

**Centre for Educational Studies
Indian Institute of Education, Pune
(an ICSSR Research Centre recognized by Govt. of Maharashtra)**

**Affiliated to University of Pune for M.Phil in Education
(interdisciplinary) course and Ph.D. in Education (interdisciplinary)**

Rules for the Degree of Master of Philosophy (M.Phil.) in Education Interdisciplinary course

1. Status :

The M.Phil. Degree shall have the status of an intermediate Degree between the first Post-Graduate Degree and the Doctorate Degree. It will have both research and course components and will give the student adequate background for advanced research.

2. Eligibility and Admission :

Second class Master's Degree in any subject recognized by the University of Pune. Admission to the M.Phil. Course shall be made on the basis of :

Satisfactory performance at the Master's Degree Examination and the performance at a test conducted by the Department/University.

Admission to the M.Phil. Course shall be made at the beginning of either the 1st term or the 2nd term depending upon the convenience of the concerned Department/ University.

3. Duration of the Course :

The M.Phil. Course can be done either on a full-time or on a Vacational basis depending upon the availability of the programme in the Department/College/Centre.

(a) Full-time Course :

The duration of the full-time M.Phil. Course shall be 12 months. If an M.Phil. student is unable to complete his dissertation within this period, he will be allowed to do so within an additional period of one year.

(b) Vocational Course :

The vocational M.Phil. course shall extend over a period of 24 months. Such a Vacational M.Phil. student shall have to devote a minimum period of 4 months for his studies at the M.Phil. Centre of his registration. Like a regular student, a vocational student also may be permitted to complete his dissertation within the additional period of one year.

The facility of vocational M.Phil. course shall be restricted to full-time teachers of Colleges/Universities and full-time research workers of the Recognised Institutions within the

jurisdiction of the University of Pune and other than Pune University they will have to submit a certificate of their employer to that effect alongwith the application for admission.

4. The criteria for granting admission to the Vocational M.Phil. programme in all the faculties will be as follows :

- (a) Top preference will be given to the Senior College lectures working in Pune University colleges who need M.Phil. degree in order to earn their further increments.
- (b) Second preference to Senior College lectures working in Pune University colleges who do not need M.Phil. degree but want to improve their qualification.
- (c) Third preference to Junior College lectures working in Pune University colleges.
- (d) Senior College lectures working in colleges affiliated to Universities other than Pune University who need M.Phil. degree for earning their increments.
- (e) Senior College lectures working in colleges affiliated to Universities other than Pune University who do not need M.Phil. degree but want to improve their qualification.
- (f) Junior College lectures working outside Pune University area. The Admissions under the above categories will be given only on the basis of merit in each category and only when after filling the seats in the higher categories seats are vacant that the vacant seats be filled in by candidates from the lower categories.

5. The maximum period of registration for M.Phil. Course :

The maximum period of registration for M.Phil. student shall be 3 (three) years and four years for vocational students after which the registration shall stand cancelled. If a candidates dissertation is ready after the completion of 3 years period he/she may allowed to submit his/her dissertation within the six months by registering his/her name a fresh by paying the normal tuition fees due for one year for fresh registration.

However, such a candidate shall be exempted from doing the M.Phil. course work. If a candidate fails to submit his/her dissertation after re-registration, he/she allowed to submit his/her dissertation by paying Rs. 200/- for every six months i.e. upto 5 years.

After this the re-registration stand as cancelled.

6. Content :

The M.Phil. course programme shall consist of :

- (a) Three course on advanced topics, including Research Methodology.
- (b) A dissertation based on the project work assigned to an individual student.

7. Administration of M.Phil. Programme :

The M.Phil. Programme shall be administrated at each M.Phil. Centre by an M.Phil. Committee

(a) Constitution of the M.Phil. Committee

- (i) On the recommendation of the Departmental Committee in University Department or the Principal of the College/Centre (where the M.Phil. Centre is located) the BUTR in the Faculty concerned shall appoint the M.Phil. Committee and its Chairman.
- (ii) The M.Phil. Committee shall consist of not less than three and not more than six research guides in the subject. The tenure of the committee shall be of two years.

