

SYLLABUS
MASTER OF EDUCATION (M.Ed.)
(2-year Programme)
FOR 2015-17 EXAMINATIONS
OUTLINES FOR EVALUATION

Each paper carries 100 marks including external as well as internal evaluation. The duration of the examination will be three hours.

Semester - I

	Theory	16 credits
1.	Philosophy of Education	4 credits
2.	Psychology of Learning and Development	4 credits
3.	Educational Studies	4 credits
4.	Introduction to Educational Research	4 credits
	Practicum-cum-Field Work	5 credits
i.	Selection of Research Problem & Preparation of Dissertation Research	2 credits
ii.	Field Work: Visit to schools (elementary/secondary/senior secondary) and TEIs (DIET/Colleges of Education)	3 credits

Semester – II

	Theory	16 credits
5.	History and Political Economy of Education	4 credits
6.	Sociology of Education	4 credits
7.	Curriculum Studies	4 credits
8.	Teacher Education: History and Policy Perspective	4 credits
	Practicum-cum-Field Work	6 credits
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	2 credits

Semester - III

	Theory	16 credits
9.	Educational Research Methods and Statistics	4 credits
10.	Professional Development of Teachers at Elementary School Stage/Secondary School Stage	4 credits
11.	Specialization (Opting for one paper with Elementary Education or Secondary Education as Specialization)	4 credits
i)	Comparative Education	
ii)	Educational Administration and Planning	
12.	Optional Paper (any one)	4 credits
i)	Guidance and Counseling	
ii)	Gender, Education and Development	
iii)	Education, Democracy and Human Rights	
iv)	Literacy and Life-long Education	
v)	Education of Socially Disadvantaged Groups	
vi)	Measurement and Evaluation	
	Practicum-cum-Field Work	5 credits
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

13 to 15	Specialization (Opting for three papers with Elementary Education or Secondary Education as Specialization)	12 credits
i)	Economics of Education	
ii)	Educational Policy and Research	
iii)	Educational Technology	
iv)	Life Skills Education	
v)	Inclusive Education	
16.	Dissertation	4 credits
	Practicum-cum-Field Work	4 credits
	Academic Work: Seminar, Workshop Reporting, Writing research articles/papers	

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) A student will choose elementary school stage (a) or secondary school stage (b) courses from S.No. 11 to 15 (all five courses will be either for elementary or secondary school stage).
- ii) 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, a detailed outline of the same will be available by mid-July 2015 before the commencement of academic session.

SEMESTER - I

PAPER-1: Philosophy of Education

(A) Objectives

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

- a) Understand the philosophical foundations of education.
- b) Acquaint him/her with different schools of thoughts on education and draw generalizations.
- c) Understand the theories and ideas of different educational thinkers.
- d) Understand the theoretical basis of present day educational system.

(B) Syllabus

SECTION – A

- (i) Philosophy of Education: Nature, Scope and Functions
- (ii) Education and Metaphysics: 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 for aims, contents and methods of education.

Sessional Work (Any one of activities)

- i). Case study of a school/college/university w.r.t. 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 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 section of society.

(C) Books Recommended

1. Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
2. Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.
3. Broudy, H.S. (1955). *Building a Philosophy of Education*, New Delhi : Prentice Hall of India.
4. Brubacher, J.S. *Modern Philosophies in Education*.
5. Chaube, S.P. (2007). *Foundations of Education*, New Delhi: Vikas Publishing House.
6. Dewey, J (1916/1966). *Democracy and Education. An Introduction to the Philosophy of Education*, New York: Free Press.
7. Gnanakan, Ken (2011). *Integrated Learning*, New Delhi: Oxford University Press.
8. Gupta, S., & Singh, A. (Eds.). (2008). *Value based education: Dimensions and directions*. Mandi Gobindgarh, Punjab: Desh Bhagat Group of Institutions.
9. Kabir, H. (1962). *Indian Philosophy of Education*, New Delhi: Asia Publishing House.
10. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Noida: Rainbow Publishers.
11. Pathak, R.P. (2012). *Philosophical and Sociological Principles of Education*, New Delhi: Pearson.
12. Pring, R (2004). *Philosophy of Education – Aims, Theory, Common Sense and Research*, New York: Continuum.
13. Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
14. Ross, James (1966). *Ground Work of Educational Theory*, George G. Harreap and Co. Ltd., London.
15. Sarup, Madan (1978). *Marxism and Education*, London: Routledge & Kegan Paul.
16. Taneja, V.R. (1998). *Educational Thought and Practice*. New Delhi: Sterling Publishers Pvt. Ltd.
17. India Exclusion Report (2013-14). *A comprehensive, annually updated analysis on the exclusion of disadvantaged groups in India*. Available at <http://www.indianet.nl/pdf/IndiaExclusionReport2013-2014.pdf>

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks

b) Sessional Work

12 Marks

c) Seminars 12 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-2: Psychology of Learning and Development

(A) Objectives

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

- a) Understand the nature of learners.
- b) Apply the principles of Educational Psychology in the classroom situation.
- c) Enhance their mental health and personality.
- d) Administer Psychological tests.

(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 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. Controversies in Intelligence testing, emergence of social and emotional intelligence.

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. Achievement motivation-Maslow's Concept.
- (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, causes and coping. Defence Mechanism.
- (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.
- Achievement Motivation Test.

(C) Books Recommended

1. Aggarwal, J.C. (2006). *Psychology of Learning and Development*. New Delhi: Shipra Publications.
2. Anastasi, A. and Susana U. (2010). *Psychological Testing*. New Delhi: PHI Learning Pvt. Ltd.
3. Barry and Johnson (1964) *Classroom Group Behaviour*. New York: Macmillan.
4. Bigge, M.C. and Row (1971). *Learning Theories for Teachers* (2nd Ed.). New York: Harper Collins.
5. Bower, G.H. and Hilgard, E.R. (1981). *Theories of Learning*. New Jersey: Prentice Hall Inc. Englewood Cliffs.
6. Dandapani, S. (2004). *Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.
7. Gray, C., and MacBlain, S. (2012). *Learning theories in childhood*. Sage.
8. Hall, C.S., Gardener, L. and John, B.C. (2010). *Theories of Personality*. Delhi: Aggarwal Printing Press.

9. 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.
10. McLaughlin, C., and Holliday, C. (2013). *Therapy with children and young people: Integrating counseling in schools and other settings*. Sage.
11. O'Reilly, M., and Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Sage.
12. Raina, M.K. (Ed.). (1980). *Creativity research: International perspective*. New Delhi: NCERT.
13. Strenberg, Robert J. (Ed.). (2008). *Handbook of creativity*. New York: Cambridge University Press.
14. Tomar, Monika and Kumari, Sarita (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.
15. Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Publications.
16. Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication.

(D) Evaluation

Theory Examination (External)	60 Marks
Practical	20 Marks
Internal Assessment	20 Marks
a) Performance in house examination	10 Marks
b) Seminars	10 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-3: Educational Studies

(A) Objectives

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

- (a) Have a general view of the field of education.
- (b) Develop foundational perspectives on education.
- (c) Orient themselves to the institutions, systems and structures of education.
- (d) Understand the contemporary concerns of education policy and practice.

(B) Syllabus

SECTION - A

- (i) Meaning and Nature of Education: Indian and Western Concepts, Scope of Education as a practice and as a field of study, Types of Education: Formal, Informal and Non-formal Education.
- (ii) Aims of Education: Factors determining aims of education, Individual and Social aims of education.
- (iii) Paradigms of Educational Practice: Behaviorism, Constructivism, Critical Pedagogy.
- (iv) 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
 - d) Krishna Kumar: Raj, Samaaj Aur Shiksha.

SECTION - B

- (v) 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).
- (vi) 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).
- (vii) 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.

(viii) 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 Uchchatar 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

1. Aggarwal, J.C. (2005). *Recent Developments and Trends in Education*. Delhi: Shipra Publications.
2. Barlett, S., & Burton, D. (2012). *Introduction to education studies* (3rd edition). Sage.
3. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
4. Curtis, W., Ward, S., Sharp, J., and Hankin, L. (2013). *Education Studies: An issue based approach* (3rd ed.). Sage.
5. Dewey, J. (1916/1966). *Democracy and Education: An Introduction to the Philosophy of Education*, New York: Free Press.
6. Dharmpal (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Delhi: Biblia Impex.
7. Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, *Journal of Educational Planning and Administration*, 9 (1) (January): 1-26.
8. Dreze, J. & Sen, A. (2013). *An Uncertain Glory: India and Its Contradictions*. New Delhi, India: Penguin, Allen Lane.
9. Ghosh, S. (2009). *Education in Emerging Indian Society: The Challenges and Issues*. New Delhi: PHI Learning Private Limited.
10. Government of India (1950). *Constitution of India*. New Delhi.
11. Government of India (1985). *The Challenge of Education*. New Delhi, Ministry of Human Resource Development (Mimeo).

12. Government of India (1986). *National Policy on Education 1986*. New Delhi: Ministry of Human Resource Development.
13. Government of India (1992). *National Policy on Education 1986 (Revised)*. New Delhi: Ministry of Human Resource Development.
14. Government of India (2001). *National Human Development Report 2001*. New Delhi: Planning Commission.
15. Naik, J.P. (1965). *Educational Planning in India*. New Delhi: Allied Publishers.
16. Prakash, Ved and Biswal, K. (2012). *Perspectives on Educational Development: Revisiting Education Commission and After*. New Delhi: NUEPA.
17. Ramachandran, V. and Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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-4: Introduction to Educational Research

(A) Objectives

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

- a) To enable students to develop an understanding of meaning of research in general and knowledge for conducting research in education.
- b) To understand the basic statistics and its use in educational research.

- c) To sharpen the abilities of analyzing information critically examining research in education.
- d) To prepare synopsis and documentation of research in the form of research report.

(B) Syllabus

SECTION - A

- (i) Educational Research: Purpose of research; meaning of research; search for knowledge; science; role of theory; operational definitions of the variables; the hypothesis; sampling; randomness; assessment, evaluation and descriptive research; types of educational research.
- (ii) Priority areas of research in education especially with regard to elementary and secondary education and education of marginalized sections of society including girl child/women. Selecting a Research Problem, Preparing a Research Proposal and the Research Report: the academic research problem; the research proposal; ethics in human experimentation; using the library and searching the World Wide Web; finding research literature; submitting a research proposal to a funding agency; style manuals; format of the research report; the thesis or dissertation; style of writing; typing the report; reference form; pagination; tables; figures; evaluation of the research report.

