

**PROGRAMME PROJECT REPORT**  
**PROGRAMME – MASTER OF ARTS (M.A.) IN EDUCATION:**  
**SEMESTER MODE**  
**PREPARED BY CIQA, DODL, DIBRUGARH UNIVERSITY FOR THE ACADEMIC**  
**SESSION 2020-21 ONWARDS**

**Programme’s Mission and Objectives:**

The mission of the MA programme in Education is to provide learners a wider and more comprehensive understanding of education as a field of knowledge and also to accommodate a wide variety of learning needs of learners. This programme aims at building up professionals for effective participation in different areas of Education. MA programme in Education is a Post-Graduate programme in Education with both disciplinary and professional dimensions of Education as an area of study.

**Relevance of the Program with HEI’s Mission and Goals:**

Dibrugarh University is one of the educational centres of excellence, seeking to amalgamate multi-disciplinary fields with numerous theoretical perspectives, the realm of cultural diversity with the praxis of knowledge, and region-specific issues with a global horizon. Dibrugarh University has a prolific and productive industrial academia interface. With its strong global links in teaching and research programmes, the University offers dynamic educational experiences that prepare the next generation to lead and make a difference and thus contribute to the society at large. The parent department, Department of Education is one of the oldest Departments of Dibrugarh University, which started functioning from 20th September 1965. The vision of the Department of Education is to become a premier institution of education of national repute for preparing teachers, teacher educators, educational administrator and researchers in the field of education. Thus, introduction of MA programme in Education will assist the University in this regard.

**Nature of Prospective Target Group of Learners:**

The target group is any Graduate with or without a degree in Education, school teachers, others who want to be Educational Administrators or want to gain knowledge, attitude and skill in the field of Education.

**Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence:**

Education is not a pure discipline, but combination of several other interesting disciplines like Philosophy, Psychology, Sociology, Economics, History, Management, Statistics and so on. After completion of the programme, the learners will be able to analyse the importance of the above-mentioned disciplines in teaching learning process and accordingly able to apply them in their real-life situation, whether in educational institutions, in research activities or at home dealing with the children.

## Instructional Design:

- The four semester MA programme in Education shall consist of fifteen (15) Core courses, two (2) Elective Courses and out of these two courses one has to be selected by the students. All these sixteen (16) courses, four (4) courses have six (6) credits each, four (4) courses have four (4) credits each and eight (8) courses have three (3) credits each and leading to a total of **sixty-four (64)** credits.
- Each course is divided into three/four/five/six blocks showing marks against each block.
- Every student admitted to the MA Programme in Education shall have to complete at least sixty-four credits to be eligible to receive the degree from the Directorate.
- The elective courses will be offered at Final Semester only. The elective courses will be offered in the following manner:
  - ✓ EDU: 40400 (Specialization: Elective to be selected any one from the following):
    - ✚ 40410 Group A: Educational and Psychological Laboratory Practical
    - ✚ 40420 Group B: Economics of Education

## Course Structure for MA programme in Education under Distance Mode in Credit System:

### 1<sup>st</sup> Semester:

Course	No. of Assignments	Practical / Tutorial Hours	Counselling Hours	Study inputs	Credits
<b>EDU: 10100: Ancient and Indian Philosophy of Education</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 10200: Advanced Educational Psychology</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 10300: Advanced Sociology of Education</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 10400: Methodology of Educational Research -I</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>

### 2<sup>nd</sup> Semester:

Course	No. of Assignments	Practical / Tutorial Hours	Counselling Hours	Study inputs ( in hours)	Credits
<b>EDU: 20100: Western and Contemporary Philosophy of Education</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 20200: Methodology of Educational Research -II</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 20300: Comparative Education</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 20400: Teacher Education</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>

**3<sup>rd</sup> Semester:**

<b>Course</b>	<b>No. of Assignments</b>	<b>Practical/ tutorial Hours</b>	<b>Counselling Hours</b>	<b>Study inputs (in hours)</b>	<b>Credits</b>
<b>EDU: 30100: Educational Technology</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 30200: Measurement and Evaluation in Education-I</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 30300: Education of Exceptional Children</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 30400: Educational Planning and Management-I</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>