- (iii) The members of the Committee shall be so chosen as would give representation to all or maximum number of specialization in the Department.

(b) Powers and duties of the M.Phil. Committee :

The M.Phil. Committee shall function under the general control and guidance of the Department Committee of the University Department/Principal of the College and shall have following powers and duties :

- (i) To make admission to the M.Phil. Course.
- (ii) To recommend to the Academic Council through the BUTR the syllabi for the courses.
- (iii) To assign students to project guides and dissertation supervisors before the end of the first term for full-time students and before the end of one year for vocational students of the M.Phil. programme.
- (iv) To assign courses to teachers of the Department/College.
- (v) To assign various courses to different students.
- (vi) To make arrangements for evaluating the performance of the students at the Seminar/Course Work/Dissertation.
- (vii) To organize Seminars, Tutorials, Group Discussions etc.
- (viii) To prepare Semesterwise time-table for regular students.
- (ix) To prepare the guidance programme for Vocational students.
- (x) To recommend to the Vice-Chancellor through the Departmental Committee concerned for extension of the period of the M.Phil. registration.
- (xi) To recommend to the Departmental Committee, Principal of the College the removal of the name of a student from the roll on account of unsatisfactory performance or indisciplinary behaviour.
- (xii) To prepare an exhaustive panel of referees by taking into consideration the requirements of the specialization for submission to the Academic Council through the Board of Studies in the subject concerned for its approval.
- (xiii) To recommend to the Vice-Chancellor for his acceptance at least three names of examiners in order of preference from the panel approved by the Academic Council.
- (xiv) To process invitation to dissertation examiners, get reports from them arrange viva-voce examination of the students and finalise the result and forward the same to the University authorities through the Departmental Committee concerned for declaration.

8. Terms :

- (a) For full-time students the duration of the M.Phil. course shall be two terms of six months each.
- (b) A full-time M.Phil. student shall attend lectures, tutorials, practicals and seminars and must complete to the satisfaction of the M.Phil. Committee the assignment prescribed for the course.
- (c) A Vocational student must stay at the M.Phil. centre for at least two months in a year and must attend lectures, tutorials, practicals and seminars must complete to the satisfaction of the M.Phil. Committee the assignments prescribed for the course.

9. Evaluation :

- (a) The evaluation of the candidate's course work and his performance at the seminars will be a continuous process.
- (b) The evaluation of the performance of the students in the M.Phil. course shall be done by the course in-charge.
- (c) The dissertation will be evaluated by the guide of the candidate and an external referee appointed by the University authorities on the recommendation of the M.Phil. Committee.
- (d) The evaluation of the final seminar and the viva-voce test will be done by a committee consisting of the following :
 - (i) A research guide to be nominated by the Head/Professor- in-charge of the University Department/Dean of the Faculty concerned from a panel of three senior research guides to be suggested by the dissertation Supervisor-Chairman.

(ii) The dissertation supervisor.

(iii) A number of the M.Phil. Committee to be appointed by the M.Phil. Committee

(e) The evaluation of candidates for the M.Phil. degree shall be done according to the following grading system :

Letter Grade	Quality	Grade Points	Equivalent Numerical Scale (out of 100)
O	Outstanding	6	75-100
A	Very Good	5	60-74
B	Good	4	50-59
C	Average	3	43-49
D	Below Average	2	35-42
E	Poor	1	25-34
F	Fail	0	0-24

The Examiners will award only the Letter Grades:

- (g) The performance of the candidates will be evaluated under the following Heads of Passing. The weightage given to each Head of Passing and the maximum final grade-points are as below :

		Maximum Final Grade Points
Group I		
Course 1	2	12
Course 2	2	12
Course 3	2	12
Group II		
Dissertation	4	24
*Seminar	1	6
Viva-Voce	1	6
		72

* Seminar and Viva-Voce will be based on the dissertation.

(g) Evaluator of the various Heads of Passing will give letter-grades for each Head. The Grade-points corresponding to these letter-grades will be multiple by the weightage factor to obtain the total final grade-points for that Head.

