

**Course Structure for M. A (Education)**

**Semester-I**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Value</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>Core Courses</b>					
<b>M.A-Ed-101</b>	<b>Philosophical Perspectives of Education-I</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>M.A-Ed-102</b>	<b>Psychological Foundations of Education-I</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>M.A-Ed-103</b>	<b>Development of Education system in India</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>M.A-Ed-104</b>	<b>Methodology of Educational Research-I</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Optional Papers (Any one of the following)</b>					
<b>M.A-Ed-105</b>	<b>Statistics in Education</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>M.A-Ed-106</b>	<b>Value Education</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>M.A-Ed-107</b>	<b>Education of Disadvantaged Groups</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>M.A-Ed-108</b>	<b>Foundation of Distance Education</b>				
	<b>Total</b>	<b>20</b>	<b>200</b>	<b>300</b>	<b>500</b>

**Aggregate marks of semester-I = 500**

**Total credits = 20**

**FIRST SEMESTER****Course Code: M.A-Ed-101****Max. Marks:100****Course Code: Philosophical Perspectives of Education-I****Internal : 40****Duration of Exam. 3 hrs****External : 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1.** To enable the student to understand the philosophical origins of educational theories and practices.

**CO2.** To enable the student to develop a philosophical outlook towards educational problems.

**CO3.** To help the student to understand the contribution of the important philosophical school to the theory and practice of education.

**CO4.** To help the student to understand the contribution of the great thinkers to the theory and practice of education.

**CO5.** To enable the students to analyze and evaluate the fundamental postulates of the Indian Schools of philosophy and their implications for Education.

**COURSE OUTLINE**

**Unit I: Philosophy and Education** **10 hrs**

- Meaning and Scope of Philosophy
- Meaning and Scope of Education
- Relationship of Education & Philosophy
- Functions of Philosophy

**Unit II: Fundamental Educational and Philosophical Issues** **10 hrs**

- Epistemology and Education
- Metaphysics and Education
- Axiology and Education

**Unit III: Western Schools of Philosophy** **10 hrs**

- Naturalism
- Idealism
- Pragmatism (With special reference to Concepts of Knowledge, Reality and Values, Their educational implications for Aims, Content, Methods of teaching and Role of Teacher.)

**Unit IV Indian Schools of Philosophy** **10 hrs**

- Buddhism
- Jainism
- Islamic Traditions (With special reference to concepts of knowledge, Reality and Values, their educational implications for Aims, Content, Methods of teaching and Role of Teacher).

**Unit V Western Thinkers:** **10 hrs**

- Peters
- Bertrand Russell
- Immanuel Kant

(With special reference to concepts of knowledge, Reality and Values, their educational implications for Aims, Content, Methods of teaching and Role of Teacher).

### **SUGGESTED READINGS**

- Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
- Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.
- Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
- Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
- Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996.
- Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
- Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
- Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
  
- Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

**Course Code: M.A-Ed-102****Max. Marks: 100****Course Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-I Internal: 40****Duration of Exam. 3 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1.** To develop appreciation and understanding about the Concepts of Psychology and Educational Psychology and implications of human diversity for organizing educational programmes.

**CO2.** The course will enable the learners to understand how psychological knowledge and procedures given by various schools of psychology may be applied to the solution of educational problems.

**CO3.** To develop understanding about different aspects of human development from infancy to adolescence.

**CO4.** To develop understanding about the concept of learning and to apply different methods of learning in their daily life.

**CO5 .** To develop an appropriate understanding about Intelligence and motivation in terms of its concept and theories.

**COURSE OUTLINE****Unit I: Education and Psychology****10****hrs**

- Concept of Education and Psychology
- Relationship of Education and Psychology
- Concept and functions of Educational Psychology
- Individual Diversities- Nature versus Nurture and Universal versus Contextual
- Implications of Human Diversity for organizing Educational Programmes

**Unit II: Schools of Psychology****10****hrs**

- Behaviorism
- Psychoanalysis
- Gestalt Psychology
- Their basic tenets and educational implications

**Unit III: Growth and Development****10****hrs**

- Concept of Growth and Development
- Infancy,
- Childhood
- Adolescence
- Characteristic features of Physical, Social, Emotional and Intellectual Development of all the above three stages with their Educational implications.