**4<sup>th</sup> Semester:**

<b>Course</b>	<b>No of Assignments</b>	<b>Practical/ tutorial Hours</b>	<b>Counselling Hours</b>	<b>Study inputs (in hours)</b>	<b>Credits</b>
<b>EDU: 40100: Educational Planning and Management-II</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 40200: Measurement and Evaluation in Education-II</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 40300: Current Issues and Challenges in Indian Education</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>
<b>EDU: 40400 (Specialization: any one elective to be selected from the following):</b>					
<b>40410: Group A: Educational and Psychological Laboratory Practical</b>	<b>2</b>	<b>120</b>	<b>-----</b>	<b>120</b>	<b>4</b>
<b>40420: Group B: Economics of Education</b>	<b>2</b>	<b>120</b>	<b>12</b>	<b>120</b>	<b>4</b>

## Detailed Syllabus of MA in Education Programme:

### 1<sup>st</sup> Semester:

#### EDU: 10100: Ancient and Indian Philosophy of Education.

**Blocks: 3, Units: 15**

**Credits: 4**

#### Course objectives:

To enable the students to develop an understanding about the -

- Concept of Philosophy of Education
- Different Indian schools of Philosophy and their influence on Education
- Views on Education of various Indian thinkers.

#### Block I: Philosophy of Education:

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

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

- Introduction to Indian Philosophy
  - The Astika Class
  - The Nastika Class
- Vedic Philosophies:
  - Samkhya, - theory of Causation, Prakriti and Purusha, bondage and salvation, epistemology. Educational implications
  - Yoga-relation with Samkhya, ashtanga yoga. Educational implications
  - Vedanta Philosophy- sub-schools of Vedanta, Educational implications
- Non-Vedic Philosophies:
  - Carvaka,-meaning, accidentalism and naturalism, denial of inference, the denial of validity of vedas, Materialism, hedonism and Educational implications of Carvaka.
  - Buddhism- concept of Buddhism, four noble truths, noble eight-fold path, Buddhist literature and its educational implications
  - Jainism-concept and origin of Jainism, the Tir than Karas, Mahavira, Principles and Literature of Jainism

- Islamic Educational Thought-
  - Islamic view of Knowledge
  - Definition and meaning of Knowledge in Islamic tradition
  - Sources and types of Knowledge
  - Logic and Knowledge
  - Types of Knowledge-philosophical and Prophetic
  - Issues in Islamic theory of Knowledge
  - Modes of Communicating Knowledge
  - Socio-cultural Impact of Islamic knowledge in Indian Education
  - Common features and strength of Islamic knowledge

### **Block III: Views on Education of (Indian Thinkers)**

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

## **EDU: 10200: Advanced Educational Psychology.**

**Blocks: 5, Units: 16.**

**Credits: 4**

### **Course Objectives:**

To enable the students to understand:

1. The contribution of different schools of psychology to education.
2. Theories of teaching, learning & intelligence.
3. Thinking process, creativity and problem-solving methods.
4. The measurement of personality and the psycho-dynamics of adjustment.

### **Block I : Schools of Psychology and their bearing on Education**

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

### **Block II : Theories of Learning:**

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

Lewin's Field theory,  
Tolman's Sign Gestalt learning,  
Bandura's Social Learning theory.

**Block III : Intelligence**

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

**Block IV : Personality**

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

**Block V: Psychology of Adjustment**

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

**EDU: 10300: Advanced Sociology of Education.****Blocks: 5, Units: 15****Credits: 4.****Course Objectives:**

To enable the students to develop an understanding about the

1. the concept, approaches and theories of educational sociology
2. the social aspects of education
3. the relationship between education, changes and development
4. different political ideologies and their bearings on education
5. the inequalities, equalities and excellence in education

**Block I: Educational Sociology:**

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

**Block II: Education and Culture**

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

**Block III: Education, Social Change and Modernization**

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

**Block IV : Major Political Ideologies and their influence on Education**

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



**Block V : Education in India:**

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

**EDU: 10400: Methodology of Educational Research-I****Blocks: 4, Units: 14****Credits:4****Course Objectives:**

1. To develop an understanding of scientific thinking to acquire valid knowledge.
2. To enable the students to understand about the nature, scope, need of educational research
3. To acquaint them with modalities necessary for formulating research problem
4. To develop the ability to use some statistical methods to analyze and interpret educational data
- 5.. To develop knowledge and skill to do research in the field of education.

**Block I : Introduction to Research in Education.**

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

**Block II: Research Process:**

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

**Block III: Sampling Techniques**

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

**Block IV: Statistics in Educational Research**

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

**2<sup>nd</sup> Semester:**

**EDU: 20100: Western and Contemporary Philosophy of Education.**  
**Blocks: 3, Units: 15** **Credits: 4**

**Course objectives:**

To enable the students to develop an understanding about the -

- Different western and contemporary schools Philosophy and their influence on Education
- Views on Education of various Western thinkers.