(h) Minimum final Grade points for Passing : To pass, a candidate should get the following minimum final grade-points :

	Minimum Final Grade Points
Total	36
Group I	16
Group II	18
Course 1	4
Course 2	4
Course 3	4
Dissertation	12
Seminar	3
Viva-voce	3

- (i) In the case of Dissertation the average of the total final grade-points given both by the internal and the external referee shall be taken as the final score. If either of the referees awards a letter-grade D, E or F to a dissertation, the candidate will be declared to have failed in the dissertation. He may resubmit the dissertation after suitable modification within a period of one year from the declaration of the first result. Only one resubmission of the dissertation is allowed.
- (j) If the candidate has secured minimum final grade points in all the Heads of Passing, then the final seminar and the viva-voce test will be arranged. All interested persons can attend the seminar and the viva-voce test, which will constitute the defence of the dissertation, and they shall have the right to ask questions and participate in discussion on dissertation. The Chairman appointed in the manner prescribed above will exercise his discretion to all or not to allow a question. However, the members of the audience at the defence shall have no right to express their opinion on the suitability or otherwise on the dissertation for the award of the M.Phil. Degree.
- (k) In the case of course work, a student who does not get the minimum final grade point (i.e. 4) will have to reappear for the examination in that course.
- (l) A student will have to give another seminar if he does not get the minimum grade-point (i.e.3) in the seminar.
- (m) A student will have to reappear for viva-voce if he does not get the minimum grade-point (i.e.3) in the viva-voce.
A student can repeat the seminar and viva-voce only once.

(n) Overall Grades : A candidate who is declared as passed, will be placed in Grade "O", "A", or "B" depending upon the total final grade-points he secures according to the following table :

Overall Grade	Total Final Grade Points out of 72
"O" (outstanding)	64 to 72
"A"	50 to 63
"B"	36 to 49

A candidate securing fewer than 36 final Grade-Points will be declared "Failed".

10. Final Transcript :

(a) The Chairman of the M.Phil. Committee shall submit through the Departmental Committee to the University a final transcript in duplicate of the student in the separate prescribed proforma along with viva-voce report and external Referee's detailed report.

(b) The evaluation of the performance of the M.Phil. Candidate in the course work, seminars, viva-voce test, dissertation shall be sent separately in the prescribed proforma.

11. Disposal of the copies of Dissertation :

After the result are declared, out of three copies of the dissertation submitted by the student, one will be returned to the student, one will be retained by the Department and one will be given to the dissertation supervisor.

12. Academic staff and organization :

For the introduction of the M.Phil. course a centre shall have at least six teachers who are recognized Ph.D. guides, out of whom at least three shall be on its own staff and three teachers who can be actively associated with the conduct of the M.Phil. programme at the centre may be contributed. For the introduction of the M.Phil. course in a College prior concurrence of the U.G.C. shall be necessary.



CENTRE FOR EDUCATIONAL STUDIES
OF
INDIAN INSTITUTE OF EDUCATION, PUNE

M.Phil in Education (Interdisciplinary) Course Syllabus
Introduced from June 2010 onwards

(Subject to modifications made from time to time)

Structure

- Paper I** : Education and Development in India.
- Paper II** : Research process in Education and Development
- Paper III** : Specializations – Optional (Any ONE of the following)
- A) Non-formal education
 - B) Educational Planning and administration for development
 - C) Education and social development
 - D) Inclusive Education
 - E) Education and Development issues of the Tribes
 - * F) Indian Conceptions of Education and Development

Seminars

Dissertation

* Paper details will be given later on

Paper I - Education and Development in India.

Rationale

The Developmental process is influenced by various factors and education plays a vital role. At the M.Phil level there is need for awareness of various aspects and issues in Education and the research to be undertaken on the need-based issues for development that can lead to social transformation.

