

**MASTER OF EDUCATION (M.ED)**  
**(2 YEAR PROGRAMME)**



**(For 2022-24 Batch)**

**MASTER OF EDUCATION (M.Ed.)**  
**COURSE CODE: EDUMED2PUP**  
**(2-year Programme)**

<b>Programme Specific Outcomes (PSO) for M.Ed.</b>	
<b>PSO 1</b>	Apply the knowledge of Philosophy, Sociology, Psychology, Management, and ICT to set the context of teaching profession and advances the capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.
<b>PSO 2</b>	Demonstrate academic integrity and professional ethics by keeping self abiding to rules, regulations, values and high standards in teaching, research, PAPER – 11 (II): EDUCATIONAL ADMINISTRATION AND PLANNINGnistration at diversified educational setting and Teacher Education Institutes.
<b>PSO 3</b>	Demonstrate spirit of work in diversified situations and apply knowledge & skills to cope up educational issues in complex situations with appropriate consideration for the rules, norms and the Social, cultural, and environmental context.
<b>PSO 4</b>	Apply the knowledge of Educational administration & management and other allied subjects like Philosophy, Sociology, Psychology etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.
<b>PSO 5</b>	Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.
<b>PSO 6</b>	Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.
<b>PSO 7</b>	Examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
<b>PSO 8</b>	Propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of learners in order to execute their responsibilities as —Global citizens.
<b>PSO 9</b>	Realize the importance of leadership in education and how it can be developed.
<b>PSO 10</b>	Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.
<b>PSO 11</b>	Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.

<b>PSO 12</b>	Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.
<b>PSO 13</b>	Understand and appreciate the research perspective on various practices in teacher education.
<b>PSO 14</b>	Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive and creative thought process.

**MASTER OF EDUCATION (M.Ed.)**  
**COURSE CODE: EDUMED2PUP**  
**(2-year Programme)**  
**CREDIT BASED SYSTEM**  
**FOR 2022-24 BATCH**  
**OUTLINES FOR EVALUATION**  
**Semester - I**

	<b>Subject</b>	<b>16 credits</b>	<b>Subject Code</b>
1.	Philosophy of Education	4 credits	EDUMED1101T
2.	Psychology of Learning and Development	4 credits	EDUMED1102T
3.	Educational Studies	4 credits	EDUMED1103T
4.	Introduction of Education Research and Statistics	4 credits	EDUMED1104T
	<b>Practicum-cum-Field Work</b>	<b>5 credits</b>	EDUMED1105T
i.	Selection of Research Problem & Preparation of Synopsis	2 credits	
ii.	Field Work: Visit to schools (elementary/secondary school) and Teacher Education Institute (DIET/College of Education) - Observation of classroom practices in the school/TEI - Interview with school/college students regarding their classroom experiences/ conducting and facilitating school-community  - Submission of report on visit to school/ Teacher Education Institute -	2 credits	
iii	Report of the school activities, workshop, camps	1 credit	

Semester – II

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	Subject	16 credits	Subject Code
5.	History and Political Economy of Education	4 credits	EDUMED1201T
6.	Sociology of Education	4 credits	EDUMED1202T
7.	Curriculum Studies	4 credits	EDUMED1203T
8.	Teacher Education	4 credits	EDUMED1204T
	<b>Practicum-cum-Field Work</b>	<b>6 credits</b>	EDUMED1205T
i.	Data Collection: Tools and Sample (Descriptive & Experimental Research) or Sources of Data (Historical & Philosophical Research)	2 credits	
ii.	Data Processing using SPSS/Excel and any other software package.	2 credits	
iii	Field Engagement (- Visit to any community centre & submission of report) (- conducting field visit and field interaction with the help of school students )	2 credits	

### SEMESTER III

	Subject	16 credits	Subject Code
9.	Methodology of Educational Research And Statistics	4 Credits	EDUMED2301T
10.	Professional Development of Teachers	4 Credits	EDUMED2302T
11.	<b>Specialization (Opting for any one paper)</b>	<b>4 Credits</b>	
i)	Comparative Education	4 credits	EDUMED2303T (i)
ii)	Educational Administration and Planning	4 credits	EDUMED2303T (ii)
12.	<b>Optional Paper (any one)</b>	<b>4 Credits</b>	
i)	Guidance and Counseling	4 credits	EDUMED2304T (i)
ii)	Gender, Education and Development	4 credits	EDUMED2304T (ii)
iii)	Education, Democracy and Human Rights	4 credits	EDUMED2304T (iii)
iv)	Literacy and Life-long Education	4 credits	EDUMED2304T (iv)
v)	Education of Socially Disadvantage Groups	4 credits	EDUMED2304T (v)
vi)	Measurement and Evaluation	4 credits	EDUMED2304T (vi)
	<b>Practicum-cum-Field Work</b>	<b>5 credits</b>	
i	Tool Development Programme Evaluation Institutional Evaluation	2 credits	
ii	Curriculum review School Education (Subject wise) Teacher Education	2 credits	
iii	Field Engagement	1 credit	

## SEMESTER IV

	Subject	16 Credits	Subject Code
<b>13, 14 &amp; 15</b>	<b>Specialization (Opting for any three papers )</b>	<b>12 Credits</b>	
i)	Economics of Education	4 Credits	EDUMED2401T
ii)	Educational Policy and Research	4 Credits	EDUMED2402T
iii)	Educational Technology	4 Credits	EDUMED2403T
iv)	Life Skills Education	4 Credits	EDUMED2404T
v)	Inclusive Education	4 Credits	EDUMED2405T
16.	<b>Dissertation</b>	<b>4 Credits</b>	EDUMED2406T
	<b>Practicum-cum-Field Work</b>	<b>4 Credits</b>	
	Academic work: Reporting of Seminar, Workshop and conference	2 Credits	
	Writing research articles and research paper	2 Credits	

### Theory Based Examination

15 Theory Papers + Dissertation	16 x 4 Credits + 64 Credits
Practicum-cum Field Work (elementary /secondary Schools and teacher education institution)	20 Credits
Grand Total	84 Credits

**NOTE:**

- i) The practical-cum field work including three main experience based activities i.e. school based teacher education based and research work leading to dissertation is to be conducted and evaluated during all the four semester in a comprehensive and continuous manner.

## SEMESTER – I

### PAPER-1: PHILOSOPHY OF EDUCATION

**Subject code: EDUMED1101T**

Max. Marks:

100

External:

70

Internal

30

**(A) Course Outcomes:**

At the end of this course, the learners will be able to:

- Critically examine how philosophy & education are related to each other and enable them to philosophize educational actions and interactions.
- Logically analyze, interpret and synthesize the various philosophical principles about the educational process.
- Develop a philosophical outlook towards educational issues.
- Facilitate discussion on Western and Indian schools of philosophies.

- Develop critical awareness about the contributions of different philosophies in education.
- Identify the Educational scenario with respect to value inculcation.

**(B) Syllabus**

**SECTION**

**- A**

- i). Philosophy of Education: Concept, nature, Scope and Functions
- ii). Education and Metaphysics: Concept, Metaphysical problems confronting educationists related to the nature of the world and nature of man.
- iii). Epistemology and Education: Types of Knowledge, Methods of acquiring knowledge with special reference to logical analysis, positive relativism and logical empiricism.
- iv). Axiology and Education: Meaning, classification and hierarchy of values, Role of education in inculcation of values.

**SECTION - B**

- v). Western Schools of Philosophy (Idealism, Naturalism, Pragmatism, Existentialism, Marxism) with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of education.
- vi). Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Islamic traditions, Sikhism) with special reference to the concepts of reality, knowledge and values, their educational implications via-a-vis aims, content and methods of education.

**Sessional Work (Any one of activities)**

- (i). Case study of a school/college/university with respect to philosophical aspects of learning.
- (ii). Critical appraisal of a thinker/book in terms of philosophy of life, values and ethics.
- (iii). Observations of a group of community members on socio-political conditions of a country in a group discussion or critical review of a newspaper article on a current social issue of concern on girl child/women and marginalized sections of society.

**C) Books Recommended**

- Ansari, S. H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
- Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.
- Broudy, H. S. (1955). *Building a Philosophy of Education*, New Delhi: Prentice Hall of India.
- Brubacher, J. S. *Modern Philosophies in Education*.
- Chaube, S. P. (2007). *Foundations of Education*, New Delhi: Vikas Publishing House.
- Dhillon, S. S. (2021). *Philosophical bases of education*. Shahdara, Delhi: Gyan Geeta Prakashan.
- Gnanakan, K. (2011). *Integrated Learning*, New Delhi: Oxford University Press.
- Gupta, S., & Singh, A. (Eds.). (2008). *Value based education: Dimensions and directions*. Mandi Gobindgarh, Punjab: Desh Bhagat Group of Institutions.

- Kaur, J., & Saraswat, R. (2015). *Philosophical Foundations of Education*. Rakhi Prakashan, Agra
- Nandra, I. S., Dixit, M. S., & Lata, S (2022). *Philosophical foundation of education*. Patiala: Twenty-first century.
- Pathak, A. (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Noida: Rainbow Publishers.
- Pathak, R.P. (2012). *Philosophical and Sociological Principles of Education*, New Delhi: Pearson.
- Pring, R (2004). *Philosophy of Education – Aims, Theory, Common Sense and Research*. New York: Continuum.
- Rajput, J. S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
- Sarup, M. (1978). *Marxism and Education*. London: Routledge & Kegan Paul.
- Taneja, V. R. (1998). *Educational Thought and Practice*. New Delhi: Sterling Publishers Pvt. Ltd.

#### Online Resources

- <https://plato.stanford.edu/entries/education-philosophy/>
- <https://www.oxfordhandbooks.com/>
- 5.3 Philosophical Perspective of Education Foundations of Education (lumenlearning.com)
- [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_1.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf)
- SEM-01\_A2.pdf (wbnsou.ac.in)
- Philosophical foundation of education (slideshare.net)

#### (D) Evaluation

Theory Examination (External	70
Marks Internal Assessment	30 Marks
a) Performance in two mid Semester tests	12 Marks
b) Assignment Project Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from sections A and B and the entire section C.

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## PAPER-2: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Subject code : EDUMEDI102T

Max. Marks: 100

External: 60

Internal: 20

Practical: 20

### (A) Course Outcomes:

After the completion of this course, the learners will be able to:

- Familiarize the concept of psychology and educational psychology and its contribution in education.
- Recognize and conceptualize the advanced theories of learning, and plan and design classroom practices.
- Familiarize the conceptual application of cognitive neuroscience in classroom practices.
- Develop the learner potentialities to the maximum extent possible by exploring the various theories and bridge the gap between intellectual competencies and academic excellence.
- Practice the integration of universal skills and functional skills for professional competency and learner satisfaction.
- Understand diverse learners and develop skills and competencies to design learning strategies and provide education for diverse learners.
- Acquire competencies and skills in assessing individual factors and capabilities – intelligence, personality and aptitude- and design and apply of psychological tools and techniques.
- Understand the knowledge of social and positive psychology and apply this to cope with conflict and stress.

### (B) Syllabus

#### SECTION – A

- i). Educational Psychology: Concept, scope and its contribution. Methods: Experimental, case- study and observation.
- ii). Human Development: Piaget's and Bruner's theories of cognitive development with their implications.
- iii). Learning: Concept and process, theories of Skinner, Bandura, Kohler and Gagne's hierarchy.
- iv). Individual Differences: Concept and causes of inter and intra-individual differences, Intelligence: concept, theories of Cattell, Gardner and Guilford. Measurement of Intelligence by verbal, non-verbal and performance tests, Social and emotional intelligence: Concept and applications.



## SECTION – B

- v). Personality: Concept, development and theories: Allport, Erickson, Bandura and Big-Five Model, personality assessment by subjective, objective and projective techniques.
- vi). Motivation: Concept, types and strategies.
- vii). Mental Health: Concept, criteria for good mental health, issues and problems related to mental health. Strategies of promoting mental health of students and teachers.
- viii). Conflict: Concept and types, conflict as a barrier in decision-making process. Stress: Concept, organizational Stress- Concept, Organizational and extra organizational Stressors, Effect of Stress on an individual and organizational strategies to cope with stress
- ix). Creativity: Concept, dimensions and identification of creative children, educational programmes for nurturing creativity.

### Practical (A minimum of four practical to be performed)

Administration of:

- Verbal Intelligence Test.
- Non-verbal Intelligence Test.
- Personality Inventory.
- Mental Health Test.
- Creativity Test.

### (C) Books Recommended

- Aggarwal, J. C. (2006). *Psychology of Learning and Development*. New Delhi: Shipra Publications.
- Anastasi, A., & Susana, U. (2010). *Psychological Testing*. New Delhi: PHI Learning .
- Bigge, M. C., & Row. (1971). *Learning Theories for Teachers* (2nd Ed.). New York: Harper Collins.
- Bower, G. H., & Hilgard, E. R. (1981). *Theories of Learning*. New Jersey: Prentice Hall Inc. Englewood Cliffs.
- Dandapani, S. (2004). *Advanced Educational Psychology*. New Delhi: Anmol Publications .
- Gray, C., & MacBlain, S. (2012). *Learning theories in childhood*. Sage.
- Hall, C. S., Gardener, L., & John, B. C. (2010). *Theories of Personality*. Delhi: Aggarwal Printing Press.
- Laak, J. F. J., Gokhale, M., & Desai, D. (Ed.). (2013). *Understanding psychological assessment: A primer on the global assessment of the client's behavior in educational and organizational setting*. New Delhi: Sage.
- McLaughlin, C., & Holliday, C. (2013). *Therapy with children and young people: Integrating counseling in schools and other settings*. Sage.

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- O'Reilly, M., & Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Sage.
- Qureshi, S. (2020). *Psychology of Development and Learning of Learner*. Bilaspur: Cyscoprime Publishers.
- Rai, P. (2020). *Psychology of learning and development*. Bophal: Koshal Publications
- Singh, K. S., & Jasraj, K. (1995). *Vidyak Manovigyan- Ek Roop Rekha*, Jain Brothers, Patiala
- Singh, A. (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan, Delhi.
- Strenberg, R. J. (Ed.). (2008). *Handbook of creativity*. New York: Cambridge University Press.
- Tomar, M., & Kumari, S (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.
- Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Publications.
- Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication.
- Vassallo, S. (2017). *Critical Educational Psychology*. Johns Hopkins University Press, Baltimore.

#### On- line sources

- [https://en.wikipedia.org/wiki/Educational\\_neuroscience](https://en.wikipedia.org/wiki/Educational_neuroscience)
- <https://pdfs.semanticscholar.org/1f85/60da84454fe3128c76d043d84e0a9a749dc.d.pdf>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4446534/>
- <https://www.teachervision.com/strategies-teaching-culturally-diverse-students>
- <https://www.education.udel.edu/wpcontent/uploads/.../CulturallyDiverseStudents.pdf>
- [medind.nic.in/icg/t12/i2/icgt12i2p89.pdf](http://medind.nic.in/icg/t12/i2/icgt12i2p89.pdf)
- <https://books.google.co.in/books?isbn=933253824>

#### (D) Evaluation

Theory Examination (External)	60 Marks
Practical	20 Marks
Internal Assessment	20 Marks
a) Performance in two mid semester tests	10 Marks
b) Assignment/ Project/ Seminar	5 Marks
c) Attendance	5 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

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**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from sections A and B and the entire section C.

**PAPER-3: EDUCATIONAL STUDIES**

**Subject code: EDUMED1103T**

Max. Marks: 100

External: 70

Internal: 30

**(A) Course Outcomes:**

At the end of this course, the learners will be able to:

- Have a general view of the field of education in Indian context
- Conceptualize the role of education in national development
- Develop foundational perspectives on education.
- Critically evaluate the role of different governing bodies related to teacher education and higher education
- Orient them regarding the institutions, systems and structure of education at various levels.
- Familiarize the structural and hierarchical organization of education.
- Conceptualize equality of educational opportunities among students
- Explain the constitutional provisions for providing equality of educational opportunities
- Understand the contemporary concerns of education policy and practice.

**(B) Syllabus**

**SECTION – A**

- i). Education: Meaning, Concepts, Scope and aims of Education.
- ii). Paradigms of Educational Practice: Behaviorism, Constructivism, Critical Pedagogy.
- iii). Reading and Understanding Educational Texts:
  - a. Maria Montessori: The Secret of Childhood
  - b. Theodore Schultz: Investment in Human Capital
  - c. Paulo Freire: Pedagogy of the Oppressed

**SECTION - B**

- iv). Vision of Education in Independent India vis-à-vis the national ideals of democracy, secularism, equality and social justice. Aims of education in India as recommended by Education Commission (1964-66) and National Policy on Education (1986).