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

- Idealism-
  - Statement of Idealism as a theory,
  - Types of Idealism
  - Influence of Idealism on Education
- Naturalism-
  - Statement of Naturalism as a theory,
  - Impact of Naturalism on Education
- Pragmatism-
  - Meaning and Aims

- Pragmatism in relation to Idealism and Naturalism
- Impact of Pragmatism on Education
- Methods of Instruction
  
- Realism:
  - Native or popular Realism
  - Scientific Realism
  - Neo- Realism
  - Critical- Realism
  - Impact of Realism on Education and Indian Education

**Block II: Contemporary Philosophies and their Educational Implications:**

- Existentialism-
- Marxism
- Logical Positivism,
- Post-Modernism

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

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

**EDU: 20200: Methodology of Educational Research -II**  
**Blocks: 4, Units: 15** **Credits:4**

**Course Objectives:**

1. . To enable the students to understand major approaches for conducting educational research
2. To develop the ability to use some statistical methods to analyze and interpret educational data
- 3To develop knowledge and skill to do research in the field of education.

**Block I: Methods of Educational Research**

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

**Block-II: Research Tools:**

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

**Block III: Writing Research Report:**

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

**Block IV: Statistics in Educational Research**

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

**EDU: 20300: Comparative Education.****Blocks: 5, Units: 15.****Credits: 4****Course objectives:**

To enable the students to develop an understanding about the -

- Concept and development of Comparative Education
- Various approaches and methods of studying Comparative Education.
- Comparative study of different Education Levels of India with reference to Developed Countries ( *USA, UK, Japan, India.*)
- Challenges of Education in developing countries
- Role of National & International Bodies in education of different countries.

**Block I : Meaning, Nature and Scope of Comparative Education**

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

**Block – II : Approaches to & Methods of studying Comparative Education :**

- Approaches :
  - Historical approach.
  - Cross – disciplinary approach.

- Problem approach
- Methods :
  - Descriptive Method
  - Statistical Method
  - Psychological Method

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

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

**Block – IV : Challenges of education in developing countries :**

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

**Block - V: Role of National & International Bodies –**

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

**EDU: 20400: Teacher Education.**

**Blocks: 5, Units: 14**

**Credits: 4**

**Course Objectives:**

To enable the students to develop an understanding about the -

- Concept of Teacher Education
- Development of Teacher Education.
- Policies and Programmes for improvement of Teacher Education

**Block I : Concept of Teacher Education.**

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

- Reforms in Teacher Education.

### **Block II : Teacher Education Programmes**

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

### **Block III: Curriculum of Teacher Education at various levels.:**

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

### **Block IV: Educational Technology in Teacher Education.**

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

### **Block V: Teacher Education in North-East India**

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

## 3<sup>rd</sup> Semester

### **EDU: 30100: Educational Technology.**

**Blocks: 5, Units: 15**

**Credits:4**

#### **Course Objectives:**

1. To develop an understanding of the meaning, nature, scope, functions and importance of educational Technology.
2. To develop an understanding about the relationship between Communication and Teaching
- 3 To acquaint the learners with Stages, Levels , Models of teaching and Programmed Instruction
5. To familiarize the students with different instructional strategies such as lecture, team teaching, Seminar, Tutorials, Brain storming and Educational games.

#### **Block I: Concept of Educational Technology:**

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

#### **Block – II: Communication and Teaching.**

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

#### **Block – III: Stages, Levels and Models of teaching.**

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

**Block – IV: Programmed Instruction**

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

**Block V: Designing Instructional System:**

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



**EDU: 30200: Education of Exceptional Children.****Blocks: 5, Units: 15****Credits:4****Course Objectives:**

After studying the course, the students are expected to realize the following objectives:

1. Explain the concept of exceptional children in different perspectives.
2. Examine critically the concept, nature and characteristics and identification of various disabilities.
3. Explain the policies and legislation at the national and international levels.
4. Enumerate the current needs, trends and issues related to education and special education.
5. Focus the present trends and future perspectives in education and special education