**Unit IV: Theories of Learning****10****hrs**

- Pavlov's Classical Conditioning Theory
- Skinner's Operant Conditioning Theory
- Gagne's learning Theory

**Unit V: Intelligence & Motivation****10 hrs**

- Concept of Intelligence
- Guilford's Structure of Intellect
- Concept of Motivation & Maslow's Theory
- Attributional Theory of Motivation

**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. Bhatnagar, Suresh & Saxena, A. (2001) *Advanced Educational Psychology*, Surya Publications, Meerut.
5. Bigge, M.C. and Row (1971). *Learning Theories for Teachers* (2nd Ed.). New York: Harper Collins.
6. Bower, G.H. and Hilgard, E.R. (1981). *Theories of Learning*. New Jersey: Prentice Hall Inc. Englewood Cliffs.
7. Dandapani, S. (2004). *Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.
8. Dutt, N.K. (1974). *Psychological Foundations of Education*. Doaba House, Delhi,
9. Gray, C., and MacBlain, S. (2012). *Learning theories in childhood*. Sage.
10. Hergenhann, R.B., & Olson, H.M. (1997). *An Introduction to Theories of Learning* (5th ed.). Prentice Hall.
11. Hilgard, E.R. (1975) *Theories of Learning*, and Bower, G.H. Englewood Cliff, New Jersey,
12. Kakkar, S.B. *Educational Psychology*, Prentice-Hall of India, 1993
13. 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.
14. McLaughlin, C., and Holliday, C. (2013). *Therapy with children and young people: Integrating counseling in schools and other settings*. Sage.
15. Myers, G.D. (1996). *Exploring Psychology* (3rd ed.). Worth Publishers.
16. O'Reilly, M., and Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Sage
17. Santrock, W. J. (2006). *Psychology Essentials 2* (Updated ed.). Tata McGraw Hill Edition.
18. . Skinner, C.E. (2003). *Educational Psychology*, Fourth Edition Prentice Hall of India Pvt. Ltd.
19. Tomar, Monika and Kumari, Sarita (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.
20. Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Publications.
21. Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication.

**Course Code: M.A-Ed-103****Max. Marks: 100****Course Title: Development of Education System in India****Internal: 40****Duration of Exam: 03:00hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1:** To enable the students to know about educational system, the various committees and commissions constituted for the progress of education during the pre-independent India.

**CO2:** To enable the students to know about educational system, the various committees and commissions constituted for the progress of education during the post-independent India.

**CO3:** It will also help them to know and explain the various issues and trends of education in India.

**CO4:** To enable the learners to understand the philosophy of open and distance learning system in India.

**CO5:** The course will enable the student teachers to develop understanding of the education as a subsystem of society.

**COURSE OUTLINE**

**Unit I: Historical Perspectives of Education in India before Independence 10 hrs**

- i) Wood's Despatch (Recommendations and Historical event leading to dispatch)
- ii) Hunter Commission (Recommendations on primary Education and Secondary Education)
- iii) Sargent committee (Major proposal of the committee, suggestions of the commission on Elementary, Secondary and Higher education)
- iv) Sadler Commission (Recommendations on Secondary and University Education)

**Unit II: Historical Perspectives of Education in India after Independence 10 hrs**

- i) University Education Commission -1948-49 (background and appointment of the commission and its Recommendations on Higher education)
- ii) Secondary Education Commission -1952-53 (Report of the commission on the aims of re-organization and Curriculum Construction of secondary education )
- iii) Indian Education Commission – 1964-66 (Appointment of the Commission and its major recommendations)
- iv) National Policy on Education-1986 (Major recommendations)