SECTION - B

- (iii) Approaches in Educational Research; Basic and Descriptive Statistics: Basic versus applied research approaches; quantitative and qualitative research methods and approaches to understanding educational reality; quantify social phenomenon- scales of measurement; measures of central tendency and variability; graphic representation of data; normal distribution and skewness, percentiles and quartiles; measures of correlation and simple prediction.
- (iv) Inferential Data Analysis- I: Statistical inference; the Central Limit Theorem; parametric tests and non-parametric tests; testing statistical significance; decision making; students' distribution; homogeneity of variance; Analysis of Variance (ANOVA); Analysis of Co-Variance (ANCOVA).

Sessional Work (any one of the activities)

- i) Review and bibliography writing of five different types of research papers/articles/reports/theses/e-material.
- ii) Formulation of objectives and hypotheses of one research problem (elementary/secondary stage/socially disadvantaged groups).

- iii) Preparation of a research design explaining use of descriptive statistics and one of the inferential statistics techniques.

(C) Books Recommended

1. Barbour, R. (2013). *Introducing qualitative research: A student's guide* (2nd edition). Sage.
2. Best, J.W. and Kahn, James V. (2006). *Research in Education (10th Edition)*. New Delhi: PHI Publishers.
3. Elhance, D.N (1975). *Practical Problems in Statistics*. Allahabad: Kitab Mahal.
4. Ellis, L (1994). *Research Methods in Social Sciences*. Madison: Brown and Benchmark.
5. Guilford, J.P. (1965). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Book Co.
6. Hamburg, M (1979). *Basic Statistics: A Modern Approach*, (2nd ed.). New York: Harcourt Brace.
7. Harding, J. (2013). *Qualitative data analysis from start to finish*. Sage.
8. Johnson, P.O (1961). *Statistical Methods in Research*, New Jersey: Prentice Hall.
9. Kendall, G.M (1982). *Dictionary of Statistical Terms*, London: Longman.
10. Kerlinger, Fred N (1973). *Foundation of Behavioural Research*, New York: Rinehart Winston.
11. Kish, L (1967). *Survey Sampling*, New York: John Wiley.
12. Korin, B.P (1977). *Introduction to Statistical Methods*, Cambridge: Intercrop Pub.
13. Kothari, C.R (1990). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: Vishwa Prakashan.
14. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
15. Koul, Lokesh (2009). *Methodology of Educational Research* (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
16. Kubiszyn, T. & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice* (7th edition). New York: John Wiley and Sons.
17. Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Pearson Publication.
18. Lindvall, C.M. (1976). *Testing and Evaluation-An Introduction*. New York: Harcourt, Brace Javanavich.

19. Mangal, S.K. (1987). *Statistics in Psychology Education*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
20. Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
21. Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education* (2nd edition). Sage.
22. Rao, AdithamBhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
23. Sharma, T.R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.
24. Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
25. Singh, Amit & Kumar, Dinesh (2013). *Elementary Statistical Methods*. Patiala: Twenty First Century Publications.
26. Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press.
27. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
28. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education* (8th Ed.). New Delhi: Pearson.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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-II

PAPER – 5: History and Political Economy of Education

(A) Objectives

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

- a) Understand the philosophical, historical and contemporary thought on education.
- b) Familiarize the key concepts of social change and human cultural perspectives.
- c) Familiarize with key concept of economic and political developments in India.
- d) Understand the development of education in India in comparative perspective.

(B) Syllabus

SECTION - A

- (i) Conceptualizing Education and Development, Philosophical, Historical and Contemporary Thoughts on Education related to:
 - a) Education of the Poor: works of Paulo Friere,
 - b) Work Education and Swaraj: works of M.K. Gandhi
 - c) Education and Nature: works of Rabindaranath Tagore
 - d) Education and Holistic Development: works of Sri Aurobindo
 - e) Democracy and Education: works of John Dewey
 - f) Capability and Social Welfare Perspective: works of Amartya Sen.

SECTION - B

- (ii) 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;
- (iii) Human Development Perspective: Child Growth and Development, Learning Theories (special focus on Social Constructivist Approach to Learning), Motivation, Personality Development, and current research on Brain Development.
- (iv) 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.

- (v) 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.

Sessional Work (any one of the activities)

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

(C) Books Recommended

1. Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
2. Aperyán, V. (1987). *Population, Economic and Politics*. Moscow: Progress Publishers.
3. Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
4. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
5. Bhaduri, A. (2010). *Essays in the Reconstruction of Political Economy*. New Delhi: Aakar Books.
6. Chalam, K.S. (2011). *Economic reforms and social exclusion: Impact of liberalization on marginalized groups in India*. New Delhi: Sage.
7. Ghosh, S.C. (2013). *The History of Education in Modern India 1757-2012 (4th Edition)*. New Delhi: Orient BlackSwan.
8. M Carnoy, D Rhoten (2002). *What Does Globalization Mean for Educational Change? A Comparative Approach*, Comparative Education Review.
9. Mukerji, S.N (1961). *History of Education in India (Modern Period)*. Baroda: Acharya Book Depot.
10. Mukerji, S.N (1964). *Education in India - Today and Tomorrow*.
11. Narullah, S. and Naik, J.P (1951). *A History of Education in India*. Bombay: Macmillan.
12. Pandey, R.S. (2013). *Education in Emerging Indian Society*. Agra: Aggarwal Publications.

13. Prakash, Ved and Biswal, K. (2012). *Perspectives on Educational Development: Revisiting Education Commission and After*. New Delhi: NUEPA.
14. Ramachandran, V. and Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
15. Santhakumar, V. (2011). *Economic analysis of institutions: A practical guide*. New Delhi: Sage.
16. Tilak, Jandhyala B.G (2013). *Higher Education in India: In search of Equality, Quality and Quantity*. New Delhi: Orient Blackswan Pvt. Ltd.
17. Vaizey, John (1962): *Economics of Education*. London: Faber & Faber.
18. West, E.G. (1965). *Education and the State: A Study in Political Economy*. London: Institute of Economic Affairs. [2nd Edition].
19. World Bank (1986). *Financing Education in Developing Countries*. Washington DC.
20. Ziderman, A. & D. Albrecht: *Financing Universities in Developing Countries*.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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-6: Sociology of Education

(A) Objectives

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

- a) Understand the concept and nature of Sociology of Education.
- b) Comprehend the role of various social factors in Education.

- c) Analyze the factors responsible for social change.
- d) Understand the role of Education in cultural change.
- e) Understanding the new developments in the society and their impact on education.

(B) Syllabus

SECTION - A

- (i) Nature and Scope of Sociology of Education.
- (ii) Relationship between Education and Society in terms of Economy, Polity and Religion.
- (iii) Relationship between Social Stratification and Education: Social Reproduction, Social Mobility, Social Inclusion. Educational Inequality in the Indian Society.
- (iv) Education and the processes of Social and Cultural change.

SECTION - B

- (v) Education and Human Resource Development: Relationship between Individual to Individual and Individual to Society.
- (vi) Education and Modernisation: Concept and Characteristics of Modernisation, Role of Education in Modernisation with special reference to Indian Society.
- (vii) Education in a Globalised Society: Internationalisation, Privatisation and Commercialisation of Education, Implications for Indian Society.
- (viii) Contribution of following Social Thinkers to education:
 - a) Emile Durkheim.
 - b) Ivan Illich.
 - c) Paulo Freire.

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

1. Aikara, Jacob: *Education: Sociological Perspective*. Jaipur: Rawat Publications.
2. Arum, R., & Beattie, I.R. (2014). *The structure of schooling: Readings in the sociology of education* (3rd edition). Sage.
3. Avijit Pathak: *Social Implications of Schooling*. New Delhi: Aakar Books.
4. Ball, Stephen, J (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.

5. Ballantine, J.H., & Spade, Joan Z., (2014). *Schools and society: A sociological approach to education* (5th Ed.). Sage.
6. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
7. Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
8. Brown, Francis J. (1954). *Educational Sociology*, New York: Prentice Hall of India.
9. Bruner, J.C (1997). *The Culture and Education*, London: Harvard University Press.
10. Chaudhury, S.K. (Ed.). (2014). *Sociology of environment*. New Delhi: Sage.
11. Cook and Cook (1980). *Sociological Approach to Education*, London: McGraw Hill.
12. Dewey, John (1966). *Democracy and Education*, New York: The Freeman's Press.
13. Friere, Paulo (1972). *Pedagogy of the Oppressed*, Harmond worth: Penguin.
14. Gandhi, M.K (1962). *The Problem of Education*, Ahmadabad: Navajivan Publishing House.
15. Govinda, R. (Ed.): *Who Goes to School? : Exploring Exclusion in Indian Education*, New Delhi: Oxford.
16. Hasley, A.H.; Floud Jeen and Anderson C., Arnold (1969). *Education, Economy and Society*, New York: The Freeman's Press.
17. Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
18. Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage.
19. Karabel and A.H. Halsey (Eds.): *Power and Ideology in Education*. New York: Oxford University Press.
20. Kumar, Rajni, Anil Sethi and Shalini Sikka (Eds.): *School, Society, Nation: Popular Essays in Education*, New Delhi: Orient Longman.
21. Mathur, S.S. (1966). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.
22. MacIver, R.M. and Page, Thomas (1948). *Society*, New York: Rinehart & Co. Inc.
23. Nambissan, Geetha B. and S. Srinivasa Rao (Eds.): *Sociology of Education in India*. New Delhi: Oxford University Press.
24. Ottoway, A.K.C. (1962). *Education and Society*, London: Routledge Kegan Paul.
25. Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.

26. R. Indira (Ed.): *Themes in Sociology of Education*, New Delhi: Sage Publications.
27. Russel, Bertrand (1969). *Education and Social Order*, London: Unwin.
28. Shukla, Sureshchandra and Krishna Kumar (Eds.): *Sociological Perspective in Education: A Reader*, Delhi: Chanakya Publications.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 – 7: Curriculum Studies

(A) Objectives

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

- Understand the meaning and nature of curriculum.
- Understand different approaches to curriculum development.
- Understand the role of teacher in the transaction and evaluation of curriculum.
- Understand therecent developments in the field of curriculum development.

