Master of Arts (MA) in Education Two Year (Four Semesters) CBCS Program

Ordinance and Regulations of course Master of Arts (M.A) in Education Two Year (Four Semesters) CBCS Program
July 2022

DEPARMENT OF EDUCATION
DEEN DAYAL UPADHYAYA GORAKHPUR UNIVERSITY
GORAKHPUR-273009

Ordinances for admission in Master of Arts (M.A) in Education Two Year CBCS Programme

Admission Ordinance:

Deen Dayal Upadhyaya Gorakhpur University Gorakhpur offers fulltime Two year (Four Semester) MA CBCS Program in Education. The programme targets those Indian nationals as well as foreign nations who have been permitted by the Government of India. This Programme will run as per Deen Dayal Upadhyaya Gorakhpur University Gorakhpur Academic Program under Ordinance Choice Based Credit System (CBCS) into effect from Academic Session 2022-2023.This programme intends to help in getting equipped with the skills and attitudes necessaryto face the challenges emerging, thus, the programme has several objectives like developing various skills and competencies and inculcating values that are essential for improving the performance of the students.

1.   **General Introduction-** following are the general introduction of the course:
   - I.   The course shall be a full-time course.
   - II.   The course shall be divided into four semesters with the practical in first and third semester and Dissertation in forth semester. There shall be examination in each semester as per CBCS /Semester rules.

2. **Programme Objectives:**

i) To develop essential skills, competencies and values needed for effective scholar of education.
ii) To create an effective teaching learning enabling environment for students.
iii) To improve the overall performance of the students.
iv) To create an environment for wholesome development of the students.

3. **Duration and Working Days**
   3.1 **Duration**
   The MA CBCS programme in Education shall be of duration of two academic years and four Semesters.

   3.2 **Working Days-**There shall be at least 17 to 20 weeks working days for each semester exclusive of the period of examination and admission.
   3.3 The institution shall work for a minimum of thirty six hours in a week (five or sixdays)] during which physical presence in the institution of all student is necessary.

4. **Curriculum, Programme Implementation and Assessment**

   4.1 Curriculum

   The Master of Arts in Education course is designed to integrate the study of subject knowledge, human development, and pedagogic knowledge and communication skills and Teacher Training skills. The programme comprises of core courses, minor electives, discipline specific electives and research projects in all the semesters.

   The courses under each of these curricular areas are based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses is to be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

 (i) Theory Courses: There are twenty-one theory course out of which student has to study seventeen courses
 (ii). Engagement with the Field/Practicum.

1. The MA Education CBCS programme shall provide for sustained engagement with the self and the Education Institutions, Community and School, at different levels and through establishing close connections between different curricular areas.

2. This programme includes **01 Practical on Psychological Test and 01 submission of report of Project work and 01 submission of Report on Research Proposal and Review of related literature 01 Viva-voce on dissertation**

5. **Programme Implementation**

   The institution shall meet the following specific demands of implementing this programme of study by

   i)   Initiate discourse on education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
   ii)   Organising academic enrichment programmes including interactions with faculty from parentdisciplines; and encourage faculty members to participate in academic pursuits and pursue research.
   iii) Board of Studies shall reconsider and communicate the number and format of assignments in every academic session.
   iv)   with its cherished goal of nourishing creative talent and scientific temper among its students and sensitizing them to larger Education, socio-economic and political realities, the University aspires to contribute meaningfully to regional and national development.
   v)   There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.

6.Programme Structure (Total Credits-100)

Course Code	Title of the Course	Type of Course	Internal	External	Total Marks	Credits
	FIRST SEMESTER					
EDUMA-501	Philosophical Bases of Education	C	25	75	100	4
EDUMA-502	Psychological Bases of Education	C	25	75	100	4
EDUMA-503	Sociological Bases of Education	C	25	75	100	4
EDUMA-504	Methodology of Educational Research	C	25	75	100	4
EDUMA-505	**Practical** (Psychological Testing)	C	25	75	100	4
EDUMA-506	Value and Human Rights Education Open Elective (Course will be offered for any bonafied student other than Education)	OE	25	75	100	4
EDUMA-507	**Research Project**	RP	**Will be evaluated in second semester**			4
	Total		**150**	**450**	**600**	28
	SECOND SEMESTER					
EDUMA-508	Statistics in Education	C	25	75	100	5
EDUMA-509	Educational Guidance and Counselling	C	25	75	100	5
EDUMA-510	Foundation of Educational Technology	C	25	75	100	5
	Discipline Specific Elective (Choose any One of the following)					
EDUMA-511A	Economics of Education	E	25	75	100	5
EDUMA-511B	Special Education	E	25	75	100	5
EDUMA-507	**Research Project (Followed by first semester)**	RP	25	75	100	4+4
	Total		**125**	**375**	**500**	**24**

THIRD SEMESTER						
EDUMA-512	Teacher Education	C	25	75	100	5
EDUMA-513	History of Indian Education	C	25	75	100	5
Discipline Specific Elective (Choose any Two of the following)						
EDUMA-514A	Environmental Education	E	25	75	100	5
EDUMA-514B	Education of Marginalized Section	E	25	75	100	5
EDUMA-514C	Distance Education	E	25	75	100	5
EDUMA-515	Writing and Presentation of Research Proposal	P	25	75	100	4
EDUMA-516	**Dissertation**	RP	**Evaluated in forth Semester**			4
	Total		**125**	**375**	**500**	**24**
FOURTH SEMESTER						
EDUMA-517	Continuing Education	C	25	75	100	5
EDUMA-518	Curriculum Development	C	25	75	100	5
Discipline Specific Elective (Choose any Two of the Following)						
EDUMA-519A	Educational Administration and Management	E	25	75	100	5
EDUMA-519B	Women Education	E	25	75	100	5
EDUMA- 519C	Education in Global Context	E	25	75	100	5
EDUMA-516	Dissertation (**Submission and Viva-Voce**)	RP	50	150	200	4+4
	Total		**150**	**450**	**600**	**24**
	TOTAL CREDITS					**100**
	GRAND TOTAL MARKS					**2200**

7. PROGRAMME SPECIFIC OUTCOMES OF MASTER OF ARTS (EDUCATION)

PSO1. Provide opportunities to students to extend as well as deepen their knowledge and understanding ofeducation.

PSO2. Bring out specialization in a specific field of study related to education.

PSO3. Develop research capacities, leading to specialization in either elementary education or secondaryeducation.

PSO4. Enable the learners to acquire necessary competencies by imparting knowledge of various concepts,education theories methods and approaches to analyze the education system.

PSO5. Improve the competitive position through practical method and update the changes in the subject areas.

PSO6. Enable the student to develop dedication and motivation towards lifelong learning process as interdisciplinary knowledge.

PSO7. Enable students to set high standards of professional competency intellectual conviction and integrity.

PSO8. Enable students examine critically the theories and concepts of education drawn from various disciplines related to education such as philosophy, sociology, management, economics, science and technology, ICT etc. in such a way that their linkages with pedagogy and practices in the classroom can be enriched.

PSO9. Develop the spirit of inquiry and critical thinking and skills and capacity to undertake research in the field of education.

PSO10. Equip the students with the knowledge and skills of new technologies' focusing on understanding the principles of organizational management, leadership and systematic change.

8. Assessment

All the theoretical courses shall be assigned 25% of maximum marks for internal assessment and remaining 75% for external examination. For research reports evaluation will be done at the end of each year by compiling both reports through internal and external evaluation. Candidates must be assessed on the entire Practical Activities. Practical Activities will be assessed externally through viva-voce on activity records and reports. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

8A Instruction related to Assignments Projects and Dissertation

Projects and Assignments-All the Course based assignment and Projects will be provided by the Department of Education, D.D.U Gorakhpur University.

EDUMA-507- Area of Project work will be provided by the department and examined as per the rule of D.D.U Gorakhpur University and will be submitted in the university.

EDUMA-515- Candidate has to submit (1) Research Proposal with separate Report related to Review of related literature on 30 studies related to selected subject.

EDUMA-516-Candidate has to prepare and submit Dissertation in proper format including (Introduction, Objectives, Hypotheses, Need and significance of problem, Limitations, Review of Related literature, Research design, Population/Sampling, Tools, Data Collection, Interpretation and Analysis, Findings Conclusions Suggestions,

References and Summary /Steps will be followed as per the need of the study) and has to face the Viva-voce.

9. Rules Pertaining to Examinations:

- It shall be mandatory for each student to attend a minimum of 80% theory classes. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the. theory examination. As per the provisions of the University ordinances the Head/Dean in the case of University Department of Education and Principal in the case of Degree College will have the power to condone up to 5% of the attendance and the Vice-Chancellor on the recommendation of the Principal/Head/Dean of Education may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.
- The students shall be promoted to the next semester if he/she has completed all sessional, practical activities and obtained at least 30% marks in each paper.

10-A   Conduct of Examinations

After completion of each semester, the student will appear at the examination conducted by the Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur as per CBCS system in semester mode.

