

According to Uniform Curriculum Structure for Two-Year MEd Programme in
WEST BENGAL following NCTE Regulations

2nd Semester

MEd Scholar

**SUGGESTIVE QUESTION-ANSWERS FROM
COURSE: CC-2.2.1, CC-2.2.2, CC-2.2.3, CC-2.2.4, CC-2.2.5
WITH YEAR-WISE QUESTION-ANSWERS**

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Syllabus

Course: 2.2.1 PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Unit-I: *Educational Philosophy*

- Meaning, Nature and Scope of Educational Philosophy.
- Relationship of Education and Philosophy.

Unit-II: *Schools of Philosophy*

- Nyaya, Sankhya, Yoga, Cārvaka, Vaisheshika, Vedanta, with special reference to their educational implications.
- Idealism, Realism, Naturalism, Pragmatism with special reference to aims, curriculum and methods of teaching.
- Existentialism, Essentialism, Humanism, Progressivism, Realism with special reference to their educational implications for aims, contents and methods of teaching.
- Analysis—logical analysis; logical positivism and positive relativism.

Unit-III: *Great Philosophers*

- Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, M K Gandhi, J Krishnamurthy.
- J J Rousseau and J Dewey, Bertrand Russell and A N Whitehead, Paulo Freire.

Unit-IV: *Philosophy of Applied Education: Indian Spiritual Traditions*

- Educational Implications of Buddhist and Yoga Philosophies.
- Educational Philosophy as reflected in Tirikural of Tiruvalluvar.
- Educational Implications of Sufi and Bhakti Philosophical thoughts.

Practicum

- The students will write two term papers on philosophical bases of education.

Course 2.2.2 SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Unit-I: *Sociological Perspectives of Education*

- Concept of sociology and educational sociology
- Relationship between sociology and education
- Educational sociology: nature, scope, function, and its importance
- Social Organization: Concept and factors of influence
- Dynamic characteristics of social organizations and their Educational Implications.

Unit-II: *Functions of Education for Social Change*

- Social change: Meaning, nature and impact on Modernization, Development and Technology.
- Relationship between Education and social change.
- Factors (agencies) promoting social change: Family, religion, school and media.
- Social stratification: Meaning, nature, types and factors
- Social change and impact of Modernization, Technology and Development Principles of teaching and learning in a multicultural society.
- Education for peaceful co-existence.

Unit-III: *Role of Education for Socialization*

- Concept and nature of socialization.
- Role of education in the process of socialization.
- Agents of socialization: family, school, religion, community, politics, culture, and economy.
- Education as a social system, as a social process and a process of social progress.
- Socialization and Caste, Class, Language, Religion, population and regionalism.

Unit-IV: *Current trends and impact of Education: Democracy, LPG, Social mobility and allied Issues*

- Education and Democracy: Concept of secularism and its Educational implications.
- Globalization and privatization: Concept, Overview of their impact on education and society.
- Politicization of education: political control, interference in the institutional administration.

- Education as a potential equalizing social force: Equality of educational opportunities.
- Meaning, factors and types in social mobility: Role of education in social mobility.
- Education for socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women, Transgender and Rural population.

Practicum

- Workshop sessions.
- Seminar presentations.

Assignments based on self-study on identified themes as assigned by course teacher.

Course 2.2.3: RESEARCH METHODOLOGY

Unit I: Educational Research

- Sources of Acquiring Knowledge: Learned authority, tradition, experience, scientific method.
- Meaning, steps and scope of educational research.
- Meaning, steps and assumptions of scientific method. Aims and characteristics of research as a scientific activity.
- Ethical Considerations in Educational Research.
- Paradigms of educational research: Quantitative and Qualitative.
- Types of research Fundamental, Applied and Action. Types of research.

Unit II: Research Design

- Meaning, definition, purposes and components of research design.
- Difference between the terms research method and research methodology.
- Research Proposal: Its Meaning and Need.
 - (i) Identification of a research topic: Sources and Need
 - (ii) Review of related literature
 - (iii) Rationale and need of the study
 - (iv) Definition of the terms: Real, nominal and Operational
 - (v) Variables
 - (vi) Research questions, aims, objectives and hypotheses
 - (vii) Assumptions, if any
 - (viii) Methodology, sample and tools
 - (ix) Scope, limitations and delimitations
 - (x) Significance of the study
 - (xi) Techniques of data analysis and unit of data analysis
 - (xii) Bibliography
 - (xiii) Time Frame
 - (xiv) Budget, if any
 - (xv) Chapterisation

Unit III: Variables and Hypotheses

- **Variables:**
 - (i) Meaning of Variables
 - (ii) Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- **Hypotheses:**
 - (i) Concept of Hypothesis
 - (ii) Sources of Hypothesis
 - (iii) Types of Hypothesis (Research, Directional, Nondirectional, Null, Statistical and Question-form)
 - (iv) Formulating Hypothesis
 - (v) Characteristics of a good hypothesis
 - (vi) Hypothesis Testing and Theory
 - (vii) Errors in Testing of Hypothesis

