit I: Development during early childhood

- **Concept of Child Development:** Concept , importance and scope of Child Development; Need for studying children and the developmental process, factors influencing each stage of development and the role of adults in fostering development.
- **Dimensions of child Development:** a)Physical, Motor and Sensorial Development ; (b)Language& Communication Development; (c)Cognitive Development ; (d)Socio-Emotional& Ethical Development; (e)Cultural, Creative &Aesthetic Development and (f)Literacy & Numeracy Development.
- **Child development theories:** Freud's Psychosexual Developmental Theory, Piaget's Cognitive Development, Erikson's Psychosocial Developmental Theory
- **Tools and Techniques of Child Study:** Longitudinal & Cross-Sectional.

Unit II: Theories & Contribution to Early Childhood Education

- **Developmental Theories:** Maria Montessori, Howard Gardner
- **Socio-cultural Theories:** Lev Vygotsky, Jerome Bruner
- **Moral Development Theories :** Kohlberg
- **Contribution of Western and Indian Thinkers:** William Fredrick Froebel , Pestalozzi, M.K. Gandhi, Tarabhai Modak, Aurobindo Ghosh.

Unit III: Provisions and Policies for Early Childhood Care and Education

- **ECCE objectives, concept and importance of Early Childhood Education.**
- **ECCE policies:** UNICEF ECCE Policy, National ECCE, National Education Policy (2020) and Action Plans: Foundational Stage of Education, Foundational Literacy and Numeracy (FLN); Sustainable Development and India's Commitment.
- **Role of organisations:** Ministry of Health and Family Welfare (MOHFW) and Ministry of Women and Child Development (MOWCD), National Commission for the Protection of Child Rights (NCPCR)
- **Issues in ECCE - access, provisions, teacher training, addressing diversity, practicing equity and inclusion**

Unit IV: Pre-School Education Programmes and Agencies

- Activities and Programmes of Pre School Education, Anganwadi and Day care Programmes, Early Childhood care Education Programme in India, Characteristics of a Balanced Curriculum
- Integrated Child Development Services (ICDS)
- Agencies conducting Early Childhood Education at the National Level: Central Social Welfare Board, State Social Welfare Board, Indian Council for Child's Welfare.
- Agencies Conducting Early Childhood Education at the International Level: UNESCO, UNICEF

Internal Assessment

- | | | |
|-----|----------------|----------|
| i) | Internal Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activity: (Anyone)

- Plan a culturally appropriate program. for children in Pre-School.
- Developing an Observation Schedule for observing
 - Language/ socio- emotional development of a child.
 - Child rearing practice in one's community
- Preparation of Balanced Diet for children.
- Case Study of any one type of Child Abuse (Identification, Protection, Correction).

Suggested readings:

- Austin, G. R. (2013). Early Childhood Education: An International Perspective. Academic Press.
- Bloom, B. S. (1966). Stability and Change in Human Characteristics: Implications for School Reorganization. *Educational Administration Quarterly*, 2(1), 35-49.
<https://doi.org/10.1177/0013161X6600200103>
- Katz, L. G. (1970). Early Childhood Education as a Discipline. *Young Children*, 26(2), 82-89.
- Brown, G. (1977). Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India
- Educational Policies Commission(1966) Universal Opportunities for Early Childhood Education, Washington, D.C., Govt. Printing Office
- Evans, Ellis D. (1975). Contemporary Influence in Early Childhood Education, New York: Holt Rinehart and Winston, Inc.
- Ganai M.Y. & Sayid, Mohd. Early Child Care and Education AIKhaleel DTP Centre Kashmir University Gate Hazratbal Srinagar

EDN-DSEC 502.02 INCLUSIVE EDUCATION

Course Learning Outcomes:

At the end of the course students are able to:

- describe the concept and information of inclusive education
- explain the convention and policies for promoting inclusive education
- examine the diversity and inclusion in the classroom
- build inclusive learning environment at the school level

Course Outline:

Unit I: Introduction and Perspective of Inclusive Education

- Concept, Scope, Principles and Importance of Inclusive Education
- Historical Perspective of Inclusive Education- globally and in India
- Difference between special education, integrated education and inclusive education
- Advantages of inclusive education for education of all children in the context of Right to Education

Unit II: Conventions and Policies Promoting Inclusive Education

- International Declaration: Universal Declaration of Human Rights (1948), World Declaration of Education for All (1990)
- International Conventions and framework: United Nations Convention of Rights of Persons with Disabilities (2006), Salamanca Framework (1994)
- National Commissions and Policies: National Policy for Persons with Disabilities (2006), NEP 2020
- National Acts and Programs: IEDC (1974), RCI Act (1992), PWD (1995), National Trust Act (1999), SSA (2000), RTE (2009)

Unit III: Diversity and Inclusion

- Diversity in the classroom: forms of diversity (individual characteristics psychological, social and economic aspect), students exceptionality: intellectual, physical, sensory, educational and social deviance
- Identifying barriers to Inclusion: Attitudinal, Systemic and Structural
- Exclusion versus Inclusion: Equity, equality and right based approach to education

- Steps for Inclusion and Promotion of Inclusion: Ensuring Physical, Academic and Social Access, Teachers as agent of change, Assistive technology: for promotion of inclusion

Unit IV: Building Inclusive Learning Environment at the School Level

- Steps for Inclusive Education
- Strategies for Inclusive Education: Classroom Management, Effective Communication, Promoting Positive Behaviour and Reflective Teaching
- Methods of Teaching: Peer tutoring and Co-operative learning
- Approaches to Inclusive Education and Collaboration: Co-teaching, Mentoring and Coaching; Working with Parents and Guidance workers

Internal Assessment:

- | | |
|---------------|----------|
| 1. Test | 15 marks |
| 2. Assignment | 10 marks |

Activity: (Any one)

1. Critical appraisal of RTE Act in the context of inclusive education
2. Conduct a survey in a local school/ area to ascertain the prevailing (i) attitude or (ii) practice for inclusion of children with diverse needs
3. Study and review any one national policies in the light of inclusive education
4. Conduct a survey in a local school in building inclusive learning environment

Suggested readings :

Aggarwal J.C. (2015). Essentials of Educational Psychology. New Delhi, Vikas Publishing House PVT LTD

Ahuja. A. & Jangira, N.K. (2002). Effective Teacher Training; Cooperative Learning Based Approach: National. New Delhi Publishing house 23 Daryaganj, 110002.

Alur, M. & Bach, M. (2010). Inclusive Education- From Rhetoric to Reality The North South Dialogue II. Ed. New Delhi, Viva PVT LTD.

Jangira N.K. and Mani, M.N.G. (1990). Integrated Education for Visually Handicapped, Gurgaon, Old Subjmandi, Academic Press.

EDN-DSEC 503 CURRICULUM DEVELOPMENT AND INSTRUCTION

Course Learning Outcomes:

At the end of the course, students are able to:

- explain the concept of Curriculum and Curriculum planning
- disseminate knowledge of Curriculum and curriculum design
- discuss the importance of instrumental material and curriculum transaction
- prepare with knowledge and skills for curriculum evaluation

Course Outline:

Unit I: Introduction and Curriculum Planning

- Concept and scope of Curriculum
- Foundations of Curriculum -Philosophical, Social and Psychological
- Basic Considerations of Curriculum planning
- Approaches to Curriculum

Unit II: Curriculum Design and Development

- Curriculum Design – Concept, Component and types of Curriculum Design
- Models of Curriculum Design and Development
- Principles of curriculum construction
- Process of Curriculum development

Unit III: Instructional Materials and Curriculum Transaction

- Curriculum Transaction: concept and process
- Instructional Materials: Textbooks- Preparation and Evaluation and Allied Materials
- Curriculum Transaction approaches
- Instructional planning for effective teaching, Role of teacher as curriculum practitioner

Unit IV: Curriculum Evaluation

- Curriculum Evaluation-Need and importance
- Curriculum Evaluation Models
- Phases of Curriculum Evaluation- Formative and Summative
- Curriculum revision:Role of students,teachers,educational administrators in curriculum change and improvement

Internal Assessment:

- | | | |
|----------------------------|---|----------|
| (i) Internal Tests | : | 15 marks |
| (ii) Assignment or Seminar | : | 10 marks |

Activity (Any One):

- (i) Designing of curriculum at any level of education
- (ii) Preparation of Materials for teaching in a classroom.
- (iii) Evaluation of curriculum at any level of education.

Suggested readings:

- Aggarwal, J. C. (1990.) Curriculum Reform in India: Delhi, Doaba,
- Bhardwaj, A., (1997) Elements of Curriculum Sarup and Sons Darya Ganj, New Delhi
- Das, R.C., (1987) Curriculum and Evaluation, New Delhi. NCERT.
- Dell, Ronald C. (1986.) Curriculum Improvement: Decision Making ; Process, (6th edition). London.
- English, F. W, Deciding (2000.). What to Teach and Test, CA, Corwin Press, Sage Publications, Thousand Oaks.
- Erickson, H. L, Deciding (2000.). Concept based Curriculum and Instruction, CA, Corwin Press, Sage Publications, Thousand Oaks
- Reddy M., et al.(1984), Curriculum Development and; Educational Technology, New Delhi, Sterling Publishers, Private Limited Bangalore
- Reddy M., et al.(1989), Curriculum Development and; Educational Technology, New Delhi, Sterling Publishers, Private Limited Bangalore.
- NCERT Curriculum (1984) Evaluation, New Delhi, NCERT,
- NCERT (1988). National Curriculum for Elementary & Secondary Education, A Frame Work, New Delhi, NCERT,
- Sharma,A. (2017).Curriculum and Teaching Methods, ABD Publishers New Delhi R
- Sharma, R.A..(2007). Curriculum planning for Better Teaching & Learning (4th edition), New York,
- Sharma, R.A. (2007). Managing Curriculum- Curriculum Transaction and Evaluation, R. Lall Book Depot, Meerut
- Srivasta H.S., (2014). Curriculum and Methods of Teaching, Shipra Publications, New Delhi.
- Holt Rinehart & Winston, (1980). Managing Curriculum- Curriculum Transaction and Evaluation, Meerut R. Lall Book Depot, Meerut
- Thangasamy, K.S., (2006) Neelkamal Publications Private Limited, Hyderabad
- Tyler, Ralph. W. (1962.) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.,
- Tyler, Ralph. W.,(1974) Basic Principles of Curriculum & Instruction, Chicago, The University of Chicago Press.