10-B Conduct of Examination and Moderation of Results:

i. For the entire semesters mid-term and end-term Examination shall be conducted by the University. Answer sheets shall be coded before sending to the examiners and shall be decoded before tabulation of marks.

ii. A candidate not securing the qualifying marks shall be declared as fail.

iii. Final result of MA two year C.B.C.S program shall be published on the basis of candidate's performance in all the paper spread over all the four semesters.

10-C Promotion:

i. A student who fails in not more than two papers in first semester examination, such candidate may be promoted to next semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.

ii. A candidate having completed the courses but have failed to appear at the examination may again be allowed to appear in the next examination on payment of prescribed examination fees without further attending the lecture.

10-D Result Improvement:

A student can re-appear in maximum of two theory papers in the immediate succeeding examination of that semester to improve the candidate result. The better of two scores shall be considered for preparation of the final result.

10-E   Credit System:

The Credit System as adopted in different Indian Universities as per UGC

guidelines/International Universities will be adopted. It may be as follows:

(a) The credits shall be based on the number of credit hours per week. Normally 1 credit equals to 1 hour of teaching in theory and 1 credit (Practical) equals to 2 hours of practical/project work in a week.
(b) Credits shall be in whole numbers.
(c) Credit load through semester system in CBCS form will be implemented in following ways:

Course A: 3 (2+1) Credits means

Theory: **Two** lectures of one hour each in a week

Practical: **One** lectures of two hour each in a week

Two theory and one practical will be conducted throughout the semester. The total markswill be 100 and divided into following ways for theory and practical exams.

2+1 also explains 100 x 2/3= 66.66 theory marksAnd 100 x 1/3= 33.33 practical marks

Theory Examination: 67 marks will be divided into 40% Mid-term and 60% Final exam as follow

Mid-Term= 40% of 67= 26.8(Mid of semester)End-Term= 60% of 67= 40.2(Endof semester) Practical: 33 marks (before Full Term Of theory: 66.66 (say 67 marks)

26.8 (say 30 marks)

40.2 (40 marks)

Therefore, total 70 marks

Of practical: 33.33 (say 30 marks)

Grading System: The grading system, as detailed hereunder in shall be applicable:

Award of Grades Based on Absolute Marks

Marks-Range (Out of 100)	Grade	Grade Point
90-100	S	10
80-89	A	9
70-79	B	8
60-69	C	7
50-59	D	6

40-49	E	5
Passed with Grace	P	4
00-39	F	0
Absent in examination (Incomplete)	I	-
Incomplete Project /Training/Dissertation	X	-

Explanation:

Letter grades **O,A,B,C,D,E and P** in a course mean that the candidate has passed that course.

The "F" grade denotes poor performance, i.e., failing in the course. A student has to appear at subsequent examination(s), if provided under the ordinances in all courses in which he/she obtains "F" grade, until a passing grade is obtained.

The "I" Grade: The "I" Grade is awarded, when a student does not appear in the examination of course/courses. This shall be treated as "F" Grade.

- **The Performance of a candidate in a semester or up to a semester shall bemeasured by SGPA and CGPA, details of which are given below:**
  SGPA: Semester Grade Point Average. CGPA: Cumulative Grade Point Average.

- **Computation of SGPA and CGPA**

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

1. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \sum (C_i \times G_i) / \sum C_i$$

Where C_i is the number of credits of the ith course and G_i is the grade point scored by the studentin the ith course.

2. The CGPA is also calculated in the same manner taking into account all thecoyrses undergone by astudent over all the semesters of a programme, i.e.

$$\text{CGPA} = \sum (C_i \times S_i) / \sum C_i$$

Where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.

3. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

- **Illustration of Computation of SGPA and CGPA and Format for Transcripts**
  1. Computation of SGPA and CGPA

Illustration for SGPA

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit xGrade)
Course 1	3	B	8	3 * 8= 24
Course 2	4	C	7	7*4=28
Course 3	3	D	6	3*6=18
Course 4	3	O	10	3*10=30
Course 5	3	E	5	3*5=15
Course 6	4	P	4	4*4=16
	20			130

Thus, **SGPA = 130/20 = 6.95**

Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 20 SGPA: 6.9	Credit: 22 SGPA: 7.8	Credit: 25 SGPA: 5.6	Credit: 26 SGPA: 6.0	Credit: 26 SGPA: 6.3	Credit: 25 SGPA: 8.0

Thus, **CGPA = 20*6.9 + 22*7.8 + 25*5.6 + 26*6.0 + 26*6.3 + 25*8.0/144 = 6.73**

- To convert CGPA into percentage then Percentage= CGPA*10
  for example:
  from above table CGPA= 6.73 Therefore, in this case, the percentage is 6.73*10 = 67.3%

Pattern of Examination System:

Each course shall be of 100 marks. For evaluation, the overall structure of the distribution of marks in a course shall be such that 25 marks are allotted to various assessments during the semester, while75 marks shall be allotted for the end semester examinations:

A. The scheme of assessment during the semester (for 25 marks):
   i. The assignment and Project (sessional) in theory courses shall be of 20 marks and 05 marks for regularity and attendance.
   ii. All Heads/Coordinators shall ensure that all internal assessment/Project marks of sessional are sent to Controller of Examination prior to the commencement of End Semester examination.
   iii. Sessional marks of a course shall be carried over for failed students in the course.

B. End Semester Examination and evaluation (for 75 marks):

The question papers shall be set and the answer-scripts shall be evaluated by the teachers of the concerned courses. If there is more than one teacher teaching the course, the question paper shall ordinarily be set and evaluated by a teacher of the group, appointed by the Board of Examiners.

C. Medium of Examination

Candidates will have the option of writing the examination either in Hindi or in English medium.

D. Practical Examination in the form of Viva-Voce:

First semester and third semester is having Practical examination. Evaluation will be done on the basis of reports and viva voce by internal as well as external examiners. In teaching practice examination. Each candidate will be required to prepare Practical Copy/Records of Psychological Test and will be evaluated by a panel of two external examiners and one internal examiner appointed by the appropriate authority of the University in First Semester and the same pattern have to present Dissertation in Fourth Semester . It will be mandatory for the institution to place before the examiners' panel required record of student's sessional work in each practical examination. The examiners' panel will have the power to moderate the internally awarded marks. The examiners shall submit the marks directly to the controller of examination of the University.

10. COURSE STRUCTURE

FIRST SEMESTER

CORE COURSES

EDUMA-501. PHILOSOPHICAL BASES OF EDUCATION   **MM: 100**
COURSE OBJECTIVES: To enable the students to understand about;
1. Understanding of nature and functions of Indian philosophy of education.
2. Analysis, Interpretation and synthesis of various philosophical concepts, propositions and metaphysical, epistemological and axiological assumptions and their impact on Indian education.
3. Critical appraisal of the contributions of prominent Indian educational thinkers to education
4. Contribution of Philosophy to the field of education.
2. Impact of Western Philosophies on Indian Education.
3. Contribution of great Western Thinkers
4. Nature and sources of knowledge realizing the process.

COURSE CONTENTS	CREDIT	PERIODS	MARKS
Unit-1: Fundamentals of Educational Philosophy Meaning, Nature and Scope of Education and Philosophy,Relationship between Education and Philosophy			
Unit-2: Concepts of Indian Philosophy and Education • Darshan • Dharma • Shiksha • Vidya	4	60	75
Unit-3: Educational Implications of Khad Darshanas (Six Schools ofThought) • Sankhya • Yoga • Nyaya • Vedanta			
Unit-4: Critical appraisal of educational contributions of; ● Vivekanand, ● Aurbindo, ● Gandhi ● Tagore. Yog Darshan of Guru Gorakshnath			
Unit-5: Western and Modern Philosophies: Major schools and Modern Philosophy; ● Naturalism ● Idealism ● Pragmatism ● Realism ● Marxism Their educational implications with special reference to epistemology, Axiology and the process of education.			

RECOMMENDED BOOKS:

- Altekar A.S. 1937,   :   Education in Ancient India, Varanasi: The Indian Book Shop
  Dinkar, Ramdhari Singh: Sanskrit Ke Char Adhyay, Udayacha; Prakashn, Patna.
- Hirriyana, M   :   The Essential of Indian Philosophy.
- Magee, John (1971) :   Philosophical Analysis in Education, Harper Row, New York.
  Mad Wingo (1974)   :   Philosphy of Education. An Introduction.
- Pandey, R.S. (1995) :   SHIKSHA DARSHAN, VinodPustakMandir, Agra.
  Jaffer, S.M. (1936)   :   Education in Muslim India, Lahore.
    ▪ Oad, L.K. (1979),   :SHIKSHA KE DARSHANIK AVAM SAMAJ SHASSTRIYA ADHAR, Jaipur:
        ▪ Rajasthan Hindi Grintha Academy.