Transaction Mode

- ❖ Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- ❖ Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To understand Education in the Indian Context
2. To understand the relation of Education to Development and to tackle the Problems of Development
3. To relate Education to its social, economic, political and cultural contexts in India from an interdisciplinary point of view.
4. To plan Education for Nation Building
5. To evolve alternatives to Formal Education

Unit-1. Education and Development

- i. Concept of Education as a Developmental Process
 - A. Education and Economic Development
 - B. Education and Social Change
 - C. Education and Political awareness:
 - a. Impact of Globalization w.r.t. Women ; P.P.P ; I C T.
 - b. Industrial Development
 - c. Information Technology
 - d. Impact on Science and Technology
 - e. Problems of Manpower Planning
- ii Meaning of objectives of Development, Paradigms of Development and their relationship with Education

Unit-2. History of Indian Education

- i. Ancient Hindu, Buddhist, Islamic and Christian systems of Education
- ii. Education during British period - Development of Formal Education and University system
- iii. Thinkers on National system of Education:

Gandhi, Tagore, Aurobindo, Vivekanand, Dayanand Saraswati, Radhakrishnan, Tilak, Karve, Phule, Ambedkar, Durgabai Deshmukh, Azad, K. G. Saidain, Nehru, Shrimali, Zakir Hussain, Lakhmana Swami Mudaliar, J. P. Naik

- iv. Education in post-independence period
 - a. Constitutional base for Educational Policy
 - b. Development of Education under different plans.
 - c. Various Education Committees / Commission
 - d. Educational Reforms in India

Unit-3. Alternatives in the System of Education

- i. Formal system of Education
- ii. Non-formal system of Education
- iii. Open Learning
- iv. Distance Education
- v. Adult and Continuing Education
- vi. Vocational Education
- vii. Special Education

Unit-4. Emerging issues in Education

- i. Privatization in Education
- ii. Problem of Brain Drain
- iii. Centre-State relationship on Education
- iv. The problem of Protective Discrimination
- v. The Language Problem
- vi. Learning without burden
- vii. Religion and Education

Unit-5.Education and the Issues in Development

- i. Health Education
- ii. Population Education
- iii. Education for Rural Development
- iv. Environment Education
- v. Science Education
- vi. Value Education
- vii. Girls Education
- viii. Education for Minorities – Religious, Ethnic, Linguistic, Tribals
- ix. Education of the disadvantaged sections
- x. Education for children with special needs
- xi. Information communication technology

Selected References

1. Nurullah S & Naik J.P., "A Students' History of Education in India", Mac Millan & Co., New Delhi, 1974
2. Naik J.P., "Equality, Quality : The elusive traingle", Allied Publishers, New Delhi, 1976.
3. Amartya Sen, "Development as Freedom", Oxford University Press, 2001
4. Amartya Sen, "The argumentative Indian", Penguin Books, 2005
5. UNDP, "Human Resource Development Report : 2000 to 2005"
6. Rajput J.S. (Ed) "Global Educational Change: A Compendium of international documents", NCERT, New Delhi, 2004
8. Zaghoul Morsy (Ed), "Thinkers on Education, Vol.I-IV, UNESCO publications, 1993
9. Sharad Chandra Behar (Ed), "Globalizing Education : Perceptions and Processes, I.I.E., Pune 2005

Other latest books and relevant websites to be refered

Paper II- Research process in Education and Development

Rationale

Research at M.Phil level is essential for the development of the subject and also find solutions to problems in the field as well as equipping the students with the research theory and skills for conduct of research later at the Doctoral and Post doctoral level and undertake need based research project and contribute for Development.

Transaction Mode

- ❖ Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- ❖ Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To familiarize with the research process to undertake research in the area of Education and Social sciences leading to Development
2. Conduct field studies
3. To enable the student to report research findings
4. To evaluate research

Unit-1. Preparatory to Research: Using various tools for learning, working and communicating

Unit-2. Stages in the development of research

- i. Sensing the problem
- ii. Identifying the problem
- iii. Defining the context and situation of the problem
- iv. Review work done related to similar problems and their plan, and their solutions
- v. Identifying and defining concepts, constructs, variables in the problem

v. Stating objectives, hypothesizing, delimiting the problem at hand.

Unit-3. Designs, methods, techniques and tools of research.

Unit-4. Approaches in Research, Plan of action for different types of research.

Unit-5. Creativity and innovation.

Unit-6. Originality, advancement to knowledge and application to society.

Unit-7. Use of ICT in Research and Reporting.

Unit-8. Ethics of Research in Education and Social Sciences.