EDN-GEC 504.01 MENTAL HEALTH AND EDUCATION

Course Learning Outcomes:

At the end of the course students are able to:

- understand the importance of mental health and maintenance of mental hygiene
- develop the awareness about mental illness, its stigmatization and impact on persons with mental illness and be acquainted with the rights of persons with mental illness
- identify abnormal behaviour and types of abnormality
- develop awareness of different psychotherapy techniques

Course Outline:

Unit I: Introduction to Mental Health and Hygiene

- Mental Health: Concept, function and principles of Mental Health, Mental Health Education: concept and importance
- Factors affecting Mental Health: Criteria for a Mentally Healthy Person, Factors affecting Mental Health
- Mental Hygiene: Concept and Objectives of Mental Hygiene
- Maintaining Good Mental Health: Role of Home, School and society in maintaining good mental health

Unit II: Understanding Mental Illness

- Mental distress and mental health problems: Concept of Mental Illness, Causes of Mental Illness and prevalence of mental illness
- Stigmatization of Mental Illness: Concept of stigma, its manifestation, factors contributing to stigma, its impact on mental health
- Strategies to address stigma and discrimination against persons with mental health illness
- Rights of persons with mental Illness: Mental Healthcare Bill, 2017

Unit III: Normal and Abnormal Behaviour

- Normal and Abnormal: Concept of normal and abnormality; Perspective on abnormality from superstition to science
- Assessment and diagnosis: Diagnostic and Statistical Manual of Mental Disorders (DSM-V)
- Childhood Disorders: Disruptive behaviour, ADHD, Autism
- Major Psychological Disorders: Anxiety disorder, Somatoform Disorder, Dissociative Disorder, Mood Disorder, Schizophrenia, personality disorder, substance related disorders Can we give the broad disorder

Unit IV: Psychotherapy

- Psychotherapies: Concept, Goals, and Approaches
- Psychodynamic Therapy
- Behaviour Therapies-Classical and Operant Conditioning
- Cognitive therapies-Mindfulness based therapy, Schema Focused Cognitive Therapy

Internal Assessment

- | | |
|----------------|----------|
| (i)Tests | 15 Marks |
| (ii)Assignment | 10 Marks |

Activity (any one)

- (i). Breathing and Yogic exercises exercise for mental rejuvenation.
- (ii). Testing the Mental Health of Subjects
- (iii) Case study of any one of the mental health care institution

Suggested reading:

- Bhan, S. & Dutt, N. K. (1986). *Mental Health through Education*. Vision Books, New Delhi.
- Brown, J. F. (1940). *The Psychodynamics of Abnormal Behaviour*. Mc Graw Hill Book Co, New York.
- Caroll, H. A. (1979). *Mental Hygiene*. Prentice Hall, New York.
- Chauhan, J.C. (1986). *Mental Hygiene*. Allied Publisher, New Delhi.
- Crow, D. & Crow, A. (1970). *Mental Hygiene*. McGraw Hill Book Co, New York.
- Cyril, M.F. (1969). *Behavior Therapy*. McGraw Hill Book, New York.
- Dollard, J & Miller, N.E. (1970). *Personality and Psychotherapy*, Chicago.
- Enelow, A. J. (1977). *Elements of psychotherapy*. Oxford University Press, USA.
- Haley, J. (1993). *Uncommon therapy: The psychiatric techniques of Milton H. Erickson*. MD. WW Norton & Company.
- Korchin S.J. (1986). *Modern Clinical Psychology* (Indian ed.). CBS Publishers, New Delhi.
- Maurus, J. (1976). *Mental Hygiene*. Better yourself Books, Allahabad.
- National Committee for Mental Hygiene. (1913). *Hand Book of the Mental Hygiene Movement and Exhibit*. National Committee for Mental Hygiene, New York.
- Page, J.P. (1970). *Abnormal Psychology* (Indian ed.). Tata McGraw Hill Publishers, New Delhi.
- Rayan W. C. (1970). *Mental Health through Education*. Common Wealth, New Delhi.
- Robertson, R. (2009). *Mental Hygiene: Essays on Writers and Writing*. Insomniac Press.
- Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.
- Thayer, L. (2014). *Mental Hygiene*. Xlibris Corporation, USA.

EDN-GEC 504.02 FOUNDATION OF TEACHING

Course Learning Outcomes:

At the end of the course, students are able to:

- explain the concept and the need for professional development of teachers
- summarize the organisation and types of pre-service teacher education
- acquaint themselves with practicum in teacher education
- plan, organize and evaluate in-service teacher education
- examine the trends in teacher education.

Course Outline:

Unit I: Introduction to Teaching

- Teaching: concept, objectives and competencies
- Goals and Objectives: formulation of over-all and long term goals, objectives, mental preparedness
- Preparation for Teaching: Strategic preparation of the course/subject, tactical preparation of specific lectures, mental preparation at both strategic and tactical levels
- Delivery of the lesson: Language use, Enthusiasm, relationship with the class, demonstrating and encouraging competence, clarity, humor, understanding student context, linking, interaction and teaching inductively

UNIT II: Communication Skills for Effective Teaching

- Communication: Meaning, nature and importance; Communication Skills: Interpersonal Communication Skills, Verbal Communication, Nonverbal communication, Using communication skills, Impact of teacher's communication skills on teaching
- Communication process: Components (context, Sender/Encoder, Message, Medium, recipient/decoder, Feedback)
- Models of Communication: Shannon's Model of the communication process; Craig's Constitutive Metamodel
- Communication Barriers: Effects of communication barrier; body language in communication, feedback communication

UNIT III: Methods of Teaching at Tertiary Level

- Reflective Teaching: Exploring teaching, academic preparation, understanding learners, organising for teaching ; Creative Teaching: Fluency, Flexibility, Originality and Elaboration in teaching
- Problem Solving: Seeking information, generating new knowledge, making decisions, try out a decision, evaluate the result
- Brainstorming: Associative brainstorming techniques- word storm, word association, mind mapping, word bank, visual association and idea switch
- Inquiry based learning: Questioning, planning and predicting, investigating, recording and reporting, reflecting

UNIT IV: Use of ICT in Teaching

- Use of computer in teaching
- Use of Information and communication Technology in teaching
- Use of ICT in Testing,
- Use of ICT in Diagnostic testing, remedial teaching, remedial test

Internal Assessment:

- (i) Internal Tests: 15 marks
(ii) Assignment: 10 marks

Activity (Any one):

- (i) Make an analysis of the National Council of Teacher Education Regulations 2014
(ii) Evaluation of curriculum: A Critical study of Teacher Education Curricula at the different levels/stages.
(iii) Case study of any one of the teacher education institutes

Suggested readings:

- Bajpai A. D. & Leedham J.F. (1970). *Aspects of Educational Technology Part IV*, New York, Pitman Pub. Co.,
- Bloom B. S. (1974) *Taxonomy of Educational Objectives, Handbook 1, Cognitive domain*, London, Longman Group Ltd.,
- Chauhan S.S. (1989) *Innovations in Teaching Learning Process*, New Delhi, Vikas Publishing House.
- Dececco J. P. (1970) *The Psychology of Learning and Instructional Technology*, New Delhi, Prentice Hall of India,
- Kochhar, S.K. (1981) *Methods and Techniques of Teaching*, New Delhi, Sterling Publishers,
- Mohanty, J. (2001) *Educational Technology*, New Delhi, Deep & Deep Publication,
- Ruhela, S.P. (1991) *Educational Technology: A Systemic Textbook*, Ambala, Associated Publishers,
- Sampath K. (1992) *Instruction to Educational Technology*, (3rd revised Edition), New Delhi, Sterling Publishers,
- Sharma R. A. (1991) *Technology of Teaching*, Meerut, International Publishing House,
- Skinner B. F. (1968) *The Technology of Teaching*, New York, Appleton Century Croft.
- Sharma R. A. (1982) *Programmed Instruction: An Instructional Technology*, Meerut, International Publishing House.

EDN SEC: 504.03 GUIDANCE AND COUNSELLING

Course Learning outcomes:

At the end of the course students are able to:

- comprehend the concept of guidance and counselling
- understand the counselling approaches and their implications
- acquaint themselves with the tools and techniques of guidance and counselling
- examine the concept of guidance services

Course Outline:

Unit I: Guidance

- Concept , Principles, Functions, Need and significance of Guidance
- Bases of Guidance: Philosophical, Sociological, Pedagogical, Psychological
- Types of Guidance: Personal, educational, vocational – nature, need and scope
- Research and Trends in Guidance.

Unit II: Counselling

- Concept, Principles of Counselling. Difference between Guidance and Counselling.
- Counselling Approaches: Directive, Non-directive, Eclectic: basic assumption, steps, procedure. advantage and limitation
- Role and functions of Counsellor, Professional Education of the Counsellor – qualification, training and certification
- Characteristics of effective counselling, Ethical issues in Counselling – professional and personal

Unit III: Tools and Techniques of Guidance and Counselling

- Techniques of Guidance: Testing and Non-testing techniques,
- Use of test in guidance: Psychological Test (Intelligence, Aptitude, Interest, Personality), limitations of testing techniques in Guidance
- Use of Tools in Guidance: Cumulative record, Rating scale, Questionnaire; Anecdotal record, Autobiography
- Use of Techniques in Guidance: Interview, Observation, Case study, Sociometry,

Unit IV: Guidance Service

- Meaning, need of Guidance Services, Types of Guidance Services: Orientation, Information service – Academic and vocational, Counselling – personal, career and academic,
- Principles of organizing Guidance Services; Organisation of various guidance services at different levels of education
- Individual Information service: Types of data, sources of information, filing information, dissemination of information
- Role of teachers, parents and community in guidance programmes

Internal Assessment

- | | | |
|-----|------------|----------|
| i) | Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activity: (any one)

- (i) Application of any one test, tool or technique on subjects
- (ii) Visit to any educational institution to investigate on the status of Guidance Services provided to students and reporting
- (iii) Conduct a mock counselling and prepare report.
- (iv) Preparation of a Case study report
- (v) Report of visiting a special school

Suggested readings:

- Alam, Shah (2008). *Basics of Guidance and Counseling*. New Delhi: Global Vision Publishing house
- Bhatnagar, A.& Gupta, N.(Eds). (1999). *Guidance and Counselling: A Theoretical Perspective Vol. I*. New Delhi, India: Vikas.
- Bhatnagar, A.& Gupta, N. (Eds). (1999). *Guidance and Counselling: A Practical Approach, Vol. II*. New Delhi, India: Vikas.
- Chaturvedi, R.. (2013). *Guidance and Counselling Techniques*. New Delhi, India: Crescent Publishing.
- Corey, G. (1986). *Theory and Practice of Counselling and Psychotherapy (3rded.)*. Belmont: Calif-Brooks Cole.
- Cormier, L. & Hackney, H. (1987). *The Professional Counsellor*. Englewood Cliffs, New Jersey: Prentice Hall.
- David,A.(2012). *Guidance and Counseling*. New Delhi, India: Commonwealth Publishers.
- Gibson, R. L. & Mitchell, M. H. (2015). *Introduction to Counselling and Guidance*. India: Pearson Education India.
- Gladding, S. T. (1995). *Counselling: A Comprehensive Profession (3rd ed.)*. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Gowtham, R.(2013). *Guidance and Counselling*. New Delhi, India: Astha Publishers.
- Gururani, G.D.(2006). *Guidance and Counselling: Educational, Vocational and Career Planning*. New Delhi, India: Akansha Publishing House.
- Kinra, A. K. (2008). *Guidance and Counselling (1st ed.)* Pearson Education.
- Koshy, J. S.(2004). *Guidance and Counselling*. New Delhi, India: Dominant Publishers.
- Lee, Ching-Kam N. (2017). *A Case Study to Review School Guidance Programme in a Secondary School: From Teachers' and Students Perspectives*. Open Dissertation Press
- Madhukar, I. (2006) *Guidance and Counseling*. New Delhi, India: Authors Press.

