

Ph.D. Programme in Education

*Course Structure, Examination Ordinances, and Courses of Study of the Ph.D.
Programme in Education*

**Department of Education
Vinaya-Bhavana (Institute of Education)
Visva-Bharati, Santiniketan**

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Programme in Education***

Section A: Course Structure

Semester – I

Course Code	Course	Core / Elective	Credit	Full Mark		
				Final	Int.	Total
EDN - 411	Research Methodology and Techniques	Core	8	80	20	100
	Application of Research Methods in Educational Problems					
EDN - 412	Elective Course (To be chosen/opted from several courses in the broad areas of the field of study)	Elective	8	80	20	100
	EDN – 412.1: Educational Psychology					
	EDN–412.2: Philosophical Foundations of Education					
	EDN – 412.3: Teacher Education					
	EDN – 412.4: Peace and Values Education					
	EDN–412.5: Contemporary Problems, Issues and Trends in Education					
	EDN – 412.6: Elementary Education					

Semester – II

Course Code	Course	Core / Elective	Credit	Total
EDN - 421	Review of published Research Work in Education	Core	8	100
	A. Presentation of Review Report on Research Work in the proposed area of research			30
	B. Presentation of Synopsis on the proposed area of research			70

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Section B: Examination Ordinances

Examination Ordinances will be as per University examination ordinances.

Section C: Courses of Study

Semester – I

EDN - 411: Application of Research Methods in Educational Problems

Course Objectives:

Application of Research Methods in Educational Problems course aims to enhance knowledge, and develop competency of dealing with the educational issues and undertaking a problem relating to education. Students successfully completing this course develop a critical and reflective understanding an educational problems. This course includes the basics of research in education that have current significance in the context of India. Students also develop special expertise not only to join post – Ph.D. work, but also to take independent project.

Course Contents:

01. Nature of Educational Research:

- (a) Types of research: Fundamental, applied and action research Qualitative and quantitative, longitudinal and cross-sectional,
- (b) Uni-, Intra - , and Inter - disciplinary areas of educational research
- (c) Priority areas of research in education
- (d) Significance of review of literature
- (e) Identification, and selection of contemporary research problems in education

02. Preparation of a Research Proposal:

- (a) Rationale of selecting a problem
- (b) Emergence and statement of a research problem
- (c) Significance of undertaking a specific problem
- (d) Delimitations Population and Sample
- (e) Operational definitions of technical terms used in the study
- (f) Formulation of objectives, hypotheses, research questions
- (g) Use, adaptation and development of research tools for data collection
- (h) Methodology of conducting any study; population and sample. research tools, design of the study, data collection, statistical treatment.

03. Research Design:

- (a) Concept and Components of research design
- (b) Pre- test & Post-test Experimental Designs
- (c) Control of extraneous variables in experimental studies, threats to experimental validity
- (d) Steps of planning and formulating design for different types of research problems in Education through experimental, descriptive, historical, and ethnographic research approaches

04. Theory Building and Testing:

- (a) Theory Building: Assumptions, laws, theory, research questions, and hypotheses in educational research
- (b) Formulation & testing of problem specific hypotheses and research questions in education through experimental, descriptive, historical and ethnographic types of researches

05. Application of Statistics in Research:

- (a) Quantitative and qualitative data
- (b) Application of correlations
- (c) Testing of hypotheses through one- tailed & two - tailed tests (t-test), F-test, ANOVA, ANCOVA;
- (d) Testing of hypotheses through Chi-square test (Testing of equal probability hypotheses, normal probability hypotheses, and hypotheses of independence)
- (e) Testing of normality of any distribution
- (f) Computing various types of reliability co-efficient and validity co-efficient
- (g) Computing indices of item difficulty and item discrimination through various methods of item analysis
- (h) Transformation of raw scores to standard and normalized standard scores.
- (i) Use of MS EXCEL, SPSS and internet for research purpose.

06. Writing and Evaluating a Research Report:

- (a) Writing up research report and its evaluation: criteria of writing and evaluating a good research report, characterisation, bibliography and references, conclusions and recommendations

Suggested Readings:

1. Best. J. W. & Kahn. J. V. (2008). Research in Education (10th edition). Delhi: Pearson Education.
2. Burns, R. B. (2000). Introduction to Research Methods. New Delhi: Sage Publication.
3. Garrett, H. E. & Woodworth, R.S.(2005). Statistics in Psychology and Education. New Delhi: Paragon International Publishers,
4. Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication.
5. Koul, L. (2008). Methodology of Educational Research. New Delhi: Vikasha publishing House Pvt. Ltd.
6. Mertens, D. M.(1997). Research Methods in Education and Psychology. New Delhi: Sage Publication.