(B) Syllabus

SECTION - A

- Meaning and nature of curriculum: Need for curriculum in schools, Differentiating curriculum framework, curriculum and syllabus; their significance in school education, 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: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist, 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 (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.), 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: Need for continued evaluation of curriculum, Methods of curriculum evaluation, Process of curriculum evaluation and revision: Feedback from learners, teachers, community, and administrators, Observable incongruencies and correspondence between expectations and actual achievements.
- (v) Recent developments and trends in Curriculum designing: National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education-2009, Lifelong learning, Futuristic education, ICT-based education.

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

1. Balasubramaniam. P.S. and Vimala E.P. Kumar. *Teacher Education*.
2. Bansal, N.K. (2003). Teacher Education Programmes in India and France compared. *University News*, 41(33), 9.

3. Bhatia, S.C., (1991). Curriculum development in population education. University of Delhi: Population Education Resource Centre.
4. 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.
5. 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.
6. Chapman, T. K., & Hobbel, N. (2010). *Social justice pedagogy across the curriculum: The practice of freedom*. New York: Routledge.
7. Dash, B.N. (2007). *Curriculum Planning and Development*. New Delhi: Dominant Publications.
8. Ediger, M. & Rao, D.B. (2006). *Issues in School Curriculum*. New Delhi: DPH.
9. Fehr, M. C., & Fehr, D. E. (2010). *Teach boldly!: Letters to teachers about contemporary issues in education*. New York: Peter Lang.
10. Handa, Anupam and Kumar, Naresh (2013). *Teacher Education*. Patiala: Twenty First Century Publications.
11. Jawanda, J.S. *In-service Teacher Education*.
12. Joseph, P. B. (2010). *Cultures of curriculum*. London: Routledge.
13. NCERT: Second All India Survey of Teacher Education.
14. NCTE (2009/10). *National Curriculum framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
15. Paper IV: Teacher Education: History and Policy Perspective.
16. Peter, O. (2004). *Developing the Curriculum*. New York: Allyn and Bacon Inc.
17. Pire, E.A. *Better Teacher Education*.
18. Ramachandran, V. and Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
19. Reddy, B. (2007). *Principles of Curriculum Planning and Development*.
20. Saxena, Mishra and Mohanty: *Teacher Education*, Meerut, R. Lall Book Depot.
21. Shanna, R. A. *Teacher Education*.
22. Sharma, Promila (2011). *Curriculum Development*. New Delhi: APH Publishing Corporation.
23. Singh, Yogesh Kumar & Nath, Ruchika (2005). *Teacher Education*. New Delhi: APH Publishing Corporation.

24. Taba, Hilda (1962) *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
25. Wiles, J. W. and Joseph, Bondi (2006) *Curriculum Development: A Guide to Practice*. Pearson Publication.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 – 8: Teacher Education: History and Policy Perspective

(A) Objectives

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

- Understand the objectives of NCF (2005) and NCFTE (2009).
- Familiarize with different modes of pre-service teacher education.
- Gain insight into the transactional approaches for foundational and developmental courses.
- Know the different modes of in-service teacher education.
- Evaluate various components of a pre-service and in-service teacher education programs.

(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 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; innovation 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

1. Balasubramaniam, P.S. and Vimala E.P. Kumar. *Teacher Education*.
2. Bansal, N.K. (2003). Teacher Education Programmes in India and France compared. *University News*, 41(33), 9.
3. Handa, Anupam and Kumar, Naresh (2013). *Teacher Education*. Patiala: Twenty First Century Publications.
4. Jawanda, J.S. In-service Teacher Education.
5. NCERT: Second All India Survey of Teacher Education.
6. NCTE (2009/10). *National Curriculum framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
7. Pire, E.A. Better Teacher Education.

8. Ramachandran, V. and Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
9. Saxena, Mishra and Mohanty: *Teacher Education*, Meerut, R. Lall Book Depot.
10. Shanna, R. A. *Teacher Education*.
11. Singh, Yogesh Kumar & Nath, Ruchika (2005). *Teacher Education*. New Delhi: APH Publishing Corporation.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 - III

PAPER- 9: Educational Research Methods and Statistics

(A) Objectives

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

- a) To understand different types of education research – quantitative and qualitative.
- b) To apply statistics to analyze data in quantitative research – descriptive and experimental.
- c) To apply qualitative approach in education research to understand educational phenomenon.

(B) Syllabus

SECTION - A

- (i) Quantitative Research- *Descriptive studies*: assessment studies; evaluation studies; assessment and evaluation in problem solving; follow-up studies; descriptive research; replication and secondary analysis; the Post Hoc Fallacy. *Experimental Research*: Experimental and control group; variables; controlling extraneous variables; experimental validity and experimental designs.
- (ii) Qualitative Research- Themes of Qualitative Research; research questions; theoretical traditions; research strategies, data collection techniques; case study; ethnographic study; grounded theory; conversational and discourse analysis; interview and focus group discussion.

SECTION - B

- (iii) Data collection-*Sampling*: the sample size; sampling error; representativeness of the sample; access to the sample; sampling strategy to be used; probability sampling; non-probability sampling. *Tools of Research*: reliability and validity of research tools in quantitative and qualitative studies; psychological tests and inventories; qualities of a good test or inventory; observation; inquiry forms- questionnaire and opinionnaire; the interview; social scaling; organization of the data collection; limitations and sources of error. *Action Research*: programme evaluation; triangulation of research and meta-analysis.
- (iv) Inferential Data Analysis- II: Parametric Tests- Correlational approach: partial and multiple correlation; multiple regression analysis; path analysis; factor analysis and discriminant analysis.
- (v) Analytical approach- Multivariate Analysis of Variance (MANOVA); use of ANCOVA in descriptive and experimental research (multivariate research design).
- (vi) Non-parametric techniques of analysis- Median test; Chi-square and Mann-Whitney Test.

Sessional Work (any one of the activities)

- i) Planning of a research design to conduct a field survey/experiment/case study/follow-up study.
- ii) Designing a testing programme (tool development) for achievement assessment/institutional evaluation/community survey.

- iii) Identification and reporting of results of three research work (using correlational/analytical/non-parametric technique of analysis of data.

(C) Books Recommended

1. Best, J.W. and Kahn, James V. (2006). *Research in Education (10th Edition)*. New Delhi: PHI Publishers.
2. Ellis, L. (1994). *Research Methods in Social Sciences*. Madison: Brown and Benchmark.
3. Guilford, J.P. (1965). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Book Co.
4. Johnson, P.O. (1961). *Statistical Methods in Research*, New Jersey: Prentice Hall.
5. Kendall, G.M. (1982). *Dictionary of Statistical Terms*, London: Longman.
6. Kerlinger, Fred N. (1973). *Foundation of Behavioural Research*, New York: Rinehart Winston.
7. Kish, L. (1967). *Survey Sampling*, New York: John Wiley.
8. Korin, B.P. (1977). *Introduction to Statistical Methods*, Cambridge: Intercrop Pub.
9. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
10. Koul, Lokesh (2009). *Methodology of Educational Research (4th Ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
11. Kubiszyn, T. & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice (7th edition)*. New York: John Wiley and Sons.
12. Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Pearson Publication.
13. Lindvall, C.M. (1976). *Testing and Evaluation-An Introduction*. New York: Harcourt, Brace Javanavich.
14. Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
15. Sharma, T.R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.
16. Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press.
17. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
18. Thomas, G. (2013). *Case study methods in education*. Sage.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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- 10: Professional Development of Teachers: (a) Elementary School Stage

(A) Objectives

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

- Understand the concept of teacher effectiveness, professionalism, and commitment with ethics in teaching profession.
- Familiarize with the recommendations of different commissions and reports on preparation and professional development of teachers.
- Content analysis of one foundational and one developmental course of teacher education programme in terms of teachers' professional development and social competencies.
- Acquire knowledge about foundation and development courses in teacher education programmes.
- Understand the principles of underlying teacher education programmes at elementary stage.
- Understand the pedagogical issues in different innovative teacher education programmes (both pre-service and in-service) in the wake of RTE (2009) and NCF-TE (2009).
- Acquaint him/her with the recruitment and promotional policies for elementary school teachers.
- Develop understanding of challenges and concerns for qualitative improvement in

elementary teacher education programmes for achievement of goals of UEE for EFA.

(B) Syllabus

SECTION – A

- i) Teaching as a Profession: Different Approaches, Teacher Professionalism, Developing Professionalism, 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.
- 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.

SECTION - B

- v) Issues and concerns of Pre-service and In-service Teacher Education at Elementary level.
- vi) Objectives of Teacher Education Programme at Elementary Level as recommended by the NCTE. Structure of Teacher Education Programme at Elementary Level as recommended by the NCTE. Professional development of elementary school teachers: Role of SCERTs, DIETs., Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs).
- vii) Innovative programme of teacher education in India: Gijubhai Badheka Pre-primary Education Programme, Elementary Teacher Education: An Integral Approach (Mirambika), Four year Integrated Programme of Elementary Teacher Education (University of Delhi).
- viii) Challenges in professional development of teachers: Quality of teacher education programmes, Relevance to school education, Different categories of teachers with different service conditions, Contractual appointments of teachers, Appointment of Para teachers.

Sessional Work (any one of the activities)

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

(C) Books Recommended

1. Ashmore, L., & Robinson, D. (2014). *Learning, Teaching and Development: Strategies for Action*. Sage.
2. 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.
3. Cheng, Y., C., Ching MOK, 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.
4. Cooke, B.L. and 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.
5. Daresh. John C (1987). Research Trends in Staff Development and In-service Education. *Journal of Education for Teaching*, 13(1), 3-11.
6. Engelking, Jeri L (1987). Attracting and Retaining Quality Teachers through Incentives. *NASSPL Bulletin*, 1-6.
7. Fullan, M (1982). *The Meaning of Educational Change*. New York: Teachers College Press.
8. Khora, Sthabir (2011). *Education and Teacher Professionalism*, Jaipur: Rawat Publications.
9. NCERT (1995). Teacher Policy, Training Needs and Perceived Status of Teachers 114,116 *IER: SPECIAL NUMBER*, New Delhi.
10. NCERT (2005). *Position Paper of National Focus Group on Teacher Education for Curriculum Renewal*. New Delhi: National Council of Educational Research and Training.
11. NCTE (2010). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: National Council for Teacher Education.