Unit IV: Sampling

- Concepts of Universe and Sample
- Need for Sampling
- Characteristics of a good Sample
- Techniques of Sampling
 - (i) Probability Sampling
 - (ii) Non-Probability Sampling

Unit V: Tools and Techniques of Research

- Classical Test Theory and Item Response Theory of Test Construction.
- Steps of preparing a research tool.
 - (i) Validity (Meaning, types, indices and factors affecting validity)
 - (ii) Reliability (Meaning, types, indices and factors affecting reliability)
 - (iii) Item Analysis (Discrimination Index, Difficulty index)
 - (iv) Index of Measurement Efficiency
 - (v) Standardisation of a tool
- Tools of Research
 - (i) Rating Scale
 - (ii) Attitude Scale
 - (iii) Opinionnaire
 - (iv) Questionnaire
 - (v) Aptitude Test
 - (vi) Check List
 - (vii) Inventory
 - (viii) Semantic Differential Scale
- Techniques of Research
 - (i) Observation
 - (ii) Interview

(Tools to be used for collecting data using these techniques to be discussed in detail.)

Practicum

The students will be required to present a term paper on any one topic in the content.

They will also be assessed on the basis of statistical analysis of the given data, and statistical practice exercises.

Course 2.2.4: INCLUSIVE EDUCATION AND GENDER ISSUES IN EDUCATION

Unit-I: Inclusive Society: Overview

- What is meant by an inclusive society ?
- Elements necessary for creating an inclusive society.
- Exclusion and Inclusion in Education: Conceptual overview.
- Understanding social inclusion: role of education.

Unit-II: Educational Reforms for Inclusive Society

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture.
- Education for a multicultural society.
- Principles of teaching and learning in a multicultural society.
- Education for peaceful co-existence.

Unit-III: Assessment and Teaching Learning Strategies for the Disabled

- Need and process of early identification and assessment Special, Integrated and Inclusive Education
- Curriculum adjustment and adaptation, Classroom Management, Peer tutoring, assistive devices, Barrier free Environment and Teaching Strategies
- Vocational Training, Employment and Rehabilitation, Individualized Education Programme and Computer Assisted Instruction.
- Use of Information and Communication Technologies, Audio-Visual Aids, Multi-Sensory Approach, Individualized Education Programme, Computer assistive Instruction

Unit-IV: Concept & Historical Perspectives of Gender Issues

- Gender, sex, sexuality, patriarchy, masculinity and feminism.
- Gender bias, gender stereotyping, and empowerment.
- Equity and equality in relation with caste, class, religion, ethnicity regions.
- Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's education.
- Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plan.

Unit-V: Gender Identities and Socialisation Practices in

- Family
- Schools
- Other formal and informal organisation.

Schooling of Girls:

- Inequalities and resistances (issues of access, retention and exclusion).
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.

Unit-VI: Curriculum and Gender Issues

- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence: An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)
- Teacher as an agent of change
- Development of life skill and sexuality

Practicum

Visit any one Institution for Children with visual impairment, Hearing Impairment, Mental Retardation or Orthopedically Handicapped and make a Report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services.

Course 2.2.5: CURRICULUM STUDIES

Unit-I: Meaning and Concept of Curriculum

- Nature, Meaning, Concept, Forms (Types) of curriculum
- Evolution and Functions of Curriculum as Product, Process and Programme
- Curriculum: Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences(PLEs)
- Structures of Curriculum: Frameworks, Courses of Studies, Syllabus
- Approaches to translate Curriculum: Behavioral, Systems, Intellectual, Humanistic, Re-conceptualist.
- Indian Perspective with regard to Curriculum Policy and Schemes.

Unit-II: Foundations of Curriculum and Curriculum Planning

- Philosophical, Sociological, Psychological, Linguistic and Historical foundations of Curriculum.
- Curriculum Politics in India at national, state, region, religion, language, caste and class level
- Levels of Curriculum Planning: National, State, System Wide, Institutional, Teacher-Team and Individual Teacher level
- Principles of Curriculum Planning Improvement of Curriculum PlanningA Review of NCF 2000 and 2005

Unit III: Curriculum Construction & Evaluation

- Concept and principles of curriculum development
- Processes of curriculum construction: Situational Analysis, Selection of curriculum objectives, Selection of content and learning activities, Organization of content and learning activities, Selection of instructional procedures/methods, Evaluation
- Concept, Nature, Scope, Purpose and Approaches of Curriculum Evaluation

Practicum

- Critical analysis of existing elementary/secondary/higher secondary school curriculum
- Development of guidelines for writing of school text-book, workbook, teachers' hand-book, and laboratory manual
- Evaluation of school text-books, work-books, teachers' hand-book, and manuals
- Status of science/mathematics/social studies/languages education in NCF-2000, and NCF-2005.

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