INVERTIS
UNIVERSITY BAREILLY

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Scheme of Instruction & Syllabi

of

M.A. Education

(Effective from Session 2023-24)

Faculty of Education
Invertis University, Bareilly
Invertis Village,
Bareilly – Lucknow Road, NH – 24,
Bareilly (U. P) - 243123
India

SEMESTER III

S. No.	Course Code	Course Title	Course Type	Course Classification	L	T	P	Int.	Ext.	Total	Credit
1	MAED301	COMPARATIVE EDUCATION	CORE	THEORY	3	1	0	30	70	100	4
2	MAED302	INDIAN EDUCATION SYSTEM	CORE	THEORY	3	1	0	30	70	100	4
3	MAED303/ MAED304/ MAED305	EDUCATION FOR SUSTAINABLE DEVELOPMENT/ DIVERSITY AND INCLUSION IN EDUCATION/ HISTORY, POLITICS AND ECONOMICS OF EDUCATION	ELECTIVE	THEORY	3	1	0	30	70	100	4
4	MAED351	DISSERTATION I	CORE	PRACTICAL	0	0	0	40	60	100	4
5	MAED352	INTERNSHIP	CORE	PRACTICAL	0	0	0	40	60	100	4
		TOTAL			9	3	0	170	330	500	20

SEMESTER IV

S. No.	Course Code	Course Title	Course Type	Course Classification	L	T	P	Int.	Ext.	Total	Credit
1	MAED401	CURRICULUM DEVELOPMENT	CORE	THEORY	3	1	0	30	70	100	4
2	MAED402	TEACHER EDUCATION	CORE	THEORY	3	1	0	30	70	100	4
3	MAED403	ETHICS IN EDUCATIONAL RESEARCH	CORE	THEORY	3	1	0	30	70	100	4
4	MAED404/ MAED405/ MAED406	ASSESSMENT AND EDUCATION / GUIDANCE AND COUNSELLING IN EDUCATION / INCLUSIVE EDUCATION	ELECTIVE	THEORY	3	1	0	30	70	100	4
5	MAED451	DISSERTATION II	CORE	PRACTICAL	0	0	0	40	60	100	4
		TOTAL			12	4	0	160	340	500	20

SEMESTER – III

COMPARATIVE EDUCATION

Course Code: MAED301	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Meaning, nature and scope of comparative education
- Meaning nature and scope of comparative education
- Objectives of comparative education
- Approaches: Regional, National and International
- Intra and Inter-educational analysis
- Methods of comparative education
  - Descriptive
  - Socio-cultural
  - Scientific
  - Statistical
- Factors influencing national system of education: Geographical, economic, linguistic, regional, democracy, socialism, humanism

Unit II:
- Primary education: USA, UK, Finland and India
- Secondary and vocational education: USA, UK, France and India

Unit III:
- Higher education, teacher education and professional education: USA, UK, Finland and India
- Distance education: USA, UK, India

Unit IV: International perspective of education
- Educated unemployment in USA, UK and India
- Problems prevailing in developing countries with special reference to India
- Various official organizations of UNO and their role in educational development
- Recommendations of Dellor's commission report

Suggested Reading:
1. Bearday (1964). Comparative Methods in Education. Holt, Rinehart & Winston of Canada Ltd
2. Chakravati, B.K. (2012). A Textbook of Comparative Education. Wisdom Publications
3. Hans (2012). Comparative Education. Routledge: New York.
4. Kandel. Studies in Comparative Education. Lightning Source UK Ltd
5. Sodhi, T. S. (2018). A Textbook of Comparative Education
6. Sharma, R.A. (2021). Comparative Education. R. Lall Book Depot
7. Chaube, S.P. & Chaube, A. (2009). Comparative Education. Bookman: New Delhi

INDIAN EDUCATION SYSTEM	
Course Code: MAED302	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Emergence of Modern Education in India
- Indigenous Education System of India
  - Meaning of Indigenous Education system
  - Types of Indigenous educational institutions
  - Causes of downfall of Indigenous Education system
  - Relevance of Indigenous Education system
- Educational activities of Christian Missionaries and East India Company
  - The Missionary Education (Portuguese, Dutch, British, Denis, and French)
  - Centres of Missionary Education (Madras, Calcutta, and Bombay