EDN-GEC 504.04 HISTORY OF INDIAN EDUCATION

Course Learning outcomes:

At the end of the course students are able to:

- conceptualize the objectives, Agencies, Curriculum, Teaching Method, Teacher Pupil relationship and discipline, Merits and Demerits of Vedic, Buddhist and Muslim Education System,
- familiar with the contribution of various major Committees and Commissions on Education set up during British period.
- acquire the knowledge of Policies and Programmes related to various level of education since independence.
- recognize the importance of recent initiatives in the field of education and the provisions made for realizing it.

Course Outline:

Unit-I: Education in Ancient India:

- Objectives, Agencies, Curriculum of ancient India
- Teaching Method, and discipline in Vedic
- Jainism and Buddhist Education
- Educational institutions/ Centres of higher learning in Ancient India

Unit-II: Education in Medieval India:

- Introduction to Medieval Education
- Nature, Objectives, Types and implications of Islamic Education;
- Parallel systems of Hindu and Muslim education.
- Recommendations of Early Missionary Activities

Unit-III: Education in British India (1854 to 1947):

- Raja Rammohan Roy; Macaulay's Minutes (1835);
- Wood's Despatch (1854); Hunter Commission (1882);
- Indian Universities Commission (1902), Indian Universities Act (1904). Calcutta University Commission 1017-19;
- Basic Education, Sergeant Report (1944).

Unit-IV: Education in Post-Independent India:

- Educational articles; Salient features and recommendations of University Education Commission (1948),
- Secondary Education Commission (1952),
- Education Commission (1964-66); National Policy on Education (1986);
- Programme of Action (1992), NEP-2020,
- Delors Commission 1996, National Knowledge Commission (2006); Right to Education Act-2009.

Internal Assessment

- | | | |
|-----|------------|----------|
| i) | Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activity (Anyone)

- Book Review (Any Book on History of Indian Education)
- Educational thoughts of any educational activist
- Study and review any one national policies of Education

Suggested readings:

Aggarwal, J. C. (2005). History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.

Aggarwal, J. C. (2013). Landmarks in the history of Modern Indian Education (7th edition). New Delhi: Vikas Publishing House Pvt. Ltd.

Altekar, A. S. (1951). Education in ancient India. Banaras: The India Book House.

Banerje, J. P. (1985). Education in Indian Past, Present and Future. Vol. 1. Calcutta: Central Library.

Biswas, A. & Agrawal, S. P. (1994). Development of Education in India: A historical survey of educational documents before & after independence. New Delhi: Concept Publication.

Chatterjee, C. (1957). Vedantic Education. Lucknow: Gouranga Cultural Research Institute.

Dutta, D. M. (1958). Six ways of Knowing. Calcutta: University Press. Hiriyana, M. (1949). The Essentials of Indian Philosophy. London: George Allen & University.

Hiriyana, M. (1983). Outlines of Indian Philosophy. Bombay: Blackie & Son.

Keay, F. E. (1980). Ancient Indian Education: Origins, Development & Ideals. New Delhi: Cosmo Publications.

Khan, M. S. (1990). Education, Religion & the Modern Age. New Delhi: Asia Publications House.

Mitra, V. (1964). Education in Ancient India. New Delhi: Arya Book Depot.

Mookherjee, R. K. (1960). Ancient Indian Education: Brahminical & Buddhist. Delhi:

Motilal Banarasi Das. Nurullah S. S. & Naik J. P. (1951). History of Education in India (1800-1947). Calcutta: Macmillan & Co Ltd.

EDN-GEC 504.05 ELEMENTARY STATISTICS IN EDUCATION

Course Learning outcomes:

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

- convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
- examine relationship between and among different types of variables of a research study
- explain or predict values of a dependent variable based on the values of one or more independent variables
- estimate the characteristics of populations based on their sample data, test specific hypotheses about populations based on their sample data
- use appropriate procedures to analyze qualitative data
- demonstrate competence in the use of statistical packages for analysis of data.

Course Outline:

UNIT I: Descriptive analysis of quantitative data

- Data types: Nominal, Ordinal, Interval and Ratio
- Data Levels: individual and group
- Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation
- Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, Characteristics of Normal Probability curve and its applications;

UNIT II: Graphical Representation of Data

- Organization of data
- Histogram, Polygon, Bar diagram, pie diagram, Ogive, its representation
- Percentile Rank
- z-scores, T-score and Stanine

UNIT III: Data Relations

- Examining Relationships: Product Moment-Grouped and un-grouped, Rank order,
- Partial and Multiple correlations;
- Linear Regression Analysis-concept of regression, simple regression equation and prediction,
- Chi-square test (equality, independent and normality).

UNIT IV: Inferential analysis of quantitative data

- Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean
- Testing of Null Hypotheses, types of Error,
- Levels of Significance, testing the Significance of difference with the following statistics for independent and correlated samples:
- 't' test(one sample and two sample) Analysis of variance and Co-variance one way (ANOVA and ANCOVA)- concept, assumptions and uses.

Internal Assessment

- | | | |
|-----|------------|----------|
| i) | Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activity (Any One)

- A critical assessment of statistical techniques used in a research report.
- Preparation of graphic designs of data obtained in a research study.
- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.

Suggested readings:

Conover, W. J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.

Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.

Gibbons, J. D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.

Glan, G. V., & Hopkins, K. D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.

Guilford, J. P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology* (Student-Sixth edition). Tokyo: McGraw Hill.

Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.

Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.

Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.

Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York

EDN-CC:505- EDUCATIONAL MANAGEMENT AND CHANGE

Course Learning Outcomes:

At the end of the course students are able to:

- describe the concept of educational management and leadership
- explain the process of managing change in Education
- identify and analyse the management of resources in Educational organisation
- reflect on the modern techniques and issues in educational management

Course Outline:

Unit I: Educational Management

- Educational Management: Concept, Principles & Need
- Aspect of Educational Management-Planning, Organising Staffing, Directing and Controlling
- Theories of Management: Classical and Scientific Management Theory-Frederick Taylor; Neoclassical Theory of Management: The Human Relations Approach; Modern – Systems Approach to Management
- Structure of Educational Organisation at National & State Levels (NEP 2020)

Unit II: Managing Change in Education

- Need for change: External and internal factors, factors responsible to resistance for change and overcoming resistance for change
- Planned change: concept and objectives
- Managing change in Educational Institutions: Process of planned change-diagnosis, implementation process and driving forces; levels of institutional changes, changing individual behaviour
- Technique and Models of Change management in Education: ; Technique of managing change: Transition Management Team (TMT); models: Action Research Model and Lewin's 3 steps model

Unit III: Management of Resources in Educational Organization

- Physical Resources: Types and Maintenance and mobilization
- Human Resource: Needs and importance, inter and intra- Personal Relationship, Conflict Management and mobilization
- Financial Resources: Allocation of funds and budgeting and mobilization
- Educational management and information systems

Unit IV: Modern Techniques and Issues in Educational Management

- Management by Objectives (MBO)
- Planning, Programming and Budgeting System (PPBS)
- Programme Evaluation and Review Technique (PERT)
- Total Quality Management in Education (TQM)

Internal Assessment:

- (i) Internal Tests :15 Marks
(ii) Assignment :10 Marks

Activity (Any One)

- (i) Management of any Government Elementary School in the State: An Analysis.
(ii) Management of any Private Secondary School in the State: An Analysis.
(iii) A Critical Appraisal of Management of resource in Secondary school.

Suggested readings:

Armstrong, M. (2006). 10th Edition. A Handbook of Human Resource Management Practice.
Great Britain: Cambridge University Press.

Aswathappa, K. (2005). Human Resource and Personnel Management. New Delhi: Tata
McGraw-Hill Education.

Carpenter, M., Bauer, T. & Erdogan, B. (2012). Management Principles. Retrieved from
<https://2012books.lardbucket.org/pdfs/management-principles-v1.0.pdf>

Bhagia, H.M. et.al. (1990). *Educational Administration in India and Other Developing
Countries*. New Delhi: Commonwealth Publication.

Brigham, E. F. & Houston, J. F. (2015). 9th edition Intermediate Financial Management.
Cengage Publications; 13 editions.

Champoux, J. E. (2000). *Organizational behavior: Essential tenets for a new millennium*.
Southwestern College Publishing.

Chandrasekaran, P. (1994). Educational Planning and Management. New Delhi: Sterling
Publication Pvt. Ltd.

Chauhan, S. (2012). Educational Management. South Asia: Dorling Kindersley Pvt. Ltd.

Chaudhary, N. R. (2001). Management in Education. New Delhi: A. P.H. Publishing
Corporation.

Chopra, A. J. (1999). *Managing the people side of innovation*. Kumarian Press.

Dubrin, A. (1997). *Fundamentals of organizational behavior: An applied approach*.
Southwestern College Publishing.

Everand, K.B. & Morris, G. (1985). Effective School Management. London: Harpen Education
Series.

Flippo, E.B. (1984). *Personnel Management*. New York: McGraw Hill, (7th edition).

EDN-CC: 506 SOCIOLOGY OF EDUCATION

Course Learning Outcomes:

At the end of the course students are able to-

- describe the approaches of sociology of education
- apply knowledge of social system and theories of social change to education
- analyse social groups and their educational implications
- examine the role of education in cultural perspective

Course Outline:

Unit I: Concept and Approaches of Sociology of Education

- Concept, Scope and function of Sociology of Education
- Sociological Approaches to Education and their Limitations: Structural-Functional; Social Conflict; Open Systems Approach
- Concept of Self and Theories of Self-Esteem: Cooley, Mead, Erickson
- Social Learning Theories: Bandura and Vygotsky

Unit-II: Education and Social System

- Education as a Factor of Social Stratification and Social Mobility
- Education as a Process of Socialization: Role of Family, School and Community
- Factors and Theories of Social Change, Education as an Instrument of Social Change
- Structural and Cultural Processes: Concept and Impact of Industrialization, Urbanization, Modernization, Sanskritization, Westernization and Globalization on Education

Unit-III: Social Groups and their Educational Implications

- Social groups –Nature and Types and their Educational Relevance.
- Group dynamics- Cohesion and Conflict; Conflict Resolution
- Interpersonal Relationships in Classrooms and their Educational Effects.
- Classroom Climate; Sociometry and Guess Who Technique.

Unit-IV: Education in Cultural Perspective

- Concept of Culture and Determinants of Culture
- Cultural Change, Cultural Conflict and Culture Lag
- Education and Cultural Process: Enculturation and Acculturation; Ethnocentrism and Cultural relativism
- Education for the Conservation, Creation and Transmission of Culture; Education for multi-lingual and multi-cultural Indian society

Internal Assessment

- | | | |
|-----|------------|----------|
| i) | Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activity(any one):

- (i) Constructing a Sociogram and Sociomatrix for a particular Classroom of a school and indicate Star, Isolate and Clique
- (ii) Critical reflections on relationship between society and education
- (iii) Explore mass media as a social agency of education
- (iv) Field/Campus visit to explore spaces of social learning.