- Das. Gupta S.N.   :   Outlines of Indian Philosophy, Vols.6
  Garulla, Vachaspati :   BhartiyaDarshan.
- RadhaKrishanan,S. (2000)   :Indian Philosiphy, Vol.-I & II, Oxford University Press, New Delhi.
  Tripathi, L.J.   :   Being and Becoming; VashundhraPrakashan, Gorakhpur.
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  Bayles, E.E.   Pragmatism in Education, Philosophy of Education Series Harper Row New York, 1971

- Boyed, William and King :   The History of Western Education, 1972.
  Brubacher, J.S.   :   Modern Philosophy of Education.
- Butler, J. Donald   :   Idalism in Education. Philosophy of Education of Education Series Harper Row, New York, 1971.
- Dewey, John   :   Democracy and Education, An Introduction, 1974.
  Kilpatrick, W.H.   :   Education for Changing Civilization, 1971.
- Magee, John   Philosophical Analysis in Education. Philosophy of Education series, Harper Row, New York, 1971
- Max Wingo   :   Philosophy of Education, An Introduction, 1974.
  Morris, Van Cleve   :   Modern Movements in Education Philosophy, 1969.
- Pandey, R.S.   :   ShikshaDarshan, VinodPustakMandir, Agra, 1995.

EDUMA-502. PSYCHOLOGICAL BASES OF EDUCATION   MM: 100
COURSE OBJECTIVES: To enable the students to;
- Understand concepts and principles of Educational Psychology as an Applied Science
- Understand the process, theories and Implications of Human Development.
- Acquaint the concept and Process of Learning, theories and their Educational Implications.
- Understand Intelligence and Creativity and their Implications for education.
- Understand the concepts and Theories of Personality and Its assessment Techniques.

COURSE CONTENTS	CREDIT	PERIODS	MARKS

Unit-1: Educational Psychology & Human Development
 	
● Concept and Scope of Educational Psychology, Contribution of Psychology to Education.
● Concept and Principles of Development, Sequential Stages of Human Development with their General Characteristics and the related problems, Factors influencing development and relative role.
● Major concepts and stages of the theories of Piaget and Bruner and their implications for education.
 	
Unit-2: Learning & Individual Difference
 	
● Concept and Gagne's hierarchy of learning.
● Following theories of Learning with their Educational implication; Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Hull's Reinforcement Theory,
 	
● Factors influencing learning.
● Transfer of Learning.
● Motivation, Concept, Theories of Motivation.
● Individual Differences and its Implications for Education.
 	
Unit-3: Intelligence and Creativity
● Nature and Theories of Intelligence and its Measurement
● Concept, Nature, Main Aspects of Creativity
● Relationship between creativity and Intelligence.
Unit-4: Personality
    ● Concept, Types and theories of personality;
    ● Trait Theory of Allport and Eysenck
    ● Determinants of Personality.
    ● Assessment of Personality.
Unit-5: Adjustment, Mental Health & Hygiene;
 	
● Concept of adjustment.
● Conflicts and Defense Mechanism
● Mental Health and Mental Hygiene.
	4	60	75

EDUMA-503. SOCIOLOGICAL BASES OF EDUCATION   **MM: 100**

COURSE OBJECTIVES: To enable the students to understand;

    1. Meaning and nature of Sociology of Education.

    2. Social role of Education.

    3. Meaning of Culture and Concept of Modernization and Socialization.

    4. Various Socio-economic factors and their impact on education.

    5. Use of social theories in understanding the process of education.

COURSE CONTENTS	CREDIT	PERIODS	MARKS
Unit-1: Fundamentals of Sociology of Education Meaning and Scope of Sociology of Education. Need of Sociologicalperspective in Education. Education: as a process in social system.as a process of socialization	4	60	75
Unit-2: Education and Society. • Social stratification and education. • Social change and social mobility • Education for national integration • Education for international understanding			
Unit-3: Concept of Culture and Role in Education • Culture: Meaning and nature of culture; • role of education in cultural context • cultural determinants of education			
Unit-4: Concept of Social Change Social Change: Meaning and concept; education as an agent of social change and constraints on social change (Caste, class, language and regionalism), Social Mobility.			
Unit-5: Education and Social Stratification • Concept of Democracy • Education and democracy. • Constitutional provisions for education in India • Education as related to social stratification with special reference to the education of S.C., S.T. Women and Rural population.			

BOOKS RECOMMENDED:

- Bookover, W (1957)   • The Sociology of Education, New York, American Book Co.
- Criwin, R.G. (1965)   • Sociology of Education, New Jersey: Prentice Hall.
- Dewcy, J (1916)   • Democracy and Education, New York: Macmillan Co.
- Durkheim, Emile (1956)   • Sociology And Education, New York, The Free Press.
- Freire, Paulo (1973)   • Education for critical consciousness, New York.
- Gore, MS., IP. Desai (1975)   • Th
  - • e Sociology of Education in India, New Delhi, N.C.E.R.T.
- Halsey, A.H. (1975)   :   • Sociology and Equality Debate, Oxford Review of Education Vol.1, No.1
- Kumar Krishna (1989)   • Social Character of Learning, New Delhi, Sage.
- M,Karl&WAC, Stewart   • An Introduction to sociology of Education, London: Rou, 1962.
- Ottaway, A.C.K. (1962)   • Educational and Society London: Routledg&Kegan Paul.
- Parsons, Talcolt (1959)   • School class as Social System, Harvard Educational Review, Vil.23,No.4
- Russell, Bertrand (1938)   • Education and the Social Order, London: G. Allen.
- Shukla, S. &Krishn Kumar   • Sociological Perspectives in Education, Delhi: Chankya Publishers, 1938.
- Stub. Holger R. (1975)   • The Sociology of Education, Illinois: The Dorsey Press
- Waller, Willard (1932)   • The Sociology of Teaching, New York, Wiley.

EDUMA-504   METHODOLOGY OF EDUCATIONAL RESEARCH   **MM: 100**

COURSE OBJECTIVES: The study of this paper will enable the students to:
1. Know the meaning and purpose of research.
2. Understand the research problem and its various phases.
3. Know different methods used in educational research.

COURSE CONTENTS	CREDIT	PERIODS	MARKS
Unit-1: Basics of Educational Research Nature and need of Educational Research. Qualitative and Quantitative Research. Fundamental, Applied and Action research.	4	60	75
Unit-2: Research Problem **Selection** and formulation of research problem, Guiding principles of problem selection and its type			

Unit-3: Review of Literature Review of related literature -concept, need sources and preparing records			

•   **Unit-4: Population and sampling**.
    •   Population and sampling-concept and need
    • Types of sampling-simple random sampling, stratified Random sampling, cluster sampling, systematic sampling, purposive sampling,snowball sampling.			

Unit-5: Types of Educational Research
Method of educational research,
    •   Philosophical
    •   Historical,
    •   Descriptive
    • Experimental research.			

BOOKS RECOMMENDED:

- Asher, William   ‹   • Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
- Best, John W   ‹   • Research in Education, New Delhi Prentice Hall of India, 1982.
- Bhatanagar, R.P. et al.   ‹   • ShikshaAnusandhan, Meerut: Loyal Book Depot, 1995.
- Garrett, H.E.   ‹   • Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
- Guilford, J.P. & B. Fruchter   ‹   • Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
- Kerlinger, F.N.   ‹   • Foundations of Behavioural Research, New York: Holt Rinehart and Winston, Inc, 1973.
- Koul, Lokesh   ‹   • Vikas Publishing House, 1993.
- Shukla, P.C.   ‹   • Experimental Research: Statistical Analysis of Data, in R.P. Bhatanagar (Ed.), Readings in Methodology of Research in Education, Meerut: Surya Publications, 2002.
- Verma, M.   ‹   • An Introduction to Educational and Psychological Research, Bombay: Asia Publishing House, 1965.
- Yadav, M.S. & S.K. Mitra   ‹   • Educational Research Methodological Perspectives, Baroda: CASE M.S University, 1989.
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EDUMA505 PRACTICAL (PSYCHOLOGICAL TESTING)   **MM: 100**

COURSE OBJECTIVES: This Practical work would enable the students to:
- Administration of Psychological test to measure mental attributes.
- Score the tests administered to measure attributes.
- Interpret the collected data.

COURSE CONTENTS	CREDIT	PERIODS	MARKS
Unit-1: Psychological Testing Conceptual Introduction of Psychological Testing Need, Qualities, Types and uses of Psychological Testing **Unit-2: Construction of Achievement Test** Introduction, Administration Scoring and Interpretation of scores of Verbal and Non Verbal Tests of Intelligence **Unit-3: Examples of Psychological Tests** Bhatia Performance test of Intelligence Introduction and Interpretation of T.A.T Introduction, Administration and interpretation of test of Creativity. **Unit-4: Tests of Memory** Introduction and Administration of test of immediate Memory Span (Visual and Auditory) Span of Attention or Span of Apprehension or Impact of Mental Seton Attention. **Unit-5: Mental Fatigue** Concept, type and reasons of Mental Fatigue Introduction and Administration of tests related to Mental work and Fatigue.	4	60	75

RECOMMENDED BOOKS:

Anastasi, Annie: Psychological Testing, New York; McMillan Company, 1968.
Pandey, Sridhar and RK Singh: MANOVAIJYANIK PARIKSHAN AVAM PRYOG, Agra; VinodPustak Mandir, 2012.

EDUMA506 **Open Elective will be chosen by the students as one subject from other faculty**

EDUMA-506 VALUE AND HUMAN RIGHTS EDUCATION

MM: 100

COURSE OBJECTIVES: To enable the students to understand;
1. The Concept, Need and Importance of Value-Education and Education for Human Rights.
2. The relationship between Culture and Human Values with special reference to India.
3. The Approaches and Methodologies of Value-Education as well as its Evaluation Strategies.
4. The basic Concept of Human Rights and Rights of Children in India and Abroad.
5. The role of different Organizations and Teacher Education in Value and Human Rights Education.