Unit-9. Evaluation of Research Studies.

Selected References

Best, J.W. and James V. Khan, Research in Education, Prentice Hall of India Pvt.Ltd., New Delhi, 1986

Dutcher, F.J., Sampling in Educational Research, Manchester University press, Manchester 1966.

Engalhart, Max D. Methods of Educational Research, Rand McNally and Company, Chicago, 1972

Coburn, Peter et. al. Practical guide to computers in Education, Addison Wesley Publishing Company, California, 1982

Entuistle, N.J. The Nature of Educational Research, Educational Studies : A third level course, Methods of Educational enquiry - Block 1. The Open University Press, Walton Hall, Milton Kenya, 1974

Galtunmg, Johan. Theory and Methods of Social research, George Allen and Unwin Ltd., London, 1967 (For Unit II, Item)

Kothari, C.R. Research Methodology - methods and techniques, Wiley Eastern Ltd., New Delhi (For Unit iii & IV)

Mason, Emanuel J. and William U. Bramble. Understanding and Conducting research. Application as in Education and the Behavioral Sciences, ScGraw Hill Book Company, NY, 1978.

Mouly. George, J. The Science of Educational Research, Eurasia Publishing House, New Delhi, 1964 (For Unit 1)

Walizer, Michael H. and Paul L. Wiener. Research methods and Analysis searching for relationships, Harper and Row Publishers, New York, 1978.

William, Philip at. al. Evaluation and Assessment of Educational Research-Educational Studies :
A third level course methods of educational enquiry, Block 6, The Open University Press,
Walton Hall Bletchley Buckinghamshire, 1973

Mariampolski, H.(2001) Qualitative Market Research - A Comprehensive Guide, New Delhi,
Sage Publications India Pvt. Ltd.

Black Thomas (2001) Understanding Social science Research, New Delhi: Sage Publications
India Pvt.Ltd.

Fern, Edward F. (2001) Advanced Focus Group Research, New Delhi: Sage Publications India
Pvt.Ltd.

Other latest books and relevant websites to be refered

PAPER III - (Optional) : A - Non-formal Education

Rationale

Non-formal Education as an alternative system has played a vital role in the society for the development of the individual and the society. : At M.Phil. level there is a need for probing into the alternative systems of Education and Research on issues related to it and find solutions.

Transaction Mode

- ❖ Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- ❖ Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To understand and apply the knowledge of :
 - i. Three channels of education : formal, non-formal and incidental. interdependence and linkages.
 - ii. Concept of non-formal education; objectives; Need and significance; Clientele; Recurrent Education; and Learning Society.
 - iii. Non-formal education and development.
 - iv. Processes of non-formal education : Content, Teaching and Learning Techniques; Evaluation.
 - v. Organisation; Institutional and individuals networks; Training of personnel; Different types of non-formal education; Finance.
2. To conduct research on the need-based issues related to Non-formal Education and find solutions to problems in society.

Unit-1. Brief history of non-formal education in India and in other countries.

Unit-2. Surviving traditions in non-formal education : Their relevance to future development w.r.t. to India.

Unit- 3. Non-formal Educational for personal and social development.

- Unit- 4. Non-formal Education for children w.r.t. India and other countries.
- Unit- 5. Non-formal Education for adults : The National Adult Education Programme.
- Unit -6. Role of Mass media & ICT in education.
- Unit -7. Future developments in Non-formal education.
- Unit -8. Teaching-Learning strategies and modes of Non-formal Education
- Unit -9. Administrative mechanisms of Non-formal Education.

Required Reading

- J.P.Naik, Some Perspectives of Non-formal Education, Allied, New Delhi, 1976.
- Paulo Freire, Pedagogy of the Oppressed, Penguin, 1970.
- Anil Bordia (Ed.), Adult Education in India : A Book of Readings, Nachiketa Publications, Bombay, 1973.
- National Adult Education Programme, Ministry of Education, 1978.
- E. K. Cole, P.H. Coomts, A. Nanzoor, Attacking Rural Poverty : How Non-formal Education can help, 1973.