12. Sharma M. C. and Sharma, A. K (eds) (2003). Discrimination based on Sex, Caste, Religion And Disability Addressing Through Educational Interventions, *A Handbook for Sensitizing Teachers and Teacher Education*, NCTE and Human Rights Commission.
13. Veenman, S., Tulder, M. Van and Voeten, M (1994). The Impact of In-service Training on Teacher Behaviour. *Teaching and Teacher Education*, 10(3), 303-17.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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- 10: Professional Development of Teachers: (b) Secondary School Stage

(A) Objectives

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

- a) Understand the concept of teacher effectiveness, professionalism, and commitment with ethics in teaching profession.
- b) Familiarize with the recommendations of different commissions and reports on preparation and professional development of teachers.
- c) Content analysis of one foundational and one developmental course of teacher education programme in terms of teachers' professional development and social competencies.
- d) Acquire knowledge about foundation and development courses in teacher education programmes.
- e) Understand the principles of underlying teacher education programmes at

elementary stage.

- f) Understand the pedagogical issues in different innovative teacher education programmes (both pre-service and in-service) in the wake of RTE (2009) and NCF-TE (2009).
- g) Acquaint him/her with the recruitment and promotional policies for secondary school teachers.
- h) Develop understanding of challenges and concerns for qualitative improvement in secondary teacher education programmes for achievement of goals of universal school education.

SECTION – A

- i) Teaching as a Profession: Different Approaches, Teacher Professionalism, Developing Professionalism, 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.
- 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.

SECTION - B

- (i) Issues and concerns of Pre-service and In-service Teacher Education at Secondary and Senior secondary levels.
- (ii) 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).
- (iii) Innovative programmes of Teacher Education: Four year integrated programme of Secondary Teacher Education (Vedchichi), Hoshangabad Science Teaching Programme, The Anweshana Experience (Banasthali Vidyapith).
- (iv) 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 researches in teacher education at secondary school stage and write the policy implications.
- ii) A review of a research article in teacher education and write implications for practitioner.
- iii) A review of a newspaper/magazine write-up about teachers' status at elementary stage and teaching learning process- a reflection on teacher education programmes.

(C) Books Recommended

1. Ashmore, L., & Robinson, D. (2014). *Learning, Teaching and Development: Strategies for Action*. Sage.
2. 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.
3. Cheng, Y., C., Ching MOK, 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.
4. Cooke, B.L. and 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.
5. Daresh. John C (1987). Research Trends in Staff Development and In-service Education. *Journal of Education for Teaching*, 13(1), 3-11.
6. Engelking, Jeri L (1987). Attracting and Retaining Quality Teachers through Incentives. *NASSPL Bulletin*, 1-6.
7. Fullan, M (1982). *The Meaning of Educational Change*. New York: Teachers College Press.
8. Khora, Sthabir (2011). *Education and Teacher Professionalism*, Jaipur: Rawat Publications.
9. NCERT (1995). Teacher Policy, Training Needs and Perceived Status of Teachers 114,116 *IER: SPECIAL NUMBER*, New Delhi.
10. NCERT (2005). *Position Paper of National Focus Group on Teacher Education for Curriculum Renewal*. New Delhi: National Council of Educational Research and Training.
11. NCTE (2010). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: National Council for Teacher Education.

12. Sharma M. C. and Sharma, A. K (eds) (2003). Discrimination based on Sex, Caste, Religion And Disability Addressing Through Educational Interventions, *A Handbook for Sensitizing Teachers and Teacher Education*, NCTE and Human Rights Commission.
13. Veenman, S., Tulder, M. Van and Voeten, M (1994). The Impact of In-service Training on Teacher Behaviour. *Teaching and Teacher Education*, 10(3), 303-17.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 (i): Comparative Education (BRICS countries: Brazil, Russia, India, China and South Africa): (a) Elementary School Stage

(A) Objectives

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

- 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 BRICS bank in promoting education.

SECTION -B

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

1. Arove, Roberts F., Altbach, Phillip G. and Kelly, Gail P (eds.) (1992). *Emergent Issues in Education: Comparative Perspectives*, New York: State University.
2. Baker, M.A (1976). *Union and the States in Education*. New Delhi: Shabd Sanchar.
3. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
4. Bradshaw and York W (eds.) (1997). *Education in Comparative Perspective: New Lessons From Around The World*, New York: E.J. Brill.
5. Bray, M (2003). *Comparative Education: Continuing Traditions, New Challenges and New Paradigms*, London: Kluwere Academic Publishers.
6. Carnoy, M., D. Rhoten (2002). What Does Globalization Mean for Educational Change? A Comparative Approach, *Comparative Education Review*.
7. Comparative Perspective. *Comparative Education*, 33(2), 157-169.
8. Cook, W.D (1982). *Planning Process in Developing Countries: Techniques and Achievements*, New York, North Holland Pub.
9. Hans, N (1967). *Comparative Education: A Study of Educational Factors and Traditions*, London: Rutledge and Kegan Paul.
10. Holmes B (1981). *Comparative Education: Some Considerations of Method*, London: George Allen & Unwin.
11. Kumar, Krishna and Oesterheld, J (Eds.) (2007). *Education and Social Change in South Asia*. Hyderabad: Orient Longman.
12. UNDP (2010): *Human Development Report 2010 The Real Wealth of Nations: Pathways to Human Development*, New York, USA: Palgrave Macmillan.
13. UNDP (2014): *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York, USA: Palgrave Macmillan.
14. UNESCO (2002). *Education for all: is the world on track?* Paris: UNESCO
15. UNESCO (2012). *Shaping the education of tomorrow* (Report on the UN Decade of Education for Sustainable Development). Paris, France: UNESCO.
16. UNESCO (2014). Teaching and learning: Achieving quality for all. *EFA Global Monitoring Report 2013/14*. Paris, France: UNESCO.

Websites:

17. http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/
18. <http://www.euroeducation.net/prof/russco.htm>
19. <http://en.unesco.org>
20. <http://data.worldbank.org>

21. <http://hdr.undp.org/en>

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 (i): Comparative Education (BRICS countries: Brazil, Russia, India, China and South Africa): (b) Secondary School Stage

(A) Objectives

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

- 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 secondary education in BRICS countries.
- d) Understand the challenges of universal schooling in India vis-à-vis other BRICS countries.
- e) Understand role of educational programmes including special programmes in achieving the goals of universal schooling.

(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 BRICS bank in promoting education.

SECTION - B

- vi) Secondary education in BRICS countries with reference to:
 - Administrative structure
 - Institutions of secondary education
 - Aims and objectives of education at secondary level
 - History and policies governing the elementary education- curriculum, teaching learning process, evaluation etc.
 - Rights based approach to secondary education
- vii) Issues and challenges in secondary education from the perspective of BRICS countries: girls' education, education of disadvantaged children with special reference to out-of-school children, teacher education, assessment and evaluation, vocationalisation of education and brain drain; expenditure; and quality concerns in secondary education.

Sessional work (any one of the activities):

- i) Case study focusing on development of secondary 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 secondary level and any one of the other BRICS countries (except India).
- iii) A report on comparative study of curriculum at secondary level of any of the two countries.

(C) Books Recommended

1. Arove, Roberts F., Altbach, Phillip G. and Kelly, Gail P (eds.) (1992). *Emergent Issues in Education: Comparative Perspectives*, New York: State University.
2. Baker, M.A (1976). *Union and the States in Education*. New Delhi: Shabd Sanchar.
3. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
4. Bradshaw and York W (eds.) (1997). *Education in Comparative Perspective: New Lessons From Around The World*, New York: E.J. Brill.
5. Bray, M (2003). *Comparative Education: Continuing Traditions, New Challenges and New Paradigms*, London: Kluwere Academic Publishers.
6. Carnoy, M., D. Rhoten (2002). What Does Globalization Mean for Educational Change? A Comparative Approach, *Comparative Education Review*.
7. Comparative Perspective. *Comparative Education*, 33(2), 157-169.
8. Cook, W.D (1982). *Planning Process in Developing Countries: Techniques and Achievements*, New York, North Holland Pub.
9. Hans, N (1967). *Comparative Education: A Study of Educational Factors and Traditions*, London: Rutledge and Kegan Paul.
10. Holmes B (1981). *Comparative Education: Some Considerations of Method*, London: George Allen & Unwin.
11. Kumar, Krishna and Oesterheld, J (Eds.) (2007). *Education and Social Change in South Asia*. Hyderabad: Orient Longman.
12. UNDP (2010): *Human Development Report 2010 The Real Wealth of Nations: Pathways to Human Development*, New York, USA: Palgrave Macmillan.
13. UNDP (2014): *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York, USA: Palgrave Macmillan.
14. UNESCO (2002). *Education for all: is the world on track?* Paris: UNESCO
15. UNESCO (2012). *Shaping the education of tomorrow* (Report on the UN Decade of Education for Sustainable Development). Paris, France: UNESCO.
16. UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14*. Paris, France: UNESCO.

Websites:

17. http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/
18. <http://www.euroeducation.net/prof/russco.htm>
19. <http://en.unesco.org>
20. <http://data.worldbank.org>

21. <http://hdr.undp.org/en>

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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: (a) Elementary School Stage

(A) Objectives

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

- 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 in the light of 73rd and 74th amendment and NPE (1986).
- c) Develop understanding of educational planning in Five Year Plans in independent India in the context of globalized economy.
- d) Develop understanding of SSA and other initiatives in achieving the goal of UEE.
- e) Appreciate and describe role of community, PRI and other organisations for UEE.
- f) Understand funding pattern for elementary education before and after RTE (2009) and in 12th Fiver Year plan.
- g) Understand the role of DISE in monitoring of UEE at state and national level.

(B) Syllabus

SECTION - A

- i) Evolving theory and concepts in educational administration and management. Evolution of educational administration from colonial system to present times in India. Constitutional provisions, legal enactments and concerns affecting educational administration, Centre-state and local relationships in educational administration, Role of MHRD, UGC, NCERT, NCTE and CIBE in educational administration.
- ii) Community participation in educational administration. Rationale and need for participation, Enabling provisions in the policy (73rd and 74th Amendment and NPE), Public private partnership as a paradigm of educational administration.
- 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.
- 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.