COURSE CONTENTS	CREDIT	PERIODS	MARKS
Unit-1: Introduction: ● Concept, Need and Importance of Value-Education ● Concept, Need and Importance of Human Rights education ● Concept, Need and Importance of Human Duties			
Unit-2: Approaches and Methodologies of Values Inculcation ● Approaches to Value Education. ● Methods and Strategies of Values Inculcation. ● Role of Educational Institution, ● Role of Teachers, Parents, Religious, Heads, Administrators ● Role of Mass Media in the Inculcation of Values. ● Value Orientation in Teacher education. ● Evaluation Strategies for the Assessment of Values Inculcation			
Unit-3: Moral Education and Moral Development of the Child ● Moral Education vis-à-vis Religious Education: Moral Instruction, Moral Training and Moral Indoctrination, ● Characteristics of a morally educated person. ● Moral Education and the Curriculum: Implications of Introducing Moral Education as a Subject of Curriculum. ● Stages of Moral Development and their Characteristic Features. ● Assessment of Moral Maturity via Moral Dilemma Resolution.	4	60	75
Unit-4: Human Rights and Rights of Children			

● Concept of Rights of Children in the existing Social Scenario. ● History of Human Rights Development. ● Universal Declaration of Human Rights (1948). ● Concept of Human Rights in the Indian Constitution. ● Children's Rights in the Indian Context: ● Right to Education with reference to 'Right of Children to Free and Compulsory Education Act, 2009' ● Legal Provision against Child Labour.			
Unit-5: Human Rights Education: ● Teaching Learning and Human Rights Education through Curricular and Co-curricular Activities. ● Agencies of Human Right Education: Role of different Government and Non-Government Organizations in Human Right Education. ● Role of Teacher Educators in Promoting Human Right Education.			

RECOMMENDED BOOKS:

- Begum, S.M.
- Human Right in Indian, New Delhi: A.P.H. Publishing Corporation

- D.Kumar (2006),
- Childhood Right – Promoting Education, Bhopal: Intellectual Book.

- Diwan, Paras&Diwan, Peeyush
- Human Rights & the Law, Universal ans Indian, New Delhi: Deep
- (1996)
- Publications.
- Gupta N.L. (1986),
- Value Education: Theory and Practice, Ajmer: Krishna Brother.

- Jois, M. Rana (1998),
- Human Rights and Indian Values. New Delhi: NCTE
- Kulkarni, R.A. (2000),
- Value Education, Kolhapur: PhadkePrakashan.
- Madhu, Kapani (2002),
- Education in Human Values. New Delhi: Sterling Publisher.
- Mani, Jacob (Ed.)(2002),
- Resource Book for Value Education, New Delhi: Institute of ValueEducation.

EDUMA507- Research Project- Research Projects will be provided by the Gorakhpur University in first semester

SECOND SEMESTER

CORE COURSES

EDUMA-508. STATISTICS IN EDUCATION   **MM: 100**

COURSE OBJECTIVES: Following are the course objectives;
- To provide the knowledge of central tendency, Variability and correlation.
- To enable the student to understand the need and application of statistics in Education.
- To enable the student to know the concept of statistics in Education.

COURSE CONTENTS	CREDIT	PERIODS	MARKS
Unit-1: Measures of Central Tendencies Measure of Central tendency and its application in education.	5	60	75
Unit-2: Measures of Variability Measure of variability-Quartile deviation, Mean Deviation and standard deviation.			
Unit-3: Correlation Correlation: concept, need and scope, Rank order correlation and product moment correlation.			
Unit-4: Parametric Test Comparison of means of two groups through critical ration/t-test and simple Analysis of variance.			
Unit-5: Non-Parametric Test Meaning and Qualities Chi-Square test			
PRACTICUM / INTERNAL WORK			

RECOMMENDED BOOKS:

- Garrett, H.E. :   Statistics in Psychology and education, vikaspeffer and samara co. Ins. New York

- Guilford, J.P.:   Fundamental statistics in Psychology and Education, McGraw Hill (1965).

- कपिल, एच.के. .सांख्यिकी के मूलतत्वः भार्गवपुस्तकप्रकाशन, 4 ⁄ 230, कचहरी घाट, आगरा—4 गुप्ता. एस.सी   रू . सांख्यिकी विधियाँ एवंमूल्यांकन, शारदापुस्तकभवन, इलाहाबाद

EDUMA-509. EDUCATIONAL GUIDANCE AND COUNSELLING   MM:100

COURSE OBJECTIVES: To help the students to understand;
1. Concept need and view point of guidance.
2. Concept, need and guidance for the children with special needs.
3. Concept and process of counseling.
4. The aims and principles of guidance programme.
5. Various procedures of organizing various Guidance services.

COURSE CONTENTS	CREDIT	PERIODS	MARKS
Unit-1: Introduction: ● Concept and Nature ● Need and Significance ● Principles ● Types			
Unit-2: Vocational Guidance ● Concept and Nature of Vocational Guidance ● Understanding the nature and world of work. ● Career Development – Super's Theory of VocationalDevelopmemt. ● Approaches to career guidance, ● Vocatinalisation of secondary education and career development.			
Unit-3: Organization and Characteristicsof Guidance Programme Organization of a Guidance Programme. Principles of organization, Various types of services ● Counselling Process. ● Concept, nature, principles of counseling. ● Counselling approaches – directive, non – directive. ● Group counseling Vs. Individual counselling, Counselling for adjustment. ● Characteristics of good counselling. Group guidance, individual inventory service and information orientation service, placement service and follow up service. ● Evaluation of guidance programme.			

Unit-4: Guidance of Children with Special Needs: ● Problems and needs. ● Guidance of the gifted and creative students. ● Guidance of under – achiever and first-generation learners. Role of the teacher in helping children with special needs.			
Unit-5: Human Adjustment and Mental Health: ● Psychological foundation of adjustment. ● Role of motivation and perception in adjustment. ● Principles of mental hygiene and their implication of effective adjustment. Mental health and development of integrated personality.			
BOOKS RECOMMENDED: Anatasi Anne : Psychological Testing, New York, Mac Millan 1982 Bengalee, M. (1984) : "Guidance and Counselling, Kalyani Publishers. Bhatia, K.K. : Principles of Guidance and Counselling, Kalyani Publishers. Crow and Crow : "Introduction to Guidance", *2nd* ed. Eunasia Publishing Co., New D David, A. : Guidance and Counselling; Com. W Dave, Indu (1984) : The basic Essentials of Couselling, sterling Publishers Pvt. Ltd, New Gupta Manoj : Effective Guidance and Counsellin of mangaldeep Publication, Jaipu Gupta Sk: : Guidance and Counselling in Indian Education, Mittal Publication P Jayswal, Monica (1968) : "Guidance and Counselling", Prakashan Kendra, Lucknow.			

EDUMA-510 FOUNDATION OF EDUCATIONAL TECHNOLOGY   MM:100

COURSE OBJECTIVES: To enable the student to understand;
1. Significance of E.T. and its important components in terms of Hardware and Software.
2. Difference between communication and instruction and to develop design of a sound instructional system.
3. Levels, strategies and models of teaching for future improvement.
4. The importance of programmed instruction and researches in E.T.
5. Emerging trends in ET along with the resource centers of ET.

COURSE CONTENTS	CREDIT	PERIODS	MARKS
Unit-1: Concept of Educational Technology ● Meaning, Nature, Scope and significance of ET. ● Components of ET: System Approach, Software, hardware. ● Educational Technology, Instructional Technology, TeachingTechnology, Behaviour Technology.	4	60	7 5
Unit-2: Communication and Educational Technology ● Concept, Nature, Process, Components, Types & Theories ofClassroom Communication. ● Mass media approach in Educational Technology. ● Designing of Instructional Strategies.			

Unit-3: Models of Teaching			
● Modification of Teaching Behavior. ● Micro teaching, Flanders's Interaction Analysis, Simulation. ● Models of Teaching.			
Unit-4: Programme Instruction and Computer AssistedInstruction ● Programmed Instruction (Linear/branching mode)-Origin andtypes-Linear and branching. ● Teaching machines. ● Computer Assisted Instruction.			
Unit-5: Emerging Trends in Educational Technology ● Educational Technology in formal, non-formal and InformalEducation. ● Distance Education, Open Learning System and EducationalTechnology. ● Emerging trends in Educational Technology, Problems of NewTechnologies. ● Resource Centers for Educational Technology, CIET, UGC, IGNOU, NOS, state ET Cells, etc. and their activity for the improvement ofteaching learning.			