Unit II: Pre-primary and Elementary Education
- Pre-primary Education: Meaning, Need, Importance and Problems
- Curriculum and activities required for Pre-primary Education
- Elementary Education: Meaning, Need and Importance and Problems
- Universalization of Elementary Education
- Wastage and Stagnation – Causes and remedial measures
- New structure of education according to NEP-2020
- Agencies governing pre-primary and elementary education in India

Unit III: Secondary Education
- Secondary Education: Meaning, Need and Importance and Problems,
- Recommendations of education commissions on secondary education
- RMSA
- Agencies governing secondary education in India

Unit IV: Higher Education
- Higher Education: Meaning, Need, Importance and Problems,
- Problems and Remedial measures
- Recommendations of education commissions on higher education
- RUSA
- Agencies governing higher education in India

Suggested Reading:

1. Aggarwal, J. C. (2011). Development of Education System in India. New Delhi: Anmol Publication Pvt. Ltd.
2. Ganai, M. Y. & Bhat, S. A. (2012). Development of Educational System in India. New Delhi: Dilpreet Publishing House.
3. Government of India (1953) Secondary Education Commission (1952-53). New Delhi: MHRD
4. Government of India (1953) University Education Commission (1948-49).
5. Government of India (1986). National Policy on Education. New Delhi: MHRD
6. Hafeez, K. (2019). History of Indian Education. New Delhi: N. Books International.
7. Jayapalan (2012). History of Education in India. New Delhi: Atlantic Publishers.
8. Khan, M. A. & Parveen, A. (2015). Educational Philosophy and Indian Educational Scenario.
9. Kothari Education Commission (1964-66) MHRD, Government of India
10. Mehta, D. D. (1988). Development of Education System in India. Tandon Publications Book
11. Mohan, R. (2017). Teacher Education. New Delhi: PHI Learning Private Limited.
12. Mohanty, J. (2005). Current Issues in Education. New Delhi: Cosmo Publications.
13. Mukherji, R. K. (1986). Ancient Indian Education, New Delhi, Motilal Banarsidass
14. Parveen, A. (2002) Indian Education Kashmir Info Srinagar.
15. Rasool, R. & Mattoo, M. I. (2020). Indian Education in Historical Perspective. New Delhi: Axis Books Pvt. Ltd.
16. Rather, R. A. (2009). Development of Educational System in India
17. Saini, S. K. (1988). Development of Education System in Indian. New Delhi: Cosmo Publishers

EDUCATION FOR SUSTAINABLE DEVELOPMENT	
Course Code: MAED303	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Introduction to Sustainable Development
- Concept, Nature and Scope and Importance of Sustainable Development
- Need and Importance of Sustainable Development
- Historical background of evolution of concept of Sustainable Development
- Brundtland Commission and outcome; later UN summits (Rio summit, etc.) and outcome

Unit II: Sustainable Development Goals (SDG)
- Introduction to UNESCO 17 Sustainable Development Goals (SDG)
- SDG-4: Quality Education for all
- Challenges and Strategies of attaining SDGs in developing nations
- Focus of NEP-2020 on SDG

Unit III: Education for Sustainable Development (ESD) - I
- Cross cutting key competencies for achieving all SDGs
- Berlin Declaration 2021 on ESD
- Education as a key instrument to achieve SDGs
- Integrating ESD in Teacher Education

Unit IV: Education for Sustainable Development (ESD) - II
- Integrating ESD in curriculum and text books
- Delivering ESD in classroom and other learning setting
- Innovative pedagogy to impart ESD
- Assessment of ESD learning outcomes

Suggested Reading:
1. Nevin, E. (2008). Education and Sustainable Development. Retrieved from https://www.developmenteducationreview.com/issue/issue-6/educationandsustainable-development
2. UNCED. (1992). Agenda 21. Retrieved from https://sustainable development. un.org/content/documents/Agenda21.pdf
3. UNECE. (2016). Ten Years of the UNECE Strategy for Education for Sustainable Development. Retrieved from https://sustainabledevelopment.ece-trans-wp15-2016-21e.
4. United Nations. (2002). Report of the World Summit on Sustainable Development. Retrieved from https://sustainabledevelopment.un.org/milesstones/wssd
5. WCED. (1987). Development, Our Common Future. Delhi, India: Oxford University Press.
6. World Bank. (1992). World Development Report: Development and the Environment. New York: Oxford University press.