SECTION - B

- i) Administrative Structures for implementing Sarva Shiksha Abhiyan: National Mission and State implementation partners. Role of centre, state and local authorities in the implementation of Right to Education Act- 2009.
- ii) 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.
- iii) Perspective plan for elementary education in India in the 11th Five Year Plan and 12th Five Year Plan.
- iv) 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. Content analysis of government documents and data base from 2000 to till date (impact of SSA).
- iii. Case study of elementary school head/teacher regarding implementation of RTE (2009).

(C) Books Recommended

1. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
2. Bhatnagar, R.P. & Verma (Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut.
3. Govinda, R. and Rashmi Diwan (Eds.) (2003), *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.
4. Issac, T.M. Thomas and Richard W. Franke (2000), *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: LeftWord Books.
5. Kowalski, Theodore. J (2001). *Case Studies on Educational Administration (3rd Ed.)* New York: Longman.
6. Kumar, Alok and Singh, A.P. (2009). *Elementary Education In India: Issues and Challenges*. New Delhi: Uppal Publishing House.
7. Mathur S.S (1990). *Educational Administration and Management*, The Indian Publications, India.
8. Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
9. McGinn, Noel (1998). Who Should Govern Education? Experiments with Three Perspectives on Decentralisation, *Journal of Educational Planning and Administration* 12 (3) (July): 249- 69.
10. Mehta Arun C. (2004). Evolvement of District Information System for Education, *Kurukshetra*, September, New Delhi.
11. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
12. Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.

13. Shukla P.D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
14. Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education for All*, Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.
15. Tilak, Jandhyala B.G (1989). Center-State Relations in Financing Education in India. *Comparative Educational Review* 33 (4) November: 450-80.
16. Tilak, Jandhyala B.G (Ed.) (2003), *Education, Society and Development: National and International Perspectives*, New Delhi: NIEPA.
17. Tilak, Jandhyala B.G (2013). *Higher Education in India: In search of Equality, Quality and Quantity*. New Delhi: Orient Blackswan Pvt. Ltd.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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: (a) Secondary School Stage

(A) Objectives

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

- 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 in the light of 73rd and 74th amendment and NPE (1986).

- c) Develop understanding of educational planning in Five Year Plans in independent India in the context of globalized economy.
- d) Develop understanding of RMSA and other state level initiative in universalization of school education.
- e) Acquaint with the funding of secondary education for vocalization and skill development in current period.
- f) Understand role of monitoring bodies in implementation of government schemes for universal school education.

(B) Syllabus

SECTION - A

- i) Evolving theory and concepts in educational administration and management. Evolution of educational administration from colonial system to present times in India. Constitutional provisions, legal enactments and concerns affecting educational administration, Centre-state and local relationships in educational administration, Role of MHRD, UGC, NCERT, NCTE and CIBE in educational administration.
- ii) Community participation in educational administration. Rationale and need for participation, Enabling provisions in the policy (73rd and 74th Amendment and NPE), Public private partnership as a paradigm of educational administration.
- 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.
- 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.

SECTION - B

- v) Administrative Structures for implementing Rashtriya Madhyamik Shiksha Abhiyan (RMSA): State implementation partners.
- vi) Perspective plan for Secondary education in India in the 11th Five Year Plan and 12th

Five Year Plan.

- vii) Administration of public examinations: Role of Central Board of Secondary Education (CBSE), Punjab School Education Board (PSEB), Council for the Indian School Certificate Examinations and National Institute for Open Learning.
- viii) Role of Secondary Education Management Information System (SEMIS) 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 universal schooling (I-VIII/IX-X/XI-XII).
- ii) Content analysis of government documents and data base from 2001-02 to 2009-10 to 2014-15: trends in equitable universal schooling.
- iii) Implementation of vocationalisation of education at secondary school stage.

(C) Books Recommended

1. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
2. Bhatnagar, R.P. & Verma (Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut.
3. Govinda, R. and Rashmi Diwan (Eds.) (2003), *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.
4. Issac, T.M. Thomas and Richard W. Franke (2000), *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: LeftWord Books.
5. Kowalski, Theodore. J (2001). *Case Studies on Educational Administration (3rd Ed.)* New York: Longman.
6. Kumar, Alok and Singh, A.P. (2009). *Elementary Education In India: Issues and Challenges*. New Delhi: Uppal Publishing House.
7. Mathur S.S (1990). *Educational Administration and Management*, The Indian Publications, India.
8. Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
9. McGinn, Noel (1998). Who Should Govern Education? Experiments with Three Perspectives on Decentralisation, *Journal of Educational Planning and Administration* 12 (3) (July): 249- 69.

10. Mehta Arun C. (2004). Evolvement of District Information System for Education, *Kurukshetra*, September, New Delhi.
11. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
12. Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.
13. Shukla P.D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
14. Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education for All*, Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.
15. Tilak, Jandhyala B.G (1989). Center-State Relations in Financing Education in India. *Comparative Educational Review* 33 (4) November: 450-80.
16. Tilak, Jandhyala B.G (Ed.) (2003), *Education, Society and Development: National and International Perspectives*, New Delhi: NIEPA.
17. Tilak, Jandhyala B.G (2013). *Higher Education in India: In search of Equality, Quality and Quantity*. New Delhi: Orient Blackswan Pvt. Ltd.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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

(A) Objectives

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

- a) To acquaint him/her with the concept and techniques of guidance and counselling.
- b) Understand the process involved in guidance and counselling.
- c) To familiarize with testing and non-testing techniques.
- d) To evolve the skill of administration and interpretation of psychological tests.
- e) Apply the technique of guidance and counseling in real situations.
- f) 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. .
- 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: Performance of anyone practical to be evaluated by the internal examiner out of 20 marks.

(C) Books Recommended

1. Aggarwal, J .C. (1989). *Educational, Vocational Guidance and Counselling*. Delhi: Doaba House.
2. Bruce, Shetzer and Stone (1976). *Fundamentals of Guidance*. Houghton: Mifflin Co.
3. Chauhan, S.S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.
4. Gibson, R. L. and M. H. Mitchell (2014). *Introduction to Counselling and Guidance*. New Delhi: PHI Pvt. Ltd.
5. Jones, Arthur J. (1970). *Principles of Guidance*. New York: McGraw Hill Co.
6. Kochhar S.K. (1989). *Guidance and Counselling in Colleges and Universities*. New Delhi: Sterling Publishers Pvt. Ltd.
7. Mathewson, R.H. Myers and George, E. (1976). *Principles and Techniques of Guidance*. New York: McGraw Hill Book Co.
8. Meenakshi (2003). *Guidance & Counselling*, KaliaParkashan.
9. Ohlsen, Merle M. (1977). *Group Counseling {2nd Ed}*. New York: Holt Rinehart and Winston.
10. Rao, S. N. and Prem Sahajpal (2013). *Counselling and Guidance*. New Delhi: McGraw Hill Education Pvt. Education.
11. Siddiqui, Mujibul H. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.

(D) Evaluation

Theory Examination (External)	60 Marks
Practical	20 Marks
Internal Assessment	20 Marks
a) Performance in house examination	10 Marks
b) Seminars	10 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 (ii): Gender, Education and Development**(A) Objectives**

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

- a) Understand demographic profile of women and human development indicators.
- b) Develop understanding of Constitutional provisions, policies for women in India w.r.t. education, work participation and decision making.
- c) Acquaint him/her with evaluation of programmes for girls' education.
- d) Familiarize with gender related laws and human rights, gender disability, gender education in globalization and gender budgeting.

(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 women.

Sessional Work

- i) A review of government policy on women empowerment as reflected in 11th and 12th 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

1. Kandaswamy, Deepa (2005). Gender Insensitivity in School Education, in *Education Journal-Gender and Education*, Internet Version.
2. King, Elizabeth and Hill, Anne M.(1993) *Women's Education in Developing Countries: Barriers, Benefits and Policies*, John Hopkins Press/World Bank, Baltimore.
3. King, Elizabeth M. (1990) *Educating Women and Girls: Investing in Development*, World Bank, Washington DC.
4. Kingdon Geeta Gandhi (2001). *The Gender Gap in Educational Attainment in India: How Much can be Explained?* Department of Economics. University of Oxford, August.
5. Kingdon, Geeta Gandhi (1998b). Does the Labour Market Explain Lower Female Schooling in India? *Journal of Development Studies*, 35(1), 39-65.
6. Government of India (1987). *Shramshakti*. Report of the National Commission on self employed women and women in the informal sector.
7. 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.

8. Government of India (1988). *National Perspective Plan for Women 1988-2000*. New Delhi: The Manager of Publications.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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

(A) Objectives

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

- Understanding conceptions of democracy and human rights.
- Implementing the human rights framework in practices at all levels of education.
- Understanding the role of legislation, regulations, procedures and implementation strategies and government, civil society in enforcement of rights.

(B) Syllabus

SECTION - A

- Dynamic interface between education, democracy and human rights, Different conceptions of democracy and human rights,
- 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

1. Donders, Y. and Vladimir Volodin (Eds) (2007). *Human Rights in Education, Science and Culture: Legal Developments and Challenges*, UK, UNESCO Publishing.
2. Hammarberg, T (1997). *A School for Children with Rights*, Innocenti lectures, UNICEF, Florence, Italy.
3. 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.
4. Verhellen, E (1998). *Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents*, University of Ghent.
5. Weiner, Myron (1991). *The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective*, Princeton: Princeton University Press.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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

(A) Objective

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

- a) Understand the role of literacy in social development.
- b) Familiarize with different literacy movements in post independent India.
- c) Understand the role of literacy in empowerment of socially and economically weaker sections of the society.
- d) Acquaint him/her with literacy status of India since independence and existing disparities across gender and caste.
- e) Understand the role of life long learning in promoting socio-economic and psychological wellness.
- f) 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 w.s.r.t. 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 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

1. Ambasht, N.K. (1992) Adult Continuing Education and Non-formal Education, *Fifth Survey of Educational Research*, 1988-1992. NCERT, New Delhi.
2. Bhola H. S (1988). Policy Analysis of Adult Literacy Education in India, *Perspectives in Education*, 4(4), p. 213-228.
3. Chand Prem (2001). Analysis of Literacy Situation in India, *Indian Journal of Adult Education*, 65(1), 75-91.
4. Chand, P. (2007). *Status of Adult Literacy in India*. National Literacy Mission, Directorate of Adult Education, New Delhi.
5. Correa, L. (1995). *Adult education for social development*. Bombay: Himalya Publishers.
6. Daswani C.J (2000). Adult Literacy in India, *Man and Development*, 22 (4), 37-48.
7. Dighe, A., Patel, I., Krishnan, P., Razzac, A., Saxena, S., and Sen, I. (1996). *Deconstructing Adult Literacy Primers: A Research Study*. New Delhi: National Institute of Adult Education.
8. Duckworth, Vicky, Tummons, Jonathan (2010). *Contemporary Issues In Lifelong Learning*. UK: McGraw-Hill Education.
9. Egetenmeyer, Regina and Nuissl, Ekkehard (2010). *Teachers and Trainers in Adult and Lifelong Learning: Asian and European Perspectives*. Frankfurt: Peter Lang.
10. Evans Norman (2003). *Making Sense of Lifelong Learning: Respecting the Needs of All*, London: Routledge Falmer.
11. Friedman, G. (1972). *The School and Continuing Education, Four Studies*, UNESCO, Paris.
12. Gravells, A. (2012). *Preparing to teach in the lifelong learning sector* (5th edition). Sage.
13. Hadenius, A. (1992). *Democracy and Development*, Cambridge University Press, Cambridge.