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- v). Nature and functions of University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), Central Board of Secondary Education (CBSE), State Council of Educational Research and Training (SCERT) and District Institute of Education and Training (DIET).
- vi). Contemporary concerns of Education Policy and Practice: Education for All: International Initiatives and their implications for universalization of elementary education in India, Right to Education Act 2009, Expansion of Secondary and Higher Education in India: Issues of equity and quality.
- vii). Emerging issues in education: Globalization of Education, Community participation in education, Private-Public Partnership in education; Educational Programmes, their objectives and implementation: Saakshar Bharat Mission, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Uchchar Shiksha Abhiyan (RUSA).

**Sessional Work (any one of the activities)**

- (i). Critical review of a recommended book/script written by a scholar/thinker/government document to reflect on educational development of a nation or state.
- (ii). Identification of educational practices by an institution to address the betterment of living conditions of marginalized sections of society.
- (iii). Success story of learner/institution/programme in overcoming barriers to inclusive education.

**(C) Books Recommended**

- Aggarwal, J. C. (2005). *Recent Developments and Trends in Education*. Delhi: Shipra Publications.
- Barlett, S., & Burton, D. (2012). *Introduction to education studies* (3<sup>rd</sup> edition). Sage.
- Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
- Curtis, W., Ward, S., Sharp, J., & Hankin, L. (2013). *Education Studies: An issue based approach* (3<sup>rd</sup> ed.). Sage.
- Dharmpal. (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Delhi: Biblia Impex.
- Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, *Journal of Educational Planning and Administration*, 9(1) (January): 1-26.
- Dreze, J., & Sen, A. (2013). *An Uncertain Glory: India and Its Contradictions*. New Delhi, India: Penguin, Allen Lane.

- Ghosh, S. (2009). *Education in Emerging Indian Society: The Challenges and Issues*. New Delhi: PHI Learning Private Limited.
- Government of India (1950). *Constitution of India*. New Delhi.
- Government of India (1985). *The Challenge of Education*. New Delhi, Ministry of Human Resource Development.
- Government of India (1986). *National Policy on Education 1986*. New Delhi: Ministry of Human Resource Development.
- Government of India (1992). *National Policy on Education 1986 (Revised)*. New Delhi: Ministry of Human Resource Development.
- Government of India (2001). *National Human Development Report 2001*. New Delhi: Planning Commission.
- Naik, J. P. (1965). *Educational Planning in India*. New Delhi: Allied Publishers.
- Prakash, V., & Biswal, K. (2012). *Perspectives on Educational Development: Revisiting Education Commission and After*. New Delhi: NUEPA.
- Ramachandran, V., & Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
- Srinivasan, M. V. (2019). *Education in contemporary India*. Noida: Pearson Publication.
- Biswas, P., Dutt, K. G., Sedem, M., & Linikko, J. (2022). *Emerging Issues in Education (1<sup>st</sup> Ed)*. Nitya Publication.

#### On-line Resources

- <https://en.wikipedia.org/wiki/Education>
- <https://www.indiaeducation.net/>
- [www.prodigygame.com](http://www.prodigygame.com)
- [www.gnu.org › education › edu-system-india.en.html](http://www.gnu.org › education › edu-system-india.en.html)
- [mis.kp.ac.rw/admin/admin\\_panel/kp\\_lms/files/digital/SelectiveBooks/Education/Introduction-to-education-studies.pdf](http://mis.kp.ac.rw/admin/admin_panel/kp_lms/files/digital/SelectiveBooks/Education/Introduction-to-education-studies.pdf)
- [https://www.hzu.edu.in/bed/Basics-in-Education%20\(NCERT\).pdf](https://www.hzu.edu.in/bed/Basics-in-Education%20(NCERT).pdf)

#### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid semester tests	12 Marks
b) Assignment/ Project/ Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section

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C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from sections A and B and the entire section C.

**PAPER – 4: INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS**

**Subject code : EDUMED1104T**

Max Marks: 100

External: 70

Internal: 30

**(A) Course Outcomes:**

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

- Conceptualize the meaning and process of research in education.
- Judge upon and chose an apt research method after consulting various sources.
- Sharpen the research problem and process.
- Analyze various strategies of educational research.
- Prepare a good research proposal.
- Select representative sample and appropriate research tools
- Have apt statistical reasoning related to a research problem.
- Interpret results obtained through different techniques of analysis of data
- Draw generalizations on the basis of results of a research study
- Evaluate the quality of a research

**(B) Syllabus:**

**SECTION – A**

- (i) Educational Research: Meaning, Steps, Types and Limitations of Educational Research, Ethical Issues in Conducting Educational Research, Review of Related Literature: Purpose and Sources of Related Literature and Writing Review of Related Literature. Research Problem: Selection, Formulation, Delimitations of the Research Problem and Characteristics of Good Research Problem. Hypothesis: Formulation, Significance and Types, Preparation of Research Proposal.
- (ii) Sampling: Concept of Population and Sample along with its Types, Sampling, Sampling Unit, Sampling Frame, Sample Size, Techniques of Sampling, Characteristics of Good Sample, Sampling Errors and How to reduce them.

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Research Tools: Meaning and Characteristics of Good Research Tools, Standardization of Research Tools, Types and Uses of Research Tools (Questionnaire, Rating Scales, Attitude Scales, Observation Schedule and Interview Schedule), Administration of Tools.

### SECTION – B

- (iii) Meaning and Importance of Statistics; Basics of Descriptive Statistics: Types of Data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Line Graph, Ogive, Pie-Chart), Measures of Central Tendencies and Variability (Range, Quartile Deviation, SD, meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC.
- (iv) Measures of Relationship: Concept of Correlation, Rank Order Correlation, Product Moment Method of Correlation, Uses and Significance of Correlation Coefficient.

#### Sessional Work (any one of the following activities)

- (i) Formulation of hypotheses of one research problem (elementary / secondary stage / socially disadvantaged groups).
- (ii) Preparation of a Research Proposal.
- (iii) Visit a middle / high school and collect achievement – based data of students of any class from school records. Compute mean and SD and draw a histogram.

#### (C) Books Recommended

Aggarwal, L. P. (2007). *Modern Educational Research*. New Delhi: Dominant Publishers and Distributors.

Best, J. W. & Kahn, J. V. (2005). *Research in Education (9<sup>th</sup> Edition)*. New Delhi: PHI Publishers.

Cohen, L., Mansion, L., & Morrison, K. (2011). *Research Methods in Education (7<sup>th</sup> Edition)*. India: Cambridge University Press Private Limited.

Garrett, H. E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers.

Gupta, S. P. (2014). *Statistical Methods*. New Delhi: Sultan Chand and Sons.

Holcomb, Z. C. (2017). *Fundamentals of Descriptive Statistics*. Routledge. New York

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- Hopkins, K. D., & Stanley, J. C. (1981). *Educational and Psychological Measurement and Evaluation (6<sup>th</sup> Edition)*. New Delhi: PHI Publishers.
- Jaggia, S., & Kelly, A. (2013). *Business statistics* McGraw Hill Education India.
- Kaur, J., & Ritu (2016). *Assessment for Learning*. Meerut: Lall Book Depot.
- Kendal, G. M. (1982). *Dictionary of Statistical Terms*. London: Longman.
- Kerlinger, F. N. (1973). *Foundation of Behavioural Research*. New York: Rinehart Winston.
- Korin, B. P. (1977). *Introduction to Statistical Methods*. Cambridge: Intercrop Pub.
- Kothari, C. R. (1998). *Quantitative Techniques*. New Delhi: Vikas Publishing House.
- Kothari, C. R. (2006). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Pearson Publishers.
- Koul, L. (2013). *Methodology of Educational Research (4<sup>th</sup> Ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Koul, L. (2020). *Methodology of educational research (5<sup>th</sup> Ed)*. Nodia: Vikas Publishing.
- Kubiszyn, T., & Borich, G. (2003). *Educational Testing and Measurements: Classroom Application and Practice (7<sup>th</sup> Edition)*. New York: John Wiley and Sons.
- Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Pearson Publication.
- Kumar, R. (2014). *Research Methodology: A Step-by-Step Guide for Beginners*. Sage Publications. New Delhi
- Lindvall, C. M. (1976). *Testing and Evaluation – An Introduction*. New York: Harcourt, Brace Javanavich.
- Mangal, S. K. (2013). *Statistics in Psychology and Education*. Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2006). *Research Methods in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Pandey, K. P. (2005). *Fundamentals of Educational Research*. Varanasi: Vishwavidyalaya Prakashan.
- Pandian, U. & Muthamizhselvan, M. (2017). *Basics in Educational Research*. Lulu Publication. Raleigh
- Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
- Patnak, R. P. (2018). *Methodology of educational research*. New Delhi: Atlantic Publishers & Distributors.
- Punch, K. F. & Oancea, A. (2014). *Introduction to Research Methods in Education (2<sup>nd</sup> Edition)* New Delhi: Sage. , SAGE Publications Ltd



Sansanwal, D. N. (2020). *Research methodology and applied statistics*. Delhi: Shipra Publications.

Sharma, T. R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.

Singh, K. (2012). *Methodology of Educational Research*. New Delhi: Lotus Press.

Singh, P. (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.

### Online Resources

- <https://research-methodology.net/research-methodology/research-types/>  
<http://www.alzheimer-europe.org/Research/Understanding-dementiaresearch/Types-of-research/Research-methods>
- <http://archives.gadod.org/DMGetDocument.aspx/Types.of.Research.Methods.SERVE%20Center.pdf?p=6CC6799F8C1371F6C790A38569315032FE8B3FDBE6A7D64BCE3B4886D72BD474&Type=D>
- [www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf](http://www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf)
- [www.studylecturenates.com/social-research.../selection-of-research-problem](http://www.studylecturenates.com/social-research.../selection-of-research-problem)
- [https://en.wikipedia.org/wiki/Sampling\\_\(statistics\)](https://en.wikipedia.org/wiki/Sampling_(statistics))
- <https://niepid.nic.in/AN%20INTRODUCTION%20TO%20EDUCATIONAL%20RESEARCH.pdf>
- <https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-801C-Methodology%20of%20Educational%20Research.pdf>

### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a. Performance in two mid semester tests	12 Marks
b. Assignment/Project/Seminar	12 Marks
c. Attendance	6 Marks

### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

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**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from sections A and B and the entire section C.

**SEMESTER-II**

**PAPER – 5: HISTORY AND POLITICAL ECONOMY OF  
EDUCATION**

**Subject code : EDUMEDI201T**

Max. Marks:	100
External:	70
Internal:	30

**(A) Course Outcomes:**

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

- Understand the historical, political and economic perspectives of education
- Comprehend the philosophical, historical and contemporary thought on education.
- Analyze the key concepts of political ideologies and their impact on education.
- Familiarize the key concepts of social change and human cultural perspectives.
- Critically analyze the system of education in India during from ancient to British period
- Predict the impact of new developments in economy on education system in India

**(B) Syllabus**

**SECTION - A**

- i). Conceptualizing Education and Development: Philosophical and Historical. Contemporary Thoughts on Education with respect to:
  - a) Education and Holistic Development: works of Sri Aurobindo
  - b) Work Education and Swaraj: works of M.K. Gandhi
  - c) Democracy and Education: works of John Dewey
  - d) Capability and Social Welfare Perspective: works of Amartya Sen.
- ii). The development of education in India in comparative perspective: Educational development across the states in India, Developed and developing countries with special focus on issues like Universalizing Elementary Education, Gender and Equity, Role of state and private sectors, Decentralization planning and financing of education.

## SECTION - B

- iii). Economic Development: Key concepts such as Human Capital Formation, Quality of Life and Economic Growth, Poverty and Income Inequalities, Human Development Index, Development Planning Perspectives; Political Perspective: Political perspectives of education would reflect on the intricate relationship between education and political agendas such as Role of Education in Political Development, Democracy, Freedom, Human Rights (Right to Development) and Peace Education.
- iv). Social Change and Cultural Perspective: Key concepts related to social change such as Stratification, Inclusive Society and the Individual, Social Inequality, Gender issues, Education and Social Reproduction; 'Education for Social Inclusion or Social Reproduction', issues related to 'Gender' and 'Access and Achievement in Education', Role of culture and education in framework of socio-cultural perspectives.

### Sessional Work (any one of the activities)

- a. Critical review of a document with a focus on gender and social equity.
- b. Case study of a differently abled child /adult.
- c. Comparative study of India and one developed nation on universalization of elementary education/curriculum at secondary stage/adult education programmes.

### (C) Books Recommended

- Aggarwal, J. C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
- Aperyan, V. (1987). *Population, Economic and Politics*. Moscow: Progress Publishers.
- Basu, A. (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
- Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
- Bhaduri, A. (2010). *Essays in the Reconstruction of Political Economy*. New Delhi: Aakar Books.
- Carnoy, M., & Rhoten, D. (2002). What Does Globalization Mean for Educational Change? A Comparative Approach, *Comparative Education Review*.
- Chalam, K. S. (2011). *Economic reforms and social exclusion: Impact of liberalization on marginalize groups in India*. New Delhi: Sage.
- Ghosh, S. C. (2013). *The Histroy of Education in Modern India 1757-2012 (4<sup>th</sup> Edition)*. New Delhi: Orient BlackSwan.

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- Hazarika, U., & Borah, B. C. (2021). *Contemporary Issues of Politics and Education in India (1<sup>st</sup> Ed)*. ISBN: 9789390789244
- Kumar, M., & Rekha, N. (2020). *History and political economy of education in India*. Bilaspur: Sankalp Publication.
- Mukerji, S. N. (1961). *History of Education in India (Modern Period)*. Baroda: Acharya Book Depot.
- Mukerji, S. N. (1964). *Education in India - Today and Tomorrow*.
- Narullah, S., & Naik, J. P. (1951). *A History of Education in India*. Bombay: Macmillan.
- Pandey, R. S. (2013). *Education in Emerging Indian Society*. Agra: Aggarwal Publications.
- Prakash, V., & Biswal, K. (2012). *Perspectives on Educational Development: Revisiting Education Commission and After*. New Delhi: NUEPA.
- Prakashan, A. (2017). *History-Political economy of education*. Ahmedabad: Anmol Prakashan.
- Ramachandran, V., & Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
- Santhakumar, V. (2011). *Economic analysis of institutions: A practical guide*. New Delhi: Sage.
- Tilak, J. B. G. (2013). *Higher Education in India: In search of Equality, Quality and Quantity*. New Delhi: Orient Blackswan Pvt. Ltd.
- Vaizey, J. (1962). *Economics of Education*. London: Faber & Faber.
- West, E. G. (1965). *Education and the State: A Study in Political Economy*. London: Institute of Economic Affairs. [2nd Edition]
- World Bank (1986). *Financing Education in Developing Countries*. Washington DC.
- Ziderman, A. & D. Albrecht: *Financing Universities in Developing Countries*.

#### Online Resources

- <https://egyankosh.ac.in/bitstream/123456789/8308/1/Unit-5.pdf>
- <https://www.lpude.in/academics/online-study-material-for-arts.php>
- [https://ccsuniversity.ac.in/bridge-library/pdf/Unit-33\\_Social%20Change.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Unit-33_Social%20Change.pdf)
- <https://ncert.nic.in/textbook/pdf/keec105.pdf>
- [https://nios.ac.in/media/documents/SrSec318NEW/318\\_Economics\\_Eng/318\\_Economics\\_Eng\\_Lesson3.pdf](https://nios.ac.in/media/documents/SrSec318NEW/318_Economics_Eng/318_Economics_Eng_Lesson3.pdf)

#### (D) Evaluation

Theory Examination (External)	70
Marks Internal Assessment	
30 Marks a) Performance in two mid semester tests	
12 Marks b) Assignment/ Project/	

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Seminar 12 Marks c) Attendance  
6 Marks

**(E) Instructions for the Paper-Setter**

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from sections A and B and the entire section C.

**PAPER-6: SOCIOLOGY OF EDUCATION**

**Subject code : EDUMED1202T**

Max. Marks: 100  
External: 70  
Internal: 30

**(A) Course Outcomes:**

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

- a) Understand the concept and nature of Sociology of Education.
- Comprehend the role of various social factors in Education.
- Analyze the factors responsible for social change.
- Understand the role of Education in cultural change.
- Understanding the new developments in the society and their impact on education.

**(B) Syllabus**

**SECTION - A**

- (i) Sociology of Education: Concept, nature and scope
- (ii) Relationship between Education and Economy, Polity and Religion.
- (iii) Education and the processes of Social and Cultural change.
- (iv) Contribution of following Social Thinkers to education: Emile Durkheim and Ivan Illich.