DIVERSITY AND INCLUSION IN EDUCATION	
Course Code: MAED304	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Understanding Diversity
- Understanding diversities: Linguistic, socio-cultural, economic, gender and disability
- Diverse Learners (including marginalized groups and learners with disabilities)
- Prevalence, types, characteristics and educational needs of diverse learners
- Identification of diverse learners for inclusion

Unit II: Interventions for Diverse Learners
- Psycho-social problems, preventive measures, educational programs and placement of children with diverse needs
- Therapeutic interventions for children with diverse needs
- Educational evaluation methods, techniques and tools for children with diverse needs
- Concession and facilities to diverse learners (academic and financial)

Unit III: Exclusion to Inclusion
- Social exclusion and segregation: Historical Perspectives
- Stages of exclusion
- Models of disability (Charity; Medical; Rehabilitation; Social; Human Rights and Bio-psychological Models)
- Exclusion to Inclusion (Integration and Inclusion)

Unit IV: Policies and legal provisions promoting inclusion
- **International Declarations:** Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- **International Conventions:** Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
- **International Frameworks:** Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- **National Commissions & Policies with reference to CWSN:** Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Plan of Action (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)
- **National Acts & Programs:** IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009), RMSA (2009), IEDSS (2013), RPWD Act 2016

Suggested Reading:

1. Ainscow, M., & Booth, T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
2. Ahuja, A., & Jangira, N.K. (2002). Effective Teacher Training; Cooperative
3. Learning Based Approach. New Delhi: National Publishing house.
4. Alur, M., & Bach, M. (2009). The Journey for Inclusive Education in the Indian Sub-Continent (1st ed.). Routledge.
5. Boyle et al. (Ed.). (2020). Inclusive Education: Global Issues and Controversies: 45 (Studies in Inclusive Education). Sense Publishers
6. Dash, M. (2000). Education of Exceptional Children. New Delhi: Atlantic Publishers and Distributors.
7. Dash, N. (2019). Inclusive Education for Children with Special Needs. Atlantic.
8. Hewett, F. M. & Forness, S. R. (1984). Education of Exceptional Learners (3rd ed.). Allyn & Bacon
9. Jha. M. (2002). Inclusive Education for All: Schools Without Walls. Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
10. Kaushik, B. (2019). Creating Inclusive Schools: Theory, Process and Practice (1st ed.). SAGE Publications India Pvt Ltd.
11. Kirk, S. (1963). Educating Exceptional Children. New Delhi: Oxford & IBH Publishing Co.
12. Liasiou, A. (2017). Inclusive Education, Politics and Policymaking. Bloomsbury Academic.
13. Maitra, K. (2006). Giftedness in Action: Theory and Practice. Kaniska Publication.
14. Mangal, S.K., & Mangal, S. (2019). Creating an Inclusive School. PHI Learning Pvt. Ltd.
15. Mantry, S., & Sharma, S. (2020). Special, Integrated and Inclusive Education.
16. Nanda, B. (2008). School Without Walls in 21st Century: From Exclusion to Inclusion Practice in Education. Mittal Publications
17. Panda, K. C. (2004). Education of Exceptional Children. New Delhi: Vikash Publishing House
18. Premavathy, G., & Vijayan, T. (2008). Integrated and Inclusive Education. Kanishka Publishing House.
19. Sharma, P.L. (1988). A Teacher's Handbook on IED - Helping Children with Special Needs. New Delhi: NCERT.
20. Sharma, P.L. (2003). Planning Inclusive Education in Small Schools. R.I E. Mysore.