14. Karlekar, M. (Ed.). (2004). *Paradigms of Learning: The total literacy campaign in India*. New Delhi: Sage.
15. 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.
16. Mathew, A. & Tilak J.B.G. (Eds.). (2014). *Literacy and adult education: Select Readings*. New Delhi: Shipra Publications.
17. Patel, Ila (2009). *Adult literacy and life long learning in India (Education for All-Mid-term assessment)*. New Delhi: NUEPA.
18. Rogers, Alan (2002): *Post-literacy and Second-Stage Adult Learning in India*. *Compare*, 32(2) pp.149-79.
19. Saraf, S.N. (1980): *Literacy in a Non-literacy Milieu- The Indian Scenario*. IIEP Research Report no. 36, Paris: IIEP.
20. Sharma, M. (2013). *Human rights in a globalized world: An Indian diary*. New Delhi: Sage.
21. 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.
22. Verhellen, E (1998). *Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents*, University of Ghent.
23. Weiner, Myron (1991). *The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective*. Princeton: Princeton University Press.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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

(A) Objectives:

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

- a) Understand the concept of social deprivation, inequality and course of social discrimination in India
- b) Appreciate different social movements/reformers and constitutional provisions for the upliftment of disadvantaged sections.
- c) Analyse the trends in socio-economic development of disadvantaged section.
- d) Conduct different form of research studies to contribute in removing further barriers in the development of socially deprived.
- e) 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, 1957); 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

1. 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.
2. Bayly, S. (2000). *Caste, society and politics in India* (first Indian edition). New Delhi: Cambridge University Press.
3. Chalam, K.S. (2011). *Economic reforms and social exclusion: Impact of liberalization on marginalized groups in India*. New Delhi: Sage.
4. Channa, S.M. (Ed.). (2013). *Life as a Dalit: News from the bottom on caste in India*. New Delhi: Sage.
5. Chopra, R. & Jeffery, P. (2005). *Educational Regimes in Contemporary India*. New Delhi: Sage.
6. Dasgupta, A. (Ed.). (2012). *On the margins: Tribes, castes, and other social categories*. New Delhi: Sage.

7. Deshpande, S. & Zacharias, U. (2013). *Beyond Inclusion: The Practice of Equal Access in Indian Higher Education*. New Delhi: Routledge.
8. Dreze, J. & Sen, A (1996). *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.
9. Gandhi, Malli (2014). *Educating Tribal Children: Issues, Concerns and Remedies*, New Delhi: Serials Publications.
10. Govinda, R. (Ed.): *Who Goes to School? : Exploring Exclusion in Indian Education*, New Delhi: Oxford.
11. Hasan, Zoya and Martha Nussbaum (2012). *Equalizing Access: Affirmative Action in Higher Education: India, US, and South Africa*, New Delhi: Oxford University Press.
12. Karabel and A.H. Halsey (Eds.): *Power and Ideology in Education*. New York: Oxford University Press.
13. Mani, Braj Ranjan (2014). *Knowledge and Power: A Discourse for Transformation*, New Delhi: Manohar.
14. Nambissan, Geetha B. and S. Srinivasa Rao (Eds.): *Sociology of Education in India*. New Delhi: Oxford University Press.
15. Ramachandran, V. (Ed.). (2004). *Gender and Social Equity in Primary Education: Hierarchies of Access*. New Delhi, Sage Publications.
16. Ramachandran, Vimala (2004). *Gender and Social Equity in Primary Education: Hierarchies of Access*, New Delhi: Sage.
17. Rangnekar, D.K. (2012). *The Politics of Poverty: Planning India's Development*. New Delhi: Sage.
18. Rustagi, Preet (Ed.) (2009). *Universalization of Elementary Education: Concerns, Conflicts and Cohesions*, New Delhi: Oxford University Press.
19. Shah, G. (2002). *Dalits and the State*. New Delhi: Concept.
20. Skrla, L. & Scheurich, J. J. (2004). *Educational Equity and Accountability: Paradigms, Policies and Politics*, New York: RoutledgeFalmer.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 (vi): Measurement and Evaluation

(A) Objectives

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

- a) Understand the concepts of measurements, evaluation and examination.
- b) Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures.
- c) Develop the skill to use evaluating tools.
- d) Collect scientific data about learners by administering different types of tests.
- e) Develop the familiarity with the teacher made and standardized achievement tests.
- f) Understanding the problems of evaluation in the present system of education.
- g) Understand the vitality of continuous and comprehensive evaluation in education.

(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

1. Adams, G.S. (1964). *Measurement and Evaluation in Education & Psychology*. New York: Rinehart and Winston.
2. Aiken, L.R. & Gary Groth Marhant (2011). *Psychological Testing and Assessment* (12th edition). New Delhi: Pearson.
3. Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.

4. Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
5. Garrett, H.E. (2004). *Statistics in Psychology and Education* (11th Indian print). New Delhi: Paragon International.
6. Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications* (6th Edition). New Delhi: Pearson Publications.
7. Gronlund, N.E. (1981). *Measurement and Evaluation in Teaching* (Fourth Edition). New York: MacMillan Publishing Co.
8. Guilford, J.P. (1965). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Book Co.
9. Kienowski, V., & Wyatt-Smith, C. (2013). *Assessment for education: Standards, judgement and moderation*. Sage.
10. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
11. Koul, Lokesh (2009). *Methodology of Educational Research* (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
12. Kubiszyn, T. & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice* (7th edition). New York: John Wiley and Sons.
13. Linn, R.L. and Gronlund, N.E. (2003). *Measurement and Assessment in Teaching* (8th Edition). Delhi: Pearson Publishers.
14. Mangal, S.K. (1987). *Statistics in Psychology Education*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
15. Rao, AdithamBhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
16. Reylonds, C.R. and Livingston, R. B. and Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi: PHI Learning Pvt. Ltd.
17. Sharma, T.R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.
18. Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
19. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
20. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education* (8th Ed.). New Delhi: Pearson.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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: (a) Elementary School Stage****(A) Objectives**

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 elementary education in the wake of EFA and RTE (2009).
- Appreciate and explain impact of liberalization, privatization and globalization on financing of elementary 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; scholar loans) and Private (community contributions and External aid)
- iv) Policy Issues in Financing Education:
 - Public expenditure on education in India
 - Center-state relations in financing education: Planning Commission, Finance Commission
 - Five Year Plans
 - Liberalisation, Privatisation and Globalisation (LPG) in education vis-à-vis education and economic development

SECTION- B

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

Sessional Work

- i) Comparison of financial allocation and utilization of funds in educational development at elementary stage in 11th and 12th Five Year Plans.
- ii) In-depth study of an elementary 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 elementary school in the same area (rural/urban).

(D) Books Recommended

1. Blaug, Mark (1968) ed. *Economics of Education I & II*. Penguin.
2. Blaug, Mark (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.
3. Blaug, Mark (1972) *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
4. Blaug, Mark (1974). *Education and employment problem in developing countries*. New Delhi: The MacMillan Company of India Limited.
5. Bowman M.J., et al: (Eds.) (1962). *Readings in Economics of Education*. UNESCO.
6. Carnoy, M., ed. (1995) *International Encyclopedia of Economics of Education*. Oxford: Pergamon.
7. Cohn E. and T Geske: *Economics of Education*. Pergamon Press. 3rd edition.
8. Coombs P.H., & J Hallak (1988): *Cost Analysis in Education*. John Hopkins University Press.
9. Education Commission (1966) *Education for Development: Report of the Education Commission 1964-66*. New Delhi: National Council of Educational Research and Training [Reprint 1971].
10. International Bureau of Education (1985). International yearbook of education: Technological occupational challenge, social transformation and educational response. Vol XXXVII. Paris: UNESCO.
11. Johnes, G and Johnes, J., (Eds.). *International Handbook on the Economics of Education*.
12. Kothari, V.N. (1966a). [Rapporteur] *Investment in Human Resources*. Bombay: Popular Prakashan for the Indian Economic Association.

13. Kothari, V.N., and 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.
14. NUEPA (2003). *Globalisation and Challenges for Education*. New Delhi: Shipra Publications.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 (i): Economics of Education: (b) Secondary School Stage

(A) Objectives

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

- a) Understand the genesis of concept of economics of education.
- b) Describe and differentiate between expenditure and investment, social and economic returns and private funding in the concept of economics of education.
- c) Understand policy perspective in financing of education in planned economy through five-year plans.
- d) Develop understanding of financing of secondary education in the light of vocationalisation of education and skill development programmes.

- e) Appreciate and explain impact of liberalization, privatization and globalization on financing of secondary education.