- Unit III: Expansion in Indian Education 10 hrs**
- i) Education for all: UEE provisions, crisis, challenges and remedies
  - ii) Education for all: RMSA provisions, crisis, challenges and remedies
  - iii) Higher education in India: Access, equity and quality
  - iv) RUSA: Recommendations, issues, concept of autonomy and accountability in higher education
- Unit IV: Equalization of Education 10 hrs**
- i) Equalization of educational opportunities : Inclusion of girls ( gender issues), disadvantaged, marginalized and minorities
  - ii) Constitutional provisions for education and directive principles related to the upliftment of women, disadvantaged, marginalized and minorities
  - iii) Right to education as fundamental right (RTE-2009)
  - iv) Salient features and Provisions of J&K Education Act (2002)
- Unit V: Open and Distance Learning 10 hrs**
- i) Historical Background of distance education
  - ii) Meaning, need and importance of distance education
  - iii) Objectives of distance education; Problems and remedial measures of distance education.
  - iv) Relevance of distance education in the present system of education in India
  - v) Role of Distance Education Bureau (DEB) in maintaining the standard and quality of distance education in India

**Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs**

**Note for paper setters**

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 mark. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

**Recommended Books:**

- Altekar, A.S. (1944 ). Education - In Ancient India. Benaras :Nand Kishore& Bros.
- Blackwell, Fritz (2004).*India: A Global Studies Handbook*, ABC-CLIO, Inc., ISBN 1-57607-348-3.
- Chauhan, C. (1990). Higher Education -In India New Delhi: Ashish Publishing House.
- Dash, M.(2000),*EducationinIndia:ProblemsandPerspectives*, Delhi: Eastern Book Corporation.
- Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India.*History Compass*, (March 2009), 7#2,pp 363–375
- Ghosh, D.K. (1983). University System in India. Jabalpur: Rahul Publications.
- Ghosh S. C. (2007). History of Education in India,New Delhi: Eastern Book Corporation.
- Govt. of India: Programme of Action – National Policy on Education (1986). Ministry of Human Resource Development, New Delhi.



**Course Code: M.A-Ed-104****Max. Marks: 100****Course Title: METHODOLOGY OF EDUCATIONAL RESEARCH-I Internal: 40****Duration of Exam. 3 hrs****External:60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1.** To develop a research orientation among students and to acquaint them with fundamentals of research methodology and to develop an understanding of the basic framework of research process.

**CO2.** To identify the several components of research approaches that characterize quantitative and qualitative research methods; similarities and differences, and the basis of choosing each form of research.

**CO3.** To identify and select appropriate theoretical and conceptual basis for undertaking a research problem and to design a study to address a research problem.

**CO4 .** To identify various sources of information for literature review.

**CO5 .** To help students develop a thorough understanding of the concept of sample and population and to identify various techniques of sampling.

**COURSE OUTLINE****Unit I: Research in Education****10 hrs**

- Educational Research: Concept, Need & significance
- Scientific inquiry and theory development
- Levels of research: Fundamental, Applied & Action research

**Unit II: Research Paradigm****10 hrs**

- Qualitative
- Quantitative
- Mixed Research

**Unit III: Research Problem and Hypothesis****10 hrs**

- Research Problem and its Identification
- Delineating and Operationalisation of Variables
- Hypothesis – Formulation, Characteristics & Types
- Preparation of Research Proposal – Purpose & Steps

**Unit IV: Review of Literature****10 hrs**

- Purpose of review of literature
- Sources of reviewing the literature
- Organizing the review of literature

**Unit V: Sampling****10 hrs**

- Population and Sample
- Probability Sampling: Simple Random, Cluster, Stratified and Multi Stage.
- Non-probability Sampling: Quota, Judgment and Purposive

**Books Recommended**

1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
3. Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
4. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
5. Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
6. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
7. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
8. Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
9. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
10. Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
11. Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
12. Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
13. Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
14. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
15. Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
16. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
17. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
18. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
19. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
20. Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

**Course Code: M.A-Ed-105****Max. Marks: 100****Course Title: STATISTICS IN EDUCATION****Internal: 40****Duration of Exam. 3 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1.** To acquaint the students and make them understand the measures of central tendency and variability and to develop the computational skill for the same.