HISTORY, POLITICS AND ECONOMICS OF EDUCATION	
Course Code: MAED305	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: History of Education
- Committees and Commissions' Contribution to Teacher Education
- Secondary Education Commission (1953)
- Kothari Education Commission (1964-66)
- National Policy of Education (1986,1992, 2020)
- National Commission on Teachers (1999)
- National Curriculum Framework 2005
- National Knowledge Commission (2007)
- Yashpal Committee Report (2009)
- National Curriculum Framework for Teacher Education (2009)
- Justice Verma Committee Report (2012)
- Draft NCFSE (2023)

Unit II: Politics and Education
- Relationship Between Politics and Education
- Perspectives of Politics of Education: Liberal, Conservative and Critical
- Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice)
- Education for Political Development and Political Socialization

Unit III: Policies and Education
- Relationship between Policies and Education
- Linkage between Educational Policy and National Development
- Determinants of Educational Policy
- Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles

Unit IV: Economics of Education
- Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education
- Economic returns to Higher Education
- Signaling Theory Vs Human Capital Theory
- Concept of Educational Finance
- Educational finance at Micro and Macro Levels
- Concept of Budgeting

Suggested Reading:

1. Blaug, M. (1972): Economics of Education, The English Language Book Society and Penguin Books, England
2. Collins, R. A. Comparative Approach to Political Sociology. University of California Press: Berkeley
3. Marshall, T. Class, Citizenship and Social Development
4. Nagpal, S.C. & Mital A.C. (1993): Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi
5. Parmala, D. Equity and Education in India Policy: Issues and Challenges
6. Sodht, T.S. (1990): Economics of Education. New Delhi: Vikas Publications
7. Stephen, W. Key Issues in Education Policy
8. UNESCO (1968). Readings in the Economics of Education, Paris, UNESCO Publications

DISSERTATION I

Course Code: MAED351	**Credit:** 04 (L-0, T-0, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 40 + Ext.: 60)

Activities to be performed:

- Development of Tools (If required as per nature of research problem)
- Preparation and Presentation of Chapter I, II and III (Internal Assessment)
- Data Collection (Field Work)
- Viva (External Assessment)

INTERNSHIP	
Course Code: MAED352	**Credit:** 04 (L-0, T-0, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 40 + Ext.: 60)

Activities to be performed:

- Duration of the Internship should be 15 Days (excluding Sunday/public holiday) in any teacher-education institution with at least 30 lessons to be taught by the 'trainee teacher-educator' to 'student-teachers'
- Observation of Final Practice Teaching / Simulation Teaching / Micro-Teaching in teacher-education institution
- Involvement in planning and implementation of curricular and co-curricular activities, Time Table
- Preparation of summary of details of teacher-education institute where the 'trainee teacher-educator' visited for Internship
- Preparation of Reflective Diary of Each Day of Internship
- Presentation and submission of records in the University before final viva (External Assessment)

SEMESTER – IV

CURRICULUM DEVELOPMENT	
Course Code: MAED401	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Concepts and Foundations
- Concept of curriculum development, curriculum as process and product
- Components of Curriculum and their Relationship: objectives, content, methods, learning, experiences and evaluation
- Patterns of Curriculum Organization:
    - Philosophical (National, Democratic)
    - Sociological (Socio cultural reconstruction)
    - Psychological (Known to unknown, simple to complex, easy to difficult)
    - Content Organization: (Topical, spiral, organized, incidental)
- Meaning and types of Curriculum change
- Factors affecting curriculum change
- Approaches to curriculum change

Unit II: Models of Curriculum Design
- Traditional and Contemporary Models
    - Academic / Discipline Based Model
    - Competency Based Model
    - Social Functions / Activities Model [social reconstruction]
    - Individual Needs & Interests Model
    - Outcome Based Integrative Model
    - Intervention Model
    - C I P P Model (Context, Input, Process, Product Model)

Unit III: Models of Curriculum Evaluation
- Hilda Taba: Comprehensive Evaluation Model
- Ralph Tyler: Objective Model of Evaluation
- Robert Stakes: Countenance Model
- Models of Scriven and Kirkpatrick
- Mukhopadhyaya: Curriculum Evaluation Model