**Block I : Concept of Exceptional Children**

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

**Block – II : Education of Mentally Challenged**

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

**Block – III : Education of the Visually and Hearing Challenged**

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

**Block – IV : Education of the Orthopedically challenged**

- Types,
- Characteristics
- Educational programmes

**Block – V: Education of the Gifted and Creative Children.**

- Gifted and Creative Children
  - Characteristics,
  - Creativity and identification process
  - Educational programmes
- Gifted and Underachievement

**EDU: 30300: Measurement and Evaluation in Education -I.**  
**Blocks: 3, Units: 14**

**Credits: 4**

**Course objectives;**

To enable the students to develop an understanding about the -

- Concept and Nature of Measurement in Education and Psychology
- Concept and Development of various psychological Tests.
- Construction and standardized of Tests
- Concept of Correlation

**Block I: Concept of Measurement and Evaluation in Education:**

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

- Evaluation at various stages

### **Block II : Concept of Tests :**

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

### **Block III: Construction and Standardization of Tests:**

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

**EDU: 30400: Educational Planning and Management -I.**  
**Blocks: 4, Units: 15.**

**Credits: 4**

**Course Objectives**

1. To enable the students to understand the meaning, definition, levels and process of management and also to acquaint them with the approaches and some specific trends in educational administration.
2. To acquaint the students with meaning, nature, process, development and styles of leadership.
3. To acquaint the students with meaning, nature and functions of supervision and also to enable students to understand supervision as service activity, as a function, as educational leadership and as a process.

**Block – I : Educational Management : Administration**

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

**Block – II: Approaches to Management:**

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

**Block – III: Specific Trends in Educational Administration:**

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

**Block-IV- Leadership in Educational Administration:**

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

**4<sup>th</sup> Semester:**

**EDU: 40100: Educational Planning and Management-II**

**Blocks: 4, Units: 15.**

**Credits: 4**

**Course Objectives**

1. To acquaint the students with meaning, nature and functions of supervision and also to enable students to understand supervision as service activity, as a function, as educational leadership and as a process.
2. To orient the students with nature of educational finance, sources of allocation of funds, budgeting, maintenance of accounts, sharing and distribution of financial responsibility, mobilization of local resources and private and self -financing in educational institutions.
3. To enable the students to understand the meaning, nature and significance of educational planning and also to acquaint them with manpower forecasting, manpower planning, human capital formation, perspective planning and institutional planning.

**Block – I: Educational Planning:**

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

**Block II: Educational Supervision**

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

**Block –III: Educational Financing**

- Resources and Expenditure of Education
- Principles of Educational Finance

- Economic Transactions Concerned with Education
- Sharing and distribution of financial responsibility
- Mobilization of local resources.

#### **Block-IV: Financing Higher Education in India**

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

### **EDU: 40200: Measurement and Evaluation in Education-II.**

**Blocks: 3, Units: 10**

**Credits: 4**

**Course objectives;**

To enable the students to develop an understanding about the -

1. Construction and standardized of Tests
2. Assessment of Personality
3. Concept of Correlation and Non-parametric test

#### **Block I: Construction and Standardization of Tests: (Continued)**

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

#### **Block II: Assessment of Personality:**

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

#### **Block III: Correlation and Non-parametric test**

- Special correlation Methods
  - Biserial, Point-biserial,
  - Tetrachoric,

- Phi-coefficient,
- Contingency Coefficient
- Partial correlation and Multiple correlation,
- Multiple Regression Equations.
- Non parametric Statistics:
  - Sign Test
  - Median Test

## **EDU: 40300: Current Issues and Challenges in Indian Education.**

**Blocks: 6 Units: 20**

**Credits: 4**

### **Course objectives:**

After studying the course, the students are expected to realize the following objectives:

1. Explain the concept of. Current Issues and Challenges in Indian Education
2. Discuss the Constitutional Provisions of Education
3. Analyze Globalization and its influence Indian Education
4. Discuss about Peace Education and Education for International Understanding.
5. Enumerate the current needs, trends and issues related to Environmental Education and Education for Sustainable Development.
6. Discuss about Population Education and Adolescence Education
7. Focus on the various Problems of Indian Education

### **Block – I : Constitutional Provisions of Education**

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

### **Block – II : Globalization and Indian Education**

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

### **Block – III : Peace Education and Education for International Understanding.**

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

#### **Block – IV: Environmental Education and Education for Sustainable Development**

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

#### **Block– V: Population Education and Adolescence Education**

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

#### **Block – VI : Problems of Indian Education**

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

**EDU: 40410: Educational and Psychological Laboratory Practical.**  
**Blocks: 5 , Units: 14. Credits: 4**

(\*The candidates will be required to perform the experiments in the laboratory)

#### **Block – I : Assessment of Learning- I**

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

#### **Block – II : Assessment of Learning- II**

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

#### **Block – III : Assessment of Intelligence**

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



**Block – IV : Assessment of Personality**

- Thematic Apperception Test,
- Rorschach Ink Blot Test.