**CO2.** To enable students in understanding the concept of normal probability curve and analyzing its applications in research and daily life.

**CO3.** To develop rationale for parametric tests and to understand the steps of computing some of the parametric tests.

**CO4.** To develop rationale for non-parametric tests and to understand the steps of computing some of the non-parametric tests.

**CO5.** To understand the concept of correlation and to compute the correlation coefficients using different methods.

**COURSE OUTLINE**

**Unit I: Measures of Central Tendency and Variability** **10**  
**hrs**

- Measures of Central Tendency: Mean, Median and Mode
- Measures of Variability/Dispersion: Range, Quartile Deviation, Standard Deviation;
- Measures of Relative Position: Percentiles and Percentile Rank
- Graphic methods- Line graph, Bar diagram, Histogram, Pie chart and 'O'-give.

**Unit II: Normal Probability Curve** **10**  
**hrs**

- Meaning and importance of Normal Probability Curve
- Properties of Normal Probability Curve
- Applications of the Normal Probability Curve
- Conversion of Standard Scores into Z-Scores
- Measuring divergence from normality- Skewness and Kurtosis

**Unit III: Parametric Tests** **10**  
**hrs**

- Parametric Tests: Meaning and Advantages
- Critical ratio & t – Test (for correlated and un-correlated means)
- F-test: Concept, Assumption and uses
- Computation of One way ANOVA

**Unit IV: Non-Parametric Tests** **10**  
**hrs**

- Non-Parametric Tests: Meaning and Advantages
- Sign test and Median Test: Concept, assumptions and uses

- Calculation of Sign and Median test
- Computation of Chi-square test and 2×2 contingency tables

**Unit V: Correlation****10****hrs**

- Meaning and Uses of Correlation;
- Calculation of Co-efficient of Correlation- Rank Order & Product Moment;
- Partial & Multiple Correlation: Meaning, assumptions, computation and uses

**Books Recommended**

1. Aggarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
2. Ferguson, George A (1976), *Statistics Analysis in Psychology and Education*, McGraw Hill, New York.
3. Garrett, H.E. (1973), *Statistics in Psychology and Education*, Vakils, Feiffer and Simon, Bombay.
4. Glass, G. & Hopkins, K.D. (1996) *Statistical Methods in Education and Psychology*, Needham Heights, A Simon & Schuster Company
5. Guilford, J.P. and Benjamin Fruchter (1973), *Fundamental Statistics in psychology and Education*, McGraw Hill, New York.
6. Hamburg, M (1979). *Basic Statistics: A Modern Approach*, (2nd ed.). New York: Harcourt Brace
7. Johnson, P.O (1961). *Statistical Methods in Research*, New Jersey: Prentice Hall
8. Korin, B.P (1977). *Introduction to Statistical Methods*, Cambridge: Intercrop Pub.
9. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi.
10. Kurtz, A.K. and Mayo S.T. (1980), *Statistical Methods in Education and Psychology*, Narola, New Delhi.
11. Mangal, S.K. (2010) *Statistics in Psychology and Education*,
12. Minimum, E.W., King B.M., & Bear, G. (1995) *Statistical Reasoning in Psychology & Education*, Canada: John Willy & Sons.
13. Siegel, S. (1986). *Non-parametric Statistic*, McGraw Hill, New York
14. Singh, Amit & Kumar, Dinesh (2013). *Elementary Statistical Methods*. Patiala: Twenty First Century Publications.
15. Nadeem N. A. & Faizan F.A. *Statistics in Education and Psychology*, New Delhi: Dilpreet Publishing House.
16. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
17. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education* (8th Ed.). New Delhi: Pearson.