**SECTION - B**

- (v) Relationship between Social Stratification and Education: Social Reproduction, Social Mobility, Social Inclusion. Educational Inequality in the Indian Society
- (vi) Education and Modernization: Concept and Characteristics of Modernization, Role of Education in Modernization with special reference to Indian Society.

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- (vii) Education in a Globalised Society: Internationalisation, Privatisation and Commercialisation of Education, Implications for Indian Society.

**Sessional Work (Any one of the activities)**

- (i). A study of government/non-governmental agency working in the social sector
- (ii). Trend analysis of shift in value pattern of youth/adults in the context of LPG.
- (iii). Critical appraisal of a social thinker/thought for its educational implications.

**(C) Books Recommended**

- Arum, R., & Beattie, I. R. (2014). *The structure of schooling: Readings in the sociology of education* (3<sup>rd</sup> edition). Sage.
- Ball, S. J. (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
- Ballantine, J. H., & Spade, J. Z., (2014). *Schools and society: A sociological approach to education* (5th Ed.). Sage.
- Bhattacharya, S. (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
- Bhavinds, P. V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
- Brown, F. J. (1954). *Educational Sociology*, New York: Prentice Hall of India.
- Bruner, J. C. (1997). *The Culture and Education*, London: Harvard University Press.
- Chandra, S. S., & Sharma, R. K. (2021). *Sociology of education*. London: Atlantic
- Chaudhury, S. K. (2014). *Sociology of environment*. New Delhi: Sage.
- Friere, P. (1972). *Pedagogy of the Oppressed*, Harmond worth: Penguin.
- Govinda, R. (Ed.): *Who Goes to School?: Exploring Exclusion in Indian Education*, New Delhi: Oxford.
- Hasley, A. H., Floud, J., & Anderson, C. A. (1969). *Education, Economy and Society*, New York: The Freeman's Press.
- Hurn, C. J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
- Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage.
- Mathur, S. S. (2020). *A sociological Approach to Indian education*. Agra: Shri Vinod Pustak Mandir.
- Panday, K. P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.

### Online Resources

- [http://mu.ac.in/myweb\\_test/ MA Education-Sociology](http://mu.ac.in/myweb_test/MA%20Education-Sociology)
- <http://en.wikipedia.org/wiki/Dharma>
- [http://vedic-yoga.blogspot.in/2007/11/hinduism-and-environment- 155 conservation.html](http://vedic-yoga.blogspot.in/2007/11/hinduism-and-environment-155-conservation.html)
- <http://houseofyoga.org/>
- <http://www.hinduwebsite.com/history/kautilya.asp>
- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3830173/>
- [http://www.hinduwisdom.info/Nature\\_Worship.htm](http://www.hinduwisdom.info/Nature_Worship.htm)
- [http://www.stephenknapp.com/can\\_vedic\\_dharma\\_bring\\_peace\\_to\\_the\\_world.htm](http://www.stephenknapp.com/can_vedic_dharma_bring_peace_to_the_world.htm)
- <https://en.wikipedia.org/>
- <https://www.cliffsnotes.com/>
- <https://revisesociology.com>

### Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid semester tests	12 Marks
b) Assignment / Project/ Seminar	12 Marks
c) Attendance	6 Marks

### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from sections A and B and the entire section C.

## PAPER – 7: CURRICULUM STUDIES

Subject code : EDUMED1203T

Max. Marks: 100  
External: 70  
Internal: 30

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### (A) Course Outcomes

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

- Explain the nature of curriculum and identify the basic principles of curriculum development.
- Identify the components of curriculum development
- Develop skills in framing and designing tailored curriculum with respect to the national framework for various subjects of teaching
- Appreciate the need for continuous curriculum renewal and renewal by comparing various models of curriculum development
- Get familiarized with and orient the teachers on the patterns of curriculum designs
- Analyze issues, trends, and recent researches in the area of curriculum
- Compare the models of curriculum evaluation
- Design a strategy for curriculum evaluation
- Understand the role of the teacher in the transaction and evaluation of curriculum.

### (B) Syllabus

#### SECTION - A

- i). Curriculum: Meaning, need and importance for curriculum in schools, Foundations of Curriculum: curriculum as lived experience; curriculum as socially organized knowledge, Types of curriculum: Knowledge based, Activity based, Skill based and Experience based curriculum. Curriculum visualised at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations and differences).
- ii). Curriculum Development: Principles of curriculum development, Different approaches to curriculum development, Factors affecting curriculum development, Role of Organizations like NCERT, SCERTs, UGC and NCTE in curriculum development.

#### SECTION - B

- iii). Implementation of Curriculum: Selection and development of learning resources, Role of teacher in developing, transacting and evaluating curriculum, Space for teacher to act as a critical pedagogue, Meaning and concerns of 'Hidden' Curriculum.
- iv). Evaluation of Curriculum: Concept, need and importance, Methods, Process and role of teacher.
- v). Recent developments in Curriculum designing: National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education-2009.



### Sessional Work (any one of the activities)

- (i). Critical appraisal of curriculum (science/social science/mathematics/languages) either at elementary/secondary stage of school education.
- (ii). Developing curriculum for a school subject for a class (I-VIII/IX-X/XI-XII).
- (iii). Development of a plan for curriculum evaluation for a school subject at elementary/secondary stage.

### (C) Books Recommended

- Bhatia, S. C. (1991). Curriculum development in population education. University of Delhi: Population Education Resource Centre.
- Chapman, T. K., & Hobbel, N. (2010). *Social justice pedagogy across the curriculum: The practice of freedom*. New York: Routledge.
- CIET (2006). *The process of Making National Curriculum Framework-2005: A Video documentary both in Principles of Curriculum Planning and Development (Hindi and English)*. CIET, NCERT, New Delhi.
- CIET (2007). *Curriculum Syllabus and Textbook: An audio interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF- 2005 Process*. NCERT, New Delhi.
- Dash, B. N. (2007). *Curriculum Planning and Development*. New Delhi: Dominant Publications.
- Ediger, M., & Rao, D. B. (2006). *Issues in School Curriculum*. New Delhi: DPH.
- Fehr, M. C., & Fehr, D. E. (2010). *Teach boldly!: Letters to teachers about contemporary issues in education*. New York: Peter Lang.
- Joseph, P. B. (2010). *Cultures of curriculum*. London: Routledge.
- NCERT. (2005). *National curriculum framework. (NCF 2005)*. New Delhi: NCERT
- NCERT: Second All India Survey of Teacher Education.
- NCTE (2009/10). *National Curriculum framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
- Panda, S. K., & Panda, N. (2020). Curriculum development, Practices and Perspectives. Delhi: Shipra Publications.
- Peter, O. (2004). *Developing the Curriculum*. New York: Allyn and Bacon Inc.
- Ramachandran, V. and Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
- Reddy, B. (2007). *Principles of Curriculum Planning and Development*.
- Sharma, P. (2011). *Curriculum Development*. New Delhi: APH Publishing Corporation.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

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Wiles, J. W., & Joseph, B. (2006). *Curriculum Development: A Guide to Practice*. Pearson Publication.

#### Online Resources

- [www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter\\_1.pdf](http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_1.pdf)
- [https://www.britishcouncil.in/sites/default/files/indian\\_school\\_education\\_system\\_-\\_an\\_overview\\_1.pdf](https://www.britishcouncil.in/sites/default/files/indian_school_education_system_-_an_overview_1.pdf)
- [www.nuepa.org/new/download/NEP2016/ReportNEP.pdf](http://www.nuepa.org/new/download/NEP2016/ReportNEP.pdf)
- [www.create-rpc.org/pdf\\_documents/PTA63.pdf](http://www.create-rpc.org/pdf_documents/PTA63.pdf)
- <http://www.educationinnovations.org/blog/status-primary-education-india-strides-andchallenges>
- [www.educationforallindia.com/page167.html](http://www.educationforallindia.com/page167.html)
- [www.kkhsou.in/main/education/secondary\\_education.html](http://www.kkhsou.in/main/education/secondary_education.html) 96
- <http://www.preservearticles.com/2012030725533/recommendations-of-the-secondary-education-commission-in-respect-of-professional-development-of-the-teachers.html>
- <http://siteresources.worldbank.org/INTAFRREGTOPSEIA/Resources/No.6Health.pdf>
- [www.tandfonline.com/doi/pdf/10.1080/0305569750010202](http://www.tandfonline.com/doi/pdf/10.1080/0305569750010202)
- <https://bmcmmededuc.biomedcentral.com/articles/10.1186/1472-6920-12-31>
- <http://uwf.tk20.com>
- <https://teachingcenter.wustl.edu/resources/course-design/designing-a-course/>
- [www.unom.ac.in](http://www.unom.ac.in)
- [www.youthsight.com/](http://www.youthsight.com/)
- <https://www.edutopia.org/blog/curriculum-sharing-sites-vanessa-vega>
- [www.hofstra.edu](http://www.hofstra.edu)
- [www.era3learning.org/weblinks/curriculum\\_development\\_and\\_.pdf](http://www.era3learning.org/weblinks/curriculum_development_and_.pdf)

#### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid semester tests	12 Marks
b) Assignment/ Project/ Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

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The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from sections A and B and the entire section C.

**PAPER – 8: TEACHER EDUCATION**

**Subject code : EDMED1204T**

Max. Marks: 100  
External: 70  
Internal: 30

**(A) Course Outcomes:**

After the completion of the course, the learners will be able to:

- Understand the origin and development of teacher education in India and analyze the various policies and recommendations on teacher education.
- Develop abstract awareness about features of teacher education curriculum at different levels, various pedagogical theories, and teacher preparation activities and programs.
- Recognize the role and functions of National and State level agencies for managing Teacher Education.
- Develop awareness about recommendations of NPE, NCF, NCTE, NCFTE, Justice Varma Commission, and NCF 2007.
- Organize and supervise various types of student teaching and analyze decisively various teacher preparation practices.
- Understand and aware about the need of quality management and its approach and analyze the role and functions of NCTE and NAAC in promoting quality in Teacher Education institutions.
- Develop insight and teaching competence by gaining knowledge about innovative practices in teacher education, value based teacher education, CPD and internship program.
- Develop an abstract awareness about trends and issues in teacher education.

**(B) Syllabus**

**SECTION - A**

- i). Teacher Education- Historical background, concept, nature, objectives at different levels.
- ii). Role and functions of different agencies of Teacher Education: National Council of Teacher Education, National Council for Educational Research and Training, State Council For

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Educational Research and Training, District Institute of Education and Training, Colleges of Teacher Education, Institute of Advanced Studies in Education (I.A.S.E.)

### SECTION - B

- iii). Organization and supervision of student-teaching and its different types: Apprenticeship, Internship and teaching practice;
- iv). Critical review of selection of students and staff; concept of andragogy, characteristics and principles;
- v). Pre-service and In-service Teacher Education: Importance and organization, agencies of in-service teacher education and their critical review; Innovations in teacher education: meaning, nature and strategies.

#### Sessional Work (any one of the activities)

- (i). Critical appraisal of teacher education programme (ETT/B.Ed./M.Ed.) being implemented in a teacher education institution.
- (ii). Evaluation of an in-service training programme for school teachers.
- (iii). Attitudinal survey of teacher trainees.

#### (C) Books Recommended

- Beck, C., & Clark, K. A. (2006): *Innovations in Teacher Education: A Social Constructivist Approach*. New York : State University of York.
- Cohen. L., Minion, L., & Morrison, K. (2004). *A Guide to Teaching Practice* (5th edition). London and New York.: Rout ledge Falmer.
- Edward, M. R. (2021). *Teachers their role in modern education*. Chennai: Notion Press.
- Handa, A., & Kumar, N. (2013). *Teacher Education*. Patiala: Twenty First Century Publications.
- Herne, S, Jessel, J., & Griffith, J. (2000). *Study to Teach: A Guide to Studying in Teacher Education*. London and New York: Rout ledge Falmer.
- Loughran, J. (2006): *Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching*. New York: Routledge.
- NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*.
- NCTE (2009/10). *National Curriculum framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
- Pang, S., & Mohanty, S. P. (2022). *Teacher education in India*. Delhi: Shipra Publications.
- Ramachandran, V., & Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
- Rao, D. B. (1998). *Teacher Education in India*. New Delhi: Discovery Publishing House.
- Sahoo, P. K., Yadav, D., & Das, B. C. (2010). *Professionalism in teacher education: Contemporary perspectives*. New Delhi: concept publishing company.

Saxena, M., & Mohanty: Teacher Education, Meerut: R. Lall Book Depot.

Singh, Yogesh, K., & Nath, R., (2005). *Teacher Education*. New Delhi: APH Publishing Corporation.

Yadav, M. S., & Lakshmi, T. K. S. (2003). *Conceptual Inputs for Secondary Teacher Education: The instructional Role*. India: NCTE.

#### On-line Sources

- [www.teachersteachingteachers.org](http://www.teachersteachingteachers.org)
- [www.eric.edu.org](http://www.eric.edu.org)
- [www.educationinindia.net](http://www.educationinindia.net)
- <http://www.unesco.org/en/competency-standards>
- <http://www.nea.org/home/41858.htm>
- [http://www.mu.ac.in/myweb\\_test/MA%20Teacher%20Education/Chapter-3.pdf](http://www.mu.ac.in/myweb_test/MA%20Teacher%20Education/Chapter-3.pdf)
- <http://www.oijrj.org/ejournal/july-aug-sept2013/23.pdf>
- [http://www.nea.org/assets/docs/HE/TeachrAssmntWhtPaperTransform10\\_2.pdf](http://www.nea.org/assets/docs/HE/TeachrAssmntWhtPaperTransform10_2.pdf)
- [http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/psaeduc/New\\_Folder\\_1/1\\_Assessment%20in%20Education%20in%20India.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/psaeduc/New_Folder_1/1_Assessment%20in%20Education%20in%20India.pdf)
- <http://www.cjlt.ca/index.php/cjlt/article/view/498/229>

#### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid semester tests	12 Marks
b) Assignment/ Project/ Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

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SEMESTER - III

PAPER- 9: METHODOLOGY OF EDUCATIONAL  
RESEARCH AND STATISTICS

Subject Code : EDUMED2301T

Max Marks: 100  
External: 70  
Internal: 30

(A) Course Outcomes:

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

- Explain the meaning and application of significant statistics in educational research
- Judge upon various research designs
- Describe the characteristics and use of different tools and techniques for data collection.
- Develop, validate, and design appropriate tools for research
- Prepare a dissertation and evaluate a research report
- Write bibliography using APA style of referencing.
- Compute various descriptive as well as inferential statistical techniques in educational research using respective equations and using SPSS package
- Interpret results obtained through different techniques of analysis of data and draw generalizations on the basis of results of a research study
- Have an insight into research embedded instruction

(B) Syllabus

SECTION – A

- i). Methods of Research: Historical Research: Meaning, Nature, Importance and Steps involved Primary and Secondary Sources of Data, External and Internal Criticism of the Data Sources. Descriptive Research Method: Meaning, Importance, Steps and Types of Descriptive Research Studies (Survey Studies, Developmental Studies and Case Study) Experimental Research Model: Meaning, Importance, Steps and Components of Experimental Research, Methods of Controlling of Extraneous Variables, Experimental Designs: One Group Pre-test, Post-test Design; Factorial Design (2x2).

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- ii). Quantitative vs Qualitative Research, Phenomenology, Ethnographical Research, Content Analysis, Discourse Analysis, Documentary Analysis, Steps in Preparation of Research Report, Writing Bibliography, APA Style of Referencing.

#### SECTION – B

- iii). Basics of Inferential Statistics and Computer Data Analysis: Scales of Measurement, Variables and its Types (Independent, Dependent and Intervening). Difference between Parametric and Non Parametric Statistics and Rationale for using them in the Analysis of Data, Type-I and Type-II Errors, Concept of Degrees of Freedom, Levels of Significance and their use in Interpretation of Results. Uses of Computers in Data Analysis, Data Analysis Software (Ms-Excel, SPSS) and their Use in Analysis of Data.
- iv). Inferential Statistics: Parametric and Non-Parametric Tests, Parametric Tests: Assumptions of t-test and Analysis of Variance (ANOVA), One-Tailed Tests of Significance, t-test and Significance of Difference between means (for small and large samples, correlated and uncorrelated groups), ANOVA for equal and unequal groups (upto two Way Factorial Design).
- (v) Non-Parametric Tests: Chi-Square Test (Assumptions and Uses), Median Test.

#### Sessional Work (any one of the following activities)

- (i) Write bibliography of five different types of sources of research literature (research paper, article, research report / thesis / dissertation, book, e-material).
- (ii) Visit a school and collect achievement-based data for any three classes (in all subjects). Feed this data in a computer in MS-Excel software and draw bar diagram and a line graph based on this data.
- (iii) Identification and reporting of results of three research works (using correlational / analytical / non-parametric technique of analysis of data).