Unit IV: Role of Regulatory Bodies in Curriculum Development
- Role of Regulatory Bodies in curriculum development
- Analysis of Curriculum Frame works
- Research issues in Curriculum Studies
- Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

Suggested Reading:

1. Aggarwal. J. C (1990). Curriculum Reform in India: Delhi, Doaba
2. Aggarwal, J. C. (2009). Development and Planning of Modern Education, Vikas Publishing House Pvt. Ltd.
3. Aggrawal, J.C. and Gupta, S. (2005) Curriculum development. New Delhi: Shipra publisher
4. Balsara, M. – Principles of Curriculum Construction.
5. Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill
6. McKernan, J. (2008). Curriculum and imagination: Process theory, pedagogy and action research. New York, NY: Routedge
7. Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt
8. Saylor, J.G. and Alexander W.M. (1974). Planning Curriculum for Schools. N.Y.: Holt: Richard and Winston. Inc
9. Sharma, R. (2002). Modern Methods of Curriculum Organization. Jaipur: Book Enclave
10. Smith, S. and Shores, S. (1972). Fundamental of Curriculum Development. N.Y.: Harcourt, Brace & world Inc
11. Srivastava, H.S. (2006). Curriculum & Methods of Teaching. New Delhi: Shipra pub.
12. Taba, H. (1962). Curriculum Development: Theory and Practice. N.Y. Harcourt: Brace & world Inc.
13. Tyler, R.M. (1950). Basic Principles of Curriculum Development. Chicago: University of Chicago press

TEACHER EDUCATION	
Course Code: MAED402	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Concept of Teacher Education
- Meaning of Teacher Education
- Purpose and Objectives of Teacher Education at various stages (Pre - School, Primary, Secondary and Higher Secondary)
- Types of Teacher Education: Pre-Service and In Service
- Teacher Education in Ancient India and Teacher Education in Pre-Independence Period
- Teacher Education in Post-Independence Period

Unit II: Teaching as a Profession & Various organizations related to Teacher Education
- Teaching as a Profession
- Role and Responsibilities of a teacher
- Teacher Education as perceived in NEP 1986, NCFTE 2009 and NEP 2020
- Role of Organizations like: UGC, NCERT, NCTE
- Role of Organizations like: SCERT, CTEs, DIETs

Unit III: Teacher Education in India
- Organizational Patterns: D.El.Ed., B.El.Ed., Diploma in Special Education
- Organizational Patterns: (Physical Education): D.P.Ed., B.P.Ed., M.P.Ed.
- Organizational Patterns: (Two Year): B.Ed., M.Ed., B.Ed. Special Education
- Integrated Programme: B.Sc.B.Ed., B.A.B.Ed., M.Sc.M.Ed., M.A.M.Ed, B.Ed.M.Ed & ITEP

Unit IV: Research, Innovations and Issues in Teacher Education
- Research Trends in Teacher Education
- Competency Based Teacher Education: Curriculum, Teaching learning Process and Evaluation
- Issues: Quality v/s Quantity, Privatization and Employability
- Innovations in Teacher Education

Suggested Reading:

1. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York
2. Smith, E.R. (1962). Teacher Education. A Reappraisal. New York: Harper Row Publishers
3. Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi
4. Mukerji, S.N. (1968). Education of Teachers in India (vol. I and II). New Delhi: Sultan Chand and Co.
5. Sharma, R.A. (1999). Teacher Education. Meerut: Loyal Book Depot.
6. Sharma, S.P. (2003). Teacher Education. New Delhi: Kanishka Publishers (Pvt.) Ltd
7. Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

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ETHICS IN EDUCATIONAL RESEARCH	
Course Code: MAED403	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Philosophy and Ethics
- Moral philosophy, nature of moral judgments and reactions in educational research
- Ethics: Meaning and Definition
- Ethics with respect to research

Unit II: Scientific Conduct
- Intellectual honesty and research integrity
- Scientific misconducts: Falsification, Fabrication, and Plagiarism
- Redundant Publication: duplicate and overlapping publications, salami slicing
- Selective reporting and misinterpretation of data