(B) Syllabus

SECTION – I

- 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; scholar loans) and Private (community contributions and External aid)
- iv) Policy Issues in Financing Education:
- Public expenditure on education in India
 - Center-state relations in financing education: Planning Commission, Finance Commission
 - Five Year Plans
 - Liberalisation, Privatisation and Globalisation (LPG) in education vis-à-vis education and economic development

SECTION- II

- 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.

vii) 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 11th and 12th Five Year Plans.
- ii) Indepth 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

1. Blaug, Mark (1968) ed. *Economics of Education I & II*. Penguin.
2. Blaug, Mark (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.
3. Blaug, Mark (1972) *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
4. Blaug, Mark (1974). *Education and employment problem in developing countries*. New Delhi: The MacMillan Company of India Limited.
5. Bowman M.J., et al: (Eds.) (1962). *Readings in Economics of Education*. UNESCO.
6. Carnoy, M., ed. (1995) *International Encyclopedia of Economics of Education*. Oxford: Pergamon.
7. Cohn E. and T Geske: *Economics of Education*. Pergamon Press. 3rd edition.
8. Coombs P.H., & J Hallak (1988): *Cost Analysis in Education*. John Hopkins University Press.
9. Education Commission (1966) *Education for Development: Report of the Education Commission 1964-66*. New Delhi: National Council of Educational Research and Training [Reprint 1971].
10. International Bureau of Education (1985). *International yearbook of education: Technological occupational challenge, social transformation and educational response*. Vol XXXVII. Paris: UNESCO.
11. Johnes, G and Johnes, J., (Eds.). *International Handbook on the Economics of Education*.
12. Kothari, V.N. (1966a). [Rapporteur] *Investment in Human Resources*. Bombay: Popular Prakashan for the Indian Economic Association.

13. Kothari, V.N., and 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.
14. NUEPA (2003). *Globalisation and Challenges for Education.* New Delhi: Shipra Publications.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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.

PAPER- 13, 14 & 15 (ii): Educational Policy and Research: (a) Elementary School Stage

(A) Objectives

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

- a) Understand the theoretical aspects of educational policy and planning.
- b) Understand contextual framework for policy making in education in India.
- c) Acquaint with the technologies and methods about educational planning w.s.r.t. Five Year Plans and focus on socially and economically disadvantage groups.
- d) Understand the dynamic of pattern and utilization of financing of education at different stages of education.
- e) 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: Societal contexts, democracy, development, 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 education, w.s.r.t. right to education, inclusion and equity in education, accreditation, capacity building, curriculum formation, language policy. 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.r.t. elementary education (I-V, VI-VIII and I-VIII) across different population groups-socially and economically disadvantaged sections including religious minorities groups; critical appraisal of DISE and ASER Reports in terms of universal access, enrolment, retention, educational facilities and learning outcomes. Evaluation of Sarva Shiksha Abhiyan, mid-day meal scheme and other incentive schemes for elementary education, impact of Right to Education, Community participation in 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 elementary 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) Focal Issues of Researches: 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 elementary education level from different educational databases; Pattern of availability and utilization of public finances in elementary education in a federal framework; Resource crunch and external funding of elementary education in era of LPG.

Sessional Work (any of the activities)

- i) Policy analysis on education at elementary 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.

) Books Recommended

1. Acton, Ashton (2013). *Issues in Teaching and Education Policy, Research, and Special Topics*. Scholarly Editions.
2. Aggarwal, J.C. (2005). *Recent Developments and Trends in Education*. Delhi: Shipra Publications.
3. Bhushan, S. (2009). *Restructuring Higher Education in India*. New Delhi: Rawat Publications.
4. Desjardins, Richard (2009). *Research of Vs Research for Education Policy*.
5. Gary Sykes, Barbara Schneider, David N. Plank (2012). *Handbook of Education Policy Research*. Routledge.
6. Halpin, David (2005). *Researching Education Policy: Ethical and Methodological Issues*. Routledge.
7. Jennifer, Ozga (1999). *Policy Research in Educational Settings: Doing Qualitative Research in Educational Settings*. McGraw-Hill Education (UK).
8. Government of India (2008). *Eleventh Five-Year Plan 2007-2012: Social Sector*. Planning Commission.
9. Government of India (2013). *Eleventh Five-Year Plan 2012-2017: Social Sector*. Planning Commission.
10. Government of India (2014). *Economic Survey 2013-14*, Oxford University Press: New Delhi.

11. Government of India (2015). *Economic Survey 2014-15*, Oxford University Press: New Delhi.
12. Government of India (2011). *National Curriculum Framework for adult education: Report of the expert group*, New Delhi, February.
13. Government of India (2009). *National Curriculum Framework for teacher education: Report of the expert group*, New Delhi.
14. UNDP (2010): *Human Development Report 2010 The Real Wealth of Nations: Pathways to Human Development*, New York, USA: Palgrave Macmillan.
15. UNDP (2014): *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York, USA: Palgrave Macmillan.
16. UNESCO (2002). *Education for all: is the world on track?* Paris: UNESCO
17. UNESCO (2012). *Shaping the education of tomorrow* (Report on the UN Decade of Education for Sustainable Development). Paris, France: UNESCO.
18. UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14*. Paris, France: UNESCO.
19. NUEPA (2003). *Globalisation and Challenges for Education*. New Delhi: Shipra Publications.

Websites:

13. <http://mhrd.gov.in>
14. <http://indiabudget.nic.in/survey.asp>
15. <http://www.ncert.nic.in>
16. http://ncte-india.org/ncte_new/
17. <http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 (ii): Educational Policy and Research: (b) Secondary School Stage

(A) Objectives

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

- a) Understand the theoretical aspects of educational policy and planning.
- b) Understand contextual framework for policy making in education in India.
- c) Acquaint with the technologies and methods about educational planning w.s.r.t. Five Year Plans and focus on socially and economically disadvantage groups.
- d) Understand the dynamic of pattern and utilization of financing of education at different stages of education.
- e) 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: Societal contexts, democracy, development, 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 education, w.s.r.t. right to education, inclusion and equity in education, accreditation, capacity building, curriculum formation, language policy. 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.r.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) Focal 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; Resource crunch and mobilising alternative resources for secondary education in era of LPG.

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.

(C) Books Recommended

1. Acton, Ashton (2013). *Issues in Teaching and Education Policy, Research, and Special Topics*. Scholarly Editions.
2. Aggarwal, J.C. (2005). *Recent Developments and Trends in Education*. Delhi: Shipra Publications.

3. Bhushan, S. (2009). *Restructuring Higher Education in India*. New Delhi: Rawat Publications.
4. Desjardins, Richard (2009). *Research of Vs Research for Education Policy*.
5. Gary Sykes, Barbara Schneider, David N. Plank (2012). *Handbook of Education Policy Research*. Routledge.
6. Halpin, David (2005). *Researching Education Policy: Ethical and Methodological Issues*. Routledge.
7. Jennifer, Ozga (1999). *Policy Research in Educational Settings: Doing Qualitative Research in Educational Settings*. McGraw-Hill Education (UK).
8. Government of India (2008). *Eleventh Five-Year Plan 2007-2012: Social Sector*. Planning Commission.
9. Government of India (2013). *Eleventh Five-Year Plan 2012-2017: Social Sector*. Planning Commission.
10. Government of India (2014). *Economic Survey 2013-14*, Oxford University Press: New Delhi.
11. Government of India (2015). *Economic Survey 2014-15*, Oxford University Press: New Delhi.
12. Government of India (2011). *National Curriculum Framework for adult education: Report of the expert group*, New Delhi, February.
13. Government of India (2009). *National Curriculum Framework for teacher education: Report of the expert group*, New Delhi.
14. UNDP (2010): *Human Development Report 2010 The Real Wealth of Nations: Pathways to Human Development*, New York, USA: Palgrave Macmillan.
15. UNDP (2014): *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York, USA: Palgrave Macmillan.
16. UNESCO (2002). *Education for all: is the world on track?* Paris: UNESCO
17. UNESCO (2012). *Shaping the education of tomorrow* (Report on the UN Decade of Education for Sustainable Development). Paris, France: UNESCO.
18. UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14*. Paris, France: UNESCO.
19. NUEPA (2003). *Globalisation and Challenges for Education*. New Delhi: Shipra Publications.

Websites:

13. <http://mhrd.gov.in>
14. <http://indiabudget.nic.in/survey.asp>
15. <http://www.ncert.nic.in>
16. http://ncte-india.org/ncte_new/
17. <http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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: (a) Elementary School Stage**(A) Objectives**

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

- a) Understand the meaning, concept and scope of educational technology.
- b) Understand levels of teaching and modification of teacher behavior.
- c) Enumerate and explain different kinds of mastery learning and models of teaching.
- d) Develop understanding of the concept of NRT and CRT in achievement assessment.
- e) Develop understanding of Bloom's Taxonomy- cognitive, affective and psychomotor- to assess learning outcomes in different school subjects.

- f) Apply principles of mastery learning strategies and Bloom's learning for making in pedagogic process at elementary stage.
- g) Use principles of Bloom's Taxonomy in development a CRT in language and mathematics in elementary classes.
- h) Use different aspects of teacher communication in strengthening academic competencies of elementary school students.

(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 and modification of teacher behaviour: meaning and components of communication process; skills and methods of effective communication; teacher behaviour and communication; micro-teaching and simulated teaching-Concept, Characteristics, process.
- iv) Programmed Learning and Mastery Learning ; Concept, historical perspectives, characteristics and types; meaning, principles and types of programmed learning.
- 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) 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.
 - Characteristics and difference between Norm referenced test (NRT) and Criterion referenced Test (CRT).
 - Development and Validation of CRT and NRT.

SECTION - B

- vii) Role of educational technology at elementary school stage:
 - pedagogic processes:
 - enhancing quality learning outcomes

- strengthening academic competence in language and arithmetic
- evaluation of learning outcomes
- inculcating social skills and pro-social behaviour

Practical (A minimum of four practical to be performed)

- (i) Development of the one of the following frames:
 - (a) Linear programme
 - (b) Branching programme
 - (c) Mathematics programme
- (ii) Handling of any one of the following audio-visual aids :
 - (a) Transparency
 - (b) Operating of over head projector
 - (c) Film projector
 - (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 objective
- (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

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.
2. Huang, R., and Kinshuk, Jon K. Price (2014). *ICT in Education in Global Context: Emerging Trends Report 2013-2014*. Heidelberg: Springer.
3. Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
4. 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.
5. Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.

6. Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
7. Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
8. Pelgrum, Willem J., and Law, Nancy (2003). *ICT in Education Around the World: Trends, Problems and Prospects* (Volume 77 of Fundamentals of educational planning). International Institute for Educational Planning: UNESCO.
9. Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.
10. Vrasidas, C., Zembylas, M., and Glass, Gene 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.

(D) Evaluation

Theory Examination (External)	60 Marks
Practical	20 Marks
Internal Assessment	20 Marks
a) Performance in house examination	10 Marks
b) Seminars	10 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: (b) Secondary School Stage

(A) Objectives

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

- a) Understand the meaning, concept and scope of educational technology.
- b) Understand levels of teaching and modification of teacher behavior.