Suggested readings:

- Arkara Jacob.(2004). *Education in Sociological Perspective*. New Delhi: Rawat Publication.
- Barry H. & Johnson L.V. (1964). *Classroom Group Behaviour: Group Dynamics in Education*. New York: John Wiley & Sons.
- Banks, J.A.(2013). *An introduction to multicultural education*(6th Edition). US: Pearson Education.
- Banks and Banks, J.A.Cherry A. McGee. (1995). *Equity Pedagogy: An Essential Component of Multicultural Education Theory into Practice, Vol. 34 (3)*. Lawrence Erlbaum Associates, Taylor & Francis.
- Chanda S. S. & Sharma R.K.(2002). *Sociology of Education*. New Delhi: Atlantic Publishers,
- Cook L, A. & Cook, E.(1970). *Sociological Approach to Education*. New York: McGraw Hill.
- Durkheim, E.(1966). *Education and Sociology*, New York, The Free Press, 1966.
- Freire, Paulo.(2000). *Pedagogy of the oppressed, 30th anniversary edition*. New York: Blooms Berry.
- Hemlata, T.(2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- Joyee, L. Epstein & Sanders: M.G. (2002). *School Family and Community Partnership*. Guwahati : Nivedita Book Distributors.
- Ottaway, A.K.C. (1964). *Education and Society: an Introduction to Sociology of Education*. UK: Routledge.
- Pandy, K. P.(2010). *Perspectives in Social Foundations of Education*. Guwahati: DVS Publishers.
- Ruhela, S.P. (1999). *Sociology of Education*. New Delhi : Associated Publishers.
- Siddiqui. (2012). *Philosophical and Sociological Perspectives in Education*. Guwahati : DVS Publishers.
- Singh, B.N.(2005). *Education: Social Change and Economic Development*. Jaipur: RBSA Publishers.
- Singh, Y. (1986). *Some Emerging issues in the Indian Social Stratification*, in K.L. Sharma. Ed. *Social Stratification in India*. Delhi: Manohar Publications.
- Srinivas, M.N. (1972). *Social change in Modern India*. Delhi: Orient Longman.

EDN-DSEC 507.01 Women Studies and Education

Course Learning Outcomes:

After completing the course students are able to;

- develop understanding about basic concepts relating to status of women.
- acquaint themselves with the different types of theories associated with gender and its effect on women's education.
- to be aware of the concept of women as change agents for the transformation of society and the nation.

Course Outline:

Unit I: Basic Concepts of Women Education

- Women Empowerment: Concept and importance
- History of Women's Education in India:
- Biological Determinism-Feminity and Masculinity; Social construction of gender and Identity
- Gender and Educational Discourse in Post-Independence in India

Unit II: Feminism, Gender and Education

- Concept of Patriarchy, Matrilineity and Matriarchy.
- Feminism Theories and Perspectives on Education: Liberal, Radical, Socialist, Post-modern Feminism.
- Instrumentalist Approach to Women Education with Special Reference to India.
- Emergence of Gender Specific rôles in Cross Cultural Perspectives; Issues and challenges of Gender Equality

Unit III: Nationalism, Gender and School Education

- Concept and Construction of Nationalism and its relationship with gender
- Role of Education in the construction of Nationalism and gender
- Gender, Ideology and School Curriculum
- Diversities and Disparities in Access to Schooling and Drop-Outs in relation to Caste, Tribe Religion and Region

Unit IV: Constitutional and other legal provisions for Women Empowerment

- Legal Rights of Women (CEDAW), ERA 1976, MTP Act- 1971, National Policy for Women Empowerment 2001, Domestic Violence Act, 2005, Dowry Prohibition Act- 1961
- Role of International Organizations for Empowering Women: UN Women, SDG-5
- Government Initiatives for Empowering Women
- Agencies for Empowering Women: Government and Non- Governmental Organizations

Internal assessment

- (i) Internal Test - 15 marks
- (ii) Assignment - 10 marks

Activity (anyone)

- (i) Case study of successful women in entrepreneurship
- (ii) A study on women livelihood in rural areas
- (iii) Contribution of women as an agent for transformation of society- To investigate at the local level

Suggested readings:

- Bagchi, J., Guha, J., & Sengupta, P. (1997). *Loved and unloved: The girl child in the family*. Stree Distributed by Bhatkal Books International.
- Banerjee, N. (1989). Working women in colonial Bengal: Modernization and marginalization. *Recasting women: Essays in colonial history*, 354-394.
- Banerjee, N. (1989). *Working women in colonial Bengal: Modernization and marginalization*. *Recasting women: Essays in colonial history*, 354-394.
- Batliwala, Srilatha. (1993). *Empowerment of Women in South Asia: Concepts and Practices*. Colombo: Asian-South Pacific Bureau of Adult Education.
- Batliwala, S. (1993). Empowerment of women in South Asia. Asian-South Pacific Bureau of Adult Education and FAO's Freedom from Hunger campaign/Action for Development.
- De Beauvoir, S. (1979). *The Second Sex, 1949*, translated by HM Parshley.
- Bhasin, K. (2000). *Understanding Gender*. Kali for women, New Delhi.
- Bhatt, B. D., & Sharma, S. R. (1992). *Women's education and social development*. Kanishka Publishing House.
- Butler, J. (1990). *Gender trouble*. Routledge, New York.
- Butler, J., & Trouble, G. (1990). *Feminism and the Subversion of Identity*. *Gender trouble*, 3(1).
- Chanana, K. (Ed.). (1988). *Socialisation, Education, and Women: Explorations in Gender Identity*. Stosius Incorporated/Advent Books Division.
- Tong, R., & Botts, T. F. (2018). *Feminist thought: A more comprehensive introduction*. Routledge.
- Eagleton, M. (2008). *A concise companion to feminist theory*. John Wiley & Sons.
- Jane, F. (2002). *Feminism*. Viva Books, New Delhi.
- Gould, C. C. (1997). *Gender: Key concepts in critical Theory*. Humanity Book, New York.
- Gould, S. J (1981). *The Mismeasure of Man*. Penguin Books, London.

EDN-DSEC 507.02 OPEN LEARNING AND DISTANCE EDUCATION

Course Learning Outcomes:

At the end of the course students are able to:

- understand the importance of Distance Education from different perspectives
- describe the process of curriculum development in distance education
- explore the use of communication Technologies in Distance Education
- conceptualize the application of Research in Distance Education

Course Outline:

Unit I: Open Learning

- Concept, Nature and Importance of Open Learning
- Open Educational Resources (OER), Concept and Types of Open Educational Resources and Creative Commons
- MOOC, MOOC Providers and SWAYAM
- Open Learning Resources: Podcasts, Video Lectures, Educational Programmes and Blogs

Unit II: Distance Education

- Meaning, scope and importance of Distance Education
- History and Development of Distance Education in India
- Philosophical Foundations of Distance Education
- Issues, Challenges and Innovations of Distance Education in India
- Innovations in Distance Education

Unit III: ICT in Open Learning and Distance Education

- Concept of ICT, Integration of ICT in the teaching-learning process.
- Instructional design: Personalized System of Instruction (PSI), Learner Controlled Instruction (LCI), Computer Aided Instruction (CAI)
- Learning Management System (LMS) and Content Management System (CMS)
- Blog-based Learning and teaching and Applications Artificial Intelligence

Unit IV: Innovations in Open Learning and Distance Education

- Curriculum Planning & Development for Open Learning and Distance Education
- Evaluation in Open Learning and Distance: Types, Modes, Strengths and Limitations
- Research in Open Learning and Distance Education
- ICT applications for preservation, creation and transmission of Open Learning and Distance Education content

Internal Assessment

- | | | |
|-----|------------|----------|
| i) | Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activity (Anyone)

- (i) To visit and understand the functioning of an open and distance learning institute
- (ii) Enroll in a MOOC course and write about the implications of the course
- (iii) Create an online assessment sheet on any topic in open and distance learning

Suggested readings:

- Beane, J. et al. (1986). Curriculum Planning, Allyn and Bacon Inc, London
- Blokdyk, G. (2020). Open Educational Resources – A Complete Guide- 2020 Edition, 5STARCOoks, Toronto, Canada.
- Hunkins, P. (1980). Curriculum Development: Programmes Improvement, Ohio, Merrill
- IGNOU-Growth and Philosophy of Distance Education, April 2016 (Reprint)
- K Swamy, V.C. (1992). Distance Education in the Indian Context. Indian Journal of Open Learning, 1(1), pp. 1-4
- K. Murali Manohar. (1994). Distance Education In India: Studies in Quality and Qualitative Aspects, Indian Distance Education Association.
- Koul, Badri N. (1995). Trends, Directions and Needs: A view from Developing Countries, Open and Distance Learning Today (Ed) Fred Lockwood, Routledge, London
- Krathwohl, D. (ed) (1956): Taxonomy of Educational Objectives, Handbook II, Affective Domain, New York, McKay
- Mishra, Sanjaya (2009). A Design framework for online learning environments, British Journal of Educational Technology, 33(4), 493-496
- Moore, Anderson. (2003). Handbook of Distance Education, Taylor and Francis e-library 2008.
- Nasseh, B. (1997). *A brief history of distance education. SeniorNet*,
<http://www.seniornet.org/edu/art/history.html>
- Ornstein, C. Hunkins, P. (1988) Curriculum Foundation, Principles and Issues, New Jersey, Prentice Hall
- Pachouri, N.K. (2020). Online and Open Educational Resources: Gateways to Knowledge, Associated Publishing House, New Delhi.
- Satyanarayana R. (2004). Student support services and open learning, Mittal Publications, New Delhi.
- Taba, H. (1962). Curriculum Development: Theory and Practice, 14cw York.
- Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction, Chicago, University of Chicago Press.

EDN-DSEC: 507.03 Economics of Education

Learning Outcomes-

After completing the course, students will be able to-

- apply the concepts of Economics of Education
- explain the concepts of cost of education.
- understand the cost-benefit analysis of education.
- understand the link between the educational system and economic development.

Unit 1- Conceptualizing Economics of Education

- Meaning, scope, and importance of Economics of Education: Micro & Macro Economics
- Relationship between Education and Economics
- The role of economic system in
(i) financing of education and (ii) absorbing the educated manpower.
- Education as Industry: Education as Social and Economic Good, Education as Consumption and Investment (individual, social & national)

Unit 2- Cost of Education

- Cost of Education: Direct, Indirect, Private, Social, Opportunity Costs
- Allocation of Funds to Education: Demand & Returns to Education (relations between students, teachers, and other forms of resources)
- Unit Cost of Education at different Level (Foundational Stage, School & Higher Education)
- Unit Cost of Education at different Modes (Formal and Distance) and Types of Education (General, Professional and Technical)

Unit 3- Cost-Benefit Analysis of Education

- Cost- Benefit Analysis in Education: Difference between Cost-Benefit & Cost-Effective Analyses
- Cost Consciousness in Education and Pricing & Financing Education
- Relationship between Family income and Learning outcome.
- The Heckman Equation

Unit 4- Contribution of Education to Economic Growth

- Concept and Importance of Human Capital
- Interrelationship between Education and Economic Development
- Measuring the contribution of Education: Manpower forecasting approach, wage differential approach and human development approach.
- Productivity in education: Dual approach process approach and product approach.