7. N.C.E.R.T. (1991). Fourth Survey of Educational Research 1983 – 1988. (Vol. – I & II). New Delhi: NCERT
8. N.C.E.R.T. (1997).Fifth Survey of Educational Research: 1988-92. (Vol. I).New Delhi: NCERT.
9. N.C.E.R.T. (2000).Fifth Survey of Educational Research 1988 – 1992 (Vol. – II). New Delhi: NCERT.
10. N.C.E.R.T. (2006).Sixth Survey of Educational Research: 1993-2000. (Vol. I).New Delhi: NCERT
11. N.C.E.R.T. (2007).Sixth Survey of Educational Research: 1993-2000. (Vol. II).New Delhi: NCERT.
12. Peterson, R. A. (2000). Construction of Effective Questionnaires. New Delhi: Sage Publication.
13. Sapsford, Roger. (1999). Survey Research. New Delhi: Sage Publication.
14. Sax, Gilbert. (1968). Empirical Foundation of Educational Research. New Jersey: Englewood Cliff.
15. Sax, Gilbert. (1979). Foundations of Educational Research. New Jersey: Prentice – Hall.
16. Seigal, Sydne, Y. (1978).Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill
17. Singh, Arun Kumar. (1986). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.
18. Stringer, E. T. (2000).Action Research (2nd ed) New Delhi: Sage Publications.
19. Tuckman. B. W. (1979).Conducting Educational Research (2^{dn} edition). New York: Harourt Brace Javanovich Inc.
20. Van Dalen, D. B. & Meyer, W.J.(1979).Understanding Educational Research. New York: Mc-Grow-Hill Book Company.
21. Wiersma,W. & Jurs, S.G.(2009).Research Methods in education.(9th edition). Delhi: Pearson Education.
22. Kundu,D.(2010).Advances in educational Researchin India Voll & II.New Delhi:Yash Publication.

EDN - 412: Elective Course

Course Objectives:

Students successfully completing anyone of the following courses may develop a critical and reflective thinking relating to issues in education, understand area-specific problems in education and develop competency to undertake a research project with confidence.

EDN – 412.1: Educational Psychology

Course Contents:

Unit– I: Motivation and Learning: Concept of motivation, learning, and achievement motivations; Processes in learning; Impact of motivation in learning; Assessment of motivation and achievement motivation; Transfer of learning and its measurement.

Unit-II Intelligence, creativity and emotional intelligence: Concepts of Intelligence, creativity and emotional intelligence; Interrelationships between intelligence and creativity, intelligence and emotional intelligence, Assessment of Intelligence, creativity and emotional intelligence.

Unit- III: Personality and Adjustment: Concept of personality; Indian perspective in the concept of personality; Assessment of personality with reference to personality traits and types; Adjustment process & its measurement.

Unit-IV: Education for Children with Special Needs: Nature, objectives and evaluation of inclusive and exclusive education; Support service, guidance, counseling, school placement, and rehabilitation for children with special needs; Education for children with special needs: Blind, Children with Low Vision, Hearing Impaired, Mentally Retarded, Gifted, and Creative, Gifted Under-achievers.

Unit-V: Psychological and Educational Tests: Processes of construction and adaptation of any standardized psychological and/or educational tests; Processes of construction and standardization of attitude scale by Thurston and Likert methods; Principles for preparing different types of test items; Guidelines for writing good test items.

Unit -VI: Areas of Research: Priority areas of research in educational Psychology and special education at national and international levels.

Suggested Readings:

1. Atkinson, J. W. & Feather, N. T. (1966). A Theory of achievement motivation. New York: Wiley Publishers.
2. Elias, M.J. (2006).The Educator's Guide to Emotional Intelligence. California: Corwin Pres
3. Emmerling, R., Shanwal, V.K., and Mandal, M. K. (Eds). (2008). Emotional Intelligence Theoretical and Cultural Perspective. New York: Nova Science Publishers.
4. Hall, C.S. and Libdsey, G. (1978). Theories of personality (3rd ed). New York: John Wiley.
5. Hilgard, E. O. (1976). Theories of learning (4th ed). New York: Appleton–Century Cliffs.
6. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
7. Mohan, Jitendra, (1993). Educational Psychology. New Delhi: Wiley Eastern limited.
8. Ormrod, J. E. (2007). Educational Psychology: Developing Learners. New York: Tata McGraw Hill.
9. Saraswathi, T. S. (2003).Gross cultural Perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage.
10. Anastasi, Anne (1976). Psychological Testing (4th edition). New York: Macmillan Publishing Company.