Unit III: Research Ethics
- Publication Ethics: definition, introduction, and importance
- Ethical Issues in Research & Ethical Committees
- Commercialization-Copyright, Royalty, Intellectual Property Rights, Production of Published Material
- Plagiarism-Citation and Acknowledgment
- Reproducibility and Accountability
- e-ethics in Research (Publication)
- Predatory Publishers and Journals
- Ethical Use of Chat Bots (Artificial Intelligence) in Research Writing

Unit IV: Reading and Writing Skills for Conducting Research with Ethics
- The reading process- purpose, different kinds of texts, reference material, scientific and technical texts
- Reading strategies- vocabulary skills, eye reading, and visual perception, scanning skills, distinguishing facts and opinions
- Research report writing- bibliography, style manuals, Modern Language Association (MLA), American Psychological Association (APA), e- citation
- Phrasing the proposition, Finding the issues & Methods of Reasoning
- Styles, Brevity, Footnotes and References, Acknowledgement, Appendices, Critical Editing, Quotations, Paragraphing, Transliteration

Suggested Reading:

1. American Educational Research Association (1992). AERA ethical standards, Washington DC. AERA.
2. American Educational Research Association (2011). Code of Ethics of AERA, Washington DC. AERA.
3. British Educational Research Association (2018). Ethical guidelines for educational research, London. BERA.
4. Buchanan, Elizabeth (2003). Readings in Virtual Research Ethics: Issues and Controversies: Information Science Publishing.
5. Comstock, Gary (2013). Research Ethics: A Philosophical Guide to the Responsible Conduct of Research: Cambridge University Press.
6. Elliott, Deni (1997) .Research Ethics – A Reader: University Press of New England.
7. Jones, Julie Scott (2011). Research Ethics in Practice (Fundamentals of Applied Research): SAGE Publications Ltd.
8. Pruzan, Peter (2011). Research Methodology: The Aims, Practices and Ethics of Science: Springer.
9. Punch, Keith F (2013). Introduction to Social Research: Quantitative and Qualitative Approaches: SAGE Publications Ltd.
10. Strike, K.A (2006). The ethics of educational research in handbook of complementary methods in
11. education research. http//www.rouledgehandsodes.com/doi/10.4324/978020387469.ch.3.
12. Thorat, Sukhadeo et al. (2018). Social Science Research in India: Status, Issues, and Policies: Oxford Publishing House.
13. Tolich, Martin (2009). Qualitative Ethics in Practice (Developing Qualitative Inquiry Book
14. Welfel, Elizabeth Reynolds (2019). Ethics in Counseling and Psychotherapy: Standards, Research and Emerging Issues: Cengage India.
15. Wiles, Rose (2012). What Are Qualitative Research Ethics? Bloomsbury Publishing India.
16. Loue Sana (2019), Text book of Research Ethics: Theory & Practice, Springer.
17. Tina Miller, Maxine Birch, Melanie Mauthner & Julie Jessop (2012). Ethics in Qualitative Research; Sage Publication.
18. Julie Scott-Jones (2015). Research Ethics, Context and Practice; Sage Publication.
19. David B. Resnik (2018). The Ethics of Research with Human Subjects: Protecting People, Advancing Science, Promoting Trust; Springer Publication.

ASSESSMENT AND EDUCATION

Course Code: MAED404	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Basics of Measurement, Assessment and Evaluation
- Concepts of measurement, assessment and evaluation
- Functions of measurement, assessment and evaluation in education
- Differences among measurement, assessment and evaluation
- Types of Evaluation- formal, informal, oral, written, formative, summative
- Scales of measurement and their levels
- Assessment *of* Learning, Assessment *for* learning and Assessment *as* Learning

Unit II: Nature and administration of tests
- Types of tests: psychological, reference, diagnostic
- Teacher-Made Tests, Standardized Tests, Criterion-referenced Tests, Norm-referenced Tests, Achievement Tests, Diagnostic Tests, Remedial Testing
- Reliability: Concepts and types of reliability
- Validity: Concept and types of validity
- Steps of construction and administration of researcher made test (Research Tool)
- Standardization of test (Research tool): Planning, reliability, validity, objectivity, Discriminating power, adequacy, usability and comparability
- Measuring individuals with disabilities