Sessional Work

- (i) Internal Test – 15 marks
- (ii) Assignment – 10 marks

Assignment/Activity (at least one)

- ✓ **Project Work:** To identify 3 local entrepreneurs.
 - (i) To prepare personal and educational profiles,
 - (ii) To compare the success stories of their social and economic action.
- ✓ **Field Work:** Visit a pre-primary educational institute (Foundational Stage of Education), identify Alumni connect of at least 5 students and submit a report in reference to Heckman's Equation
- ✓ **Group Discussion:**
 - a. Types of allocation of funds to education: Central, State, and Institutional
 - b. Human Capital Model

References

- Bray, M. (2007). *The Shadow Education System: Private Tutoring and its Implications for Planners*. Paris: IIEP
- Chattopadhyay, S. (2012). *Education and Economics*. New Delhi: Oxford University Press.
- Checchi, D. (2005): *The Economics of Education*. Cambridge University Press, New York
- Cohn, Elchanan (1972): *The Economics of Education*, Lexington Books, D. C. Heath and Company, Lexington.
- Heckman, J., Pinto, R. and Savelyev, P. (2013) 'Understanding the Mechanisms through Which an Influential Early Childhood Program Boosted Adult Outcomes.' *American Economic Review*, vol. 103(6), pp.2052-86.
- Heckman, J.J., Moon, S.H., Pinto, R., Savelyew, P.A. and Yatvitz, A. (2010). The rate of return to the High Scope Perry School Program. *Journal of Public Economics*, 94(1-2):114-128
- Machin, S. (2008): *The New Economics of Education: Methods, Evidence and Policy*, *Journal of Population Economics*, 21(1): 1-19.
- McCall, B.P (2022): *The Routledge Handbook of Economics of Education*, New York: Routledge.
- Psacharopoulos, G and Patrinos, H.A. (2004). *Human Capital and Rate of Return*. In Grant Jones and Jill Jones (Eds.), *International Handbook on Economics of Education*, UK: Edward Elgar Publishing Ltd.
- Tilak, J.B.G. (2004). *Public Subsidies in Higher Education in India*. *Economic and Political Weekly*, Special Articles.

EDN- DSEC 508 Environmental Education

Course Learning Outcomes:

At the completion of the course students are able to :

- describe the ecological and environmental concepts
- identify the environmental hazards and waste management
- explain the major national and global environmental education rationales
- identify environmental ethics and conduct research in environmental education

Course Outline:

Unit I: Ecology and Environment

- Concept-Environment, Ecology and Ecosystems, Major ecosystems of the world.
- Natural System: Earth and Biosphere; Biodiversity: Levels, Services, Value of biodiversity, Hotspots of biodiversity; Threats and Conservation.
- Human Population and the Ecological aspects: Concept of population and community ecology, impact of population growth on Environment.
- Technological Systems: Industrial Growth, Scientific and Technological Inventions and their impact on Environment.

Unit II: Environmental hazards and Waste Management

- Environmental pollution: Air, water, soil, noise pollution: types, causes, effects and controls.
- Ozone layer Depletion: Phenomenon, Causes, effects and measures to check depletion of ozone layer; Global warming and climate change: Causes, effects and measures to combat the problem
- Integrated solid waste management; Types of solid waste, waste generation, waste handling and segregation, collection, transportation and disposal: Reduce, Reuse, Recycle. Role of Government Non-governmental Agencies.
- Electronic waste (E-waste): Sources and types, constituents of E-wastes, recycling of e-waste and its environmental consequences.

Unit III: Environmental Education for Sustainable Development

- Environmental Education: Evolution and development of Environmental education, , Importance, Objectives. Rationale of Environmental Education at different stages of education as per NEP 2020
- Environmental Awareness: Concept, developing environmental awareness in students. Role of Education in developing environmental awareness.
- Pedagogy of Environmental Education at different stages of Education. Approaches to Environmental Education: Multidisciplinary & Interdisciplinary. Methods: Problem Solving, Field Survey, Project Method.
- Education for Sustainable Development (ESD) : Genesis, Concept of ESD, pedagogical approaches in ESD, Global Action programmes for ESD, Ramifications of implementation of ESD

Unit- IV: Environmental Ethics and Behaviour

- Environmental Ethics: Concept, Characteristics, Foci of Environmental Ethics
- Environmental Behaviour: Concept, Areas of Environmental Behaviour, Influence of human behaviour on the Environment
- Environmental Education as an Academic Discipline: Need of Environmental Education Discipline, Objectives of the study, Non-formal Agencies/programmes and Environmental Education
- Research in Environmental Education: Need of Research, Types of Research in Environmental Education, Areas of Research.

Internal Assessment

- | | |
|----------------|----------|
| i) Tests | 15 Marks |
| ii) Assignment | 10 Marks |

Activity (Any one):

- (1). Field Trip: Visit to an area to document environmental assets and their related issues.
- (2). Eco-friendly activities (a) plantation activities for Awareness, cleaning drive (b), preparation of slogans, charts, recycling wastes, (c) study of simple ecosystems (lakes, ponds, streams, etc)
- (3). Community Service Learning: Engagement of students in local community service projects (University or neighborhood).
- (4). Preparation of list of Endangered and Endemic species of Meghalaya (Flora and Fauna) and measures for its protection.
- (5). Role of local bodies and individuals in solid waste management

Suggested readings:

- Bell, J. N. B., & Tradeshow, M. (Eds.). (2002). *Air pollution and plant life*. John Wiley & Sons.
- Bharucha, E. (2005). *Textbook of Environmental Studies for Undergraduate Courses*. Universities Press.
- Bhenda, A.A. & Kavitar Tava (1985). *Principles of Population Studies*. Himalaya Publishing House, Bombay.
- Botkin, D. B., & Keller, E. A. (1998). *Environmental science: Earth as a living planet*. Environmental Science: Earth as a Living Planet., Ed. 2.
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- Cheremisinoff, N. P. (1997). *Biotechnology for waste and wastewater treatment*. Elsevier.
- Cunningham, W. P., & Saigo, B. W. (2005). *Environmental science* (p. 640). McGraw Hill Education.
- El-Halwagi, M. M. (1998). Pollution prevention through process integration. *Clean Products and Processes*, 1(1), 5-19.
- Gadgil, M., & Guha, R. (1993). *This fissured land: an ecological history of India*. University of California Press.
- Gleeson, B. and Low, N. (eds.) (1999). *Global Ethics and Environment*, London, Routledge
- Low, N. (Ed.). (1999). *Global ethics and environment* (p. 320). London: Routledge.
- Grumbine, R. E., & Pandit, M. K. (2013). Threats from India's Himalayan dams. *Science*, 339(6115), 36-37.
- Heywood, V. H., & Watson, R. T. (1995). *Global biodiversity assessment* (Vol. 1140). Cambridge: Cambridge University Press.

EDN-RM 509 RESEARCH METHODOLOGY AND PROPOSAL WRITING

Course Learning Outcomes:

At the end of the course, students are able to:

- acquire knowledge of educational research problems and hypothesis
- understand the application of sampling and tools of data collection
- develop the skill in the use of the use of probability distribution in research
- review the related literature systematically and select research problem
- write research proposal

Course Outline:

Unit I: Educational Research

- Methods of Acquiring Knowledge: Experience, Authority, Logical Reasoning and Scientific Method of Inquiry
- Meaning and Scope of Educational Research;
- Types of Educational Research: Fundamental, Applied & Action Research
- Hypothesis: Concept, Characteristics, Types, Formulation and Testing

Unit II: Sampling and Research Tools

- Concepts of Universe and Sample, determining samples size, Characteristics of a good sample, sampling errors and how to reduce them.
- Methods of Sampling I: Probability Sampling-Random, Systematic, Stratified & Cluster
- Methods of Sampling II: Non-Probability Sampling-Purposive, Quota, and Incidental
- Tools of research for Data Collection :Questionnaire, Observation schedule, Interview Schedule, Checklist and Rating Scale

Unit III: Methods of Educational Research

- Quantitative-Survey; Experimental (Two-group and four group Design) and Non-experimental Research (Causal-comparative and Correlational Research)
- Qualitative-Ethnography, Case Study Research, Phenomenological Research, Grounded Theory
- Mixed Method-Sequential and concurrent designs
- Action Research, Program Evaluation Studies

Unit IV: Research Proposal

- Review of Related Literature
- Formulation of Research Problem (Selection, Definition and Delimitation)
- Preparation of Research Proposal
- Ethical Issues in Educational Research

Internal Assessment

- | | | |
|-----|------------|----------|
| i) | Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activity (Any one):

- (i) Preparing a Research Proposal on a topic of your choice.
- (ii) Prepare a research proposal for an experimental study
- (iii) Prepare proposal for action research

Suggested readings:

- Aggrawal, Y.P. (2008). *The Science of Educational Research*. Kurushetra; Nirmal Book Agency.
- Asthana, B. and Srivastava, V. (2011). *Research Methodology*. Agrawal Publications.
- Best J.W. (1999). *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Charles, C.M. and Merton, C.A.(2002) *Introduction to Educational Research*. Boston: Allynand Bacon.
- Cohen, L and Manion, L.(1994).*Research Methods in Education*. London: Routledge.
- Creswell, J.W. (2014). *Educational Research- Planning, Conducting and Evaluating* Delhi; Mc Graw Hill.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*. New York; McGraw Hill.
- Freeman F. S. (1976). *Theory and Practice of Psychological Testing*, (3rd edition). New Delhi; Oxford & IBH Pub. Co.
- Garrett. H.E. (1988). *Statistics in Psychology and Education*. Bombay. Vikils, Feiffer &Semen's Ltd.
- Gay, L.R. and Airasian, P. (2003) *Educational Research*. New Jersey : Upper Saddle River.
- Gibbons, J.D. (1971). *Non Parametric Statistical Inference*. New York: Mc Graw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston; Allyn& Bacon.
- Guilford, J.P. &Fruchter, B. (1974): *Fundamental Statistics in Psychology & Education*. New York: McGraw-Hill.
- Howell, D.C. (1997): *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). *Reading Statistics and Research*. Boston: Allyn& Bacon.
- Keeves J.P. (ed.) (1988) *Educational Research, Methodology and Measurement: An International Handbook* .Oxford :Pergamon.
- Kelly, A. &Lesh, R. (2000). *Handbook of Research Design in Education*. Erlbaum Associates.
- Koul, L. (2009). *Methodology of Education Research*. Noida: Vikash Publications.
- Kurtz, A. K. & Mayo, S.T. (1980). *Statistical Methods in Education and Psychology*. New Delhi: Narosa Publishing House.
- Mangal, S.K & Mangal, S. (2013). *Research Methodology in Behavioural Sciences*. New Delhi: PHI Learning Pvt. Ltd
- McMillan, J. H. and Schumacher, S. (2001). *Research in Education*. New York: Longman.
- Pandya, S. (2010) *Educational Research*. New Delhi : APH Publishing Corporation.
- Pathak, R. P. (2012). *Measurement and Evaluation in Education*. Delhi: Dorling Kindersley,
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*. New York: Harper and Row.
- Rajamanickam, M. (2001). *Statistical Methods in Psychology and Educational Research*. New Delhi;Concept Publishing Company.
- Siegel, S. (1956). *Non Parametric Statistics for behavioural Science*. New York: Mc Graw Hill.
- Singh, A.K. (1986). *Test, Measurement and Research Methods in Behavioural Sciences*. New Delhi: Mc Graw Hill
- Van Dalen, D.B. (1962). *Understanding Educational Research*. New Jersey: McGraw Hill.