11. Brown, F.G. (1976). Principles of Educational and Psychological testing. New York: Holt Rinehart and Winston.
12. Edwards, A.L. (1975). Techniques of Attitude Scale Construction. Bombay: Feiffer & Simens Pvt. Ltd.
13. Stanley, J.C. and Hopkins, K.D. (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice-Hall India Pvt. Ltd. Kirk, S. (2003). Education of Exceptional children. New Delhi: Oxford IBH.
14. Kirk, S. (2003). Education of Exceptional children. New Delhi: Oxford IBH.
15. Lufting R. L. (1997). Teaching the Cognitively Retarded Children: Curriculum Methods and Strategies. New York: Oxford University Press.
16. Pandey R. s. & Advani. L. (2005). Perspectives in Disability and Rehabilitation. New Delhi: Vikas publishing house.
17. Porter L. (2003). Educating Young Children with special needs. New Delhi: (Paul Chapman Publishing) Sage Publications.
18. Prasad J. & Prakash R. (1996). Education of Handicapped Children Problems and Solutions. New Delhi: Kanishka: Publishers & Distributors

EDN – 412.2: Philosophical Foundations of Education

Course Contents:

Unit-I: Foundations of Philosophical Enquiry: Metaphysical and Epistemological Issues; Logic and Axiology in Educational Research; Theory of Knowledge: Concept, Kinds and Sources; Speculative, Normative and Critical aspects of Philosophical Research in education.

Unit-II: Classical Indian Schools of philosophy: Scope and relevance of Educational Researches in Upanishdic Philosophy; Six Schools of Indian Philosophy; Jain and Buddhist and Islamic Philosophies and their Educational Implications in contemporary society.

Unit- III: Western Schools of philosophy: Contribution & Relevance of Naturalism, Idealism, Pragmatism, Realism, Humanism, Existentialism, Marxism, Logical Positivism and Postmodernism in modern educational research; Contradictions and Consensus among Philosophies of Education.

Unit-IV: Great Educational Philosophers: Contribution of Western educational philosophers: Socrates, Plato, Aristotle, Hegel, Kant, Russell; Contribution of Indian thinkers: M. K. Gandhi, R. N. Tagore, Vivekananda, Sri Aurobindo.

Unit-V: Philosophical Research Methods: Advanced Methods in Philosophical Research: Phenomenological, Authoritative, Pragmatic, and Skeptic; Forms of Analysis: Scientific, Conceptual, Definitional, Transcendental, and Linguistic analysis.

Unit-VI: Areas of Research: Priority areas of research in educational philosophy.

Suggested Readings:

1. Ansari, S.H.; Philosophical foundation of Education, Sanjay Prakashan, New Delhi, 2003.

2. Breeds, F.S.; Education and the New Realism. The Macmillan Company, New York, 1939.
3. Brubacher, J.S.; Modern Philosophies of Education. Mc-Graw-Hill Book Company, Inc., New York, 1939.
4. Broudy, H.S.; Building a philosophy of Education Prentice Hall, Inc., New York, 1954.
5. Butter, J.D.; Four Philosophies. Princeton, New Jersey, 1950.
6. Dewey, J.; Democracy and Education. Aakar Books, Delhi, 2004.
7. Durant, W.; The story of Philosophy, Garden city Publishing Company, New York, 1938.
8. Edigenu & Rao, D.B.; Philosophy and Curriculum. Discovery Publishing House, New Delhi, 2003.
9. Edward, J.P.; Philosophy of Education: Studies in Philosophies, schooling and educational policies, Prentice-Hall Inc., New Jersey, 1982
10. Gutek G.L.; Philosophical and Indio-logical perspective on Education. Prentice Hall, New Jersey, 1988.
11. Hott E.B. (Ed.); The New Realism. Macmillan Co., New York, 1912.
12. Ozmon, H.A. & Carver, S.M.; Philosophical Foundation of Education. Merrill Publishing Company Columbus, 1990.
13. Pandey, R.S.; Philosophizing Education, Kaniska Publishers, New Delhi, 2003.
14. Perry, R.B.; Present Philosophical Tendencies. Longmans, Green & Company, New York, 1912.
15. Pratt, J.B.; Personal Realism. Macmillan Inc., New York, 1937.
16. Robinson, D & Groves, J.; Introducing Bertrand Russell, Icon Books, Cambridge, 2002.
17. Robinson, D & Groves, J.; Introducing Empiricism, Icon Books, Cambridge, 2004.
18. Robinson D & Groves J.; Introducing Philosophy, Icon Books, Cambridge, 2004.
19. Russell, B.; History of Western Philosophy, Rout ledge, London, 2004.
20. Russell, B.; The Analysis of Mind, Rout ledge, London, 1995.
21. Rusk, R.R.; The Philosophical Bases of Education. Houghton Mifflin Company, Boston. 1929.
22. Santayana, G.; Realms of Being. Charles Scibrier's Sons, New York 1937
23. Saxena, N.R.; Philosophical Foundation of Education. R.Lal Book Depot, Merrut, 2005.
24. Scruton, R.; A short History of Modern Philosophy. Routledge & Kegan Paul, London 2005.
25. Sharma, R.N.; Textbook of Educational Philosophy. Kanishka Publishers, New Delhi, 2002.
26. Srivastava, K.K.; Philosophical Foundation of Education, Kanishka Publishers, New Delhi, 2003.