RECOMMENDED BOOKS:

- Agrawal, J.C.
  - Essentials of Educational Technology Teaching Learning Innovation in Education,
  - Vikas Publishing House, New Delhi
- Agrawal, J.C.
  - Principles and Techniques of Guidance, Vikas Publishing House, New Delhi
- Apter, M.J.
  - The Technology of Education, Mac Millan, London Bruce & Joyce: Models of
  - Teaching
- Crow & Crow,
  - An Introduction to Guidance, Eurasia Publishing House, New Delhi
- Decesco, J.P.
  - Educational Technology, Reading in Programmed instruction, Rinehard& Winston,New York
- Decesco&Crow ford,
  - The Psychology of Learning and Instruction: Educational Technology, Prentice Hall of
  - India, New Delhi
- Kumar, K.L.
  - Educational Technology, New Age International, New Delhi
- Mukhopadhyay, M.
  - Educational Technology: Knowledge Assessment, NUEPA, New Delhi
- Sharma, R.A.
  - Educational Technology, Loyal Book Depot
- Supe, D.E.
  - The Psychology of Careers, Harper & Row, New York

EDUMA-511A ECONOMICS OF EDUCATION   MM:100

COURSE OBJECTIVES: To make the student aware about;
- The meaning, importance and scope of economics of education.
- Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
- The concept and relationship between input and output of education.
- The source and resources of finances for education.
- The financial resource management.

COURSE CONTENTS	CREDIT	PERIODS	MARKS
Unit-1: Fundamentals of Economics of Education Economics of Education: Concept and Definition (Economics, Education, Economics of Education) Scope and Importance ofEconomics of Education.			
Unit-2: Education as an industry and an Investment Education as an Industry: Important characteristics of an Industryinherent in an educational System. Education as Investment: Concept, Significance and Strategies.	5	60	75
Unit-3: Educational Planning: Concept, types and importance Approaches of Educational Planning: Manpower Approach, SocialDemand Approach,			

Unit-4: Educational and Economic Development: Human Capital Formation, Modernization and educationaldevelopment, Labour outcome, quality and Education		
Unit-5: Resources for Education: Role of Center, State and Institutions for financing education,problems of financing, Grant-in-aid system.		
PRACTICUM/ INTERNAL WORK		

RECOMMENDED BOOKS:

- Bhatnager R.P. &VidyaAgrawal,
  - Educational Administration, Planning & Financing, R. Lal book
  - Depot. Meerut.
- Blaug, M.,
  - Economics of Education, Himalaya Publishing House, Bomby, 1972
- Sodhi, T.S.,
  - Education and economic Development, Mukund Publication
  - Ludhiana, 1978
- Mishra, Atmanand,
  - The financing of Indian education, Asia Pub. House, New Delhi,1967
- Padmanabhan C.B.,
  - Economics of educational Planning in India, Araya Book Dept. Karolbagh New Delhi, 1971.
- Psacharpoulos G.,
  - Economics of Education, Pergamon Press, Heatington Hill Halt, Oxford, 1987.
- Singh, Baljit,
  - Education as Investment MeenakshiPrakashan Meerut.
- Tiwari, Satish,
  - Educational Development & Planning, Anmol Pub. Pvt. Ltd. New Delhi
- Vaizey, John,
  - Economics of Education, Saber & Faber, London.
- भटनागर आर0पी0 एवंविद्याअग्रवाल
  - शैक्षिकप्रशासन, लालबुकडिपो, मेरठ

EDUMA511B- SPECIAL EDUCATION

MM: 100
CREDIT-5

COURSE OBJECTIVE: To make the students to:

1. Understand the Concept, Meaning and Scope of Inclusive and Special Education.
2. Understand the recommendations of commissions on education of children with special needs.
3. Understand the meaning, specific characteristics and modalities of identification of various types of(students who are different then majority of are) exceptional learners.
4. Understand various educational interventions for meeting the needs of exceptional learners.

Unit-I-Introduction to special Education
Definition, Scope, Importance and Aims of Special Education.
- Concept of Handicap, Impaired and Disability.
- Growth and Development of Special Education in India & Abroad.
- Concept and Significance of Early Identification
- Concept and Significance of Least Restrictive Environment.
- Concept, Significance and Educational Intervention.
- Concept, Significance and techniques of Mainstreaming.
- Concept, Significance and techniques of Remedial Teaching.
- Concept, uses and organization of Resource Room.

Unit-II -Legislative Background
• NPE-1986 & POA-1992.   • PWD Act-1995 (People with Disability Act)   • Constitutional Provisions for special need learners.   • Rehabilitation Council of India and its Role.   • Right to Education Act-2009
Unit-III- Education of Mentally Retarded
• Concept, Definition and Types.   • Etiology of Mental Retardation.   • Characteristics of Educable and Trainable Mentally Retarded Children.   • Programme of Education of Educable Mentally Retarded Children.   • Programme of Education for Trainable Mentally Retarded Children
Unit-IV- Education of Visually and Hearing Impaired
• Concept and Classification.   • Etiology and General Characteristics.   • Educational Programme and societal Initiative aspects   • Role of Peer Group, Family and Community in education of Special need Children.
Unit-V-Education for Special Child   Concept, Etiology, Characteristics and brief Outlines of Education;   • Juvenile Delinquent Children.   • Emotionally Disturbed Children.   • Gifted Children   • Slow Learners   • Concept and Significance Universalization of Education and Special Education.

BOOKS RECOMMENDED:

- Blair, A (2003). Special Educational Needs and Disability Discrimination: New Departures in Education Law in England and Wales: Rights of Children with Disabilities in UK. In Groof, J.D. and Lauwers, G (Eds.). Special Education: Yearbook of the European Association for Education Law and Policy. Vol. V. Kluwer Academic Publishers: The Netherlands.
- Boehner, J (2004). Strengthening and Renewing Special Education, Bill Summary: The
- Individuals with Disabilities   Education   Improvement   Act.
- Booth, T., and Mel Ainscow (eds.) (1998). From Them to Us: An International Study of Inclusion
- in Education, Routledge, London.
- CABE (1944).Post-war Educational Development in India. New Delhi: Ministry of Education. Education Commission, (1966).Education and National Development. New Delhi: Ministry of Education. Ghai, A (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare(Eds.) Disability/Post-modernity. Embodying Disability Theory (88100). London: Continuum.

EDUMA-507-Research Project- Research Projects will be submitted and evaluated in this semester

THIRD SEMESTER

CORE COURSES

EDUMA-512. TEACHER EDUCATION   **MM: 100**

CREDIT-5

COURSE OBJECTIVES: To enable the students to;
1. Understand the concept of teacher education and its development in India.
2. Understand various modalities of teachers and educational administrators at different level of education.
3. Acquaint with various aspects of teachers' teaching programmes prevailing in the country.
4. Understand prevailing trends in teacher education and agencies.
5. Develop insight in the major problems of teacher education.

COURSE CONTENTS
Unit-1: Introduction: ● Meaning & Scope of teacher education.   ● Objectives of teacher education at different levels.   ● Development of teacher education in India.   ● Recommendations of Kothari Commission, NPE 1986 and POA 1992
Unit-2: Programs of Teacher Education   ● Preparing Teachers for pre-primary, primary & secondarystages of education.   ● Professional preparation of Teacher Educators & Educationaladministrators.   ● Preparation of teachers for the teaching of Particular subjects(Languages, social sciences and physical science).   ● Pre-service &In-service Teacher's TrainingProgrammes.
Unit-3: Student-Teaching Programme: ● Patterns of student- teaching (internship, block teachingpractice, off-campus teaching programme).   ● Techniques of teacher training;   Core teaching, Microteaching and Interaction Analysis   ● Evaluation of students teaching
Unit-4: New Trends In Teacher education: ● Distance Teacher Education   ● Innovations in teacher education.   ● Integrated teacher education programmes   ● Comprehensive college of education   ● SCERT, DIET, NCERT, NCTE, NIEPA, UGC-ASC
Unit-5: Issues of Teacher Education: ● Current problem of Teacher Education   ● Areas, needs and problems of Research in Teacher Education

RECOMMENDED BOOKS:

- AIU, Teacher Education in India, New Delhi, 2000
- Anand, C.L., Aspects of Education, S. Chand & Co. New Delhi, 1987
- Chaurasia, G. New Era in Teacher Education, Sterling Publisher (P) Ltd. Delhi, 1984.

EDUMA-513 .HISTORY OF INDIAN EDUCATION   **MM: 100**
                                                      CREDIT-5

COURSE OBJECTIVES: After going through this paper the students will be able to;
1. Appreciate the glorious past of education during the ancient period.
2. Comprehend the assimilating role of education in medieval India
3. Analyze the impact of Western education on indigenous system.
4. Understand the contribution of colonial rule to the spread of modern education.

COURSE CONTENTS
Unit-1: Education during the Ancient period: Vedic Education and Buddhist Education with special reference to   aims, curriculum, methods of instruction, teacher-taught relations andeducational institutions.
Unit-2: Education during the medieval period: Islamic Education with special reference to aims, curriculum,methods of instruction, teacher-taught relations.
Unit-3: Education during the British period: ● Role of Christian missionaries in the spread of education.   ● Adam's reports   ● Charter Act of 1813 and Anglo-oriental controversy.   ● Wood's dispatch of 1854   ● Indian Education commission (1882-83).   ● Lord Curzon's Educational Policy.   ● Calcutta University Commission (1917-19).
Unit-4: Indian Response to Western Education.   ● National Education Movement   ● Basic Education   ● Role of Following National Educational Institution;   VishwaBharati Shanti Niketan,JamiaMilliaIslamia,   GurukulKangari and BanasthaliVidyapeeth.
Unit-5: Education in the Post-Independence Period: ● University Education Commission (1948-49).   ● Secondary Education Commission (1952-53).   ● Education Commission (1964-66).   ● Knowledge Commission 2005   ● National Policy on Education 1968, 1986 and 2020.