Unit III: Tools and Techniques for Educational Evaluation and Assessment
- Tools: Questionnaire, scales, profile, portfolio, culture fair tests, minimum competency tests, differential test batteries
- Item writing techniques and item banking
- Techniques: Self report, interviews, observation, practical, case studies
- Analysis of evidences in humanistic studies

Unit IV: Examination Reforms
- Concept and Importance of Educational and Instructional Objectives and Learning Outcomes
- Taxonomy of Educational Objectives: Bloom's Taxonomy and Revised Bloom's Taxonomy
- Formulation of Instructional objectives and Learning Outcomes
- Grading, marking and credit system
- Alternative assessment strategies- rubric, performance-based assessment
- Continuous and comprehensive evaluation
- Moderation and re-evaluation
- Online assessment tools

Suggested Reading:

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, Sterling, New Delhi
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston
5. Anastasi, A (1982), Psychological Testing, Mac Millan, New York
6. Black, P. (2015). Formative assessment – an optimistic but incomplete vision. Assessment in Education: Principles, Policy & Practice, 22(1).
7. Brady, L. & Kennedy, K. (2019). Assessment and Reporting: Celebrating Students Achievement (5th ed). Pearson
8. Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York
9. Dave, R.H. and Patel, P.M. (1972) Educational Evaluation and Assessment. NCERT. New Delhi
10. Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi
11. Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. Assessment in Education: Principles, Policies and Practices, 6(2)
12. Popham W.J., (1999). Classroom Assessment: What Teachers Need to Know (2nd edition). Boston, Allyn and Bacon
13. Schofield, H. (2020). Assessment and Testing: An Introduction. Routledge
14. Tan, K. H. K. (2020). Assessment Rubrics Decoded: An Educator's Guide. Routledge

GUIDANCE AND COUNSELLING IN EDUCATION	
Course Code: MAED405	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Introduction to Guidance
- Guidance: Concept, Need, Scope
- Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self- actualization
- School Guidance: A collaborative effort of school and community
- Organization of guidance programmes in schools

Unit II: Types of Guidance
- Types of Guidance: Educational, Vocational/ Career, Personal/ Individual guidance and group guidance
- Advantages of group guidance
- Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play
- Types of guidance services: orientation, information, counselling, placement, follow-up, and research & evaluation; Face to Face and On-line guidance service
- School guidance committee: constitution, roles and functions Placement services
- Role of principal and teachers in school guidance programmes

Unit III: Introduction to Counselling
- Meaning & nature of counseling: Nature, Scope and stages
- Objectives of counselling: resolution of problems, modification of behaviour, promotion of mental health
- Counseling approaches: Directive, Nondirective and Eclectic
- Relationship between guidance and counselling
- Place of counseling in the total guidance programme
- Counselling Techniques- person-centered and group-centered, cognitive interventions, behavioural interventions and systematic interventions strategies.
- Skills and qualities of an effective counsellor
- Professional ethics

Unit IV: Counseling Process and Issues in Counselling
- Counseling Process:
    - Preparation for Counseling
    - Counseling skills
    - Factors affecting Counseling process.
    - Case study and Case conference: Purpose, Plan, Procedures, and Precautions
- Group Counseling:
    - Introduction and assumptions in group Counseling
    - The process, values and limitations of group Counseling
- Preparation and Training for Counseling
    - Academic preparation

- o Qualities of a good Counselor
- o Professional Ethics for Counselor
- Problems and Issues
  - o Organization and Administration of Guidance and Services
  - o Guidance services for Special Groups
  - o Changing roles of functionaries