EDN-SEC 510: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION

Course Learning Outcomes:

At the end of the course students are able to:

- understand the concept of Information and Communication Technology
- conceptualize the ICT for Teaching-Learning Process.
- apply ICT for Evaluation
- acquaint themselves with the various trends of ICT for Professional development and Educational research

Course Outline:

Unit I: Introduction to Information and Communication Technology

- Meaning, Scope and Significance of Information and Communication Technology (ICT)
- National Policy on ICT for Education
- Educational Applications of ICT
- Legal, Ethical and Environmental Issues of ICT in Education

Unit II: ICT for Instructional System

- Integration of ICT in the teaching-learning process.
- Instructional design: Personalized System of Instruction (PSI), Learner Controlled Instruction (LCI), Computer Aided Instruction (CAI)
- Learning Management System (LMS) and Content Management System (CMS)
- Blog-based Learning and teaching and Applications Artificial Intelligence

Unit III: Using ICT for Evaluation

- Use of ICT-based tests
- Using ICT software tools for managing data, analysis of results, and tracking students' achievements
- Documentation and communication of evaluation using open-source software and digital content, smart portfolio assessment
- Online Teaching and Testing

Unit IV: Professional Development and Educational Research

- Recent trends of ICT in education-MOOCs (massive online open courses), mobile learning, ubiquitous learning, personalised learning
- Teacher-generated open content
- Virtual classrooms, blogs, discussions, forums on research
- Web-based technology; e-learning, simulation, video conferencing, teleconferencing

Internal Assessment

- | | | |
|-----|------------|----------|
| i) | Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activity (Anyone):

- (i) Creating a peer network using social networking platforms
- (ii) Creating websites, discussion forums, and emails.
- (iii) Online –Testing/Examination

EDN-CC 600: Comparative Education

Course Learning Outcomes:

At the end of the course, students are able to:

- describe the importance of education from a comparative perspective
- analyse and compare the educational system in different countries
- explore the roles of Global Contemporary bodies in Comparative Education
- identify the problems prevailing in the developing countries and role of Education

Course Outline:

Unit I: Education in comparative perspective

- Meaning, scope and importance of Comparative Education
- History and development of Comparative Education
- Method and approaches of Comparative Education-Methodological approaches used, juxtaposition, area studies, Inter-educational analysis. Approaches: Regional, national and international, intra and inter educational analysis
- Factors of Comparative Education-Geographical, Economical, philosophical, historical, scientific, socio-cultural, linguistic.

Unit II: Educational systems in India and other countries

- School Education: India and Finland
- Vocational Education: India and China
- Higher Education: India and USA
- Teacher Education: India and UK

Unit III: Global contemporary Trends for Education, Peace and Consciousness

- Education for Global consciousness and development
- Comparing Human Development Index and Education Development Index at global level
- Roles and Programmes of UNO, SAARC
- Education Programmes of UNESCO.

Unit IV: Problems prevailing in developing countries and Role of Education.

- Poverty, Population Explosion
- Problems of Illiteracy
- Equalization of Educational Opportunities
- Unemployment

Internal Assessment

- | | |
|----------------|----------|
| i) Tests | 15 Marks |
| ii) Assignment | 10 Marks |

Activity (Any one):

- To compare and analyse the Educational System at any level between a developed and underdeveloped country
- Comparison of the population explosion between any one of the developed and developing country
- Compare the evaluation of a question paper of higher education institute in USA and India

Suggested readings:

- Andreas, M.K. (1965). *Tradition and Change in Education: A Comparative Study*. London, Prentice Hall, Inc.
- Bereday, G.Z.F. (1967). *Comparative Methods in Education*. New York: Oxford.
- Cramer, J.F. & Browne, G.S. (1965). *Contemporary Education: A comprehensive study of National systems*. New York: Brace and World Inc.
- De Silva & Peirie. (2008). *The University of Sri Lanka*. New Delhi: Macmillan India Ltd. Delhi: Authors Press Publishers.
- Devi, S. F., (2002). *Systems of Education*. New Delhi: Mittal Publication
- Dutta, B.S.V. (2004). *Comparative Education-A Comparative Study of Educational Systems*. Guwahati: DVS, Publishers & Distributors.
- Gezi, K.I. (1971). *Education in Comparative and International Perspective*. New York: Holt, Rinehart & Winston, Inc.
- Hans Collins (Ed). (1964). *Comparative Education*. London: Routledge and Kegan Paul Limited.
- Kalil Gozel, (1971). *Educational Comparative and International Perspective*. New York: Holt Rinehart & Winston, Inc.
- Kandel, R. L. (1933). *Studies in Comparative Education*. Boston: Houghton Mifflin.
- Kaushik, V.K. (2006). *Comparative Education*. New Delhi: Anmol Publication.
- Kenneth, R. K. (1956). *Education in U.S.A*. London: Alwen Ltd.
- Mishra, N. (2001). *Poverty in South Asia*. Delhi: Authors Press Publishers.
- Mishra, N., (2001). *Population in South Asia: Migration as a survival strategy*.
- Naik, S.P. (2003). *Perspective on Comparative Education* Anmol Publications, New Delhi, 2003.
- Pandey, R.S. (2004). *Indian Educational System*. Guwahati: Eastern Book House.
- Pawar, N.G. (2004). *Development of Education System in India*. Guwahati: Eastern Book House.
- Philip. H. John. (1971). *Comparative Education, Purpose and Methods, Australia*. University of Greenland Press, 1971. Publishers.
- Purkait, B.R. (1998). *Modern Education in Japan*. Australia: Anmol Publications pvt. Ltd.
- Rao, V.K. & Reddy, R.S. (1997). *Comparative Education*. New Delhi: Commonwealth
- Rao, V.K. (2004). *Comparative Education. The Methods of Analysis and Enquiry*. Guwahati: DVS, Publishers and Distributors.
- Rao, V.K. *Education System*. (2003). Guwahati: Eastern Book House.
- Sharma, R.S. (2005). *Comparative Perspective on Education*. Guwahati: Eastern Book House.
- Sharma, Y.K. (2004). *Comparative Education – Comparative study of Educational Systems*. Guwahati: Eastern Book House.
- Sheodore L., Repler & Edger, L. Merphet. (1962). *Comparative Educational Administration*. London: Prentice Hall.
- Srivastava, S.K. (2006). *Comparative Education*. New Delhi: Anmol Publication.
- UNESCO. (1973). *Growth and Change: Perspectives of Education in Asia*. New Delhi: Sterling Publishers.
- UNESCO. (1975). *World Problem in Education: A brief Analytical Survey*. Paris: UNESCO.
- UNESCO. (1983). *International Year Book of education: Vol. XXXIII, 1981 and XXXV*. Paris: UNESCO.
- Vashist, S.R. (1992). *Teacher Education in the Third World Countries (set of 2 Vols)*. New Delhi: Anmol Publication.

EDN-CC 601 HIGHER EDUCATION

Course Learning Outcomes:

At the end of the course, students are able to:

- explain the concept of Higher Education
- interpret the various Policy Perspectives in Higher Education
- describe the concept of accreditation and management of different bodies in Higher Education
- initiate and review research and extension in Higher Education

Course Outline:

Unit I: Introduction to Higher Education

- Meaning, Goals and Structure of Higher Education
- Higher Education and Socio-Economic Development
- Access and equity in higher education
- Mechanics of Curriculum Development in Higher Education

Unit II: Policy Perspectives in Higher Education

- Development of Higher Education in Free India
- National Policy on Education (Higher Education) - 1986, 1992 (Revised), NEP 2020
- RUSA, PPP (Public Private Partnership), GATS and higher education
- Integrating skill development in higher education

Unit III: Management of Higher Education

- Ministry of Education (MOE)
- University Grants Commission (UGC)
- Assessment & Accreditation in Higher education
- Management and Financing of Higher Education

Unit IV: Research and Extension in Higher Education

- Research in Higher Education. Research funding agencies
- Industry academia linkages, collaborations, Extension activities, twinning programmes and Career opportunities in Higher Education
- Reforms in examination and evaluation system in Higher Education: CBCS, digital examinations
- Professional development of teachers in Higher Education

Internal Assessment

- | | |
|----------------|----------|
| i) Tests | 15 Marks |
| ii) Assignment | 10 Marks |

Activity (Any one)

- Prepare a report on Management of Higher Educational Institutions
- Case study of a Higher Educational Institution
- Compare and contrast research and extension services between any two higher Educational Institutions

Suggested readings:

- Akther, N. (2000). *Higher Education for the future*. Jaipur: Rawat Publications.
- Amrik Singh & Philip G. A. (1974). *The Higher Learning in India*. Delhi: Vikash Publishing Home.
- Amrit Lal Vohra & Sharma S.R. (1990). *Management of Higher Education in India*. New Delhi: Anmol Publications.
- Bhatt. (2004). *Higher Education Administration and Management*. Guwanati: DVSPublishers & Distributors.
- Chalam, K.S. (2005). *Challenges of Higher Education*. New Delhi: Anmol Publications.
- Dahiya, B.S. (1997). *Higher Education in India: Some Reflection*. New Delhi: Kanishka.
- Dhir, R.N. (2002). *Higher Education*. Chandigarh: Abhishek Publishers.
- Dongerker, S. R. (1967). *University Autonomy in India*. Bombay.
- Dongerker, S. R. (1967). *University Education in India, Bombay*. Manaktabs.
- Garge, V. P. (1976). *Financing Higher Education, Scope & its Limits*. New Delhi: Radha Publication.
- Machavan, K. (2001). *Role of Distance Education in Developing Countries*. Guwahati: DVS Publishers.
- Mathur, M. V. et. al. (1994). *Indian University System-Revitalization and Reforms*. New Delhi: Wiley Eastern D Limited.
- Moonis Raza (ed). (1991). *Higher education in India, Retrospect and Prospect*. New Delhi: Association of Indian Universities.
- Naik, J. P. (1965). *Educational Planning in India*. Bombay: Allied Publishers.
- Naruallah Syeed & Naik, J.P. (1972). *A Student History of Education in India*. Bombay: MacMillan.
- Patnaiks. (2001). *Higher Education in Information Age*. Guwahati: DVSPublishers.
- Philip Altbach. (1985). *Comparative Perspective on the Academic Profession*. New York: Praeger.
- R. S. Sharma. (1995). *Higher Education, Scope & Development*. New Delhi: Commonwealth Publishers.
- Ram, A. (1990). *Higher Education in India, Issues & Perspectives*. New Delhi: Mittal Publications.
- Ranph G. Lewis & Douglas H. Smith. (1998). *Total Quality in Higher Education*. New Delhi: Vanity book International.
- Ravi Mathai. (1985). *The Rural University*. New Delhi: Popular.
- Reddy, G.R. (1995). *Higher Education in India*. New Delhi: Sterling Publishers.
- Reddy, M.G. (2000). *Higher Education in India*. New Delhi: APH Publications.
- Shukla, C. (2004). *Financing of Higher Education*. New Delhi: APH Publications.
- Swamy. (2006). *Higher Education Administration and Management*. Guwanati: DVSPublishers & Distributors.
- Sharma, R.S. (2004). *Higher Education Administration and Management*. Guwanati: DVSPublishers & Distributors.
- Sharma, S. (2002). *History and Development of Higher Education in India (set 5 Vols)*. Guwahati: DVS Publishers & Distributors.
- UGC. (1982). *Development of Indian Higher Education in India*. New Delhi.
- Venkataiah, S. (2000). *Management and Quality Education*. New Delhi: Anmol Publications.
- Venkataiah, S. (2001). *Higher Education*. New Delhi: Anmol Publications.
- Vohra, et al. (1991). *Management of Higher Education in India, (set of 2 vols)*. New Delhi: Anmol Publications.
- Volra et al. (1998). *Rural Higher Education (set of 2 Vols)*. New Delhi: Anmol Publications.