RECOMMENDED BOOKS:

- Altekar A.S. 1934,
- Ghosh, S.C. (1989)
- Jaffer, S.M. (1936)
- Kumar, Krishna (1991)
- Law, N.N. (1916)
- Mukaherjee, R.K. (1960)
- Nurullah S. and J.P. Naik (1974)

- Education in Ancient India, Varanasi: The Indian Book Shop
- Education Policy in India Since Warren Hasting Calcutta.
- Education in Muslim India, Lahore.
- Political Agenda of Education, Delhi: Sage
- Promotion of Learning in Medieval India, London.
- Ancient Indian Education, Delhi: MotilalBanarsi Das.
- A Student's History of Education in India, New Delhi: The Macmillan.

DISCIPLINE SPECIFIC ELECTIVE COURSE (ANY TWO OF THE FOLLOWING)

EDUMA-514A.   **ENVIRONMENTAL EDUCATION**   **MM: 100**

CREDIT-5

COURSE OBJECTIVES: To make student to understand;
1. The concept, important scope and aims of environmental education.
2. Environmental hazards and to combat with their negative effects
3. To develop various methods and strategies for realizing the objectives of environmental education.
4. To understand about various projects in the area of Environmental studies in different countries.

COURSE CONTENTS
Unit-1: Introduction: ● Concept, Importance and Scope.   ● Aims and Objectives.   ● Guiding Principles and foundations.   ● Relationship between man and Environment.
Unit-2: Concept of Environment and Ecosystem: ● Earth and biosphere, abiotic and biotic components.   ● Human system- Human being as part of environment, human adaptations to environment, population and its effect on environmental resources.   ● Technological system- industrial growth, scientific and technological inventions and their impact on the environmental system.   ● Environment and Sustainable Development.
Unit-3: Environmental Hazards: ● Environmental pollution, physical, air, water, noise, chemical.   ● Extinction of flora and fauna, deforestation, soil erosion,global warming.   ● Need and efforts for conservation, preservation and protectionof rich environmental heritage.
Unit-4: Features of curriculum for environmental education: ● Nature of curriculum on environmental education.   ● Topical units, integration and Interdisciplinary approaches ofenvironmental education.   ● Strategies of treating environmental education as a separatesubject,   ● Method- Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Survey, Projects and Exhibition.

- Role of Media, Print, Films and TV.
- Programme of environmental education for primary,secondary and higher education institutions.

Unit-5: Environmental Movements in India & Abroad:
- Global / Conferences on environmental issues.
- National and International Policy / resolution onEnvironment.
- Environment as New Social movement.

• Agarwal S.K. 1977	• •	Environmental issues and themes", APH Publishing Corporation, New Delhi,
• B.P. Chaurasia, 1992	• •	Environmental Pollution Perception and Awareness"- Chugh Publications,
• Dahiwal,Sangha&Ralh	• •	Fundamentals of Environmental Science", Kalyani Publishers, 1996
• Dash, M.C. 2006	• •	Fundamentals of Ecology, Tata McGrawHills pub. Company Ltd. New Delhi,
• Dr. Nasrin	• •	"Environmental Education", APH Publishing Corporation, New Delhi, 1999
• Embertin J.C.	• •	"Introduction to Ecology", M & E Handbooks, 1983
• Joseph, Benny, 2006	• •	Environmental Studies, Tata McGrawHills Pub. Company Ltd. New Delhi,
• Joseph, K &Nagendran R	• •	Essentials of Environmental Studies, Pearson Education, 2004
• Kumar, Khagendra (2002)	• •	Understanding A People's Science Movement in India, Janaki ,Patna
• Sharma, P.D.,	• •	Ecology & Environmental, Rastogi Publication, Meerut, 2004
• Sharma, R.C..,	• •	Environmental Education", Metropolitan, 1986
• Vijandra Kumar, 2000	• •	Modern Methods of Teaching Environmental Education, Sanap& Sons, ND

EDUMA-514 B EDUCATION FOR THE MARGINALISED SECTION OF THE SOCIETY

COURSE OBJECTIVES: Following shall be the course objectives;
1. To sensitize students towards the marginalized sections of society.
2. To enable the students to understand the constitutional provisions for Socio-educational up gradation ofmasses on margins.
3. To enable the students to understand the importance of education for marginalized masses.
4. To enable the students to take educational measures for various marginalized sections.
5. To understand the relevance of education as a tool for social empowerment.

Unit-I SOCIAL STRATIFICATION AND EDUCATION IN INDIA
- Social Stratification and Mobility; concept and types
- Social Unity; concept and factors
- Concept and need to Education and Social Equity and Social Justice
- Concept, significance and constraints of Equality of Educational Opportunity
- Caste, class and gender disparities in education in India
- Concept (s) of LGBTs.

Unit-II Unit-II MARGINALIZATION IN INDIAN CONTEXT
- Marginalization; Concept, Definitions and Educational status
- Types of Marginalization; Social, Political, Economic and Educational
- Reasons of Marginalization; Socio-cultural, Religious, Disadvantage, Deprivation, Economic and Political
- Impacts of Marginalization; Discrimination, Disadvantage, Social Exclusion, Social Disharmony and Violence and crime.

Unit-III EDUCATION OF SCHEDULED CASTE AND SCHEDULED TRIBES
- State Policy and Educational Disparity
- Educational problems of SC and ST Sections; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality
- Issues of Scheduled Caste and Scheduled Tribe Sections;
  Social security
  Educational development
  Vocational courses and Opportunities
  Contextualization of education,
  Partnership in governance and decision making process
- Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans

Unit-IV EDUCATION OF WOMEN AND GIRLS
- State Policy and Educational Disparity
- Educational problems of Women and Girls; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality
- Issues of Women and Girls Sections;
  Social security
  Educational development
  Vocational courses and Opportunities
  Contextualization of education,
  Partnership in governance and decision making process
- Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans

Unit-V EDUCATION OF MINORITIES
- State Policy and Educational Disparity
- Educational problems of Minorities; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality
- Issues of Minorities Sections;

Social security
Educational development

Vocational courses and Opportunities
Contextualization of education,
Partnership in governance and decision making process
- Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans

BOOKS RECOMMENDED:
- Ambedkar, B.R. (l948) The Untouchables: Who are They and Why They Became Untouchables. KaushalyaPrakashanBhatty, Kiran Educational Deprivation in India: A, Survey of Field Investigations. Economic and Political Weekly, July 4, 1998.
- Dube, S.C. (1996) Indian society, National Book Trust, New Delhi
- Gupta, Dipankar (1991), Social Stratification, New Delhi, Oxford University, Press.
  Kumar, Krishna (1992) What is Worth Teaching? Orient Longman, New Delhi
- D.B. Rao, The School and Community Relations: 2004, Discovery Publishing House Pvt. Ltd., New Delhi
  Sharma, CB Equalizing Education in Unequal Society
- SusheelaKoushik (ed.): Women's oppression: Patterns and Perspectives, New Delhi: Ajantha. 1984
- UNESCO, Wasted Opportunities: When Schools Fail. Education for All, Status and Trends, Paris, UNESCO, 1998
- Velaskar, Padma. 1990. Unequal Schooling as a factor in the Reproduction of Social Inequality in India. Sociological Bullettin, 39,182.
- NCERT, Education of Marginalized Sections; degsnmodule6.pdf,http://www.ncert.nic.in/department/nie/desgn/pdf_files/degsnmodule6.pdf
- Ahuja,Ram, Rights of Women (1992), A Feminist Perspective, New Delhi: Rawat Publications.Basu, D.D.(2003) Shorter Constitution, Prentice Hall, New Delhi.
- Centre for Development and Human Rights, (2004), The Right to Development –A Primer, New Delhi: SagePublications.
- NailaKabeer (ed), Geetha B. Nambissan, RamyaSubramanian(2003) ChildLabour and the Right to Education in South Asia, New Delhi: Sage Publications.
- UNDP Bank, Human Development Report, New Delhi, 2003.
- Wahid, Abdul, (2009); Minority Education In India: Issues of Access, Equity & Inclusion, Delhi; Serials Publication.
- Yadappanavar, AV, (2003): Tribal education in Indai, Delhi; Discovery Publishing House.
- हनफ़ीऔरहनफ़ी, स्त्रीशिक्षा, आगरा; शिनोदपुस्तकमंशदर

EDUMA-514 C DISTANCE EDUCATION

MM: 100
CREDIT-5

COURSE OBJECTIVES: To enable the students to understand;
1. The need and nature of Distance Education in Indian Society.
2. ICT and their uses in Distance Education System.
3. Student Support Services and skills to manage these for various Programmesof Distance Education.
4. To develop in them the ability to enhance the quality of different Distance Education Programmes.
5. The Trends of Research in field of Distance Education.