#### (C) Books Recommended

- Aggarwal, L. P. (2007). *Modern Educational Research*. New Delhi: Dominant Publishers and Distributers.
- Baldav, S., & Gupta, S. C. (2021). *Research methodology & medical statistics*. Jaipur: Ayurved Sanskrit Hindi Pustak Bhandar.
- Barbour, R. (2013). *Introducing Qualitative Research: A Student's Guide (2<sup>nd</sup> Edition)*. Sage.

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- Best, J. W., & Kahn, J. V. (2006). *Research in Education (10<sup>th</sup> Edition)*. New Delhi: PHI Publishers.
- Bhandkar, P. L., Wilkinson, T. S., & Laldas, D. K. (2004). *Methodology and Techniques of Social Research*. Mumbai: Himalayan Publishing House.
- Cohen, L., Mansion, L., & Morrison, K. (2011). *Research Methods in Education (7<sup>th</sup> Edition)*. India: Cambridge University Press. Private Limited.
- Creswell, J. W. (2014). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition*. Delhi. PHI Learning Private Limited.
- Garrett, H. E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers.
- George, D., & Mallery, P. (2011). *SPSS for Windows: Step By Step*. New Delhi: Pearson.
- Gupta, S. P. (2014). *Statistical Methods*. New Delhi: Sultan Chand and Sons.
- Holcomb, Z. C. (2017). *Fundamentals of Descriptive Statistics*. Routledge. New York
- Hopkins, K. D., & Stanley, J. C. (1981). *Educational and Psychological Measurement and Evaluation (6<sup>th</sup> Edition)*. New Delhi: PHI Publishers.
- Jaggia, S., & Kelly, A. (2013) *Business statistics*. McGraw Hill Education India.
- Kendal, G. M. (1982). *Dictionary of Statistical Terms*. London: Longman.
- Kerlinger, F. N. (1973). *Foundation of Behavioural Research*. New York: Rinehart Winston.
- Korin, B. P. (1977). *Introduction to Statistical Methods*. Cambridge: Intercrop Pub.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Koul, L. (2009). *Methodology of Educational Research (4<sup>th</sup> Ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kubiszyn, T., & Borich, G. (2003). *Educational Testing and Measurements: Classroom Application and Practice (7<sup>th</sup> Edition)*. New York: John Wiley and Sons.
- Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Pearson Publication.

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- Kumar, R. (2014). *Research Methodology: A Step- by- Step Guide for Beginners*. Sage Publications. NewDelhi
- Lindvall, C. M. (1976). *Testing and Evaluation – An Introduction*. New York: Harcourt, Brace Javanavich.
- Mangal, S. K. (2013). *Statistics in Psychology and Education*. Delhi: PHI Learning Pvt. Ltd.
- Pandey, K. P. (2005). *Fundamentals of Educational Research*. Varanasi: Vishwavidyalaya Prakashan.
- Pandian, U., & Muthamizhselvan, M.(2017). *Basics in Educational Research*. Lulu Publication. Raleigh
- Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
- Punch, K. F., & Oancea, A. (2014). *Introduction to Research Methods in Education* (2<sup>nd</sup> Edition) New Delhi: Sage.
- Sansanwal, D. N. (2020). *Research methodology and applied statistics*. Delhi: Shipra Publications.
- Sharma, T. R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.
- Singh, K. (2012). *Methodology of Educational Research*. New Delhi: Lotus Press.
- Singh, P. (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.

### Online Resources

- <https://research-methodology.net/research-methodology/research-types/>
- <http://www.alzheimer-europe.org/Research/Understanding-dementiaresearch/Types-of-research/Research-methods>
- <http://archives.gadoe.org/DMGetDocument.aspx/Types.of.Research.Methods.SERVE%20Center.pdf?p=6CC6799F8C1371F6C790A38569315032FE8B3FDBE6A7D64BCE3B4886D72BD474&Type=D>
- [www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf](http://www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf)
- [www.studylecturenotes.com/social-research.../selection-of-research-problem-121](http://www.studylecturenotes.com/social-research.../selection-of-research-problem-121)
- [https://en.wikipedia.org/wiki/Sampling\\_\(statistics\)](https://en.wikipedia.org/wiki/Sampling_(statistics))
- [http://study.com/academy/lesson/what-is-sampling-in-research-definition-methods-importance.](http://study.com/academy/lesson/what-is-sampling-in-research-definition-methods-importance)

- <http://www.statisticssolutions.com/sample-size-calculation-and-sample-size-justification/sampling/>
- <https://www.socialresearchmethods.net/kb/statdesc.php>
- [https://en.wikipedia.org/wiki/Descriptive\\_statistics](https://en.wikipedia.org/wiki/Descriptive_statistics)
- <https://research-methodology.net/research-methodology/research-types/>
- <http://www.alzheimer-europe.org/Research/Understanding-dementiaresearch/Types-of-research/Research-methods>
- <http://archives.gadoe.org/DMGetDocument.aspx/Types.of.Research.Methods.SERVE%20Center.pdf?p=6CC6799F8C1371F6C790A38569315032FE8B3FDBE6A7D64BCE3B4886D72BD474&Type=D>
- [www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf](http://www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf)
- [www.studylecturenotes.com/social-research.../selection-of-research-problem](http://www.studylecturenotes.com/social-research.../selection-of-research-problem)
- [https://en.wikipedia.org/wiki/Sampling\\_\(statistics\)](https://en.wikipedia.org/wiki/Sampling_(statistics))

**(D) Evaluation**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid semester tests	12 Marks
b) Assignment / Project / Seminar	12 Marks
c) Attendance	6 Marks

**(E) Instructions for the Paper-Setter**

The question paper will consist of three sections: A, B and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

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## PAPER- 10: PROFESSIONAL DEVELOPMENT OF TEACHERS

Subject code : EDUMED2302T

Max. Marks:

100

External: 70

Internal: 30

### (A) Course Outcomes:

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

- Comprehend the concept of teacher effectiveness, professionalism, and commitment with ethics in the teaching profession.
- Familiarize with the recommendations of different commissions and reports on preparation and professional development of teachers.
- Acquire knowledge about foundation and development courses in teacher education programmes.
- Critically analyze the content of one foundational and one developmental course of teacher education programme in terms of teachers' professional development and social competencies.
- Understand the principles of underlying teacher education programmes at elementary and secondary stage
- Acquaint themselves with the recruitment and promotional policies for secondary school teachers.
- Develop understanding of various challenges and concerns for qualitative improvement in secondary teacher education programmes for achievement of goals of universal school education.

### B) SYLLABUS

#### SECTION – A

- i). Teaching as a Profession: Different Approaches, Professional Ethics and Professional Code of Ethics for Teachers.
- ii). Commitment and competencies of teachers: Issues of Social status, service conditions, promotions, transfers, pre-service and in-service training, administrative and professional supervision.
- iii). Teacher Effectiveness: Meaning and Components of Teacher Effectiveness, Performance appraisal and accountability.

#### SECTION – B

- iv). Professional Development of Teachers: Recommendations of National Commission on Teachers (1983-85), National Curriculum Framework 2005 and National Curriculum Framework for Teacher Education -2009.

- v). Issues and concerns of Pre-service and In-service Teacher Education at Secondary and Senior secondary levels.
- vi). Objectives of Teacher Education Programme at Secondary and Senior Secondary Levels as Recommended by the NCTE. Structure of Teacher Education Programme at Secondary Level as recommended by the NCTE. The Centrally Sponsored Scheme for the reconstructing and strengthening of teacher education institutions at secondary level: Role and Functions of Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs).
- vii). Innovative programmes of Teacher Education: Four year integrated programme of Secondary Teacher Education (Vedchichi), Hoshangabad Science Teaching Programme.
- viii). Challenges in professional development of teachers: Quality of teacher education programmes, Relevance to school education.

**Sessional Work (any one of the activities)**

- (i). A review of a research article in teacher education and write implications for practitioner.
- (ii). A review of a newspaper/magazine write-up about teachers' status at elementary stage and teaching learning process- a reflection on teacher education programmes.
- (iii). A review of researches in teacher education at secondary school stage and write the policy implications.

**(C) Books Recommended**

- Ashmore, L., & Robinson, D. (2014). *Learning, Teaching and Development: Strategies for Action*. Sage Publishers
- Chapman David W. et. al (1993). Teacher Incentives in Third World. *Teacher and Teacher Education. International Journal of Research and Studies*, 9(3), 301-16.
- Cheng, Y. C., Ching M, M., & Tsui, K. T. (Eds.) (2001). *Teaching Effectiveness and Teacher Development: Towards A New Knowledge Base*. Hong Kong: Hong Kong Institute of Education and Kluwer Academic Publishers.
- Cooke, B. L., & Pang, K. C. (1991). Recent Research on Beginning Teachers : Studies of Trained and Untrained Novices. *Journal of Teaching and Teacher Education*, 7(1), 93-110.
- Dareesh, J. C. (1987). Research Trends in Staff Development and In-service Education. *Journal of Education for Teaching*, 13(1), 3-11.
- Engelking, J. L. (1987). Attracting and Retaining Quality Teachers through Incentives. *NASSPL Bulletin*, 1-6.
- Fullan, M. (1982). *The Meaning of Educational Change*. New York: Teachers College Press.
- Khora, S. (2011). *Education and Teacher Professionalism*, Jaipur: Rawat Publications.

NCERT (1995). *Teacher Policy, Training Needs and Perceived Status of Teachers* 114,116.,  
*IER: SPECIAL NUMBER*, New Delhi.

NCERT (2005). *Position Paper of National Focus Group on Teacher Education for  
Curriculum Renewal*. New Delhi: National Council of Educational Research and  
Training.

NCTE (2010). *National Curriculum Framework for Teacher Education: Towards Preparing*

Ray, A. L. (2022). *Professional learning*. Washington, DC: Rowman & Littlefield.

### Online Resources

- [https://www.youtube.com/watch?v=f1MZ3O\\_oKDs](https://www.youtube.com/watch?v=f1MZ3O_oKDs)
- [http://dspace.hmlibrary.ac.in:8080/jspui/bitstream/123456789/1709/9/09\\_Chapter%203.pdf](http://dspace.hmlibrary.ac.in:8080/jspui/bitstream/123456789/1709/9/09_Chapter%203.pdf)
- <https://www.calpro-online.org/pubs/Approach2.pdf>
- <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/About/What%20we%20think/Position%20Papers%202018/Nature%20of%20Teaching%20and%20Teaching%20as%20a%20Profession.pdf>
- [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper-4.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf)
- [http://www.eunec.eu/sites/www.eunec.eu/files/attachment/files/2008\\_conference\\_teaching\\_profession\\_vilnius.pdf](http://www.eunec.eu/sites/www.eunec.eu/files/attachment/files/2008_conference_teaching_profession_vilnius.pdf)
- <https://www.teachhub.com/professional-development/2017/11/professional-commitment-in-the-teaching-profession/>
- [http://voiceofresearch.org/Doc/Mar-2013/Mar-2013\\_6.pdf](http://voiceofresearch.org/Doc/Mar-2013/Mar-2013_6.pdf)
- [https://www.researchgate.net/publication/323825113\\_Teacher\\_Effectiveness](https://www.researchgate.net/publication/323825113_Teacher_Effectiveness)
- <https://rajnursing.blogspot.com/2017/09/concept-of-teacher-effectiveness.html>
- <https://www.avid.org/teacher-effectiveness>
- <https://www.oecd.org/berlin/43541636.pdf>
- <https://www.tandfonline.com/doi/pdf/10.1080/13674589900200080>
- <https://www.theguardian.com/teacher-network/teacher-blog/2013/oct/07/professional-development-teaching-learning>

### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid semester tests	12 Marks
b) Assignment / Project / Seminar	12 Marks
c) Attendance	6 Marks

### (E) Instructions for the Paper-Setter

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The question paper will consist of three sections: A, B and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

**PAPER- II (i): COMPARATIVE EDUCATION (BRICS COUNTRIES: BRAZIL, RUSSIA, INDIA, CHINA AND SOUTH AFRICA)**

Subject Code : EDUMED2303T(i)

Max Marks: 100

External: 70

Internal: 30

**(A) Course Outcomes**

- a) Understand meaning of comparative education and its importance in development of national education systems.
- b) Understand the approaches to development of educational system in different BRICS countries for different population groups.
- c) Understand the growth and development of elementary education in BRICS countries.
- d) Understand the challenges of UEE in India vis-à-vis other BRICS countries.
- e) Understand role of educational programmes including special programmes in achieving the goals of UEE.

**(B) Syllabus**

**SECTION- A**

- i) Comparative Education: meaning, need and scope; brief history of comparative education.
- ii) Determinants of a national education system: geographical, social, economic, political, cultural, linguistic, historical etc.
- iii) Approaches to comparative education: historical, sociological, philosophical and scientific
- iv) Human Development approach and education: meaning, components—income, health and education; significance of human development approach; status of BRICS countries in HDI rankings.
- v) International agencies and comparative education: Role of UNESCO, The World Bank and OECD in Education for all.

**SECTION -B**

- vi) Elementary education in BRICS countries with reference to:

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- Administrative structure
  - Institutions of elementary education
  - Aims and objectives of education at elementary level
  - History and policies governing the elementary education- curriculum, teaching learning process, evaluation etc.
  - Rights based approach to elementary education
- vii) Issues and challenges in elementary education from the perspective of BRICS countries:

Education of disadvantaged children, girls' education, child labour, teacher education, expenditure and quality concerns in elementary education.

**Sessional work (any one of the activities):**

- i) Case study focusing on development of elementary education in any of the two BRICS countries based on document analysis and other secondary data.
- ii) Critical analysis of education policy of India at elementary level and any one of the other BRICS countries (except India).
- iii) A report on comparative study of curriculum at elementary level of any of the two countries.

**(C) Books Recommended**

- Arove, R. F., Altbach, P. G., & Kelly, G. P. (eds.) (1992). *Emergent Issues in Education: Comparative Perspectives*, New York: State University.
- Baker, M. A. (1976). *Union and the States in Education*. New Delhi: Shabd Sanchar.
- Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
- Bradshaw, & York, W. (eds.) (1997). *Education in Comparative Perspective: New Lessons From Around The World*, New York: E.J. Brill.
- Bray, M. (2003). *Comparative Education: Continuing Traditions, New Challenges and New Paradigms*, London: Kluwere Academic Publishers.
- Carnoy, M. D., & Rhoten. (2002). What Does Globalization Mean for Educational Change? A Comparative Approach, *Comparative Education Review*.  
Comparative Perspective. *Comparative Education*, 33(2), 157-169.
- Cook, W. D. (1982). *Planning Process in Developing Countries: Techniques and Achievements*. New York, North Holland Pub.
- Hans, N. (1967). *Comparative Education: A Study of Educational Factors and Traditions*, London: Rutledge and Kegan Paul.
- Holmes, B. (1981). *Comparative Education: Some Considerations of Method*, London: George Allen & Unwin.
- Kumar, K., & Oesterheld, J. (Eds.) (2007). *Education and Social Change in South Asia*. Hyderabad: Orient Longman.
- Turner, D. (2022). *Comparative Education: A Field in Discussion*. Netherland: Brill

UNDP (2010): *Human Development Report 2010 The Real Wealth of Nations: Pathways to Human Development*, New York, USA: Palgrave Macmillan.

UNDP (2014): *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*, New York, USA: Palgrave Macmillan.

UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14*, Paris, France: UNESCO.

UNESCO (2002). *Education for all: is the world on track?* Paris: UNESCO.

UNESCO (2012). *Shaping the education of tomorrow (Report on the UN Decade of Education for Sustainable Development)*, Paris, France: UNESCO.

**Websites:**

- [http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe\\_2792/](http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/)
- <http://www.euroeducation.net/prof/russco.htm>
- <http://en.unesco.org>
- <http://data.worldbank.org>
- <http://hdr.undp.org/en>

**(D) Evaluation**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid semester test	12 marks
b) Assignment/project /seminar	12 Marks
c) Attendance	6 Marks

**(E) Instructions for the Paper-Setter**

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

**PAPER – 11 (ii): EDUCATIONAL ADMINISTRATION AND PLANNING**

**Subject code: EDUMED2303T (ii)**

Max Marks: 100  
External : 70  
Internal : 30

**(A) Course Outcomes:**

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

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- a) Understand meaning, concept and scope of educational administration and planning in secular, socialist and democratic system of India.
- b) Understand the emerging role of community in educational administration.
- c) Develop understanding of educational planning in Five Year Plans in independent India in the context of globalized economy.
- d) Appreciate and describe role of community, PRI and other organisations for UEE.
- e) Understand the role of DISE in monitoring of UEE at state and national level.