EDN-CC 602 PSYCHOLOGICAL TEST AND EXPERIMENTS

Course Learning Outcomes:

At the end of the course, students will be able to:

- examine the general ability tests of subjects
- explore the personality domains of individuals
- assess the attitude, aptitude, interest and adjustment of subjects
- study classroom behaviour of individuals
- acquaint themselves with instruments for learning different abilities

Course Outline:

I. TESTS (At least one from each group)

A. General Ability Tests

1. Intelligence tests: Verbal Test
2. Intelligence tests: Performance Test
3. Cattell's Culture Fair Intelligence Test
4. Wechsler Adult Intelligence Test (WAIS)
5. Creativity
6. Judgement and Reasoning
7. Motivation.

B. Personality Tests

1. Self-report inventory
2. Self Concept
3. Association Test
4. Minnesota Multi Phase Personality Inventory (MMPI).

C. Attitude, Aptitude, Interest & Adjustment

1. Attitude Scales
2. Aptitude Scales.
3. Interest Inventory
4. Adjustment Scales.

D. Classroom Behaviour

1. Teacher Effectiveness
2. Class room Climate
3. Achievement Test

Other Tests

1. Stress / Frustration
2. Environmental Awareness Test
3. Cognitive Style
4. Social Skill / Behavioural Skill
5. Aspiration
6. Reading Comprehension.

II. EXPERIMENTS (At least One from each group)

A. COGNITIVE PROCESSES

1. Concept Formation
2. Visual Illusion

B. LEARNING

1. Maze learning
2. Mirror Drawing apparatus.

C. MEMORY & Attention

1. Immediate Memory Span
2. Electric Memory Drum
3. Tachistoscope - Span of Attention.

D. PSYCHOPHYSICAL EXPERIMENT

1. Reaction time
2. Sensation and Perception.

EVALUATION SCHEME

Internal: 25, External : 75 (20 for experiment , 20 for Test, 35 for Viva voce)

Suggested readings:

Anastasi A. (1988). *Psychological Testing*. New York: McMillan.

Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Ltd.

Cronbach L. J. (1984). *Essentials of Psychological Testing (4th Ed)*

Freeman, F.S. (1965). *Psychological testing 3rd ed*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd

Guilford, J.P. (1975). *Psychometric methods*. ND: Tata McGraw-Hill.

Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). *Measurement theory for the behavioural sciences*. W.H. Freeman.

Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth

Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan

Murphy, K. R., Davidshofer, R. K. (1988). *Psychological testing: Principles and applications*. New Jersey: Prentice Hall Inc

Parameshwaran, E. G. & Rao, B. T. (1968). *Manual of experimental psychology*. Bombay: Lalvani Publishing House

Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments, Volume 1 & 2*. New Delhi: Concept Publishing Company

Stanley, J.C. and Hopkins, K.D. (1978). *Educational and psychological measurement and evaluation*. ND: Prentice-Hall of India.

Sternberg, R.J. (1996). *Cognitive psychology*. NY: Harcourt Brace College Publishers
Test manuals of respective tests

EDN-DSEC: 603.01 EDUCATIONAL TESTING AND EVALUATION

Course Learning outcomes:

At the end of the course, students are able to:

- describe the fundamental concepts of test and evaluation
- employ the test indices required for preparation of research tools
- carry out test construction and standardisation gain an insight on the applicability of Parametric and Non-Parametric tests

Course Outline:

Unit I: Fundamental Concepts

- Test: Concept of Test, Classification of Tests
- Norm- Referenced vs Criterion- Referenced Testing
- Measurement: Concept of Measurement, Nominal, Ordinal, Interval and Ratio Scale
- Evaluation: Concept, Process and Purpose of evaluation, Formative and Summative Evaluation

Unit II: Test Indices

- Reliability: Concept, Methods and Factors affecting Reliability.
- Validity: Concept, Methods and Factors affecting Validity
- Relationship between Reliability & Validity
- Norms: Concept and Types – Age, Grade Norms, Percentile, Z-score, T-score, Stannine norms

Unit III: Test Construction & Standardization

- Principles of Test Construction and its standardization
- Types of Items: Essay type, Short answer type and Objective type test items
- General Steps of Test Construction & Standardization with special reference to Achievement Test: Planning, Blue Print, Item writing,
- Improving Quality of test items through Item analysis: item difficulty, item discrimination and item distracter

Unit IV: Construction of Questionnaire and Scale

- Construction of Questionnaire
- Construction of Attitude Scale
- Construction of Rating Scale
- Construction of Observation and Interview Schedules

Internal Assessment

- | | |
|----------------|----------|
| i) Tests | 15 Marks |
| ii) Assignment | 10 Marks |

Activity (Anyone):

- (i) Construction on Achievement test on anyone school subject
- (ii) Prepare an Attitude Scale using anyone method.
- (iii) Construct a tool for content validity

Suggested readings

- Anastasi A. (1976). *Psychological Testing* (4th edition), New York; McMillan Pub Co.
- Bhalla, V. (1999). *Development of Question Banks: Principles and Practices*. New Delhi: AIU.
- Bloom, B.S (1956). *Taxonomy of Educational Objectives: Handbook- Cognitive Domain*. New York: Davic Mckay Co. Inc
- Carter, Philip. (2011). *IQ and Aptitude Test*. London. Logen Page Lts.
- Cattell, R.B. (1977). *Abilities: Their structure growth and action*. MA: Houghton Mifflin.
- Cononver, W.J. (1971). *Practical Non-Parametric Statistics*. New York; John Wiley & Sons Inc.
- Cronbach L J. (1970). *Essentials of Psychological Testing (3rd edition)*. New York; Harper & Row publishers
- Ebel R. L. & Frisbei D. A. (1986). *Essentials of Educational Measurement*. New Delhi; Prentice Hall.
- Edwards, A. L. (1975). *Techniques of Attitude Scale Construction*. Bombay; Feiffer & Simens private Ltd.
- Kaufman, A.S & Lichtenberger, E.O. (2009). *Essentials of WAIS-IV Assessment*. New Jersey: Willey.
- Freeman F. S. (1976). *Theory and Practice of Psychological Testing*, (3rd edition). New Delhi; Oxford & IBH Pub. Co.
- J. Swarupa Rani (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishing House,
- Jum C. Nunnally, Nancy Almand Ator. (1972). *Educational Measurement and Evaluation*. New York: McGraw Hill.
- Kurpius, S R & Stafford, ME. (2006). *Testing and Measurement*. New Delhi; Sage Publication.
- Linn Robert L & Norman E. Gronlund. (2003). *Measurement and Assessment in Teaching*. Delhi; Pearson Education Pvt. Ltd.
- Maloney, M. Rose, T & Kaser-Boyd, N. (2001). *Essentials of Rorschach Assessment*. New Jersey: Willey.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
- Nicholas, D.S. (2011). *Essentials of MMPI-2 Assessment*. New Jersey: Willey.

EDN-DSEC 603.02 YOGA EDUCATION

Course Learning Outcomes:

At the end of the course, students are able to:

- comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahtat) and Ahamkar
- understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration
- understand the socio-psychological basis leading to a dynamic transformation of personality, and
- understand the scientific basis and therapeutic values of yoga.

Course Outline

Unit-I: Introduction to Yoga Education

- The Meaning and Concept of Yoga; Development of Yoga Education;
- Needs and Principles of Yoga Education;
- Types of Yoga : Jnana Yoga, Karma Yoga, Bhakti Yoga, Integral Yoga, Hatha Yoga, Kundalini and Raja Yoga,
- Yoga as a way to socio-moral upliftment of humans and Yoga as way to spiritual enlightenment.

Unit-II: Metaphysical Bases of Yoga

- Concept of Purusha (pure consciousness) and Prakriti (Unconscious root cause) as basic components of cosmic reality
- Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of Prakriti of the individual
- Mana (The Mind), Jnanendriya (Sensory Organs), Karmendriyas (Motor Organs), Tanmatras (The Subtels) and Five Mahabhutas
- Concept of Ishvara.

Unit-III: Limbs of Yoga

- The five Yamas (observances); The five Niyamas (abstinences)
- Asans (The right postures), Pranayam (Controlling the Breath) and Their Educational Implications
- Pratyahara (Controlling the Senses), Dharana (Concentration) and Their Educational Implications
- Dhyana (Meditation), Samadhi (Liberation) and Their Educational Implications.

Unit-IV: Conceptualization of Bandha and Mudra

- Concept of Bandha, Types of Bandha & their Advantages
- Concept of Mudra , Types of Mudra and Their Therapeutic Advantages

- Scientific Bases of Yoga Education: Importance of International Day of Yoga
- Role and Functions of Ayush, Scientific guidelines for Yoga Practices; Therapeutic Advantages of Surya Namaskar; Asanas and Pranayamas.

Internal Assessment

- | | |
|----------------|----------|
| i) Tests | 15 Marks |
| ii) Assignment | 10 Marks |

Activity (Anyone):

- Write a report on Yoga session participated by you
- Case study on a yoga institute of your choice
- Write up on the scientific applications of Yoga

Suggested readings:

Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributors.

Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana.

Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Freeperson press.

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Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.

Devananda, G.K. (2007). Teaching of Yoga, A P H Publishing Corporation, Delhi Dynamics of Yoga (1989). Monghur : Bihar School of Yoga.

Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints.

Kapur, C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh.

Krishna, G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd.

Ravishankar, N. S.(2006). Yoga for Health, Pustak Mahal, Delhi The Science of Yoga (1988).

EDN-DSEC 603.03. PEACE AND VALUE EDUCATION

Course Learning Outcomes:

After completing the course students are able to:

- recognize the importance of peace, values and human rights in the context of Indian culture
- comprehend the concept of peace, peace education, value, and values education
- develop capacity to act rightly on peace and values in and outside the classroom through various intervention strategies
- be familiar with the concepts of human rights, and
- understand the need of human rights for peace- and values-governed life of individuals.

Course Outline:

Unit-I: The Socio-Cultural Context

- Historical Perspective of Values Education;
- Indian Culture, Values and Human Rights;
- Need and Importance of Education for Peace,
- Values and Human Rights in the Socio-Cultural Context of Contemporary India

Unit-II: Nature and Concept of Peace Education

- Concept of Peace and Core Values of Peace inherent in it
- National integration, International Understanding and Peace;
- Concept, Need and Importance of Peace Education
- Characteristics of Peace Loving Persons

Unit-III: Nature and Concept of Values Education

- Concept and Types of Values
- Concept of Values Education;
- Moral Values, Democratic Values as reflected in the Constitution of India
- Universal Human Values, Characteristics of Values-Based Educated Persons

Unit-IV: Approaches to Education in Peace and Values

- Learning Experiences in Peace and Values through Imitation, Indoctrination, Inculcation, and Internalization
- Approaches promoting Peace and developing Values among Individuals.
- Interventional Models for Education in Peace and Values: Rationale Building Model, Values Clarification Model, Self-Confrontation Model and Just Community Intervention Model for Education in Peace and Values.
- Concept of Human Rights: Concept, Evolution and Types of Human Rights, Human Rights as reflected in the Preamble, Fundamental Rights and Directive Principle of the State Policy in India, roles of National Human Rights Commission in India; Human Rights as prerequisites for Peace-Loving and Values-Governed Life of Individuals.