**Block V : Assessment of some other personality dimensions**

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

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

**EDU: 40420: ECONOMICS OF EDUCATION.****Blocks: 5, Units: 14.****Credits: 4****Course Objectives:**

1. To develop an understanding of the meaning, nature, scope, functions and importance of economics of education.
2. To familiarize the pupils with interrelationship between education and economics cost and production in education, recent trends in economics of education.
3. To develop an understanding of the education as an economic good, investment, industry and a consumption activity.
4. To acquaint the learners with education as a tool of economic development and human capital formation
5. To enable the students to understand Man Power planning, educational planning, economic aspects of educational planning etc.
6. To acquaint the learners with taxonomy of cost and benefits of education, input-output relationship etc.
7. To familiarize the pupils with different aspects of financing higher education.

**Block I : Concept of Economics of Education**

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

**Block-II: Education as Investment and Consumption.**

- Education as an investment activity
  - Personal, social and national aspects.

- Education as a consumption activity (concept, significance and strategies)
- Education as an Economic good, Education as an industry.

### **Block – III : Education and Economic Development**

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

### **Block – IV: Economic Aspects of Education**

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

### **Block – V: Educational Finance and Financing Education in India**

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

### **FACULTY AND SUPPORT STAFF REQUIRED:**

At present, the Directorate has only one full-time Assistant Professor and one Associate Professor (from parent department) for the MA programme in Education. DODL will take the help and services from the faculties of parent department and from the faculties of nearby affiliated colleges. DODL has adequate support staff.

## RESEARCH AND MEDIA SUPPORT SERVICE

- The Research and Media Support Service wing has been established with a twofold objective to facilitate in house research Distance Education as well as supplement the distance learners with multi-media facilities. It includes information about the various events organized by the Directorate, assisting in administrative works, support with ICT tools etc.
- Media Support Service provides supplementary support to the Learners as follows:
  - ❖ **Radio Programmes GYAN -MALINEE:** On every Thursday at 8pm from All India Radio, Dibrugarh Centre, (M/W- 521.1). It has also its own Community Radio Station (FM 90.8).
  - ❖ **Multi-media CDs:** The Directorate has decided to provide its learners with course related Video CDs, which may give a good support to the learning process of the learners.
  - ❖ **Bulk SMS:** The Bulk SMS to the learners providing information regarding Counselling programmes, Personal Contact programmes, Assignments, Date and Results of Examination, other Administrative and Examination related information and so on. (if DO NOT DISTURB service is NOT activated in the contact numbers.)
  - ❖ Updating all the necessary information in the website: [www.ddedu.org](http://www.ddedu.org).
    - Some of the facilities, apart from the general information are -
      - Assignment questions.
      - Important dates.
      - Result.
      - Already broadcasted Radio programmes.
  - ❖ **Internet facility:**
  - ❖ All enrolled students of the Directorate can avail the facility of the computer laboratory with internet facility in the HQs of the Directorate. Moreover, they can update themselves by logging in the website of the Directorate.

## PERSONAL CONTACT PROGRAMMES / COUNSELLING PROGRAMMES:

The Directorate conducts weekend counselling for its learners. The personal contact programmes for these courses are also provided by the Learner Support Centers and the coordinators inform the schedules to the learners enrolled at their respective study centers. Apart from that the Directorate also conducts the following meets for the learners:

- **Induction Meet** for the Fresh Learners

The DODL organizes one-day Induction Meet for the learners before commencement of Counselling Sessions of first semester to give a clear map of the open and distance learning. It is a two-way interactive meet.

- **Learners Meet** for the already enrolled learners.

The DODL organizes learners meet to address their different problems related to the process learning.

- **Varsity Week :**

It is the Cultural and Sports confluence of the Dibrugarh University where the learners of DODL participate along with the formal mode students of the University. It is organized once in a year.