**(B) Syllabus**

**SECTION - A**

- i) Educational Administration: Meaning, Nature and Scope, Basic Principles of Educational Administration, Administrative Structure at Various Levels of Education. - Role of Different Agencies / Regulatory Bodies (NIEPA, NCERT, State Directorates of Education) in Educational Administration. - Recent Trends in Educational Administration: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy. Community Participation and Role of Local Bodies in Educational Administration, Qualities of an Effective Educational Administrator.
- ii) Educational Management: A Historical Perspective. - Purpose, Processes, Principles and Stages of Educational Management. Relationship between Educational Management and Administration, Managerial Functions of Educational Administrator (Planning, Organizing, Staffing, Controlling and Directing), Role of Teachers in Educational Management.
- iii) Educational Planning :Guiding principles of educational planning, Methods and techniques of educational planning, Approaches to educational planning-Social demand approach, Man- power approach, Return of Investment approach, Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

**SECTION - B**

- iv) Conceptual Framework for Education Planning in India: Role of planning in educational development, the evolution of planning from centralization to decentralization, Role of Planning Commission in educational planning, participatory planning and effective role of stakeholders and Panchayati Raj Institutions. Critical Analysis of educational planning in India.
- v) Involvement of Community and Panchayati Raj Institutions in educational planning and administration for universalisation of elementary education, Assessment of the present status of Panchayati Raj Institutions vis-à-vis school

management, Participation of NGOs in achieving goals of universalisation of elementary education.

- vi) Role of District Information System for Education (DISE) in monitoring universalisation of elementary education in India.

**Sessional Work (any one of the activities)**

- i. Conducting a field survey to assess community-school partnership in achievement of goals of UEE (8 years schooling) for EFA.
- ii. Visit a primary school and study how admission and attendance records of students are maintained by the school authorities. Prepare a detailed report on it.
- iii. Visit a private educational institution at higher level and study its organizational and management structure. Prepare a detailed report on it.

**(C) Books Recommended**

- Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
- Bhatnagar, R. P., & Verma, I. P. (2000). *Educational Administration*. Loyal Book Depot, Meerut.
- Govinda, R., & Rashmi, D. (Eds.) (2003), *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications. Issac,
- Kowalski, Theodore. J (2001). *Case Studies on Educational Administration (3rd Ed.)* New York: Longman.
- Kumar, A., & Singh, A. P. (2009). *Elementary Education In India: Issues and Challenges*. New Delhi: Uppal Publishing House.
- Mathur S. S. (1990). *Educational Administration and Management*. The Indian Publications, India.
- Mathur S. S. (2020). *Educational Administration Management and Planning*. Agra: Shri Vinod Pustak Mandir
- Mathur, S. P. (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
- McGinn, N. (1998). Who Should Govern Education? Experiments with Three Perspectives on Decentralisation, *Journal of Educational Planning and Administration* 12 (3) (July): 249-269.
- Mehta, A. C. (2004). Evolvement of District Information System for Education, *Kurukshetra*, September, New Delhi.
- Mohanty, J. (2019). *Educational Administration, Supervision and School Management (2<sup>nd</sup> Ed)*. Deep & Deep Publications.

J. Bay

- Mukhopadhyay, M., & Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
- Ramchandran P., & R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.
- Sharma, R. (2019). *Educational Administration and Management*. Meerut (UP): Anu Books.
- Shukla P. D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
- Siddiqui, N., & Gaur, P. (2018). *Educational Administration, Planning and Management*. Doaba House.
- T. M. Thomas & Richard, W. F. (2000), *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: LeftWord Books.
- Tilak, J. B. G. (2013). *Higher Education in India: In search of Equality, Quality and Quantity*. New Delhi: Orient Blackswan Pvt. Ltd.

#### Online Resources

- [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2017\)11&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2017)11&docLanguage=En)
- <https://online.pointpark.edu/public-administration/policy-making-cycle/>  
<https://www.oecd-ilibrary.org/docserver/9789264190658-12-en.pdf?expires=1596021236&id=id&accname=guest&checksum=8BFFE8A6E473F89CB010C96DA252FF7D>
- <https://www.oecd-ilibrary.org/docserver/9789264117020-9-en.pdf?expires=1596021233&id=id&accname=guest&checksum=69C71B9116019DEA0EAD1AEE32A4996D>
- <http://www.norrag.org/en/publications/norrag-news/online-version/value-formoneyin-international-education-a-new-world-of-results-impacts-andoutcomes/detail/costeffectiveness-analysis-in-educationhtml>
- <http://oyc.yale.edu/political-science/plsc-114/lecture-15>
- <http://plato.stanford.edu/entries/locke-political/>
- <http://ocw.mit.edu/courses/urban-studies-and-planning/11-002j>
- <http://www.uk.sagepub.com/northouseintro2e/study/chapter/handbook/handbook1.1.pdf>  
(theoreis of leadership)
- <http://www.jstor.org/discover/10.2307/>
- <http://publications.iiep.unesco.org/Cost-benefit-analysis-educational-planning>

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**(D) Evaluation**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid semester tests	12 Marks
b) Assignment Project / Seminar	12 Marks
c) Attendance	6 Marks

**(E) Instructions for the Paper-Setter**

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

**PAPER- 12 (i): GUIDANCE AND COUNSELLING**

Subject code : EDUMED2304T (i)

Max. Marks:	100
External:	60
Internal:	20
Practical:	20

**(C) Course Outcomes:**

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

- Comprehend the relevance of guidance and counselling at different stages of education.
- Understand the process involved in guidance and counselling
- Understand the problems of children with special needs and the techniques to be adopted for them.
- Understand the role of various personnel in counselling and how to organize guidance services in schools.
- Understand the role of different tools and techniques in guidance and counselling programme.
- Understand the concept of vocational guidance, job analysis and job satisfaction.
- To acquaint him/her with recent trends of guidance and counseling in India.

**(B) Syllabus**

**SECTION - A**

- i). Guidance: Concept, assumptions, objectives, need; Types: educational, vocational and personal. emergence and growth of guidance and counseling in independent India.

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- ii). Understanding the Individual: Major life areas, difficulties, Testing and non-testing techniques; Intelligence, aptitude, interest, personality, adjustment — their nature and assessment.
- iii). Non-testing techniques: Case Study, Observations, Narrative accounts, Anecdotal Record & Cumulative Record Card.
- iv). Guidance Services: Individual information service, counseling service, placement and follow-up services.
- v). Organization and setting up of the school guidance programme. Role of Head, counselor and teacher.

#### SECTION - B

- vi). Counselling: Concept, approaches — directive, non-directive, eclectic.
- vii). Counselling Interview: Procedure and steps.
- viii). Qualities and training of a counsellor.
- ix). Guidance and Counselling of students with special needs.
- x). Job analysis and satisfaction: Concept, scope and assessment.
- xi). Agencies of guidance and counseling at the national, state, district level. Problems of guidance in India.
- xii). Recent trends in guidance and counseling for inclusive schooling.

#### **Practicum (A minimum of four practical to be performed.)**

- (i). Aptitude test administration.
- (ii). Interest Inventory administration.
- (iii). Adjustment Inventory administration.
- (iv). Personality Inventory administration.
- (v). Job analysis of teacher at elementary/secondary stage.
- (vi). Preparation of a blue print, for setting up a school guidance programme.
- (vii). Report of a visit to the local employment exchange.
- (viii). Study of an adolescent for guidance.

**Note:** The students will maintain the record of the practicals duly certified by the teacher in the practical note-book. Performance of practicals to be evaluated by the external examiner out of 20 marks.

#### **(C) Books Recommended**

- Aggarwal, J .C. (1989). *Educational, Vocational Guidance and Counselling*. Delhi: Doaba House,
- Bruce, S., & Stone (1976). *Fundamentals of Guidance*. Houghton: Mifflin Co.
- Chauhan, S. S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.

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- Dabas, N. (2019). *Guidance And Counseling*. Chhattisgarh: Evincepub Publishing
- Gibson, R. L., & M. H. Mitchell (2014). *Introduction to Counselling and Guidance*. New Delhi: PHI Pvt. Ltd.
- Jones, A. J. (1970). *Principles of Guidance*. New York: McGraw Hill Co.
- Kochhar, S. K. (1989). *Guidance and Counselling in Colleges and Universities*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mathewson, R. H. Myers and George, E. (1976). *Principles and Techniques of Guidance*. New York: McGraw Hill Book Co.
- Meenakshi (2003). *Guidance & Counselling*, KaliaParkashan.
- Ohlsen, M. M. (1977). *Group Counseling (2nd Ed)*. New York: Holt Rinehart and Winston.
- Rao, S. N., & Prem, S. (2013). *Counselling and Guidance*. New Delhi: McGraw Hill Education Pvt. Education.
- Siddiqui, M. H. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.
- Sinha, U. (2022). *Guidance and counselling*. Delhi: JTS Publications

#### Online Resources

- [www.gcoekmr.org/pdf/BEdCourseCode202\\_AllUnits.pdf](http://www.gcoekmr.org/pdf/BEdCourseCode202_AllUnits.pdf)
- <https://onlinelibrary.wiley.com/doi/pdf/10.1002/j.2333-8504.1969.tb00165.x>
- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/M.A.%20Edu.%20Guid.%20&%20Coun..pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Edu.%20Guid.%20&%20Coun..pdf)
- <https://www.slideshare.net/MyrelleBass/foundation-of-guidance-and-counseling>

#### (D) Evaluation

Theory Examination (External)	60 Marks
Practical (External)	20 Marks
Internal Assessment	20 Marks
a) Performance in two mid semester tests	10 Marks
b) Assignment/ Project/ Seminar	5 Marks
C) Attendance	5 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

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## PAPER – 12 (II): GENDER, EDUCATION AND DEVELOPMENT

Subject code: EDUMED2304T (ii)

Max. Marks: 100

External: 70

Internal: 30

### (A) Course Outcomes:

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

- Understand demographic profile of women and human development indicators.
- Identify the national and international trends in maintaining gender equality
- Develop understanding of Constitutional provisions, policies for women in India w.r.t. education, work participation and decision making.
- Acquaint themselves with evaluation of programmes for girls' education.
- Recognize the role of women in the social building process.
- Emerge as citizens who are gender responsive.
- Realize the role of education leading to gender equity
- Discuss the impact of globalization on gender issues.
- Familiarize with gender related laws and human rights, gender disability, gender education in globalization and gender budgeting.
- Familiarize with the concept of digital gender divide and understand the consequences.

### (B) Syllabus

#### SECTION-A

- i). Demographic profile of women and human development indicators, International policies and women's movements.
- ii). Constitutional provisions, policies, programmes for women in India, Women's education in India: present status and challenges ahead, Gender, economy and work participation, Gender development index, Participation in decision making through decentralization.

#### SECTION - B

- iii). Evaluation of programmes for girls' education, Women's education and economic development.
- iv). Gender law and human rights, Gender and disability, Gender education in globalized economic order and Gender budgeting.
- v). Methodologies for research on gender issues.

### Sessional Work

- (i). A review of government policy on women empowerment as reflected in 11<sup>th</sup> and 12<sup>th</sup> Five Year Plan.

- (ii). A review of implementation and evaluation of different schemes for education of girl child (schooling) and women (adult education).
- (iii). A critical review of status of girl child/women on human development indices/news coverage on women development on International Women Day

**(C) Books Recommended**

- Bradshaw, S. (2013). "Women's role in economic development: Overcoming the constraints". UNSDSN. Retrieved 22 November 2013.
- Chant, S. (2012). "The disappearing of 'smart economics'? The World Development Report 2012 on Gender Equality: Some concerns about the preparatory process and the prospects for paradigm change". *Global Social Policy* 12 (2): 198-218. doi:10.1177/1468018112443674.
- Chant, S., & Sweetman, C. (2012). "Fixing women or fixing the world? 'Smart economics', efficiency approaches, and gender equality in development". *Gender & Development* 20 (3): 517-529. doi:10.1080/13552074.2012.731812.
- Government of India (1987). *Shramshakti*. Report of the National Commission on self employed women and women in the informal sector.
- Government of India (1974). *Towards equality- report of the Committee on the Status of Women in India*. New Delhi: Department of Social Welfare, ministry of Education and Social Welfare.
- Government of India (1988). *National Perspective Plan for Women 1988-2000*. New Delhi: The Manager of Publications.
- Harcourt, W. (2016). *The Palgrave handbook of gender and development: critical engagements in feminist theory and practice*.
- Kabeer, N. (2003). *Gender mainstreaming in poverty eradication and the Millennium development goals a handbook for policy-makers and other stakeholders*. London: Commonwealth secretariat.
- Kandaswamy, D. (2005). *Gender Insensitivity in School Education*, in *Education Journal-Gender and Education*, Internet Version.
- King, E., & Hill, A. M. (1993). *Women's Education in Developing Countries: Barriers, Benefits and Policies*. John Hopkins Press/World Bank, Baltimore.
- King, E. M. (1990) *Educating Women and Girls: Investing in Development*, World Bank, Washington DC.
- Kingdon Geeta Gandhi (2001). *The Gender Gap in Educational Attainment in India: How Much can be Explained?* Department of Economics, University of Oxford, August.
- Kingdon, Geeta Gandhi (1998b). Does the Labour Market Explain Lower Female Schooling in India? *Journal of Development Studies*, 35(1), 39-65.
- Koczberski, S. (1998). "Women In Development: A Critical Analysis". *Third World Quarterly* (Taylor & Francis, Ltd.) 19 (3): 395-410.

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Liu, J & Yamashita, J (2021). *Routledge Handbook of East Asian Gender Studies*. New Delhi: Routledge

Spary, C (2020). *Gender, Development, and the State in India (Routledge Research on Gender in Asia Series)*. New Delhi: Routledge

#### Online resources

- <https://libraryresources.unog.ch/c.php>
- <https://en.unesco.org/themes/education-and-gender-equality>
- <https://www.unwomen.org/en/how-we-work/capacity-development-andtraining/training-centre-services>
- <https://brill.com/view/book/edcoll/9789004430365/BP000011.xml>
- [https://ncert.nic.in/pdf/focus-group/gender\\_issues\\_in\\_education.pdf](https://ncert.nic.in/pdf/focus-group/gender_issues_in_education.pdf)

#### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid semester tests	12 Marks
b) Assignment/ Project/ Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### PAPER- 12 (iii): EDUCATION, DEMOCRACY AND HUMAN RIGHTS

Subject code : EDUMED2304T (iii)

Max. Marks: 100  
External: 70  
Internal: 30

#### (A) Course Outcomes

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

- Understand the conceptions of democracy and human rights.
- Explain the meaning and characteristics of human rights.

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- Identify the basic human rights and the constitutional provisions for protection of human rights
- Desire to practice the duties and responsibilities as a citizen
- Illustrate the mechanisms, basic issues and challenges in the enforcement of human rights.
- Evaluate and observe the social situations that violate human rights.
- Explore the cases of human rights violation in various fields
- Design strategies for human rights education
- Intervene where human rights violation is noticed and reported.
- Understand the role of legislation, regulations, procedures and implementation strategies and government, civil society in enforcement of rights.
- Undertake action research in the area of human rights violation and take remedial action.

#### **(B) Syllabus**

##### **SECTION - A**

- i). Dynamic interface between education, democracy and human rights, Different conceptions of democracy and human rights,
- ii). Human Rights Treaties relevant to the right to education, Major standard-setting instruments on the right to education, Implications of human rights for education.

##### **SECTION - B**

- iii). Implementing the human rights framework in practices at all levels of education.
- iv). Role of legislation, regulations, procedures and implementation strategies.
- v). Advocacy and enforcement of rights: Role of government, civil society and other stakeholders.

#### **(C) Books Recommended**

- Chatrath, K. J. S. (2021). *Education for human rights and democracy*. Shimla: Indian institute of advanced Study.
- Donders, Y., & Vladimir, V. (Eds) (2007). *Human Rights in Education, Science and Culture: Legal Developments and Challenges*, UK, UNESCO Publishing.
- Hammarberg, T (1997). *A School for Children with Rights*, Innocenti lectures, UNICEF, Florence, Italy.
- Jayapalan, N. (2000). *Human rights*. New Delhi: Atlantic Publishers and Distributors.
- Pandey, V. C. (2005). *Value Education and Education for Human Rights*. Delhi: Isha Books.