COURSE CONTENTS
Unit-1: Distance Education and Its Development: ● Understanding Distance Education System. ● Some Definition and Teaching Learning Components. ● Need, Characteristic and Features of Distance Education ● Growth and Philosophy of Distance Education ● Distance Teaching Learning Systems in India ● Development pattern of some selected open universities of U.K. Australia & China
Unit-2: Intervention Strategies at a Distance: ● ICT Technologies and their Applications in DistanceEducation. ● Designing and Preparing Self-Instructional Material ● Media: Print & Electronic, Media Integration. ● Distance Educator: Nature and Characteristics
Unit-3: Learning at a Distance ● Student Support Services in Distance Education and theirManagement. ● Technical and Vocational Programmes through DistanceEducation. ● Distance Education and Rural Development. ● Problems of Distance Learners
Unit-4: Quality Enhancement and Programme Evaluation ● Quality Assurance in Distance Education. ● Mechanisms for Maintenance of Standards in DE. ● Evaluation system in Distance Education. ● New Dimensions in DE-Promises for the Future
Unit-5: Research in Distance Education ● Need and type of Research in Distance Education. ● Research on Media of Communication in DistanceEducation. Area of Researches in Distance Education. ● Research on Educational T.V. Need of Various typesResearch in DE. ● Problems of Research in DE.

RECOMMENDED BOOKS:

- AIU (1997)
- Digmarti, BhaskarRao.

- ● Handbook of Distance Education, New Delhi
- ● International guidelines on open and Distance Education

EDUMA-515. PRACTICAL (WRITING AND PRESENTATION OF RESEARCH PROPOSAL)
MM: 100
CREDIT-4

COURSE OBJECTIVES: Following are the objectives of the course;
1. To enable the students to construct the Research Synopsis.
2. To Provide the Knowledge of Psychological and Statistical tools.
3. To Provide the Knowledge of different types of Research Design.
4. To Provide the Knowledge of Research report writing and Viva-Voce.

COURSE CONTENTS
Unit-1: Theoretical Aspects of Research process and presentation.
Unit-2: Review of Related Researches and presentation.
Unit-3: Selection of topic of educational research and presentation.
Unit-4: Selection and Preparation of measuring tools and presentation.
Unit-5: Writing of Research Proposal: Format and Presentation.

RECOMMENDED BOOKS:
- Bell, Judith, How to Complete Your Research Project Successfully, PBS
  Jonathan, Anderson et al. : Thesis Writing, OUP.
- Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart
- Winston.
- Kothari, C.R (1990). Research Methodology: Methods and Techniques (2nd ed.). New
  Delhi: VishwaPrakashan.
- Sharma, RA: SHODH PRABANDH LEKHAN, Meerut, R Lal Book Depot.

EDUMA-516-DISSERTATION-Evaluation will be done in fourth semester. Area of research will be provided by the Gorakhpur University.

FOURTH SEMESTER

EDUMA-517. CONTINUING EDUCATION
MM: 100
COURSE OBJECTIVES: The students will be enabled to:
1. Understand the concept and significance of continuing education and its need.
2. Know about the various programmes of continuing education.
3. Understand the importance of continuing education in the process of social change.
4. Know about the role of state and voluntary agencies in continuing education.
5. Know about the role of Agencies and Media in continuing Education.

COURSE CONTENTS
Unit-1: Continuing Education:
● Concept, need and objectives of continuing Education.
● Historical perspectives of Continuing Education.
● Problems of Continuing Education
● Gandhi Jee's philosophy and continuing Education
● Dr.ZakirHussain's philosophy and continuing Education.
Unit-2: Programmes of Continuing Education:
● Meaning, Objectives and need of Adult Education.
● Problems of Adult Education and its remedies.
● Parental Education & continuing Education:Concept, objectives, need
● Teaching Methods of Parental Education.
● Education for Social work: concept, need, objectives typesand importance.
Unit-3: Continuing Education and Social Change:
● Concept and Definition of Social Change.
● Factors of social change, Education and Social Change.
● Women Education- Recommendation of Various EducationCommissions regarding women Education.
● Need and importance of Women Education
● Role of Women Education in transformation of Society.
● Problems of Women Education in India.
Unit-4: Extension Programs for Society:
● Customer awareness programme
● Education for Adolescence
● Education for Duties
● National Literacy Mission,
● Mother and Child Welfare Program
Unit-5: Agencies and Media of Continuing Education:
● Formal, Informal and Non- formal Agencies of Education.
● Role of Multi Media: Press, Television, Cinema, Radio,Computer and Internet.
● Role of Library in continuing Education.
● Continuing Education in NPE 1986.
● Various Government efforts for Continuing Education;National Adult Education Program.

RECOMMENDED BOOKS:

- Joshi, R.K. & B.B. Singh (1984) • • Continuing Education, P.L. Prakashan Gorakhpur.

- Kaul, B.N. et, al.,(1988) • • Distance Education, New Delhi, All and IGNOU.
- Kundu, C.L. • • Adult Education.
- Naik, J.P. (1977) • • Some perspectives on Non-Formal Education ICSSR.
- Paramji, S. (1984) • • Distance Education, Sterling Publishers, New Delhi.
- Rao, Subba D. (1994) • • Continuing Education in India,Associated Publisher, Ambala.
- Sharma, B.K. • • SatatShiksha: VinodPustakMandir, Agra.

EDUMA-518 **CURRICULUM DEVELOPMENT**

MM: 100
CREDIT-5

COURSE OBJECTIVES: To enable the students
1. To acquaint the students with the basic concept of curriculum.
2. To develop an understanding about different perspectives on curriculum.
3. To develop understanding about bases of curriculum development.

COURSE CONTENTS
Unit-1: Aims and Objectives of Education ● Introduction to Aims, Goals and Objectives of Education ● Educational Objectives: Types of Educational Objectives ● Taxonomic Levels: Cognitive, Affective and Psychomotor   Domains and Approaches to Educational Objectives
Unit-2: Perspectives on Curriculum ● Meaning and principles of curriculum. ● Concept of Core curriculum, Hidden Curriculum Curriculum framework-need and importance; syllabus and textbooks
Unit-3: Bases of Curriculum Development: ● Philosophical Bases ● Sociological Bases Psychological Bases
Unit-4: Types of Curriculum ● Types of curriculum;   Subject-centered, Learner-centered, Community centered ● Social Reconstructionist curriculum. Characteristics, purpose, Role of a teacher
Unit-5: Construction and Development of Curriculum ● Concept of curriculum construction and Development ● Curriculum development-strategies

RECOMMENDED BOOKS:

- Berman, L.V. (1968): New Principles in the Curriculum, Ohio, Charles, E. Merrill Book.
- Bob, Moon and Patricia Murphy (Ed), (1999); Curriculum in Context; Paul Chapman Publishing, London.Brent, Allen, (1978): Philosophical Foundations for the Curriculum, Allen &Unwin, Bosten.
- Chomsky, N (1986). Knowledge of Language; Prager, New York
- Datta, D. M. (1972) Six Ways of Knowing Calcutta University Press, Calcutta.
- Galen, Saylen& William Alexander Hoet, (1974): Planning Curriculum for Schools, New York, Ricerhart&Winston Inc.
- G.W. Ford and Lawrence Pungo, (1964); Structure of Knowledge and the Curriculum Rand McNally andCompany, Chicago
- Hoper, Richard, (1974): The Curriculum: Contest Design & Development the Open University Press Edinburg,

DISCIPLINE SPECIFIC ELECTIVES (CHOOSE ANY TWO OF THE FOLLOWING)

EDUMA-519A EDUCATIONAL ADMINISTRATION AND MANAGEMENT
MM: 100
CREDIT-5

COURSE OBJECTIVES: The course intends to enable the students;

1. To understand concept and practices of educational administration and management.
2. To give an overview of the historical development of educational administration and management.
3. To explore the policies in terms of their impact on public administration and management.
4. To understand contemporary issues in educational management.

Unit-I Conceptual Framework

- Meaning, Definition, Scope and concepts of Educational Administration and Management.
- Evolution of concept of educational administration from colonial system to present times in India.
- Post-1986 policy developments, decentralization, and centrally sponsored schemes.
- Scope and characteristics of Organization
- Types of Educational Administration
- Principles of Educational Administration

Unit-II Structural arrangement of Educational Administration

- Role and Functions of Central and state Government, Local Bodies, and NGOs at national, state and sub-state levels in Management of Education
- Administrative role of -
  - UGC
  - NCTE
  - NCERT
  - SCERT
  - SIEMAT
  - State Boards of Education

Unit-III (12hours)

Role and Function of Educational Administration

- Purposing
- Planning
- Organization
- Cooperation
- Inspection and Supervision
- Staff Selection
- Budgeting

Unit-IV -Organizational Development
- Leadership-Concept, types, role and theories.
- Decision Making; Concept, types, role and theories
- Institutional conflicts; types, causes and management.
- Organizational behavior
- Organizational Climate.