**Course Code: M.A-Ed-106**

**Max. Marks: 100**

**Course Title: VALUE EDUCATION**

**Internal: 40**

**Duration of Exam. 3 hrs**

**External: 60**

**Credit: 04**

### **COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1.** To develop the understanding of Concept, Need and Importance of Value Education

**CO2.** To Know the Recommendations of various committees/commissions regarding value education.

**CO3.** To Understand various parameters of religious and moral education

**CO4.** To understand the process of moral development with reference to thinkers

**CO5.** To make the students familiar with the various Contemporary issues relating to Educational system .

### **COURSE OUTLINE**

#### **Unit I: Value Education**

- Concept, Need and Importance of Value Education;
- Education for Human Rights; **10 hrs**
- Recommendations of the following committees/commissions:
  - Indian Education Commission (1964-66);
  - NPE (1986- 1992);
  - NCF (2005);

#### **Unit II: Nature and Concept of Morality and Moral Education**

- Concept of Moral Education and Religious Education;
- Moral Education vis-à-vis Religious Education; Moral Instructions, Moral Training and Moral Indoctrination.
- Language of Moral Education: its form and context, characteristics of a morally educated person.
- Justice and Care: Martha Nussbaum, Nelknowdings. **10 hrs**
- Perspectives in Morality;
- Dichotomy between Reason and Passion. Moral Judgment and Moral Action;

#### **Unit III: Moral Development of the Child**

- Concept of Development and Moral Development
- Cognitive Developmental Approach: **10 hrs**
  - J. Piaget
  - Kohlberg,
  - Karl Gilligan

**Unit IV: Contemporary Issues:I**

- Value Crises
- Character and moral turpitude
- Cultural Conflict

**10****hrs****Unit V: Contemporary Issues:II****10 hrs**

- Corruption
- Nepotism and Exploitation Communal Riots
- Human Trafficking

**SUGGESTED READINGS:**

- *Philosophical Inquiry with Children. Vol8. No 2. Centro De Filosofia Para Ninos. Spain. Pope John Paul II, The Splendor of Truth (1993).*
- Power, F. C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's Approach to Moral Education*. New York: Columbia University Press.
- Reinhold Niebuhr, *Moral Man and Immoral Society (1932)*.
- Stanley Hauerwas, *The Peaceable Kingdom: A Primer in Christian Ethics (1983)*;
- Straughan, R. (1992) *Can we teach children to be good? Basic Issues in Moral, Personal and Social Education*, Milton Keynes: Open University Press
- The Responsible Self (1963); Richard Rubenstein,
- Wilson E.K. (ed.) (1961) *Moral Education: A Study in the Theory and Application of the Sociology of Education*, by Emile Durkheim, London: Collier Macmillan
- Wilson, J., Williams, N. & Sugarman, B. (1967) *Introduction to Moral Education*, Harmondsworth: Penguin.
- Wynne, E. A., & Ryan, K. (1993). *Reclaiming our schools*. New York: Merrill.
- Zins, J. E., Weissberg, R. P., & Wang, M. C. (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.
- Allport, G.W. Vernon & Lindzey, *Manual of Study of Values*; Boston: Houghton Mifflin.1960.
- Chitkara, M.G. (2003), *Education and Human Values*. APH Publishing House New Delhi.
- Gawadne, E.N. (2002), *Value Oriented Education: Vision for Better Living*, Sarup & Sons, New Delhi.
- Mukherji, R.K. (1964), *the Dimensions of Values*, Allen and Unwin.
- Chilana M.R. (1998), *Value Orientation of Education*, Chandigarh Youth De.

**Course Code: M.A-Ed-107**

**Max. Marks: 100**

**Course Title: EDUCATION OF DISADVANTAGED GROUPS** Internal: 40

**Duration of Exam. 3 hrs**

**External: 60**

**Credit: 04**

### **COURSE OUTCOMES**

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

**CO1.** Understand the policy perspectives, n section in India, socially disadvantaged children in the country like social group inequality in schools

**CO2.** Analyse the status of education of the socially disadvantaged children in the country develop knowledge and skill to address the issues like social group inequality in schools and society