EDN – 412.3: Teacher Education

Course Contents:

Unit-I: Conceptualization of Teacher Education: Concept and nature of teacher education; Objectives of teacher education at different levels i.e. pre-primary, primary, secondary; Models of teacher education: one year, two year and four year integrated; Types of teacher education: pre-service and in-service.

Unit-II: Present Concerns in Teacher Education: Role and functions of NCTE in maintaining quality of teacher education; Integrating content and pedagogy in teacher education programme; Integration of ICT in teacher education programme; Privatization of teacher education; Continuous professional development of teachers & teacher educators ; Admission to teacher education courses; Evaluation of teacher trainees .

Unit-III: Areas of Research in Teacher Education: Pre-service teacher education; In-service teacher education; ICT in teacher education; Pedagogical approach in teacher education; Professional knowledge, identity, beliefs and understanding of teaching and learning in teacher education; Pedagogical content, knowledge of teacher, teacher education curriculum, internship in teaching .

Unit-IV: Design of Research in Teacher Education: Application of different research design such as survey, descriptive, experimental, correlation, case study in the field of teacher education; Multi-disciplinary and multi-method research in teacher education; Action research for teacher and teacher educators.

Unit-V: Research Tools in Teacher education: Preparation of tools such as test, scale, checklist, interview, group discussion, observation for conducting research in teacher education; Data analysis in teacher education.

Unit-VI: Formats of Research Paper/Dissertation: Writing research paper for Journals and research report; formats, Different journals published in India and Abroad: Journal of Indian Education, Indian Education Review, Journal of Teacher Education and Research, Oxford Review of Education etc

Suggested Readings:

1. Elahi Nizam (1998). Teacher Education in India. APH Publishing Corporation, New Delhi.
2. Khosla, D N (1998). Curriculum framework for quality teacher education, NCTE, New Delhi, Publication Corporation Sohan Sweup.
3. Lawrence HSS (1956). In-service teacher education. MHRD, Govt. of India
4. Marilyn, Sharon, Melntyre & Dmers (edited) (2008). Handbook of Research on teacher education.
5. Mohalik, R.K (2010). In-service teacher education. Mahamaya Publishing House, New Delhi.
6. NCERT (2005). National Curriculum Framework-2005, MHRD, New Delhi
7. Patel, IJ, Buch MB & Palsane, M N (Edited). Readings in in-service education. Vallabha Vidyanagar, published by Sardar Patel University.
8. Panda & Tiwari (1997). Teacher Education. APH Publishing Corporation, New Delhi.
9. Richard P, Tisher & Wideem (1990). Research in teacher education; international Perspectives (edited), The Falmer Press, London.

EDN – 412.4: Peace and Values Education

Course Contents:

Unit – I: Socio-Cultural Context of Values: Understanding of culture, multiculturalism and intercultural competency; Indian culture and values; Human development through universal cultural values.

Unit – II: introduction to Values: Concept, nature and types of values; Imitation, indoctrination, inculcation, and internalization of values; Tools for measuring values; Concepts of moral education, religious education, peace education, and values education.

Unit – III: Peace Values and Moral Values: Peace and culture of peace; Peace Values & their behavioral implications; Peace values for International understanding; Morality and ethics; Moral values and ethical codes of conduct.

Unit – IV: Democratic values: Democratic values enshrined in the Preamble of Indian Constitution and their behavioral Implications; Understanding of democratic values for respecting life and human dignity; Democratic values & Human rights.