Internal Assessment

- | | |
|----------------|----------|
| i) Tests | 15 Marks |
| ii) Assignment | 10 Marks |

Activity (Anyone)

- (i) Write up on Community involvement in promoting peace in the society
- (ii) Detail report on peace activities you have organized
- (iii) A detail report on the celebration of international peace day

Suggested readings:

- Chilana & Dewan, M. I. (1989). *The human values: A task for all*. New Delhi: Concept Publishing Company.
- Dhokalia, R. P. (2001) *Eternal human values and world religions*. New Delhi: NCFRT
- Gandhi, M. K. (1927). *An autobiography*. Ahmedabad: Navajivar publishing House.
- Gupta, N. L. (2000). *Human values in education*. New Delhi: Concept Publishing Company.
- Harsh, R. H., Miller, J. P., & Fielding, G.D. (1980). *Models of moral education: An appraisal*. New York: Longmen Inc.
- Jed, P. K. (2002). *Educating human rights*. Agra: Bhargava Book House.
- Jois, R. M. (1997). *Human rights and Indian values*. New Delhi: NCTE.
- Kar, N. N. (1999). *Value education: A philosophical study*. Ambala Cantt: The Associated publisher.
- Karlekar, M. (1964). *Education in India*. In Douglas, R. et al. (Eds.), *Education for human Rights: An international perspective*. Paris: UNESCO International Bureau of Education.
- Mahanty, S. B. (1999). *Education for human rights*. *University News*, 37(49): 14 – 19.
- Paiget, J. (1932). *The moral judgment of the child*. Chicago: The Free Press.
- Radhakrishna, S. (1979). *An idealist view of life*. Bombay: Blackie & Son Ltd.
- Raths, L. E., Harmin, M. & Simon, S. B. (1978). *Values and teachings*. London: Charles & Merrill.
- Rokeach, M. (1973). *The nature of human values*. New York: The Free press.
- Saraswati, S. A. (2001). *Cultivating virtues and cultivating minds*. Ahmedabad: Ahmedabad Management Association.
- Saroja, N. (1994). *Gender issues in education*. *Progressive Education Herald*, 8 (4), 26 – 28.
- Seshadri, C., Khader, M. A. & Adhya, G. L. (1992). *Education in values: A source book*. New Delhi: NCERT. UNESCO. (1996). *Learning the treasure within*. Paris: UNESCO publishing.

EDN-DSEC 604: Advanced Research Methodology

Course Learning Outcomes:

After completing the course students are able to:

- demonstrate advanced knowledge and understanding of the research principles, methods, and techniques applicable to the field of education.
- gain the procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to research and development.
- apply appropriate statistical and other analytical tools and techniques for analysis of data collected for research and evaluation studies
- select advanced research methods to carry out research and investigations to formulate evidence-based solutions to complex problems.

Course Outline

UNIT I Research, knowledge and Inquiry

- Source of Knowledge; Objectives of Educational Research
- Research Paradigms- positivist, pos-positivist, social-constructivist and pragmatic paradigms and their implications for educational research.
- Philosophical; psychological and sociological orientation in educational research; Interdisciplinarity in educational research and its implications.
- Ethic in research-Need, Ethical Issues and Concerns, Ensuring Ethics in Research

UNIT II Software Tools

- Introduction to EXCEL, SPSS
- Introduction to NVivo (qualitative tool)
- Reference management software-Mendeley
- Plagiarism-URKUND

UNIT III Development of Research Tools

- Semantic Differential Scale,
- Checklist
- Grading Rubrics
- Records and Documents, Photographs, Maps and, Journals,

UNIT IV Data Analysis

- Focus of Quantitative Data analysis
- Quantitative Data Analysis methods -, Regression Analysis, Two way ANOVA, ANCOVA
- Features of qualitative data analysis, Establishing Data Credibility
- Qualitative Data Analysis- Conversation Analysis, Narrative Analysis, Qualitative Comparative Analysis, Case-oriented Analysis

Internal Assessment

- i) Tests 15 Marks
- ii) Assignment 10 Marks

Activity: (Anyone)

- (i) Review of two published research papers; one quantitative and the other qualitative.
- (ii) Development of a research proposal for dissertation
- (iii) Analyse a data using SPSS

Suggested readings:

- Best, J.W. & Kahn, J.V., (1989). *Research in Education*, (6th edition). Prentice Hall; New Delhi.
- Cook, Bill, 2005. *Fundamentals of Action Research* Sage publications,
- Fox, D. J., 1969. *The Research Process in Education*, Holt Rhinehart and Winston Inc; New York..
- Garrett. H.E., 1988. *Statistics in Psychology and Education*, Vikils, Feiffer & Semen's Ltd; Bombay.
- Good, Barr & Scates, 1962. *Methodology of Educational Research*, Appleton Crofts; New York.
- Guilford, J.P. & Fruchter, B., 1974. *Fundamental Statistics in Psychology & Education*. McGraw Hill; New York.
- Kerlinger F.N., 1978. *Foundation of Behaviour Research*. Surjeet Publications; Delhi.
- Koul, L., 1998. *Methodology of Educational Research*. Vikash Publications; New Delhi.
- Krathwohl, D.R. (1998): *Methods of educational and social science research: An integrated approach* (Second ed.). New York, NY: Longman.
- Kurpius, S.E et al, 2006. *Testing and Measurement*. Sage Publication,
- Kurtz, A. K. & Mayo, S.T., 1980. *Statistical Methods in Education and Psychology* Narosa Publishing House; New Delhi.
- Lewis-Beck, MS.(Ed), 2004. *The Sage Encyclopedia of Social Science Research Methods*. Sage Publications; New Delhi.
- Maxwell, J.A. (1996). *Qualitative research design: An interpretive approach*. Applied Social Research Methods Series, Volume 41. Thousand Oaks, CA: Sage.
- McMillan, J.H. (2004). *Educational research, fundamentals for the consumer* (Fourth Edition). Boston, MA: Pearson Education, Inc.
- Miles, M.B, and Huberman, A.M. (1994). *Qualitative data analysis*. (2nd Ed.). Newbury Park, CA: Sage.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.
- Spaulding, D.T. (2008). *Program evaluation in practice: Core concepts and examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.
- Stake, R.E. (1976). *Evaluating educational programmes: The need and the response*. Paris, France: Organisation for Economic Cooperation and Development.
- Worthen, B.R., & Sanders, J.R. (1987). *Educational evaluation: Alternative approaches and practical guidelines*. New York: Longman.
- Yin, R.K. (1994). *Case study research: Design and methods*. Applied Social Research Methods Series, Volume 5. Thousand Oaks, CA: Sage.

EDN- DSEC: 605 DATA ANALYSIS IN EDUCATIONAL RESEARCH

Course Learning outcomes:

At the end of the course the students are able to:

- describe the role of statistics in educational research
- select appropriate statistical techniques in data analysis of educational research
- apply statistical techniques in data analysis of educational research
- use computers and software in in data analysis

Course Outline:

Unit I Normal Probability Curve (NPC)

- Concept of Probability
- Normal Distribution Curve and its Applications,
- Testing Normality: Kurtosis and Skewness
- Descriptive and Inferential Statistics, Concept of Statistics & Parameter

Unit II. Significance of Statistics

- Sampling Distribution; Standard Error of Mean
- Concept of Degrees of Freedom, Critical Ratio and t-Ratio
- One Tailed & Two Tailed; Type I and Type II Error
- Significance of Mean: Large & Small Sample, independent and Correlated Sample

Unit III. Data Analysis- (Parametric and Non-Parametric)

- t-test: One sample t-test, independent sample t-test, Paired samples t-test.
- Concept of Analysis of Variance (ANOVA), one-way ANOVA.
- Chi-square test: equality, independence and normality
- Pearson Correlation; Partial & Multiple Correlation

Unit IV Computer Data Analysis

- Introduction to Computer applications; Data entry in Excel and SPSS;
- Computing Descriptive Statistics
- Computing t-value; Computing F- value
- Computing Correlation

Internal Assessment

- | | |
|----------------|----------|
| i) Tests | 15 Marks |
| ii) Assignment | 10 Marks |

Activity (anyone):

- (i) Preparation of bibliography (APA style/format): 25 citations from different sources should be prepared.
- (ii) Enter and short out the given set of data in Excel sheet and compute descriptive statistics

- (iii) Use SPSS to compute t-value, F-value of given sets of data and interpret the results

Suggested readings:

- Best, J.W. & Kahn, J.V. (1989). *Research in Education*. (6th ed). New Delhi: Prentice Hall.
- Charles, C.M. & Merton, C.A. (2002). *Introduction to Educational Research*. Boston: Allyn and Bacon.
- Cohen, L & Manion, L. (1994). *Research Methods in Education*. London: Routledge.
- Creswell, J.W (1994). *Research Design*. London: Sage Publications.
- Creswell, J.W. (2002). *Educational Research*. New Jersey: Upper Saddle River.
- Creswell, J.W. (2014). *Educational Research- Planning, Conducting and Evaluating* Delhi: Mc Graw Hill.
- Conover, W J. (1971). *Practical Non Parametric Statistics*. New York: John Wiley & Sons Inc.
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- Kelly, A. & Lesh, R. (2000). *Handbook of Research Design in Education*. Erlbaum Associates.
- Kerlinger F.N. (1978). *Foundation of Behaviour Research*. Delhi: Surjeet Publications.
- Koul, L. (1998). *Methodology of Educational Research*. New Delhi: Vikash Publications.
- Mangal, S.K. & Mangal, S. (2013). *Research Methodology in Behavioural Sciences*. New Delhi: PHI Learning Pvt. Ltd
- McMillan, J. H. and Schumacher, S. (2001). *Research in Education*. New York: Longman.
- Pandya, S. (2010). *Educational Research*. New Delhi: APH Publishing Corporation.
- Pathak, R. P. (2012). *Measurement and Evaluation in Education*. Delhi: Dorling Kindersley,
- Rajamanickam, 2001. *Statistical Methods in Psychology and Educational Research*. New Delhi: Concept Publishing Company.
- Siegal, A. & Castellen, N.J. (1988). *Non Parametric Statistics for behavioural Science*. New York: Mc Graw Hill.
- Siegal, S. (1956). *Non Parametric Statistics for behavioural Science*. New York: Mc Graw Hill.
- Singh, A.K. (1986). *Test, Measurement and Research Methods in Behavioural Science*. New Delhi: McGraw Hill.
- Tuckman, B.W. (1979). *Conducting Educational Research* (2nd edition), New York: Harcourt Brace Javanovich, Inc.

EDN-DSEC 606 DISSERTATION

This is a course for MA 4th semester consisting of 20 credits which needs to be completed in one semester,

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|----|--|---|-----------|
| 1. | External Examination | - | 375 Marks |
| 2. | Internal examination (Supervisor's Evaluation) | - | 125 Marks |