## **PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATION:**

### **a) Eligibility for Admission:**

- (i) Graduates (10 + 2 + 3 pattern) from any recognized university in the Major or Honours or General courses may apply for admission into a post-graduate course offered in Distance Education, D.U. and get themselves registered as learners of Distance Education, D.U.
- (ii) Provisionally admitted learners shall have to produce the transcript issued by the institution last attended or, the original mark sheet and other testimonials for verification at the Office of the DODL, D.U. as and when call for. On production of transcript/original mark sheet and other testimonials their admission to the DODL, D.U. will be confirmed latest by January.
- (iii) Students admitted shall be issued enrolment no.
- (iv) Notwithstanding any rules and procedures, a student may be refused admission if his/her past conduct in the educational institution last attended has not been satisfactory. A student who has been expelled/ rusticated or disqualified by the university may also be refused admission.
- (v) Admission of a student can be cancelled at any stage if it is found that he/she furnished incorrect information or has suppressed facts to secure admission. If any dispute arises out of such refusal/ cancellation, the decision of the Vice-chancellor, D.U. shall be final.
- (vi) The fees for the Post-Graduate Programmes in Distance Education shall be fixed by the university from time to time. Such fee shall include Admission

Fee, Counselling Fee, Course Material Fee, Postal charges etc., payable in single instalment at the time of admission. No cash deposition of fees shall be considered. Fees shall be accepted only in the form of a demand draft. Otherwise online payment mode of fees is highly recommended.

- (vii) The subject taken for M. A. / M. Com. programme may not necessarily be one of the subjects in his/her degree course. The candidate may be allowed to appear in any subject having relevant/ allied subject at the degree level.
- (viii) Mathematics in Degree level is a mandatory requirement for the learner who wants to take admission into the M.A. / M.Sc. Programme in Mathematics.
- (ix) A Master Degree holder under Distance Education may be allowed to appear at the Master Degree Examination again in a different programme or group if otherwise eligible. But two simultaneous degree of any kind in any mode of education in the same institution or /and in different institution shall not be allowed.
- (x) Medium of Instruction (course materials & counselling) and Examination for the courses shall be English except for M.A. in language subjects.
- (xi) Study materials with Guidelines will be supplied to a student within a month from the last date of admission.

Admission notices/advertisements for various programmes of the Directorate of Open and Distance Learning, Dibrugarh University, are published in leading newspapers, both English and Assamese, at least forty-five days prior to the date of admission. Other than the DODL website [www.dodl.dibru.ac.in](http://www.dodl.dibru.ac.in), it is also notified in the Dibrugarh University website, [www.dibru.ac.in](http://www.dibru.ac.in). Candidates are to apply in the prescribed Application form only. Apart from the online admission process, the admission form along with the Prospectus for offline mode can be downloaded from the website [www.dodl.dibru.ac.in](http://www.dodl.dibru.ac.in).

**b) Medium and Method of Instruction: -**

- English shall be the medium of instruction both in the classroom as well as in the University Examination.
- Weekend Counselling sessions shall be organized for the learners at the study centres.

**c) Admission Fees:**

Rs 2500 (Course Fee / Semester) + 900 (Counselling Fee / Semester) + 400 (Enrolment Fee for the entire period of study to be paid only at the time of first entry level) + 300 (Gymkhana Fee for the entire period of study to be paid only at the time of first entry level)\*

\* The Gymkhana Fee of Rs. 300/- is meant only for the learners of Dibrugarh University DODL Study Centre and the same goes to the University General Fund use explicitly for Student Activities.

**d) Schedule of Programme:**

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

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

The total marks in a Post-Graduate Programme in Distance Education shall be as follows:

- (a) All the M.A. /M.Sc. / M.Com. Programmes of DODL, D.U. are of 2-years duration and the total credit ranges from 64-72.
- (b) Total marks for the two years M.A. /M.Sc. / M.Com. Programmes of DODL, D.U. shall be 1600 per programme.
- (c) 20% of the marks in each course shall be assessed through assignments
- (d) Rest 80% of the marks in each course (paper) shall be assessed through University End Semester Examination.

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

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

\* Some Programmes have practical component also. Practicals are held at designated institutions/ study centres for which schedule is provided by the study centre. Attendance at practical is compulsory.