Unit-V - Contemporary issues in Educational Management
- Centralization and Decentralization
- Intra- and inter-sector coordination.
- Voucher system and formula funding.
- Autonomy and accountability.
- E- Governance.
- Self-financing of Education
- Qualities of Educational Administration

BOOKS RECOMMENDED:

- Hoffman, Allan M. and Summers Randal W (eds.) (2000). Managing Colleges and Universities: Issues for Leadership. Westport, Bergin, and Avery.
- Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New, Delhi, The European Commission.
- Kowalski, Theodore. J (2001). Case Studies on Educational Administration (3 rd ed.) New York, Longman. Mukhopadhyay, Marmar and Tyagi, R.S (2005).Governance of School Education in India. New Delhi, NIEPA. Mathur, S.P (2001). Financial Management in Indian Universities: Recent Trends. Varanasi: Ganga, Kaveri.
- Mathur S.S (1990). Educational Administration and Management, The Indian Publications, India. Ramchandran Padma and R. Vasantha (2005).Education in India,New Delhi, National Book Trust.
- Tilak, J.B.G (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper,Education for All Summit of Nine High Populated Countries, New Delhi.

- Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospectand Prospect'.Journal of Educational Planning and Administration, VII (2), April, pp. 197-214.
- Bray, Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2nded), Paris:UNESCO, IIEP.
- Fullan, Michael (2005). Fundamental Change: International Handbook of Educational Change, Springer, TheNetherlands.
- Gronn, Peter (2003). New Work of Educational Leaders: Changing Leadership Practice in anEra of SchoolReform, London: Paul Chapman.
- Hoffman, Allan M. and Summers Randal W (eds.) (2000). Managing Colleges and Universities:Issues forLeadership, Westport: Bergin, and Avery.
- Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). Management Processes in Elementary Education: A Studyof Existing Practices in Selected States in India. New Delhi: The EuropeanCommission.
- Latchem, C. and Hanna, D (2001). Leadership for 21 st   Century Learning: GlobalPerspectives fromEducational Innovations, London: Kogan Page.
- Moon, Bob, Butcher, John and Bird, Elizabeth (eds.) (2000).Leading Professional Developmentin Education.London: Routledge.
- Naik, J.P (1982). The Education Commission and After, New Delhi: Allied Publication.
- NIEPA.Survey Reports of Educational Administration in different States and UTs 1991-2001, New Delhi.
- Pareek, Udai. Institution Building: the Framework for Decision-making, in Ravi Mathai, UdaiPareek and T. V. Rao (eds.). Institution Building in Education and Research: From Stagnation to Self-Renewal, All India Management Association, New Delhi.
- Shukla P.D (1983). Administration of Education in India, New Delhi: Vikas Publishing House.

EDUMA-519 B WOMEN EDUCATION   **MM: 100**

CREDIT-5

COURSE OBJECTIVES: Student will be able to know;
- To know the expected roles (political, social and economic) of Women in developing countries including India.
- To acquaint with types and modes of preparation needed for them in playing roles effectively in tune with the Constitutional directives.
- To be aware of the concept of women as changing agents for the transformation of Third World Countries.

UNIT	COURSE CONTENTS
I	**Unit-1 Introduction to Women Education** • Meaning, nature and objectives of Women Education • Scope of Women's Education in- Ancient India Medieval India Pre-Independent India Post -Independence India

II	**Unit- II Government initiative in women Education** • Different organization related to Women's Education. • Women Right Act and its implementation, • Different plans & strategy of Women's Education in India- Mahila Samakhya NPEGEL, Meena Munch , KGBV Beti Bachaoo aur Beti Padhaoo
ii	**Unit-III Status of Women Education** • Society Development and Women Education: • Role and status of women in Education System. • Problems of Women Education in India
IV	**Unit-IV- Contribution of Educationist in Women Education** • Thoughts and work on Women's Education;- Mahatma Gandhi, Swami Vivekanand Rabindra Nath Tagore

RECOMMENDED BOOKS:

- AgrawalBina
- Field of her own, New Delhi, Kali for Women.
- Alexander & c.t. Mohanty (eds)
- Feminist Genealogies: Colonial Legacies, Democratic Felines, Routeledge1999.
- Burbach – Vuez.
- Globalisation& Discontents, London, Pluto 1997, EPW-30 April WS 2.
- Butalia U 7 Sarkar (ed)
- Women and the Hindu Right, New Delhi, Kali for Women - 1996
- Cossman B 7 R Kapur (eds)
- Subversive site, New Delhi Kali for Women 1996.
- Chakravati& K. Bangari (eds)
- Myths & Markets, New Delhi, Manohar 1992.
- Chossudo VSKY M:
- The Globalisation of Poverty, Goa Madhyam 2001.
- Ghosh J.
- "Gender concerns in Macro – Economics Policy EPW 30 April WS-2.
- HasanZoya (ed)
- Forging Identities: Gender Communities and Multiple partiachies, EPW 23,
- Dec. 1995.
- Heyzer N. Riker, J.A. Suizon,
- Government – NGO. Relations in Asia, KwalaLampur APDC 1995,
- KapurRana (ed)
- Feminist Terrains in Legal Domains, New Delhi, Kali for Women 1996.
- Keller E.F. & H. Lagino
- Feminism & Science, Oxford OUP 1996.
- Miller S.S. Rawbotham,
- Women Encather, Technology, London Routeledge, 1995.
- Nielesen J.
- Feminist Research Methods, London, West view Press 1990.
- Oakley Ann
- Experiments in Knowing, gender and methods in the Social Sciences,
- London Polity Press.
- Rao N. Rump
- L & R Sudarshan (ed) site of change, New Delhi, UNDP 1996.
- Sangari K.
- Politics of possible, New Delhi, Tulika 1999.
- Uberoi P- (ed)
- State Sexuality & Social Reforms, New Delhi, 1996.
- Singh A & A Vitamen (ed)
- Invisible Hands, New Delhi, Sages Publication 1987.
- Agrawal B.(ed)
- Structure of Patriarchy, New Delhi,
- Dube L & R Palsiwala (eds)
- Structure &Stratages: women, work & family in Asia, New Delhi Sage
- Krishnaraj M & K Chanana
- Gender and the House hold domain New Delhi Sage 1989. (4Vol.)
- K. Sardamoni, (ed)
- Finding Household New Delhi Sage 1992. (Vol 5).

EDUMA-519 C - EDUCATION IN GLOBAL CONTEXT

MM-100

Credit-5

COURSE OBJECTIVES: On completion of this course the students will be able to;

1. Assess and determine the contribution of education to GNP of a country.
2. Formulate man power   planning and programming model for educational planning.
3. Estimate educational wastage, suggesting methods to avoid them and to identify the priorities in theNational policy on Education.
4. Deal with re-distribution of resources and re-arrangement of priorities
5. Promote the needed changes in education and making it socially relevant and economically productiveand to improve the techniques of educational planning and management

Unit-I-Internationalisation of Education   • Concept of Internationalisation of Education   • Emerging partnership between institutions   • Policy framework in Indian Context   • Implications In Indian Context
Unit-II-Global Aspects of Education   • Meaning, nature and dynamics of Globalization.   • Globalization and its impact on governance of education   • Decentralization and State decontrol   • Implications in Indian Context
Unit-III. GATS Framework   • modes of delivery ofeducation services and educational implications   • Emerging international structure of institutions: GATS and Regional Networks   • Implication of GATS in Indian Context
Unit-IV. Policy intiatives w.r.t. Internationalisation of Education   ● NEP 1986   ● NEP 2020   ● Statutory bodies
Unit-V-Education as investment   Education as an Economic Good,   - Education as Consumption and Investment;   - Difficulties in treating Education as consumption / investment.   - Role of PPP in Indian Education.   - Role of WTO and World Bank Education in India Education.

BOOKS RECOMMENDED:

• Becker, G.S. (1974). Human Capital. New York: NBER.

- Blang, M. An introduction to Economics of Education, Cambridge University Press
- Blaug, M. (1972). An Introduction to the Economics ofEducation, London: PenguinCohn,
- E and T.Gaske (1989).Economics of Education, Pergamon Press, London
- Cohn, E. and Gesker T. G. (1990) The Economics of Education. Oxford: Pergamon PressHeggade, O. D. (1992) Economics of Education, Bombay:Himalaya Publishing House
- Laxmidevi (ed) (1996) Encyclopedia of Education Development and Planning Economics ofEducation. NewDelhi: Anmol Publications Pvt. Ltd.
- Natarajan S. (1990) Introduction to Economics of Education, New Delhi.Sterlin O'Donohue. M (1971) Economics Dimensions in Education,Chicago: Aldine Alterton
- Patteti, A. P, &Thamarasseri, Ismail. (2014). Economics of Education.N.Delhi: APH Publishing Corp.
- Tilak , J. B. G. (1987). The Economics of Inequality in Education. NewDelhi: Sage Publications.
- Tilak.J.E.G (1989).Economics of Inequality in Education, Sage, New Delhi.Vaisey, J. (1972). Economics of Education,London: G Duck Worth and Co.
- Varghese N.V. and J.B.G. Tilak (1991). Financing of Education in India, IIEP, Paris.Woodhall, M. Cost – benefit Analysis in Educational planning. Columbia University Press, New YorkWorld Bank; The world Development Report, OUP, New York

EDUMA-516-Dissertation will be submitted and evaluated in this semester.