

MAULANA AZAD NATIONAL URDU UNIVERSITY

(A Central University established by an Act of Parliament in 1998)

(Accredited "A" Grade by NAAC)



M.Phil / Ph.D. Programme Syllabus – 2019

SCHOOL OF EDUCATION AND TRAINING

Gachibowli, Hyderabad – 500 032

PHED101CCT

Core Course – I

Course Title: Research Methodology & Statistics

Total Marks: 100

Total Credits: 4

(For Classroom Teaching: 3 and Practicum: 1)

Total Contact Hours: 80

(For Classroom Teaching: 48 and Practicum: 32)

Course Objectives:

On completion of this course, the research scholar will be able to

1. understand the underlying principles of research in general and educational research in particular
2. develop awareness about the contemporary debates on the status of scientific inquiry
3. develop understanding about the various perspectives of research in education
4. understand objectivity and ethical concerns in educational research
5. understand different approaches to Research: Qualitative (Positivism, Phenomenology, Empiricism, Ethnography, Symbolic-Interactionism) and Quantitative (Experimental, Descriptive, Survey)
6. demonstrate the knowledge and skill of constructing valid and reliable tools of data collection
7. understand and apply various methods of sampling
8. develop ability to use statistical methods and statistical packages for quantitative analysis of research data
9. understand and apply various qualitative data analysis techniques
10. prepare and review research proposals and research reports
11. demonstrate skill of producing and reviewing scholarly thesis, articles and book reviews

Course Content

Unit 1: Perspectives in Educational Research

- 1.1 Purpose, Scope and key Features of Educational Research
- 1.2 Educational Research: Epistemological Perspectives and Paradigms – Positivism, Post Positivism and Phenomenology
- 1.3 Trends in Educational Research
- 1.4 Construction, Reconstruction and Deconstruction of Research Knowledge
- 1.5 Research Designs
- 1.6 Research Ethics: Honesty, Intellectual Ownership and Plagiarism, Responsibility and Accountability of the Researcher, Situations that Raise Ethical Issues, Freedom and Privacy from coercion, Role of Research Participants

Unit 2: Understanding Research Processes

- 2.1 Review of Related Literature – Sources including Internet
- 2.2 Surveying, Observing, Hypothesizing and Experimenting
- 2.3 Sampling
- 2.4 Designing and Developing Research tools

Unit 3: Approaches / Methods of Educational Research

- 3.1 Quantitative Research – Descriptive Survey Research, Experimental Research, Causal and Impact Studies, Correlational Research
- 3.2 Qualitative Research – 1) Case Study, 2) Historical 3) Ethnographic Study, 4) Phenomenology, 5) Grounded Theory
- 3.3 Quantitative, Qualitative Research and Mixed Methods and Approaches to Understanding Education Reality Triangulation of Research and Meta Analysis
- 3.4 Narrative Analysis Research Diaries, Conversational and Discourse Analysis, Interview and Focused Group Discussion

Unit 4: Data Analysis in Educational Research

- 4.1 Data Analysis in Qualitative Research: Criticism of Historical Data, Coding of Qualitative data, Content Analysis, Logical and Inductive, Analytical and Analogies
- 4.2 Applications of Inferential statistics Parametric ('t test', ANOVA, ANCOVA) and Non-Parametric Tests (Chi Square, Sign test, Median test, and Kruskal Wallis 'H' test)
- 4.3 Correlational Analysis: Regression and Prediction, Factor Analysis and Path analysis
- 4.4 Computer Application in Research: Use of SPSS/Excel for Data Analysis, Interpretation of Data obtained from Statistical Packages, Internet as a Source in Educational Research

Unit 5: Educational Research Communicating and Reporting

- 5.1 Understanding and Developing a Research Proposal
- 1.2 Critical Writing , Academic Writing, Dissertations, Sponsored Projects Reports for Policy Makers, Evaluative Research etc.
- 5.3 Writing Research Papers / Articles
- 5.4 Writing Styles, Format and Technical Standards of Research Report
- 5.5 Writing References and Bibliography in APA style

Transaction Mode

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports

Practicum (Any Two of the Following)

- 1. Review of research report with regard to: Title or statement of the problem , Approach/Design , Research Hypotheses/Research Questions , Sampling , Tools , Statistical Techniques
- 2. A critical analysis of the scope, merits and limitations of various approaches of research in Education
- 3. Selection of a problem and developing a research design
- 4. Developing a research tool following standardization procedures
- 5. Preparation of the review of research reports