Recommended Reading

- Bremback, Cole Grand, M. Staff, Non-formal Education as an Alternative to Schooling, East Lansing, Michigan State University, 1974.
- J.H.Kidd, How Adults Learn, Associated Press, New York, 1968.
- A Retrospective International Survey of Adult Education, Montreal to Tokyo, UNESCO, 1974.
- Publications on the National Adult Education Programme, Ministry of Education, Government of India.
- M.A. Howe (Ed), Adult Learning/Psychological Research and Applications, John Wiley and Sons, London, 1977.

From : Websites related to Non-formal Education - International/National : Government Policies and Programme, Other Agencies working for N.F.E.

PAPER III - (Optional) : B- Educational Planning and Administration for Development

Rationale

Planning is essential to make any system function effectively and supportive administrative machinery ensures the success of the system for development.

Transaction Mode

- ❖ Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- ❖ Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To familiarize the students with the five year plans with special reference to desired educational reforms
2. To understand the relationship of Educational Planning and administration for Education of the different sections in society for the individual and social development
3. To understand the problems of educational administration in India
4. To familiarize the student with Educational planning and educational administration issues for conduct of research

Unit-1. Educational Commission and Policy inputs for educational planning

Unit-2. Planning provisions and administrative set-ups: Implementation status (to-date): RTE, SMC, etc.

Unit-3. Formal, Non-formal, Open schooling

Unit-4. Role of teachers, political leaders, Philanthropists, Social activists, Public, Corporate agencies, students, bureaucracy, minorities and weaker sections.

Unit-5. Mechanisms for quality control.

Unit-6. Organizational set –up (International - National – grassroot level)

Unit-7. Supporting agencies (Government and NGO)

Unit-8. Social audit

Unit-9. Cost benefit ratio

Required reading

All Five Year Plans:

The emphasis of study is on the educational plans and their relationship to the plan as a whole.

Recommended reading

John A.Laska, Planning and Educational Development in India, New York, Teachers' College, New York, 1967.

Education Planning in the Asian Region, UNESCO, Bangkok, 1975.

A.Mishra, The Financing of Indian Education, Asia Publishing House, Bombay, 1967.

Willis H. Oriffin, Udai Pareek, The Process of Planned Change in Education, Somaiya Publications, Bombay, 1970.

Other latest books and relevant websites to be referred

PAPER III - (Optional) : C- Education and Social Development

Rationale

Education and Development of the individual and society is interrelated and dynamic. There is need to conduct research for enhancing quality of life of the individual and the society.

Transaction Mode

- ❖ Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- ❖ Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To understand the relationship of Education and social development
2. To relate Education to its social, economic, political and cultural contexts in India from an interdisciplinary point of view.
3. To familiarize the student with varied Educational issues for conduct of research

Unit- 1. Study of different types of educational systems: incidental, formal, non-formal and in-formal

Unit - 2. Diversity in Indian society and its implications to education: stratification based on caste, class, language, region, culture, religion

Unit - 3. Education and social mobility

Unit - 4. Education as an instrument for social change and social development

Unit - 5. Politics of education and social development

Unit - 6. Dynamics of Modernisation and education

Unit - 7. Education in different Social contexts and School contexts.

School contexts: neighbourhood school, inclusive school, international schools, school complex, demonstration school,

home schooling, experimental school, digital schools, public schools, special schools, virtual schools, open school etc.

Unit-8. Social Audit: SMC and interaction of human, non-human component for excellence and development

Unit-9. School requirements in the current contexts: school counselor, ICT enabled classroom

Unit-10. RTE Act and Implications for individual social development

Recommended reading

K. Mannheim, Stewart, An introduction to the Sociology of Education, Routledge and Kegan Paul, London, 1962.

N. Keddie, (Ed) Tinker, Tailor : The Myth of Cultural Deprivation, Penguin, England, 1976.

E. Gurkheim, Education and Sociology, Free Press of Glencoe, 1956.

I. Illich, Deschooling Society, Penguin, 1971.

P. Freire, Cultural Action for Freedom, Penguin, 1971.

T. Husem, Social Class Influence on Educational Attainment, Paris, 1975.

P. Freire, Pedagogy of the Oppressed, Penguin, 1972.

I. P. Desai, High School Students in Poona, Deccan College Monograph No.12, 1954.

B. Bernstein, Class, Codes and Control, Vol.I, Routledge and Kegan Paul, London, 1971.

For Education as a Social System

O. Banks, The Sociology of Education, 1958 (Relevant Portions only)

T. Persons, "The School as a Social System : Some of its Functions in American Society", in Halsey and others (Eds), Education, Economy and Society, Free Press of Glencoe, 1981, pp. 434-455.