**CO3.** Understand the schemes and programmes for education of socially disadvantaged groups identify research priorities and conduct researches in the area of education of socially disadvantaged groups understand the concept and importance of gender justice and equality

**CO4.** Analyse the status of education of girls in schools; access, enrolment, achievement develop an insight into policy, perspectives, issues and concerns of girl's education in India

**CO5.** Reflect on various schemes programmes for girl's education and Identify research gaps in the area of girls' education Status

### **COURSE OUTLINE**

**Unit I- Socially Disadvantaged Children in India: Status and Provisions** 10 hrs

- Meaning of socially disadvantaged children: socially disadvantaged section in India-the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
- Provisions in the Constitution of India for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005.
- Relevance of International perspectives Dakar: framework of action (2000), millennium development goals (2000) to Indian Context.
- Status of enrolment dropout and retention of children belonging to socially disadvantaged groups at elementary and secondary stage with reference to social group equity, different access in habituations, class, caste, tribe and other disadvantages groups.
- Achievement of socially disadvantages children.

**Unit II-Problems of education of disadvantaged sections and addressing social group inequality**

**10 hrs**

- Problems/constraints in education of socially disadvantaged children.
- Multicultural education.



- Organisation and management of schools to address socio-cultural diversity. Bias textbooks, hidden curriculum (teacher attitude, expectations).
- Teaching-learning process and support materials, curriculum and curricular activities for meeting diverse needs of children.
- Addressing language issues Schemes, programmes disadvantaged section

**Unit III-Status, Problems and Issues of Girl Education in India****10****hrs**

- Positions of India in Human Development Index (with focus on gender)
- Status of girls'/women in Indian society
- Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages,
- Status of access enrolment, retention and achievement of girl's coming from disadvantaged sections and first generation school goers.
- Social construction of gender: socialization, family, and gender identity, media, gender roles; caste. Class, community and gender relations.
- Gender inequality in schooling: organisation of schooling, gender bias in text books, curricular choices and the hidden curriculum (expectation of teacher, teacher-student interaction).
- Co-education-its educational implications.

**Unit IV-Strategies and Programmes on Girl's Education****10****hrs**

- Mahila samakshya, Kasturba Gandhi Balika Vidyalaya.
- NPEGL
- Girl's education in SSA, RMSA
- Role of NGOs for gender equality in education.
- Community participation for education of the girl child.

**Unit V- Research priorities in the area of education of disadvantaged sections****10****hrs**

- Evaluation of centrally sponsored schemes of education of SCs, STs, and minorities
- Status study of education of SCs, STs, minorities and other marginalized groups
- Study of teaching-learning practices in school for disadvantage children
- Case studies on innovative practices on education of children belonging to disadvantaged groups.
- Identification of priority areas of research on girls' education.
- Evaluation of centrally and state sponsored schemes on girls' education.
- Case studies on KGVB, Mahila samakshya, and their programmes

**Transactional Mode****10****hrs**

- Discussion, group work and presentation
- Extension Lecture
- Visit to women right organisation, NGOs.
- Evaluation/analysis of textbooks.



- Individual and group assignments followed by discussion
- Discussion in group, presentation by students in seminar, visit to ashram, schools/institutions, preparation of a report followed by discussion case studies, individual and group assignment followed by discussion.

**Transactional Mode****10****hrs****Sessional Work:**

The students may undertake any one of the following activities:

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state/region.
- Evaluation of text books to identify bias against socially disadvantaged groups.
- Field visit to residential/ ashram schools and minorities institutions and preparation of a report.
- Identification of research topics in the area of education of socially disadvantaged sections and preparation of proposals.
- Documentation/preparation of report on institutions/schools practicing innovations in the area of education for socially disadvantaged.