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- Patal, G. (2021). *Women and International Human Rights Law (Routledge Research in Human Rights Law)*. New Delhi: Routledge.
- Sahoo, P. K., Yadav, D., & Das, B. C. (2010). *Professionalism in teacher education: Contemporary perspectives*. New Delhi: concept publishing company.
- Tomasevski, K. (2001). *Governmental Human Rights Obligation in Education. Right to Education Paper No. 3*. London: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
- Verhellen, E. (1998). *Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents*, University of Ghent.
- Weiner, M. (1991). *The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective*, Princeton: Princeton University Press.

#### Online Resources:

- <https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Workshops2010/Outcomes/CoE%202010%201007-1009%20Finland.pdf>
- [https://static1.squarespace.com/static/5ee39a386949b27bc9d123c7/t/605e00bd1708e46f5076cd18/1616773310893/2018.05.24\\_Education\\_DD\\_Report.pdf](https://static1.squarespace.com/static/5ee39a386949b27bc9d123c7/t/605e00bd1708e46f5076cd18/1616773310893/2018.05.24_Education_DD_Report.pdf)
- <http://hrlibrary.umn.edu/edumat/pdf/hreh.pdf>
- [https://www.opensocietyfoundations.org/uploads/2d38b843-8c7c-4a8b-91cc-afe0544319a1/rashid\\_english.pdf](https://www.opensocietyfoundations.org/uploads/2d38b843-8c7c-4a8b-91cc-afe0544319a1/rashid_english.pdf)
- [https://www.hurights.or.jp/archives/other\\_publications/section1/pdf/Complete%20file%20for%20the%20publication.pdf](https://www.hurights.or.jp/archives/other_publications/section1/pdf/Complete%20file%20for%20the%20publication.pdf)

#### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid Semester tests	12 Marks
b) Assignment Project Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

## PAPER- 12 (IV): LITERACY AND LIFE LONG EDUCATION

Subject code : EDUMED2304T (iv)

Max. Marks: 100  
External: 70  
Internal 30

### (A) Course Outcomes:

At the end of this course, the learners will be able to:

- Understand the role of literacy in social development.
- Familiarize with different literacy movements in post independent India.
- Understand the role of literacy in empowerment of socially and economically weaker sections of the society.
- Acquaint him/her with literacy status of India since independence and existing disparities across gender and caste.
- Understand the role of life long learning in promoting socio-economic and psychological wellness.
- Assessment of literacy programmes viz. skill development.

### (B) Syllabus

#### SECTION - A

- i). Literacy and Societal Development: Conceptual framework for developing a literate and learning society through mass literacy programmes, Adult literacy programmes vs Education for All.
- ii). Literacy movement in India with reference to. National Adult Education Programme (NAEP), National Literacy Mission (NLM) and Shakshar Bharat Mission (SBM).
- iii). Literacy for Development and Empowerment: Concept of Literacy in developmental perspective- social and economic; literacy and empowerment of socio-economically weaker sections, including women, SCs/STs/BCs.

#### SECTION - B

- iv). Literacy Status of India: Progress in adult literacy of India since independence in terms of general population, women and marginalized section of society; Geographic and sociological mapping of illiterate population.
- v). Lifelong Learning: Psycho-social principles underlying adult development through late adolescence to old age and role of continuing education programmes in promoting socio- economic and psychological wellness of different adult population groups.
- vi). Social Impact Assessment of Literacy Programmes vs Skill Development - Personal, social and adult economic. Evaluation of adult learning programmes and

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development/welfare programmes on human development - education, health and good standard of living.

#### **Sessional Work (Any one of activities)**

- (i). Observation and reporting of adult literacy centre/SHGs in a village/urban slum.
- (ii). Trend analysis of literacy attainment in different parts of district/state/nation w.r.s.t. social and gender equity.
- (iii). Evaluation of literacy programme in terms of UEE/development-cum-welfare schemes in terms of socio-economic wellness.

#### **(C) Books Recommended**

- Ambasht, N. K. (1992) Adult Continuing Education and Non-formal Education, *Fifth Survey of Educational Research, 1988-1992*, NCERT, New Delhi.
- Bhola, H. S. (1988). Policy Analysis of Adult Literacy Education in India, *Perspectives in Education*, 4(4), p. 213-228.
- Chand, P. (2001). Analysis of Literacy Situation in India, *Indian Journal of Adult Education*, 65(1), 75-91.
- Chand, P. (2007). *Status of Adult Literacy in India*. National Literacy Mission, Directorate of Adult Education, New Delhi.
- Correa, L. (1995). *Adult education for social development*. Bombay: Himalya Publishers.
- Daswani, C. J. (2000). Adult Literacy in India, *Man and Development*, 22 (4), 37-48.
- Dighe, A., Patel, I., Krishnan, P., Razzac, A., Saxena, S., & Sen, I. (1996). *Deconstructing Adult Literacy Primers: A Research Study*. New Delhi: National Institute of Adult Education.
- Duckworth, V., & Tummons, J. (2010). *Contemporary Issues In Lifelong Learning*. UK: Mc Graw-Hill Education.
- Egetenmeyer, R., & Nuissl, E. (2010). *Teachers and Trainers in Adult and Lifelong Learning: Asian and European Perspectives*. Frankfurt: Peter Lang.
- Evans, N. (2003). *Making Sense of Lifelong Learning: Respecting the Needs of All*, London: Routledge Falmer.
- Friedman, G. (1972). *The School and Continuing Education, Four Studies*, UNESCO, Paris.
- Gravells, A. (2012). *Preparing to teach in the lifelong learning sector* (5th edition). Sage.
- Hadenius, A. (1992). *Democracy and Development*. Cambridge University Press, Cambridge.
- Karlekar, M. (Ed.). (2004). *Paradigms of Learning: The total literacy campaign in India*. New Delhi: Sage.
- Landsdown, G. (1998). *Progress in implementing the right in the Convention: factors helping and hindering progress*. Paper presented at The International Conference on

- Children's Rights in Education. Danish Ministry of Education, Copenhagen, 26–30 April 1998.
- Mathew, A. & Tilak J. B. G. (Eds.). (2014). *Literacy and adult education: Select Readings*. New Delhi: Shipra Publications.
- Nesan, L. (2019). *In Search of Education: Nationistic Education Vs Society Driven Education*. New Delhi: Indian Universities Press
- Patel, I. (2009). *Adult literacy and life long learning in India (Education for All-Mid-term assessment)*. New Delhi: NUEPA.
- Rogers, A. (2002): *Post-literacy and Second-Stage Adult Learning in India*. Compare, 32(2) pp.149-79.
- Saraf, S. N. (1980): *Literacy in a Non-literacy Milieu- The Indian Scenario*. IIEP Research Report no. 36, Paris: IIEP.
- Sharma, M. (2013). *Human rights in a globalized world: An Indian diary*. New Delhi: Sage.
- Tomasevski, K (2001). *Governmental Human Rights Obligation in Education. Right to Education*, Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
- Verhellen, E. (1998). *Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents*, University of Ghent.
- Weiner, M. (1991). *The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective*. Princeton: Princeton University Press.

#### Online Resources:

- <https://files.eric.ed.gov/fulltext/EJ1199862.pdf>
- <https://www.educationforallindia.com/Adult-Literacy-and-Lifelong-Learning-in-India.pdf>
- [https://pealcenter.org/wp-content/uploads/2017/05/What\\_is\\_Literacy.pdf](https://pealcenter.org/wp-content/uploads/2017/05/What_is_Literacy.pdf)
- <https://donmcminn.com/wp-content/uploads/2017/10/Lifelong-Learning-Don-McMinn.pdf>
- <https://www.jite.org/documents/Vol20/JITE-Rv20p035-060Cronholm6854.pdf>

#### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid Semester tests	12 Marks
b) Assignment Project Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section

C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

**PAPER- 12 (V): EDUCATION OF SOCIALLY DISADVANTAGED GROUPS**

**Subject code : EDUMED2304T (v)**

Max. Marks:	100
External:	70
Internal	30

**(A) Course**

**Outcomes:**

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

- Understand the concept of social deprivation, inequality and course of social discrimination in India.
- Appreciate different social movements/reformers and constitutional provisions for the upliftment of disadvantaged sections.
- Analyse the trends in socio-economic development of disadvantaged section.
- Conduct different form of research studies to contribute in removing further barriers in the development of socially deprived.
- Evaluate different initiatives by the government to eradicate discrimination and empower the disadvantaged groups.

**(B) Syllabus**

**SECTION A**

- i). Social Disadvantage: Concept and its different dimensions (gender, caste, ethnicity). Understanding the concept of inequality and its different perspectives (functionalist, conflict and interactionist). Historical background of social inequality in the Indian society: caste system, patriarchy.
- ii). Genesis of major social movements in India led by Jyotiba Phule, Vinoba Bhave, J.P. Narayan and Dalit movement.
- iii). Constitutional provisions for equality and social justice. Government policies against discrimination and for social empowerment of socially disadvantaged groups: Anti-untouchability Act, 1955 (renamed Protection of Civil Rights Act, 1979); Schedule Caste/Schedule Tribe Prevention of Atrocities Act, 1989; Reservation Policies; Special Component Plan for different disadvantaged groups; and Tribal Sub-plan.

## SECTION - B

- iv). State-wise demographic profile of Schedule Caste/Schedule Tribe/Backward Class population in India; Assessing trends in inequality in different indicators of development namely, education, health and employment using database such as Census of India, National Sample Survey (NSS), Human Development Reports etc.
- v). Education of children belonging to Schedule Castes/Schedule Tribes/Backward Classes: Provisions under Sarva Shiksha Abhiyan (SSA) and Right to Education (RTE) Act, 2009; interventions for tribal children (such as multilingual education); strategies for out-of-school children (EGS, AIE, NFE) in context of education of socially disadvantaged children.
- vi). Higher education participation of children belonging to Schedule Castes/Schedule Tribes/Backward Classes: Impact of privatisation and commercialisation of higher education on the education and employment of socially disadvantaged groups. Impact assessment of national initiatives and state provisions of affirmative action like reservations and scholarships.

### Sessional Work (any one of the activities)

- (i). Preparation of socio-demographic profile of 25 socially disadvantaged school going students and out-of-school children.
- (ii). A review of recent policy changes in social sector to ameliorate socio-economic conditions of socially disadvantaged groups.
- (iii). Critical analysis of Census/NSSO data on educational status of socially disadvantaged groups across gender and location (2001 onwards) or a critical review of 2-3 newspaper write-ups on plight of socially disadvantaged children in distress/any success story of a socially disadvantaged child.

### (C) Books Recommended

- Bayly, S. (2000). *Caste, society and politics in India* (first Indian edition). New Delhi: Cambridge University Press.
- Bayly, S. (1997). Caste and race in the colonial ethnography in India. In Peter Robb (Ed.). *The Concept of Race in South Asia* (pp. 165-218). New Delhi: Cambridge University Press.
- Chalam, K. S. (2011). *Economic reforms and social exclusion: Impact of liberalization on marginalized groups in India*. New Delhi: Sage.
- Channa, S. M. (Ed.). (2013). *Life as a Dalit: News from the bottom on caste in India*. New Delhi: Sage.
- Chopra, R., & Jeffery, P. (2005). *Educational Regimes in Contemporary India*. New Delhi: Sage.

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- Dasgupta, A. (Ed.). (2012). *On the margins: Tribes, castes, and other social categories*. New Delhi: Sage.
- Deshpande, S., & Zacharias, U. (2013). *Beyond Inclusion: The Practice of Equal Access in Indian Higher Education*. New Delhi: Routledge.
- Dreze, J., & Sen, A. (1996). *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.
- Gandhi, Malli (2014). *Educating Tribal Children: Issues, Concerns and Remedies*, New Delhi: Serials Publications.
- Govinda, R. (Ed.): *Who Goes to School? : Exploring Exclusion in Indian Education*, New Delhi: Oxford.
- Hasan, Z., & Martha, N. (2012). *Equalizing Access: Affirmative Action in Higher Education: India, US, and South Africa*. New Delhi: Oxford University Press.
- Karabel & Halsey, A. H. (Eds.): *Power and Ideology in Education*. New York: Oxford University Press.
- Mani, B. R. (2014). *Knowledge and Power: A Discourse for Transformation*, New Delhi: Manohar.
- Nambissan, G. B., & Srinivasa, R. (Eds.): *Sociology of Education in India*. New Delhi: Oxford University Press.
- Ramachandran, V. (2004). *Gender and Social Equity in Primary Education: Hierarchies of Access*. New Delhi: Sage.
- Ramachandran, V. (Ed.). (2004). *Gender and Social Equity in Primary Education: Hierarchies of Access*. New Delhi, Sage Publications.
- Rangnekar, D. K. (2012). *The Politics of Poverty: Planning India's Development*. New Delhi: Sage.
- Rustagi, P. (Ed.) (2009). *Universalization of Elementary Education: Concerns, Conflicts and Cohesions*, New Delhi: Oxford University Press.
- Shah, G. (2002). *Dalits and the State*. New Delhi: Concept.
- Skrla, L. & Scheurich, J. J. (2004). *Educational Equity and Accountability: Paradigms, Policies and Politics*, New York: Routledge & Falmer.
- Thamarasser, I. (2018). *Elementary education of socially disadvantaged groups*. Independently published
- Tilak, J. (2021). *Education in India: Policy and Practice: 3 (Social Change in Contemporary India)*. Uttarakhand: SAGE Publications Pvt. Ltd.

#### Online Resources:

- [https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/v2\\_ch4\\_1.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/v2_ch4_1.pdf)

- <http://14.139.60.153/bitstream/123456789/1280/1/Education%20of%20disadvantaged%20for%20the%20universalisation%20of%20elementary%20education.pdf>
- <https://www.oecd.org/education/school/50293148.pdf>
- [https://ncert.nic.in/pdf/announcement/Inclusion\\_in\\_Education.pdf](https://ncert.nic.in/pdf/announcement/Inclusion_in_Education.pdf)
- [https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/v2\\_ch4\\_2.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/v2_ch4_2.pdf)

**(D) Evaluation**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid Semester tests	12 Marks
b) Assignment Project Seminar	12 Marks
c) Attendance	6 Marks

**(E) Instructions for the Paper-Setter**

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from sections A and B and the entire section C.

**PAPER- 12 (vi): MEASUREMENT AND EVALUATION**

**Subject code : EDUMED2304T (vi)**

Max. Marks: 100  
External: 70  
Internal: 30

**(A) Course Outcome:**

- On completion of this course, the students will be able to:
- Explain the relationship between measurement and evaluation in education and the existing models of evaluation
- Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures.
- Comprehend the need and various approaches of assessment of learning outcomes in various contexts
- Develop the familiarity with the teacher made and standardized achievement tests.
- Develop skill and competencies in constructing and standardizing a test

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- Design, validate and employ various tools and techniques of assessment in research
- Collect scientific data about learners by administering different types of tests.
- Understanding the problems of evaluation in the present system of education.
- Understand the vitality of continuous and comprehensive evaluation in education.
- Analyze and interpret the test results

**(B) Syllabus**

**SECTION - A**

- i). Concept of measurement and evaluation: meaning of measurement and evaluation, scales of measurement, nominal, ordinal, interval and ratio, types of evaluation, role of measurement and evaluation in education.
- ii). Guideline and the programmes of action for evaluation reform under the new education policy 1986; concept of CCE with reference to NCF - 2005.
- iii). Instructional objectives: Meaning and need, mastery and developmental objectives, Sources of objectives, criteria for selection of objectives, taxonomy of Bloom.
- iv). Qualities of a test: Validity: concept, determination, factors contributing to test validation. Reliability: Concept, estimation, factors contributing to test reliability, cautions while interpreting reliability coefficients, standard error of measurement, and usability of a test.
- v). Improving test by analysis: Item analysis — facility index, discriminating index. Distracter count and its computation.

**SECTION - B**

- vi). Test construction: Basic requirement in preparing a test, test specification and table of specifications, types of test items and general rules for writing better items. Precautions in formulating essay type items and their scoring, advantages and limitations of objective and essay type tests, and teacher made and standardized tests.
- vii). Interpretation of quantitative data test scores and norms: Criterion referenced and norms referenced interpretation, raw score and standard, sigma score, T-score, standard - score.
- viii). Norms: Grade, age percentile and percentile rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score.
- ix). Assumptions and philosophy of different correlational approaches in series of data: Biserial, point biserial, contingency, tetrachoric and phi coefficient, merits and limitations of these correlation techniques; interpreting correlation coefficient.
- x). Analysis of data: Quantitative and qualitative approaches in different educational settings; uses and limitations of parametric and non-parametric testing techniques.