Unit – V: Pedagogical Strategies for Development of Values: Rationale building model; The consideration model; Values clarification model; Social action model; Self-confrontation model; Just Community intervention model; Moral Learning through rearing practices.

Unit – VI: Area of Research: Perspective on values education research in India and abroad; Priority areas of research in values and value education.

Suggested Readings:

1. Chilana and Dewan M.I. (1989). *The Human Values: A Task For All*. New Delhi: Concept Publishing Company.
2. Chinara, B.D. (1997). *Education and Democracy*. New Delhi: A.P.H. Publishing Corporation.
3. Dhokalia R. P. (2001). *Eternal Human Values and World Religions*. New Delhi: NCERT.
4. Gandhi M.K. (1927). *An Autobiography*. Ahmedabad: Navajivar publishing House.
5. Gupta N. L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
6. Harsh, R.H., Miller, J.P., and Fielding, G.D. (1980). *Models of Moral Education: An Appraisal*. New York: Longmen Inc
7. Jed. P. K. (2002). *Educating Human Rights*. Agra: Bhargava Book House.
8. Jois, Rama M. (1997). *Human Rights and Indian Values*. New Delhi: NCTE.
9. Kar N. N. (1999). *Value Education: A philosophical study*. Ambala Kantt: The Associated publisher.
10. Karlekar, Malavika (1964). *Education in India*. In Douglas Ray et al. (eds.), *Education for human Rights: An International Perspective*; Paris: UNESCO International Bureau of Education.
11. Mahanty. S. B. (1999). *Education for Human rights*; University News; Vol-37, No. 49, pp. 14 – 19.
12. Paiget J. (1932). *The Moral Judgment of the Child*. Chicago: The Free Press.
13. Radhakrishna, S. (1979). *An Idealist View of Life*. Bombay: Blackie & Son Ltd.
14. Raths, L. E.; Harmin, M. and Simon S. B. (1978). *Values and Teachings*. London: Charles & Merrill.
15. Rokeach M. (1973). *The Nature of Human Values*. New York: The Free press.
16. Saraswati , S. A. (2001). *Cultivating Virtues and Cultivating Minds*. Ahmedabad: Ahmedabad Management Association.
17. Saroja. N. (1994). *Gender issues in Education*. *Progressive Education Herald*, 8 (4), 26 – 28.
18. Seshadri, C.; Khader, M. A. and Adhya, G. L. (1992). *Education in Values: A Source book*. New Delhi: NCERT.
19. UNESCO (1996). *Learning the Treasure Within*. Paris: UNESCO publishing.

EDN – 412.5: Contemporary Problems, Issues and Trends in Education

Course Contents:

Unit – I: Education in Independent India: Crisis of Implementing of NPERC-1992 & Its POA; Crisis in Primary, Secondary & Higher education; Efficiency of functioning of Regulatory Bodies: UGC, NCERT, NCTE, AICTE, NAAC.

Unit – II: Education in LPG Era: Effects of Liberlization, Privatization and Globalization on Education; Global challenges in Education; Multicultural Education; Problems of Equity, Equality & Excellence in Education; Role of NGOs (UNESCO & UNICEF) in Education.

Unit – III: Economics of Education: Role & Challenges of Education in Economic & Human development; Investment & Wastage in Education: Brain-Drain, Foreign Universities in India, Social cost, Opportunity cost, Over-education.

Unit – IV: Education for Specific Groups: Issues relating to education of Women, Minorities, Rurals, SCs/STs, Juveniles, Disabled, Gifted & Creative; Concerns in Night Schools & Door to Door Learning; Problems of Open & Distance Education; Inclusive Vs Exclusive Education.

Unit - V: Management of Education: Crisis of Management in Education; Problems in Managing Human, Financial & Material Resources in Education; Problems in Formulation of Educational Policies; Need of Strategic Planning & Management in education; Problems in Knowledge Management.

Unit – VI: New Trends in Education: Issues relating to Education & Entrepreneurship; Digital Education; Total Quality Management in Education; Information & Communication Technology in Education; WTO Paradigm of Education; Continuous & Comprehensive Evaluation; Choice Based Credit System.