**Core Readings**

- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.
- NCERT (2005). National Curriculum Framework, New Delhi.
- NCERT (2006). National Focus Group Report on Education of SCs and STs, New Delhi.
- Chudhary, B. (1992): Tribal Transformation in India. Vol.-V, New Delhi.
- Jain, S.C. (2005): Education and socio-economic development. Concept publishing house, New Delhi.
- Kagan, T.S. (2000): Worldwide Diversity and Human Rights. Orient Longman Pvt Ltd., New Delhi
- Ogbu, J.U. (1978): Minorities, education and caste. Academic Press, New York.
- Reissman, F. (1962): The Culturally deprived child. Harper and Row Publishers, New Delhi.
- Sadavinich, A.R. (2007): Sociology of Education. Routledge, New York.

**Suggested Readings**

- Bank, B.J. (2007): Gender and Education: An Encyclopedia. Praeger, Westport, London.
- Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi: Kanishka.
- Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,

- Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
- Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
- Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July. 115

**Course Code: M.A-Ed-108****Max. Marks: 100****Course Title: FOUNDATIONS OF DISTANCE EDUCATION****Internal: 40****Duration of Exam. 3 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1.** To enable the students to understand the concept and scope of Distance Education and to distinguish Distance Education from other related terms.

**CO2.** To enable the students to understand the rationale for distance education and enumerate the state's policy towards distance education in India.

**CO3.** To help the students to understand the Historical overview of Distance Education and also helps them to depict scenario of Distance education at National and International level.

**CO4.** To enable students to Analyse and compare the similarities and differences that exist between the different models of Distance Education institutions.

**CO5.** To enable the students to identify the various media and technology available for distance education and its role and relative merits and demerits.

**COURSE OUTLINE****UNIT 1 Defining Distance Education****10 hrs**

Non-formal Education- De-schooling-Correspondence education - Open Education- Lifelong Education - Concept Principles and Characteristics - Implications for Implementation, Scope of Distance Education.

**UNIT 2 Rationale for Distance Education****10 hrs**

Access to Education - Quality of Education - Characteristic Features of Distance Education - Separation of Teacher and Learner - Organized Efforts of an Educational Institution - uses of Technical media - Two-way Communication - Separation from Learning Groups- Industrialized Form of Education - Learner Centered Education - Policy Perspectives : India

**UNIT 3 Growth of Distance Education****10 hrs**

Historical Overview - International Scenario of Distance Education - Distance Education in India: Distance Education through Institutes of Correspondence Education at University Level - DE through Open Universities- Present Status, The Future of DE in India: A Perspective

**UNIT 4 Organization Of Distance Education System****10 hrs**

Organizational Structure of Distance Education - Organisaitonal Structure of IGNOU - Organisaitonal Structure of State Open Universities - Organisaitonal Structure of the Directorates/Institutes of correspondence Courses/Distance Education- Models of Distance Education Institutions- Comparison of Single Mode and Dual Mode institutions- Consortium Model of Distance Education Institutions

**UNIT 5 Media And Technology In Distance Education****10 hrs**

Role of Media in Distance Education- Strengths and Limitations of Print Medium- Strengths of Non-print Media, Media vs. Technology- Taxonomies of Media- Generations of Distance Education-Audio-based Media-Video-based Media Computer-based Media- Merits and Demerits of Various Media -Multiple Media Approach- Media Selection - Need- Bases/Criteria.

**REFERENCES:**

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2. IGNOU, (2003) Information base about Open Universities and Other Institutions of Distances Education and Correspondence Courses, IGNOU, New Delhi.
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4. Keegan, D. The Foundations of Distance Education. London: Croom Helm, 1986.
5. Meacham, D. & Evans, D. 'Distance Education: The Design of Study Materials'. Journal of Higher Education:
6. Parmaji, S. (Ed.) (1984): Distance education, Sterling Publishers, New Delhi.
7. Staff Training and Research Institute of Distance Education. (1995): Growth and Philosophy of Distance Education: Indira Gandhi National Open University, New Delhi.
8. The Evolution, Principles and Practices of Distance Education by Borje Holmberg. Volume 11.
9. UNESCO ( 1 993 ) : Distance Education in Asia and the Pacific:
10. Wood, H. 1996. 'Designing Study Materials for Distance Students'. Available at <http://www.csu.edu.au>