- c) Enumerate and explain different kinds of mastery learning and models of teaching.
- d) Develop understanding of the concept of NRT and CRT in achievement assessment.
- e) Develop understanding of Bloom's Taxonomy- cognitive, affective and psychomotor- to assess learning outcomes in different school subjects.
- f) Apply principles of mastery learning strategies and Bloom's learning for making in pedagogic process at secondary stage.
- g) Use principles of Bloom's Taxonomy in development a CRT in language and mathematics in secondary classes.
- h) Use different aspects of teacher communication in strengthening academic competencies of secondary school students.

(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 and modification of teacher behaviour: meaning and components of communication process; skills and methods of effective communication; teacher behaviour and communication; micro-teaching and simulated teaching-Concept, Characteristics, process.
- iv) Programmed Learning and Mastery Learning; Concept, historical perspectives, characteristics and types; meaning, principles and types of programmed learning.
- 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) 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.
 - Characteristics and difference between Norm referenced and Criterion referenced Test
 - Development and Validation of CRT and NRT.

SECTION-B

- vii) Role of educational technology at secondary school stage:
- pedagogic processes
 - enhancing quality learning outcomes
 - strengthening academic competence in different school subjects
 - evaluation of learning outcomes
 - inculcating life skills and higher order thinking
 - dealing with vulnerable groups at risk

Practical (A minimum of four practical 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 :
- (a) Transparency
 - (b) Operating of over head projector
 - (c) Film projector
 - (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 objective
- (iv) Observing class room behaviour of the student teacher with Flander's interaction scale.
- (vi) Presentation of two lessons by using power point.

(C) Books Recommended

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.
2. Huang, R., and Kinshuk, Jon K. Price (2014). *ICT in Education in Global Context: Emerging Trends Report 2013-2014*. Heidelberg: Springer.
3. Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.

4. 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.
5. Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.
6. Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
7. Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
8. Pelgrum, Willem J., and Law, Nancy (2003). *ICT in Education Around the World: Trends, Problems and Prospects* (Volume 77 of Fundamentals of educational planning). International Institute for Educational Planning: UNESCO.
9. Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.
10. Vrasidas, C., Zembylas, M., and Glass, Gene 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.

(D) Evaluation

Theory Examination (External)	60 Marks
Practical	20 Marks
Internal Assessment	20 Marks
a) Performance in house examination	10 Marks
b) Seminars	10 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 (iv): Life Skills Education: (a) Elementary School Stage

(A) Objectives

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

- a) Understand the concept of core life skills and their types.
- b) Develop understanding of theories of life span development and wellness of society.
- c) Explain four pillars of education and their relevance in fast changing socio-economic order of India.
- d) Understand the role of elementary school in imparting life skills to children in the age-group 6-14 years.
- e) Explain the role of teacher education- pre-service and in-service in equipping elementary 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; Erickson'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 elementary level with special reference to children prone to exclusion and children at risk.
- vi) Life skills training:
 - programmes for imparting skills
 - challenges for achieving quality learning outcomes at elementary stage- Social and Negotiation Skills, Thinking Skills and Coping Skills.
 - evaluation of programmes

- vii) Life skills and wellbeing: implications from Positive psychology in childcare at elementary stage.

Sessional Work (any one of the activities)

- i) Develop a project on imparting core skills to young children.
- ii) Preparing a flow chart depicting linkage of pillars of education with different life skills.
- iii) Observation of teacher behavior in classroom interacting with children with adverse socio-economic background and head/principal of the school.

1. Baron.A.Robert, (2007). *Psychology*. New Delhi: Prentice-Hall of India Private Ltd.
2. Baumgardner. R. Steve., Crothers.K. Marie. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt. Ltd.
3. Carr Alan, (2004). *Positive Psychology*. New York: Routledge.
4. Ciccarelli Sandra .K., Meyer Glen, (2007). *Psychology*. New Delhi: Pearson Education Inc.
5. Hilgard, E, Atkinson, R C & Atkinson, R L (1976). *Introduction to Psychology* (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.
6. Nair, .V. Rajasenan (2010). *Life Skills, Personality and Leadership*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
7. Nair, A. Radhakrishnan (2010). *Life Skills Training for Positive Behaviour*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development. RGNIYD. (2008). *Facilitators Manual on Enhancing Life Skills*. Tamil Nadu.
8. Family Health International, NACO, USAID (2007), *Life Skills Education tool kit for Orphans and vulnerable children in India*.
9. Santrock, W.J., (2006). *Adolescence* (11th Edn.).New Delhi: Tata McGraw Hill Publishing Company.
10. UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*. Paris: UNESCO.
11. WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*. Geneva: WHO.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 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 (iv): Life Skills Education: (b) Secondary School Stage**(A) Objectives:**

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

- a) Understand the concept of core life skills and their types.
- b) Develop understanding of theories of life span development and wellness of society.
- c) Explain four pillars of education and their relevance in fast changing socio-economic order of India.
- d) Understand the role of secondary school in imparting life skills to children in the age-group 15-18 years.
- e) 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

- i) Life skills in school settings at secondary level with special reference to children prone to exclusion and children at risk.
- ii) Life skills and career.
- iii) Life skills training:
 - programmes for imparting skills
 - challenges for achieving quality learning outcomes at secondary stage- Social and Negotiation Skills, Thinking Skills and Coping Skills
 - evaluation of programmes
- iv) Life skills to deal with peer pressure, suicide prevention and substance abuse.
- v) Life skills and wellbeing: implications from Positive psychology in childcare at secondary stage.

Sessional Work (any one of the activities)

- i) Develop a project on imparting core skills to young children.
- ii) Preparing a flow chart depicting linkage of pillars of education with different life skills.
- iii) Observation of teacher behavior in classroom interacting with children with adverse socio-economic background and head/principal of the school.

(C) Books recommended

- i) Baron.A.Robert, (2007). *Psychology*. New Delhi: Prentice-Hall of India Private Ltd.
- ii) Baumgardner. R. Steve., Crothers.K. Marie. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- iii) Carr Alan, (2004). *Positive Psychology*. New York: Routledge.
- iv) Ciccarelli Sandra .K., Meyer Glen, (2007). *Psychology*. New Delhi: Pearson Education Inc.
- v) Hilgard, E, Atkinson, R C & Atkinson, R L (1976). *Introduction to Psychology* (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.

- vi) Nair, .V. Rajasenan (2010). *Life Skills, Personality and Leadership*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- vii) Nair, A. Radhakrishnan (2010). *Life Skills Training for Positive Behaviour*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development. RGNIYD. (2008). *Facilitators Manual on Enhancing Life Skills*. Tamil Nadu.
- viii) Family Health International, NACO, USAID (2007), *Life Skills Education tool kit for Orphans and vulnerable children in India*.
- ix) Santrock, W.J., (2006). *Adolescence* (11th Edn.). New Delhi: Tata McGraw Hill Publishing Company.
- x) UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*. Paris: UNESCO.
- xi) WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*. Geneva: WHO.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 (v): Inclusive Education: (a) Elementary School Stage

(A) Objectives

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

- a) Understand concept of inclusiveness and its difference from special and integrated education.
- b) Enumerate and explain different national and international policies and programmes for inclusive education.
- c) Describe identification of disabilities and planning of educational programmes for mainstreaming.
- d) Describe different programmes and interventions for UEE in context of gender caste and socio-economic barriers.
- e) Understand the concept of impact assessment in terms of social welfare schemes vis-à-vis inclusiveness in elementary 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.
- 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 UEE (Classes I-VIII).
- vi) Policy on teachers and special support staff for children with special needs (CWSN).
- vii) Barrier in UEE: Physical, social, economic and pedagogic.
- viii) Provisions for CWSN in different education initiatives: PIED/IEDC; SSA; NCF, 2005; RTE (2009) Act; and *Bachpan Bachao Aandolan* 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 an elementary school.

(C) Books Recommended

1. Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer.
2. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
3. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
4. Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage.
5. Gargiulo, R.M. (2014). *Special education in contemporary society: An introduction to exceptionally* (5th edition). Sage.
6. 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.
7. Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
8. Jha, M.M (2002). *School Without Walls. Inclusive Education for All*. New Delhi: Madhuban Educational Books.
9. Mithu Alur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
10. Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*, London: David Fulton Publishers.
11. Mukhopadhyay Sudesh (2005). *Inclusive Education in the Context of EFA*, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.

12. Mukhopadhyay, S. and 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.
13. Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2nd edition). Sage.
14. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
15. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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 (v): Inclusive Education: (b) Secondary School Stage

(A) Objectives

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

- a) Understand concept of inclusiveness and its difference from special and integrated education.
- b) Enumerate and explain different national and international policies and programmes for inclusive education.

- c) Describe identification of disabilities and planning of educational programmes for mainstreaming.
- d) Describe different programmes and interventions for universal schooling in context of gender caste and socio-economic barriers.
- e) 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.
- 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

1. Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London:

- Falmer.
2. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
 3. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
 4. Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage.
 5. Gargiulo, R.M. (2014). *Special education in contemporary society: An introduction to exceptionally* (5th edition). Sage.
 6. 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.
 7. Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
 8. Jha, M.M (2002). *School Without Walls. Inclusive Education for All*. New Delhi: Madhuban Educational Books.
 9. Mithu Alur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
 10. Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*, London: David Fulton Publishers.
 11. Mukhopadhyay Sudesh (2005). *Inclusive Education in the Context of EFA*, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
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 13. Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2nd edition). Sage.
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 15. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.

(D) Evaluation

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 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**(A) Objectives**

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

- Develop skills to find an appropriate problem and its solution through systematic investigation.
- Familiarize with research methods in education.
- Get in-depth understanding of steps in conducting educational research.

The candidate will be required to submit synopsis for Dissertation by last week of December in 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 15 days before the 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 Principal of the College concerned, an extension to submit the Dissertation may be granted by the university up to a maximum of three months. The Dissertation will be evaluated by the external examiner, to be appointed by the Board of Studies. The viva-voce will be compulsory. In case student fails in the Dissertation, he/she will be allowed to re-submit the

Dissertation within six months. The Dissertation can be submitted either in English or Punjabi language.

Evaluation

The research leading to dissertation related to specializations of the foundation areas in education to be conducted and evaluated during Semester II, III and IV.