Suggested Readings:

1. Aggarwal, Y.P.: School Education. Arya Book Depot, New Delhi, 1991.
2. Agarwal, J.C.: Development & Planning of Modern Education. Vikas Pub. House, New Delhi, 2003.
3. Bhatnagar, S. & Saxena, A.: Modern Indian Education & Its Problems. R.Lall Book Depot, Merrut, 2003.
4. Boyer, L.E.: Five Priorities for Quality Schools. Education Digest, 62(1), 1996.
5. Buch, M.B. (ed.): A Survey of Research in Education. (All Vol.)
6. Chandola, R.P.: The Real Problems of Indian Education. Book Enclave, Jaipur, 2003.
7. Chauhan, C.P.S.: Modern Indian Education: Policies, Progress & Problems. Kanishka Pub., New Delhi, 2004.
8. Drucker, P.F.: Management: Tasks, Practices, Responsibilities. Harper & Row, New York, 1974.
9. Kaufman, R.: Mapping Educational Success. Corwin, California, 1992.
10. Mukherji, S.N.: Education in India Today & Tomorrow. Vinod Pustak Mandir, Agra, 1992.
11. Fidler, B.: Strategic Planning for School Improvement. London, Pitman, 1996.
12. Reddy, G.S.(ed.): Current Issues in Education. Neelkamal, Hyderabad, 2007.
13. Mukhopadhyay, M.: Total Quality Management in Education. SAGE, 2005.

14. International Encyclopedia of the Social Sciences, New York, Free Press, 1979.
15. <http://www.unesco.org>
16. <http://www.ugc.ac.in>
17. <http://www.ncert.nic>
18. <http://www.education.nic>

EDN – 412.6: Elementary Education

Course Contents:

Unit-I: Structure & Functioning: Structure & functioning of elementary education system; Relevance of education at elementary level; Learning environment: Basic Infrastructure & classroom setting; Teaching learning materials; Classroom practices; Support services.

Unit-II: NGOs Initiatives: Initiatives of Eklavya, Prathama, M.V. Foundation, and Pratichi for elementary education

Unit-III: Quality Education: Dimensions of quality in elementary education; Interventions for upgrading the quality in elementary education; Self accreditation of elementary schools.

Unit-IV: Policy Provisions: Current policy provisions at State & Central levels, Schemes and programmes with major emphasis on SSA for universalisation of elementary education and their implementation.

Unit-V: Innovations & Reforms: Learning without Burden; Continuous & Comprehensive Evaluation; Alternative Schooling; Open Schooling; Bridge Schooling; Competency Based Learning; Innovations and reforms through CIET, SIET & EMRCs; Good Practices at elementary education Level.

Unit-VI: Issues & Areas of Research: Key Contemporary Issues of non-detention policy, para teachers, violence in school, availability & maintenance of Infrastructure; and Priority areas of research at elementary education Level.

Suggested Readings:

1. Chandola R.P.; The Real Problems of Indian Education Book Enclave, Jaipur, 2003.
2. Chandra, S.S.(ed.); Indian Education; Developments Problems, Issues & Trends. R. Lal Book Depot, Merrut, 2002.
3. Cizek, G.J.; Handbook of Educational Policy. Academic Press, California,1999.
4. Garg, B.R.;Policy Document on Indian Education. The Associated Publishers, Ambala, 2001.
5. Khanna, S.D.(Ed.);History of Indian Education and its contemporary Problems. Doaba House, Delhi, 2002.
6. Agarwal, J.C.: Development & Planning of Modern Education. Vikas Pub. House, New Delhi, 2003.
7. Bhatnagar, S. & Saxena, A.: Modern Indian Education & Its Problems. R.Lall Book Depot, Merrut, 2003.
8. Buch, M.B. (ed.): A Survey of Research in Education. (All Vol.)
9. Chandola, R.P.: The Real Problems of Indian Education. Book Enclave, Jaipur, 2003.

10. Chauhan, C.P.S.: Modern Indian Education: Policies, Progress & Problems. Kanishka Pub., New Delhi, 2004.
11. Mukherji, S.N.: Education in India Today & Tomorrow. Vinod Pustak Mandir, Agra, 1992.
12. Reddy, G.S.(ed.): Current Issues in Education. Neelkamal, Hyderabad, 2007.
13. Mukhopadhyay, M.: Total Quality Management in Education. SAGE, 2005.
14. International Encyclopedia of the Social Sciences, New York, Free Press, 1979.
15. <http://www.unesco.org>
16. <http://www.ugc.ac.in>
17. <http://www.ncert.nic>
18. <http://www.education.nic>

Semester - II

EDN - 421: Review of published Research Work in Education

- A. Presentation of Review Report on Research Work in the proposed area of research.
- B. Presentation of Synopsis on the proposed area of Research.