Suggested Reading:
1. Agrawal, R. (2006). Educational, Vocational Guidance and Counselling. New Delhi: Shipra Publication.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
3. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counselling, Vol. II: A Practical Approach. New Delhi: Vikas
4. Gazda George R.M. (1989). Group Counselling: A Development Approach. London: Allyn and Bacon
5. Gibson, R.L. & Mitchell, M.H. (2014). Introduction to Guidance. New York: McMillan
6. Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
7. Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
8. Rao, S.N. (2013). Counselling Psychology. New Delhi: Tata McGraw Hill.
9. Saraswat, R. K. & Gaur, J.S. (1994). Manual for Guidance Counsellors. New Delhi: NCERT
10. Sharma, R. & Sharma R. (2004). Guidance and Counseling in India. New Delhi: Atlantic Publishers and Distributors
11. Siddiqui, Mujibul, H. (2014). Guidance and Counselling. New Delhi: APH Publishing Corporation

INCLUSIVE EDUCATION	
Course Code: MAED406	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Introduction to Inclusive Education
- Concept and Principles of Inclusive Education
- Approaches of Inclusion
- Models of Inclusion

Unit II: Barriers and Facilitators in Inclusive Education
- Barriers related to attitude, social and educational
- Current status and ethical issues of inclusive education in India
- Problems in inclusion in the real classroom situation, ways for overcoming the problems in inclusions
- Skills and competencies of teachers and teacher educators for elementary and secondary education in inclusive setting

Unit III: Planning and Management of Inclusive Classrooms
- Characteristics and identification, educational programmes for gifted, talented and creative children
- Infrastructure, human resource and instructional practices for inclusive education
- Curriculum and curricular adaptations for diverse learners
- Parent professional partnership: role of parents, peers, professionals, teachers, school

Unit IV: Inclusive practices in classrooms
- School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities
- Role of Teachers (both regular and special)
- Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach
- Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi-disciplinary team (along with child in the decision-making process)
- Collaboration between teacher and special educator, parents, outsourced experts, students and others as a continuous process

Suggested Reading:

1. Borase, C. M. & Bari, S. A. (2019). Inclusive Education. Ultimate Associates Pvt. Ltd. (First Edition)
2. Dash, N. (2021). Inclusive Education: For Children with Special Needs. Atlantic Publishers and Distributers Pvt. Ltd. (Fourth Edition)
3. Hewett, F. M. & Forness, S. R. (1984). Education of Exceptional Learners (3rd ed.). Allyn & Bacon
4. Jha. M. (2002). Inclusive Education for All: Schools Without Walls. Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Kaushik, B. (2019). Creating Inclusive Schools: Theory, Process and Practice (1st ed.). SAGE Publications India Pvt Ltd.
6. Kirk, S. (1963). Educating Exceptional Children. New Delhi: Oxford & IBH Publishing Co.
7. Liasiou, A. (2017). Inclusive Education, Politics and Policymaking. Bloomsbury Academic.
8. Maitra, K. (2006). Giftedness in Action: Theory and Practice. Kaniska Publication.
9. Manga, S. K. and Mangal, S. (2019). Creating an Inclusive School. Prentice Hall India Learning Pvt. Ltd. (Kindle Edition)
10. Mangal, S. K. (2012). Educating Exceptional Children: An Introduction to Special Education. Prentice Hall India Learning Pvt. Ltd. (Third Edition)
11. Mantry, S., & Sharma, S. (2020). Special, Integrated and Inclusive Education.
12. Nanda, B. (2008). School Without Walls in 21st Century: From Exclusion to Inclusion Practice in Education. Mittal Publications
13. Panda, K. C. (2004). Education of Exceptional Children. New Delhi: Vikash Publishing House
14. Sharma, P.L. (2003). Planning Inclusive Education in Small Schools. R.I E. Mysore.
15. Sharma, Y. (2021). Inclusive Education: Perspectives, Praxis and Pedagogy. Pearson India Education Services Pvt. Ltd. (First Edition)

DISSERTATION II	
Course Code: MAED451	**Credit:** 04 (L-0, T-0, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 40 + Ext.: 60)

Activities to be performed:

- Data Analysis and Results
- Preparation and Presentation of Chapter IV and V (Internal Assessment)
- Submission of final Approved Dissertation in Hard Bound Form (As per University Format)
- Final Viva (External Assessment)