**Sessional Work (any one of the activities)**

- (i). Identification of variables and their levels of measurement in a school survey/assessment survey.
- (ii). A critical review of evaluation technique adopted by school board/university or a critical review of grading vs. marking system in examination.
- (iii). Preparation of socio-demographic profile of five high achiever and five low achiever school students or development of a NRT and CRT in a school subject and comparison of 10-15 students on a test performance.

### (C) Books Recommended

- Aiken, L. R., & Gary, G. M. (2011). *Psychological Testing and Assessment* (12<sup>th</sup> edition). New Delhi: Pearson.
- Anastasi, A., & Urbina, S. (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Asthana, B. (2020). *Measurement, Evaluation and Assessment In Education*. Agra: Agrawal Publication
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
- Garrett, H. E. (2004). *Statistics in Psychology and Education* (11<sup>th</sup> Indian print). New Delhi: Paragon International.
- Gregory, R. J. (2014). *Psychological Testing: History, Principles and Applications* (6<sup>th</sup> Edition). New Delhi: Pearson Publications.
- Gronlund, N. E. (1981). *Measurement and Evaluation in Teaching* (Fourth Edition). New York: MacMillan Publishing Co.
- Guilford, J. P. (1965). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Book Co.
- Kienowski, V., & Wyatt-Smith, C. (2013). *Assessment for education: Standards, judgement and moderation*. Sage.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Koul, L. (2009). *Methodology of Educational Research* (4<sup>th</sup> Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Kubiszyn, T., & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice* (7th edition). New York: John Wiley and Sons.
- Linn, R. L., & Gronlund, N. E. (2003). *Measurement and Assessment in Teaching* (8<sup>th</sup> Edition). Delhi: Pearson Publishers.

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- Mangal, S. K. (1987). *Statistics in Psychology Education*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Radha, M. (2016). *Measurement, Evaluation and Assessment In Education*. New Delhi: PHI Learning Pvt Ltd
- Rao, A. B. (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
- Reylonds, C. R., Livingston, R. B., & Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi: PHI Learning Pvt. Ltd.
- Sharma, T. R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.
- Sharma, Y. K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
- Singh, P. (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
- Thorndike, R. M., & Thorndike-Christ, T. M. (2011). *Measurement and Evaluation in Psychology and Education (8<sup>th</sup> Ed.)*. New Delhi: Pearson.

#### Online Resources:

- [https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/v2\\_ch4\\_2.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/v2_ch4_2.pdf)
- <https://ncert.nic.in/textbook/pdf/keh109.pdf>
- [https://ebookppsunp.files.wordpress.com/2016/06/robert\\_l-ebel\\_david\\_a-\\_frisbie\\_essentials\\_of\\_edbookfi-org.pdf](https://ebookppsunp.files.wordpress.com/2016/06/robert_l-ebel_david_a-_frisbie_essentials_of_edbookfi-org.pdf)
- <https://www.aiou.edu.pk/SoftBooks/0841.pdf>
- [https://ebooks.lpude.in/arts/ma\\_education/year\\_2/DEDU504\\_EDUCATIONAL\\_MEASUREMENT\\_AND\\_EVALUATION\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_education/year_2/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVALUATION_ENGLISH.pdf)

#### (D) Evaluation

Theory Examination (External) Marks	70
Internal Assessment Marks	30
b) Performance in two mid Semester tests	12 Marks
c) Assignment Project Seminar	12 Marks
d) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) Instructions for the Candidates**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

**SEMESTER – IV**

**PAPER 13, 14 & 15 (I): ECONOMICS OF EDUCATION**

Subject code: EDUMED2401T

Max. Marks: 100

External: 70

Internal 30

**(A) Course Outcomes:**

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

- Understand the genesis of concept of economics of education.
- Describe and differentiate between expenditure and investment, social and economic returns and private funding in the concept of economics of education.
- Understand policy perspective in financing of education in planned economy through five- year plans.
- Develop understanding of financing of secondary education in the light of vocationalisation of education and skill development programmes.
- Appreciate and explain impact of liberalization, privatization and globalization on financing of secondary education.

**(B) Syllabus**

**SECTION – A**

- i). Economics of Education: concept, scope and history. Relationship between education and economic development. Investment criteria in education. Rate of return to education: cost- benefit analysis, cost-effectiveness analysis; Age-education-earnings relationships, Manpower planning, Education-employment.
- ii). Financing of Education: Principles of financing education: Equity, Efficiency, Adequacy, Education and distribution, inequality; Distribution of public spending on education, Importance of public expenditure on education: its impact on development, Determinants of expenditure on education – Public, Household.
- iii). Sources of funding: Public (Taxes – General, Earmarked: Grants, Vouchers, Fee as a source of finances: students) and Private (community contributions and External aid)

**SECTION - B**

- iv). Policy Issues in Financing Education: Public expenditure on education in India, Center-state relations in financing education: Planning Commission, Finance Commission, Five

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Year Plans, Liberalisation, Privatisation and Globalisation (LPG) in education vis-à-vis education and economic development.

- v). Financing of education at secondary level in the context of international commitments and constitutional provisions.
- vi). Resource mobilisation in financing secondary education: equity, efficiency and adequacy, Impact of LPG on financing education at secondary level.

#### **Sessional Work**

- (i). Comparison of financial allocation and utilization of funds in educational development at secondary stage in 11<sup>th</sup> and 12<sup>th</sup> Five Year Plans.
- (ii). In-depth study of an secondary school in terms of inputs under SSA and its impact on enrolment and retention.
- (iii). Preparing and comparing socio-economic profile of student enrolment in a government and a private secondary school in the same area (rural/urban).

#### **(D) Books Recommended**

- Bhat, F.A. & Gull, K. (2018). *An Introductory Economics of Education*. Delhi: Kalpaz Publications
- Blaug, M. (1972) *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- Blaug, M. (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.
- Blaug, Mark (1974). *Education and employment problem in developing countries*. New Delhi: The MacMillan Company of India Limited.
- Bowman M. J. (Eds.) (1962). *Readings in Economics of Education*. UNESCO.
- Bradley, S & Green, C. (2020). *The economics of education A Comprehensive overview (eds 2)*. Amsterdam: Elsevier Ltd, DOI <https://doi.org/10.1016/C2017-0-023042>
- Carnoy, M. (1995) *International Encyclopedia of Economics of Education*. Oxford: Pergamon.
- Cohn E., & T Geske: *Economics of Education*. Pergamon Press. 3rd edition.
- Coombs P. H., & J Hallak (1988): *Cost Analysis in Education*. John Hopkins University Press.
- Education Commission (1966) *Education for Development: Report of the Education Commission 1964-66*. New Delhi: National Council of Educational Research and Training [Reprint 1971].

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International Bureau of Education (1985). *International yearbook of education: Technological occupational challenge, social transformation and educational response*. Vol XXXVII. Paris: UNESCO.

Johnes, G., & Johnes, J., (Eds.). *International Handbook on the Economics of Education*.

Kothari, V. N. (1966a). [Rapporteur] *Investment in Human Resources*. Bombay: Popular Prakashan for the Indian Economic Association.

Kothari, V. N., & P. R. Panchamukhi. (1980) *Economics of Education: A Trend Report*. in D.T. Lakdawala, ed., *A Survey of Research in Economics Vol. VI*. New Delhi: Allied. pp. 169-238.

NUEPA (2003). *Globalisation and Challenges for Education*. New Delhi: Shipra Publications.

#### Online Resources:

- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/M%5B1%5D.A.\\_EDU\\_ECONOMICS\\_OF\\_EDU.-Final\\_1\\_2011-12.pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/M%5B1%5D.A._EDU_ECONOMICS_OF_EDU.-Final_1_2011-12.pdf)
- <https://egyankosh.ac.in/bitstream/123456789/8307/1/Unit-4.pdf>
- <https://www.magadhuniversity.ac.in/download/econtent/pdf/LPG%20Policy%20of%20India%20and%20its%20Effects.pdf>
- <https://digitalllearning.eletsonline.com/2008/03/11th-five-year-plan-indias-education-plan/#:~:text=Prime%20Minister%20Manmohan%20Singh%20has,achieving%20rapid%20and%20inclusive%20growth.>
- <https://educationforallinindia.com/education-in-five-year-plans/>

#### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30
Marks	
a) Performance in two mid Semester tests	12 Marks
b) Assignment Project Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from the sections A and B and the entire section.

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## PAPER- 13, 14 & 15 (II): EDUCATIONAL POLICY AND RESEARCH

Subject code: EDUMED2402T

Max. Marks: 100

External: 70

Internal 30

### (A) Course Outcomes:

At the end of this course, the learners will be able to:

- To develop an understanding of the process of policy formation, and of methodologies to assess education needs.  
To analyse policy alternatives to address education needs and make recommendations.  
To develop skills to draw policy implications from comparative educational research on school purposes and curriculum, teacher quality, school leadership and system reform.
- Discuss and debate around economic policy and its relationship with educational policy and practice.
- Examine the complex relationship between education and development and its impact on educational policy and practice.
- Investigate how globalization influences educational reform and how it shapes educational institutions and processes
- Understand the contextual framework for policy making in education in India.
- Acquaint with the technologies and methods about educational planning w.s.r.t. Five Year Plans and focus on socially and economically disadvantaged groups.  
Examine the rhetoric of educational reforms and investigate the relationship between education, policies and social change.
- Understand the dynamic of pattern and utilization of financing of education at different stages of education
- Critically appraise the educational development and its impact on national development in the light of the principle of social and gender equity.

### (B) Syllabus

#### SECTION

#### - A

- i). Theoretical Aspects of Policy, Planning and Implementation in social sector with specific reference to education.
- ii). Framework for Policy Making in Education in India, Centre-state relations and their impact on education policy formulation. Role of Constitution and judicial interventions on education policy formulation shaping the education policy. Role of the National Development Council and Central Advisory Board of Education (CABE).

- iii). Dynamics of Policy Making: Elementary, secondary and higher levels of education, Policy issues on teacher education and training, central and state sponsored schemes in initiating education development, community ownership in education, incentive schemes, research and development, privatization and commercialization of education.
- iv). Social Impact Assessment Survey: Impact of development /social welfare schemes on human development – education, health and well-being: interdisciplinary surveys/case studies on causes of low status of education in India w.s.t secondary education (IX-X, XI-XII and IX- XII) across different population groups-socially and economically disadvantaged sections including religious minorities groups; Girls' enrolment at secondary education level; critical appraisal of the patterns of access, enrolment, retention and transition at secondary education level, evaluation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA), critically analysing vocationalisation of secondary education, privatisation of secondary education etc.

#### SECTION - B

- v). Education Planning: With reference to population and enrolment projections and estimates of teacher at different stages and other supply parameters, including budgetary estimates.
- vi). Education Planning in Five Year Plans with focus on expansion, equity and excellence in education with special reference to secondary education.
- vii). Planning and Finance: Principles determining the financial allocations and the actual pattern of financing. The overall context of societal needs, fiscal situation and the context of privatization and liberalization.
- viii). Issues of Research: Education as investment in education; Variations in economic returns from education – causes and remediation; socio-economic determinants of education vs education as an engine of national development; inequality/disparity in education attainment at secondary education level from different educational databases; Pattern of availability and utilization of public finances in secondary education in a federal framework.

#### **Sessional Work (any one of the activities)**

- (i). Policy analysis on education at secondary education stage with focus on equity and excellence.
- (ii). Field survey of a village, towns on socio-economic profile of school going or out of school Children.
- (iii). Critical appraisal of human development reports or reports on trends in educational development in India.

  
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### **(C) Books Recommended**

- Acton, Ashton (2013). *Issues in Teaching and Education Policy, Research, and Special Topics*. Scholarly Editions.
- Aggarwal, J. C. (2005). *Recent Developments and Trends in Education*. Delhi: Shipra Publications.
- Bhushan, S. (2009). *Restructuring Higher Education in India*. New Delhi: Rawat Publications.
- Desjardins, Richard (2009). *Research of Vs Research for Education Policy*.
- Gaciu, N. (2021). *Understanding Quantitative Data in Educational Research*. Uttarakhand: Sage Publications Ltd.
- Gary, S., Barbara, S., & David, N. P. (2012). *Handbook of Education Policy Research*. Routledge.
- Government of India (2008). *Eleventh Five-Year Plan 2007-2012: Social Sector*. Planning Commission.
- Government of India (2009). *National Curriculum Framework for teacher education: Report of the expert group*. New Delhi.
- Government of India (2011). *National Curriculum Framework for adult education: Report of the expert group*. New Delhi, February.
- Government of India (2013). *Eleventh Five-Year Plan 2012-2017: Social Sector*. Planning Commission.
- Government of India (2014). *Economic Survey 2013-14*, Oxford University Press: New Delhi.
- Government of India (2015). *Economic Survey 2014-15*, Oxford University Press: New Delhi.
- Halpin, David (2005). *Researching Education Policy: Ethical and Methodological Issues*. Routledge.
- Jennifer, O. (1999). *Policy Research in Educational Settings: Doing Qualitative Research in Educational Settings*. McGraw-Hill Education (UK).
- NUFPA (2003). *Globalisation and Challenges for Education*. New Delhi: Shipra Publications.
- Singh, M. K. (2020). *New education policy of India*. Delhi: Anurag Prakashan.
- UNDP (2010). *Human Development Report 2010 The Real Wealth of Nations: Pathways to Human Development*, New York, USA: Palgrave Macmillan.
- UNDP (2014). *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York, USA: Palgrave Macmillan.
- UNESCO (2002). *Education for all: is the world on track?* Paris: UNESCO.
- UNESCO (2012). *Shaping the education of tomorrow (Report on the UN Decade of Education for Sustainable Development)*. Paris, France: UNESCO.
- UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013-14*. Paris, France: UNESCO.

### **ONLINE RESOURCES:**

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- <http://www.confabjournals.com/confabjournals/images/6520138422625.pdf>
- <http://www.sedl.org/pubs/teaching07/UnderstandTeachersPerspectives.pdf>
- [https://en.wikipedia.org/wiki/Education\\_in\\_Kerala](https://en.wikipedia.org/wiki/Education_in_Kerala)
- <https://www.questia.com/library/1229864/elementary-schoolorganization-and-administration>
- [www.teindia.nic.in/mhrd/50yrsedu/y/3P/45/3P450401.htm](http://www.teindia.nic.in/mhrd/50yrsedu/y/3P/45/3P450401.htm)
- <https://www.nfer.ac.uk/research/centre-for-information-and>
- <https://www.nuffic.nl/en/publications/find-a-publication/education-systemjapan.pdf>

#### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid Semester tests	12 Marks
b) Assignment Project Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### PAPER 13, 14 & 15 (III): EDUCATIONAL TECHNOLOGY

Subject code: EDUMED2403T

Max. Marks:	100
External:	60
Internal:	20
Practical:	20

#### (A) Course Outcomes:

At the end of this course, the learners will be able to:

- Identify the immediate contexts and processes that have led to innovations.
- Integrate technology into teaching-learning and its evaluation.
- Create and use various types of digital resources for the online classrooms.
- Practice safe and ethical usage of technology and be aware of the legal ramifications of inappropriate use.

- Use technology for making classroom processes more inclusive and to address the issue of diverse learning abilities.
  - Understand and apply various models of teaching.
  - Create an effective technology enabled virtual classroom environment.
- Apply various techniques for modification of teacher behaviour.

**(B) Syllabus**

**SECTION - A**

- i). Educational technology: concept, scope, importance and types of educational technology.
- ii). Teaching and learning: concept, nature, phases and levels of teaching- memory level, understanding level and reflective level.
- iii). Communication: Concept, Process and Components of Communication, Barriers to Effective Classroom Communication, Role of Multimedia Approaches in Educational Communication, Modern Trends in Educational Communication such as e-mail, teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking.
- iv). Objective specifications and evaluation of learning outcomes: Educational and instructional objectives, writing instructional objectives, Categorization of objectives in taxonomic categories of Cognitive, Affective and Psychomotor domains, Writing objectives in behavioural terms.

**SECTION - B**

- v). Models of teaching, assumptions and fundamental elements of teaching model, types of teaching models, Inquiry training model and Bruner's concept attainment model. Ausubel Advance Organiser Model, Taba's Inductive Thinking Model.
- vi). Programmed Learning: Concept, historical perspectives, characteristics and types; meaning, principles and types of programmed learning.
- vii). Concept and Importance of E-Learning, M-Learning, Collaborative Learning, Blended Learning, Technology enabled Learning and Virtual Classroom for generating Student-Centered Learning Environment, Massive open and online courses (MOOCs).
- viii). Modification of teacher Behaviour: Microteaching, Simulated teaching, Flanders Interaction Analysis and Reciprocal Category System.