Morrish, The Sociology of Education, London, 1972.

Floud and Halsey, Current Sociology Series (Sociology of Education) Vol.7, No.3, UNESCO, 1958.

M.S. Gore, Field Studies in the Sociology of Education, N.C.E.R.T., 1970.

J. Middleton (Ed), From Child to Adult : Studies in the Anthropology of Education, American Museum Source Books, 1970.

For Education as a Social System

A.C. Stewart, Philosophy and Sociology in the Training of the Teacher", Sociological Review, 1950.

School in the Community, Central Institute of Research and Training in Public Co-operation, New Delhi, 1970.

Other latest books and relevant websites to be referred

PAPER III - (Optional) : D - Inclusive Education

Rationale

Education for the disadvantaged groups are now addressed in the regular course of Education today. The problems and issues related to inclusion need to be studied at the M.Phil. level and researched on , to find solutions.

Transaction Mode

- ❖ Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- ❖ Use of constructivist approach in the teaching-learning strategy.

Objectives

1. To know the development and issues related to Inclusive Education
2. To conduct research and find solutions to the problems.

Unit- 1. Historical perspectives and Land Marks in Inclusive Education.

- i. Historical basis : League of Nations adoption of Universal Declaration of Human Rights of 1945 onwards.
- ii. Historical Experiments of Inclusive Education in different states in India : Shahu Maharaj, Bhau Rao Patil, V.R.Shinde, Dr.B.Ambedkar, Mahatma Phule etc.

Unit- 2. Psychological and Sociological perspective of Inclusive Education.

Unit - 3. Inclusive Growth and Inclusive Education. International/National policies and programmes.

Unit 4. Role of Media , and Information and Communication Technology in/for Inclusive Education.

Unit 5. Barriers to Inclusive Education

Unit 6. Training for and Management of Inclusive Education

Unit 7. Support services for Inclusive Education

Selected References:

Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.

Ahuja.A, Jangira, N.K.(2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110 002

Jangira N.K. and Mani, M.N.G.(1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjinandi, Academic Press.

Jha. M.(2002) Inclusive Education for All : Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd., Chennai, 600042, India.

Sharma, P.L.(1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T. Publication.

Sharma P.L. (2003) Planning Inclusive Education in Small Schools, R.I.E. Mysore

. Other latest books and relevant websites to be referred

PAPER III - (Optional) : E - Education and Developmental Issues of the Tribes

Rationale

Tribal development is a great concern and issues related to the livelihood, culture, education of the different tribes especially in India need to be studied and researched on at M.Phil. level and solutions to problems found out.

Transaction Mode

- ❖ Discussion, group work, seminars, ppt presentations, use of web resources, library resources, field visits etc.
- ❖ Use of constructivist approach in the teaching-learning strategy.

Unit-1. Tribal Communities in India, Tribal problems, , Problems of Access to facilities
Tribal revolts and movements in India.

Unit-2. Administration and Approaches to Tribal Development, Constitutional safeguards and Special provisions, Policies and Programmes

Unit-3. Agencies of Tribal Development.

Unit-4. Tribal Education:

- i. Alternative systems/strategies for Tribal education
- ii. Attitude of Teachers and other personnel in the Education system imparting education to the Tribal children.
- iii. Change in Tribal economy & change in life style due to Education

Unit-5. Sectors of Tribal and Rural Development

Unit -6. Impediments to Tribal Development

Unit -7. Tribal art and culture, folklore **etc.**

Selected References

Education of Tribal Women : A Comparative Study P Adinarayana Reddy, Anmol, 2004, viii, 117 p, tables, ISBN : 81-261-1831-8, Rs. 300.00

Title: **Changing Tribal Life**

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