**e) Assignment:**

- (i) Assignment shall be a compulsory component of the evaluation process.
- (ii) 20% of each course (paper) shall be assessed through Assignments (Inter Assessment – In Semester Examination). Rest 80% of the marks in each course (paper) shall be assessed through University End Semester Examination
- (iii) The assignments to be submitted by a student would depend upon the Credit value of the Course, as follows:

Credit value of the course	No. of Assignments

2 Credits	1
3 credits	2
4 credits	2
6 credits	2

- (iv) A candidate may submit assignments in the office of the Directorate of Distance Education or at the Study Centres within the stipulated time. Subsequently the study centres shall transmit all the assignments programme-wise and course-wise to the office of the DODL for assessment.
- (v) Marks secured on the assignments by the candidates, who appeared in the examinations but failed, shall be carried over to the next permissible chances.
- (vi) Marks secured on the assignments by the candidates who filled in the examination forms but did not appear in the examination, shall also be carried over to the next permissible chances.
- (vii) A candidate who fails to submit the assignments as per clauses shall be awarded zero in the in Semester Examination in the course where assignment(s) is (are) not submitted.
- (viii) The Internal Assessment evaluation system for the Post Graduate Programme under DODL, Dibrugarh University shall also be assessed and evaluated in OMR (Optical Marks Response) Sheet through Multiple Choice Objective Type Questions and Answers by conducting mid-term examinations.

#### **f) Examination and Evaluation**

- (i) Examination and Evaluation shall be done on a continuous basis
- (ii) There shall be 20% marks for internal assessment (In Semester) and 80% marks for End Semester Examination in each course during every Semester.
- (iii) There shall be no provision for re-evaluation of the answer – scripts of the End Semester Examinations. However, a candidate may apply for re-scrutiny.
- (iv) Internal assessment is assignment based or OMR based.
- (v) End Semester Examination:
  - (a) There shall be one End Semester Examination carrying 80% marks in each course of a Semester covering the entire syllabus prescribed for the course. The End Semester Examination is normally a written / laboratory-based examination.
  - (b) The Controller of Examinations shall then make necessary arrangements for notifying the dates of the End Semester Examinations and other procedures as per Dibrugarh University Rules (at least 20 days in advance) and the Academic Calendar / Date Sheet notified by the University / DODL, Dibrugarh University.
  - (c) The End Semester Examination for each course shall be of three hours duration.
  - (d) Setting of question papers, moderation of question papers, evaluation of answer scripts, scrutiny, tabulation of marks etc. and announcement of

result of results, shall be governed by the Dibrugarh University Examination Ordinance 1972 (as emended up to date).

- (vi) Betterment Examination:
- (a) A learner shall be entitled to take the “Betterment Examination” in any two theory courses of any of the four semesters after passing the Fourth Semester Examination only once. In this case the higher marks secured by the student shall be retained. The learner shall have to apply for betterment examination within one year after passing the Fourth Semester Examination.
  - (b) No betterment shall be allowed in the practical examination.
- (vii) A learner shall be declared as passed a course, provided he / she secures –
- (a) at least 45% marks in each course (paper) in the End Semester Examination.
  - (b) at least 45% marks in the course (paper) in aggregate in the In-and End-Semester Examination.
- (viii) A learner shall be declared as passed a Semester, provided he / she passes all the courses of a Semester independently.
- (ix) The marks of In – Semester Examinations (i.e., Internal Assessment) obtained by the learner shall be carried over for declaring any result.
- (x) A learner who fails or does not appear in one or more courses of any End Semester Examinations up to Fourth Semester shall be provisionally promoted to the next higher Semester with the failed course(s) as carry over course(s). Such learners will be eligible to appear in the carry over course in the next regular examinations of those courses. However, the following restrictions shall be applicable:
- “A learner shall be entitled to avail the chance for a maximum of 5 consecutive years from the date of admission to clear a course or courses as well as the whole programme”.**
- (xi) If a learner clears the Fourth Semester Examination before clearing all the courses of the previous semesters, the result of such candidate shall be kept withheld and his / her results shall be announced only after he / she clears the courses of the previous semesters.
- (xii) A learner must pass all his / her Semester Examinations within 5 years from the date of admission to the First Semester of any programme.
- (xiii) A learner shall be declared to have passed the Fourth Semester M.A. / M. Sc. / M. Com. Degree Programme provided he / she has passed all the Semesters and in all the course separately.
- (xiv) The system of evaluation in DODL, D.U. is different from that of the Conventional Department of the University. It has a multi-tire system of evaluation:
- (a) Self-assessment exercise within each unit of study.
  - (b) Continuous evaluation mainly through assignments and/or Internal Assessment Examination through Multiple Choice Questions (MCQ) using OMR sheet.
  - (c) Term-end examination.
  - (d) Project work (Programme specific)
- (xv) The marks secured by a student in the Assignment / IA – In Semester Examination (20% of each course) is added with the marks secured in that course in End Semester examination which is 80% of the course.
- (xvi) The following scale of grading system shall be applied to indicate the performance of students in terms of letter grade and grade points as given below:



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

- (xvii) The letter Grade ‘B<sup>+</sup>’ and above shall be considered First Class; the Letter Grade (s) ‘B’ to ‘P’ shall be considered as Second Class. However, letter Grade ‘B’ shall be considered as Second Class with minimum of 55% marks.
- (xviii) A learner is considered to have completed a course successfully and earned Letter Grade other than ‘F’ (Failed) or Abs / I (Absent / Incomplete).
- (xix) If a learner secures ‘F’ Grade in a Course, he / she shall have to reappear in the Course in the next legitimate chance.
- (xx) Result of the learners appeared in the ‘Betterment’ examination shall not be counted for the award of Prizes / Medals / Rank or Distinction.
- (xxi) A learner shall have to pay a prescribed fee to appear in the ‘Betterment’ Examination fixed by the University from time to time.

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

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

##### **Abbreviations and Formula’s Used:**

G : Grade

GP : Grade Points

C ; Credits

CP : Credit Points

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

$\Sigma$  CG : Sum of Product of Credits & Grade Points

$\Sigma$  C : Sum of Credit Points.

$$\text{GPA} = \frac{\Sigma \text{CG}}{\Sigma \text{C}}$$

GPA : Grade Point Average shall be calculated for each Previous and Final Year Examination.

CGPA : Cumulative Grade Point Average shall be calculated for the entire programme by considering both Previous & Final Year taken together. It shall be calculate by the formula given below:

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

Here,

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

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

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

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

After calculating the GPA for an individual year and the CGPA for the entire Programme, the value can be matched with the grade in the Grade Point table in (xvi) above

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

#### **h )Conversion Formula:**

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

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

#### **i) Grade Card / Sheet (Reporting of Learners Performance):**

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

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

#### **j)Transcript:**

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

#### **k) Rules for admission of Unsuccessful and Absentee Candidates**

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

**General:**

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

**l) Requirement of the laboratory support and Library Resources:**

An Educational and Psychological Practical Laboratory is established in the HQs of DODL, DU to provide the laboratory support to the learners of MA programme in Education. DODL, DU has a Library for its learners with sufficient books to help them through their studies. It has provision for distance learners to read as well as borrow books. Moreover, there is a provision for the learners to access the Dibrugarh University central library, Lakshminath Bezboroa Granthagar, with a present holding of approximately 175815 books and rare publications, apart from 18718 back volumes of journals, 3030 theses and dissertations.

**m) Cost estimate of the Programme and the provision:**

Keeping an eye on the number of applicants applying for the conventional Master Degree in English at Dibrugarh University and the yearly output of Degree learners with major in English from various affiliated Colleges under Dibrugarh University, it can be estimated that around six-seven hundred learners may seek admission to this Programme. If the cost estimate is calculated on 100 learners, the approximate cost is as follows:

Approximate earning (per 100 learners per annum)	= Rs. 720000/-
Development ( <i>SLM writing, editing, review, printing cost, recording, radio slots, remuneration, etc.</i> ):	= Rs. 450000/- (approx.)
Delivery ( <i>Postage, courier, door delivery, etc.</i> ):	= Rs. 20000/- (approx.)
Maintenance ( <i>Syllabus revision, SLM revision, Committee expenses, etc.</i> ):	= Rs. 10000/- (approx.)
Staff Payment and other Expenses	= Rs. 200000/- (approx.)
Total expenditure (approx.)	= Rs. 680000/-
Hence, total earning per 100 learners	= Rs. (720000.00 - 680000.00) = Rs. 40000.00

**QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES:**

Need assessment and tracer studies will be conducted for quality assurance in terms of the Centre for Internal Quality Assurance. Moreover, revision and updating of material by obtaining feedback from students and resource persons will be done. A high-powered committee constituted with the Deans, HoDs, Subject Experts from the University Departments and the Directorate will also monitor the syllabus upgradation, curriculum design, and other pedagogical and academic aspects of all programmes of the Directorate of Open and Distance Learning, Dibrugarh University. Moreover, the Centre for Internal Quality Assurance Cell (CIQA) is established to evaluate and review the course development mechanisms and to monitor the effectiveness of the programme.

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