**Practical (A minimum of four practicals to be performed)**

(i). Development of the one of the following frames:

- a. Linear programme
- b. Branching programme
- c. Mathetics programme

(ii). Handling of any one of the following audio-visual aids :

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- a. Transparency
  - b. Operating of Over Head Projector
  - c. LCD
  - d. Slide projector
- (iii). Use of any of the following micro-teaching skills:
- a. Introduction of Topic
  - b. Questioning
  - c. Black board work
  - d. Explanation
  - e. Stimulus variation
  - f. Writing instructional objectives
- (iv). Observing class room behaviour of the student teacher with Flander's interaction scale.
- (v). Presentation of two lessons by using power point.

**(C) Books Recommended**

- Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.
- Huang, R., & Kinshuk, J. K. (2014). *ICT in Education in Global Context: Emerging Trends Report 2013-2014*. Heidelberg: Springer.
- Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
- Kozma, R. B. (2003). *Technology, innovation and educational change: A global perspective*. A report of the second information technology in education study. Module 2 International Society for Technology in Education.
- Mambi, A. J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.
- Mangal, S. K., & Mangal, U. (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
- Pelgrum, Willem J., & Law, N. (2003). *ICT in Education Around the World: Trends, Problems and Prospects* (Volume 77 of Fundamentals of educational planning). International Institute for Educational Planning: UNESCO.
- Sharma, R. A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.
- Vrasidas, C., Zembylas, M., & Glass, G. V. (2009). *ICT for Education, Development, and Social Justice: Current perspectives on applied information technologies*. Centre for the Advancement of Research & Development in Educational Technology.
- Benade, L. (2017). *Being a Teacher in the 21st Century: A critical New Zealand Study*. Springer. New York

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Shareef, M., & Nithyananthan, V. S. (2022). *Fundamentals of Educational technology*. Benthem Books Imprint.

Mukhopadhyay, M (2022). *Educational technology for teachers: technology integrated education*. Delhi: Shipra Publications

Vati, J. (2022). *Communication & Education Technology*. Delhi: Jaypee Brothers Medical Publishers

#### Online Resources

- <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.620.7934&rep=rep1&type=pdf>
- [www.ernwaca.org/panaf/IMG/pdf/book-ict-pedagogical-integration-africa.pdf](http://www.ernwaca.org/panaf/IMG/pdf/book-ict-pedagogical-integration-africa.pdf)
- [www.ipedr.com/vol79/002-IC4E2014-1-003.pdf](http://www.ipedr.com/vol79/002-IC4E2014-1-003.pdf)
- [https://www.educ.cam.ac.uk/centres/archive/cce/publications/CCE\\_Report1\\_LitRevJune0210.pdf](https://www.educ.cam.ac.uk/centres/archive/cce/publications/CCE_Report1_LitRevJune0210.pdf)
- <https://www.itforchange.net/sites/.../PPP%20vs%20integrated%20approach-website.pdf>
- [http://www.teindia.nic.in/e9tm/Files/ICT\\_Documents/TE\\_%20IN\\_%20A\\_NEW\\_PARADIGM\\_%20ICT\\_%20INTEGRATED\\_%20CONSTRUCTIVIST\\_%20LEARNING.pdf](http://www.teindia.nic.in/e9tm/Files/ICT_Documents/TE_%20IN_%20A_NEW_PARADIGM_%20ICT_%20INTEGRATED_%20CONSTRUCTIVIST_%20LEARNING.pdf)
- [https://portail.telecom-bretagne.eu/publi/public/fic\\_download.jsp?id=52743](https://portail.telecom-bretagne.eu/publi/public/fic_download.jsp?id=52743)
- <http://bcjms.bhattercollege.ac.in/integrating-ict-in-teaching-learningframework-in-india-initiatives-and-challenges/>
- <https://pdfs.semanticscholar.org/4291/edd57bfaf9de1fc90df31abc0804554e03d8.pdf>

#### (D) Evaluation

Theory Examination (External)	60 Marks
Practical	20 Marks
Internal Assessment	20 Marks
a) Performance in two mid Semester tests	10 Marks
b) Assignment Project Seminar	5 Marks
c) Attendance	5 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from sections A and B and the entire section C.

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**PAPER 13, 14 & 15 (IV): LIFE SKILLS EDUCATION**

Subject code: EDUMED2404T

Max. Marks: 100

External: 70

Internal: 30

**(A) Course Outcomes:**

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

- Articulate and exemplify basic knowledge of concepts, objectives and principles of life skill education and to acquaint the students with several aspects of life skill education
- Develop understanding of theories of life span development and wellness of society.
- Explain four pillars of education and their relevance in the fast changing socio-economic order of India.
- To translate knowledge, attitude, skills and values into action
- To behave responsibly and develop positive attitude towards themselves and others
- To promote risk free behavior, communicate effectively
- To improve self-perception by building self-confidence and self esteem
- To appreciate the benefits of an active lifestyle and constructive use of leisure time
- Understand the role of secondary school in imparting life skills to children in the age- group 15-18 years.
- Explain the role of teacher education- pre-service and in-service in equipping secondary school teachers to be professional and humane.

**(B) Syllabus**

**SECTION - A**

- i). Life Skills: Concept, scope and importance; Core Life Skills: Social and Negotiation Skills, Thinking Skills and Coping Skills.
- ii). Theories of Life Span Development- Piaget's cognitive development theory; Erick Ericson's psycho-social development theory; Vygotsky's socio-cultural theory of development; Urie Bronfenbrenner biological theory.
- iii). Pillars of Education and Life Skills: Learning to Know, Learning to Do, Learning to Live Together and Learning to Be.
- iv). Life Skills in Social Context: media influence, social harmony, national integration, differently disabled and vulnerable and marginalized groups.

**SECTION - B**

- v). Life skills in school settings at secondary level with special reference to children prone to exclusion and children at risk.
- vi). Life skills and career.

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Mahajan, G (2022). *LIFE SKILL EDUCATION*. Delhi: Shipra Publications

IAMG (Population and Development), India

LIFE SKILLS FOR HEALTH PROMOTION OF OUT-OF-SCHOOL ADOLESCENTS – LEARNER'S GUIDE (PART II) – UN

Master Trainers and Teachers (2005) – Kendriya Vidyalaya Sangathan and UNFPA

Life Skills Development in Adolescence Education – A Training Package for Resource Persons,

Life Skills approach in Armenia (2000). <http://www.unicef.org/teachers/forum/index254>

India Country Office, [www.rhi.org](http://www.rhi.org)

for Orphans and Vulnerable Children in India – Family Health International (FHI) –

Life Skills – A Facilitator's Guide for Teenagers – UNICEF/Nepal Life Skills Education Toolkit

Students – NCERT, NACO, UNESCO and UNICEF

Learning for Life – A Guide to Family Health and Life Skills Education for Teachers and

Delhi: IBH Publishing Co. Pvt Ltd.

Higard, F, Atkinson, R C & Atkinson, R L (1976). *Introduction to Psychology* (6th Ed). New

*and vulnerable children in India*

Family Health International, NACO, USAID (2007). *Life Skills Education tool kit for Orphans*

Dejaeghere J, Murphy-Graham, E (2022). *Life skills education for youth*. New York: Springer

Ciccarelli Sandra, K., Meyer Glen, (2007). *Psychology*. New Delhi: Pearson Education Inc.

Carr Alan, (2004). *Positive Psychology*. New York: Routledge.

Kindersley India Pvt. Ltd.

Baumgardner, R, Steve, Crothers, K, Marie, (2009). *Positive Psychology*. New Delhi: Dorling

Baron, A, Robert, (2007). *Psychology*. New Delhi: Prentice-Hall of India Private Ltd.

**(C) BOOKS RECOMMENDED**

economic background and head/principal of the school.

(iii) Observation of teacher behavior in classroom interacting with children with adverse socio-

(ii) Preparing a flow chart depicting linkage of education with different life skills.

(i) Develop a project on imparting core skills to young children.

**Sessional Work (any one of the activities)**

stage.

(ix) Life skills and wellbeing: implications from Positive psychology in childcare at secondary

(viii) Life skills to deal with peer pressure, suicide prevention and substance abuse.

- Evaluation of programmes

Negotiation Skills, Thinking Skills and Coping Skills

and

- Challenges for achieving quality learning outcomes at secondary stage- Social

Programmes for imparting skills

Life skills training

- NACO (2008). Adolescence Educational Programme: Life Skills Development. National Aids Control Organization, Government of India.
- Nair, A. Radhakrishnan (2010). *Life Skills Training for Positive Behaviour*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- Nair, R.V (2010). Life skills Personality and Leadership. Tamilnadu: Rajiv Gandhi National Institute of Youth development.
- Newman, M. Barbara & Newman, Philip R (2009) Development through Life: A Psychological Approach, Michele Sordi, New York
- RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu.
- Santrock, W. J. (2006). *Adolescence* (11th Edn.). New Delhi: Tata McGraw Hill Publishing Company.
- UNESCO (2005). *Quality Education and Life Skills: Dakar Goals*. Paris: UNESCO.
- WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*. Geneva: WHO

#### Online Resources:

- [https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)
- [apps.who.int/iris/bitstream/handle/10665/63552/WHO-MNH-PSF-93.7A-Rev.2.pdf;jsessionid=1D8B8CCB749EFAB24A88A366386C1614?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/63552/WHO-MNH-PSF-93.7A-Rev.2.pdf;jsessionid=1D8B8CCB749EFAB24A88A366386C1614?sequence=1)
- [https://api.macmillanenglish.com/fileadmin/user\\_upload/The-Life-Skills-Handbook.pdf](https://api.macmillanenglish.com/fileadmin/user_upload/The-Life-Skills-Handbook.pdf)

#### (D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in two mid Semester tests	12 Marks
b) Assignment Project Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from sections A and B and the entire section C.

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## PAPER 13, 14 & 15 (V): INCLUSIVE EDUCATION

Subject code: EDUMED2405T

Max. Marks: 100

External: 70

Internal 30

### (A) Course Outcomes:

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

- Understand the concept of inclusiveness and its difference from special and integrated education.
- Understand the global and national commitments towards the education of children with diverse needs.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- Understand the nature of difficulties encountered by children and prepare a conducive teaching learning environment in inclusive schools.  
Identify various types of learning disabilities and plan educational programmes for mainstreaming of learning disabled students.
- Describe different programmes and interventions for universal schooling in context of gender caste and socio-economic barriers.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners
- Understand the concept of impact assessment in terms of social welfare schemes vis-à-vis inclusiveness in secondary education.

### (B) Syllabus

#### SECTION – A

- i). Social, psychological and educational contexts of Inclusion; Policy statements on Inclusion (national and international).
- ii). Constitutional safeguards- The Mental Health Act, 1987; Rehabilitation Council of India Act, 1992; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act), 1995; and National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999.
- iii). Issues in planning and management of education of children and persons with disabilities: Identification, assessment and certification of special education needs.

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- iv). Rights of children with disabilities and implications for education provisions. Role of Government and Non-Government organizations.

#### SECTION - B

- v). Inclusive education models and practices for universal schooling (Classes I-XII).
- vi). Policy on teachers and special support staff for children with special needs (CWSN).
- vii). Barrier in universal schooling: Physical, social, economic and pedagogic.
- viii). Provisions for CWSN in different education initiatives: IEDSS and RMSA with reference to pedagogy, curriculum and assessment of learning outcome.
- ix). Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.

#### Sessional work (any one of the activities)

- (i). Field survey and reporting of functioning of an inclusive school and a special school for any disability/ies.
- (ii). Case study of differently abled learner.
- (iii). Socio-economic profile of 10-12 differently abled and normal children in a secondary school.

#### (C) Books Recommended

- Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer.
- Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
- Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class: Issues Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group
- Beamish, W. & Yuen M. (2022). *The inclusion for students with special education needs across the Asia Pacific*. New York: Springer
- Conn. C & Murphy. A (2022). *Inclusive pedagogies for early childhood education*. New Delhi: Routledge
- Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage.
- Gargiulo, R. M. (2014). *Special education in contemporary society: An introduction to exceptionally* (5th edition). Sage.
- Ghai, A (2002). *Disability in the Indian Context: Post-Colonial Perspectives*. In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88- 100). London: Continuum.

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- Jha, J., & Jhingran, D. (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*. New Delhi: Centre for Policy Research.
- Jha, M. M. (2002). *School without Walls. Inclusive Education for All*. New Delhi: Madhuban Educational Books.
- Mithu, A. & Michael, B. (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
- Mittler, P. (2000). *Working Towards Inclusive Education- Social Contexts*, London: David Fulton Publishers.
- Mukhopadhyay, S. (2005). *Inclusive Education in the Context of EFA*, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.
- Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2<sup>nd</sup> edition). Sage.
- Pathak, A. (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
- Sharma, Y. K. (2014). *Inclusive education*. New Delhi: Kaniksha Publishers.
- Singh, A. J. (2007). *Special Education for Exceptional children*. Patiala: Twenty First century publications.
- Skinner, E. C. (2003). *Educational Psychology*. New Delhi: Prentice Hall of India
- Stringfield, S. (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*. Routledge, UK.
- Umadevi, M. R. (2010) *Special education*. Hyderabad: Neelkamal Publications

#### Online Resources

- <https://onlinelibrary.wiley.com/doi/abs/10.1348/000709906X156881>
- [https://d1wqtxts1xzle7.cloudfront.net/37729926/Stubbs\\_2008\\_IE\\_few\\_resources\\_pd/1432558777/&response-contenthttps://journals.sagepub.com/doi/abs/10.1177/001440290206900107](https://d1wqtxts1xzle7.cloudfront.net/37729926/Stubbs_2008_IE_few_resources_pd/1432558777/&response-contenthttps://journals.sagepub.com/doi/abs/10.1177/001440290206900107)
- <https://www.tandfonline.com/doi/abs/10.1080/13603110802265125>
- <https://link.springer.com/article/10.1007/s10833-005-1298-4>
- <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1467-8578.2008.00402.x>
- <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1467-8578.2008.00402.x>
- [https://onlinelibrary.wiley.com/doi/abs/10.1002/1520-6807\(199210\)29:4%3C306::AIDPITS2310290403%3E3.0.CO;2-1](https://onlinelibrary.wiley.com/doi/abs/10.1002/1520-6807(199210)29:4%3C306::AIDPITS2310290403%3E3.0.CO;2-1)

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#### (D) Evaluation

Theory Examination (External)	70
Marks Internal Assessment	
30 Marks	
a) Performance in two mid Semester tests	12 Marks
b) Assignment Project Seminar	12 Marks
c) Attendance	6 Marks

#### (E) Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) Instructions for the Candidates

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### PAPER 16: DISSERTATION

Subject code: EDUMED2406T

Max. Marks: 100  
External: 100

#### (A) COURSE OUTCOMES:

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

- Collect and classify relevant body of literature and theory
- Show interest in mentorship/guidance of a teacher
- Articulate and formulate research problem and research questions.
- Design and execute plan of study.
- Engage in the investigation
- Collect and classify research data
- Analyze, interpret, summarize and conclude research findings
- Suggest implications and future directions on research

The candidate will be required to submit a synopsis for dissertation by the last week of December in the first semester to the Chairman, Board of Studies in Education through the Head of the Department/Principal of the College concerned for approval.

The dissertation will be submitted one month after the last final examination of fourth semester to the Head of the Department/ Principal of the College who will submit it to the University for Evaluation. In unforeseen circumstances, on the recommendation of the head of the

department/ principal of the college concerned, an extension to submit the dissertation may be granted by the university up to a maximum of three months. After the completion of three months, he/she may submit the dissertation with a late fee of Rs 1000/- per month. The dissertation will be evaluated by the external examiner, to be appointed by the Board of Studies. The viva-voce will be compulsory. The dissertation can be submitted either in English or Punjabi language.

**Online Resources:**

- <https://www.prospects.ac.uk/applying-for-university/university-life/7-steps-to-writing-a-dissertation>
- <https://www.scribbr.co.uk/category/thesis-dissertation/>
- <https://www.citethisforme.com/apa/source-type>
- <https://www.jou.ufl.edu/grad/forms/Guidelines-for-writing-thesis-or-dissertation.pdf>
- [https://unihub.mdx.ac.uk/\\_\\_data/assets/pdf\\_file/0031/449095/Introduction-to-Dissertation-Writing.pdf](https://unihub.mdx.ac.uk/__data/assets/pdf_file/0031/449095/Introduction-to-Dissertation-Writing.pdf)
- <https://www.managers.org.uk/~media/Files/PDF/Study%20Support/References-and-Citations.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/23414/1/Unit-6.pdf>
- <https://www.westminster.ac.uk/study/postgraduate/research-degrees/entry-requirements/how-to-write-your-research-proposal>

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