Recommended Readings

- American Psychological Association. (2001). Publication Manual of the American Psychological Association (5th Ed.). Washington, DC
- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
- Borg W.R. and Gall M.D. (1983) Educational Research – An Introduction. New York. Longman Inc.
- Carter V. Good (2006). How to do Research in Education. New Delhi. Cosmo and Indigo Publications.
- Carter V. Good (2008) Introduction to Educational Research. New Delhi. Surjeet Publisher.
- Clark Moustakas. (1994). Phenomenological Research Methods, New Delhi: Sage Publications .Pvt. Ltd.
- Cohen Lewis and Manion Lawrence (1994). Research Methods in Education. New York. Holt Rine Hart and Winston Inc.
- Creswell, J. W. (2002). Research Design: Qualitative, Quantitative, and Mixed methods Approaches (2nd ed.). Beverly Hills, CA: Sage Publication.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi, Sage Publications India Pvt. Ltd .
- Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. Beverly Hills, CA ,Sage Publication.
- Ferguson .G. (1981) A Statistical Analysis in Psychology and Education, New York. Mc. Graw Hill
- Flick Uwe (2011) Introducing Research Methodology. New Delhi, Sage Publications India Pvt Ltd
- Fred N. Kerlinger (2011) Foundations of Behavioural Research New Delhi. Surjeet Publisher.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2006). Educational Research: An Introduction (8thed.). Boston: Pearson Allyn & Bacon.
- Galvan, J. (1999). Writing Literature Reviews. Los Angeles, CA: Pyrczak.
- Gerard Guthrie (2012). Basic Research Methods- an Entry into Social Science Research .New Delhi. Sage Publications India Pvt. Ltd.
- Glesne, C. (1999). Becoming Qualitative Researchers: An Introduction (2nd ed.). New York: Addison, Wesley, Longman.
- Gopal .K. Kanji.(2006). 100 Statistical tests. New Delhi, Sage Publications India Pvt Ltd in association with Vistaar Publications.
- Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.
- Haller, E. J., & Kleine, P. F. (2001). Using educational research: A school administrator's guide. New York: Addison, Wesley, Longman.
- Hari Shankar Asthana and Braj Bushan (2007). Statistics for Social Sciences. New Delhi. Prentice Hall of India Pvt. Ltd.
- Henry E. Garrett (2006).Statistics in Psychology and Education. New Delhi. Cosmo Publications.
- Janet M. Ruanne (2005). Essentials of Research Methods- A Guide to Social Science Research. Melbourne. Blackwell Publishing.
- John W. Best and James V. Kahn (2006). Research in Education, New Delhi, Prentice Hall of India. Pvt. Ltd.
- John W. Creswell (2011). Research Design – Qualitative, Quantitative and Mixed Method Approaches. New Delhi. Sage Publications India Pvt. Ltd.
- Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi : Vikas Publications.
- Kultar Singh. (2011). Quantitative Social Research Methods. New Delhi Sage Publications India Pvt. Ltd.

- Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. Sage Publication.
- Louis Cohen and Lawrence Manion.(1980). Research Methods in Education, London: Routledge.
- Mukul Gupta and Deepa Gupta (2011) Research Methodology. New Delhi, Prentice Hall of India. Pvt. Ltd.
- Patton. M.Q. (2002). Qualitative Research Evaluation Methods. Thousand Oaks: C.A: Sage.
- Popham and Sirohic (1993). Educational Statistics –Use and Interpretation. New York. Harper and Row.
- Ranjith Kumar (2007) Research Methodology- A Step by Step Guide for Beginners. Australia. Pearson Education.
- S.P. Gupta. (1996). Statistical Methods, New Delhi: Sultan Chand & Sons.
- Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall.
- Sharma, Bharti (2004). Methodology of Educational Research. New Delhi : Vohra Publisher and Distributors .
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Van, Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction, New York: McGraw Hill Co.
- Wiersma, W.(2000). Research Methods in Education. (7th edition) Allyn & Bacon.

PHED102CCT
Core Course-2
(Broad Field of Study)
Course Title: Teacher Education

Total Marks: 100

Total Credits: 4

(For Classroom Teaching: 3 and Practicum: 1)

Total Contact Hours: 80

(For Classroom Teaching: 48 and Practicum: 32)

Course Objectives:

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

1. Understand the concept of professional growth and development of teachers through different means
2. Identify the current strategies being followed for the professional development of teachers
3. Understand short term and long term training courses offered by the state and national level bodies
4. Study the changing context and concerns in Teacher Education in India
5. Develop in the student understanding of the concept, objectives, new thrusts and structure of Teacher Education in emerging context
6. Enable the student to understand teaching and training techniques including IT- enabled training devices
7. Organise various types of student teaching programmes including students support services
8. Comprehend the concept and practice of evaluation in Teacher Education in the emerging context
9. Explore area of research and experiment in Teacher Education
10. Get acquainted with the innovative practices in Teacher Education
11. Develop professional ethics and sense of commitment

Course Content

Unit 1 : Teacher Education and Policy perspectives

- 1.1. Teacher Education concept, nature, Objectives and Scope
- 1.2. Teacher Education in Post Independence Period (recommendations of University Education Commission (1948-49), Secondary Education (1952-53) The Education Commission (1964-66), NPE(1968; POA,1992), NCFTE-2009, NCTE - 2014)
- 1.3. Approaches to Teacher Education: Consecutive vs integrated; Face to Face vs Distance Mode, initial vs continuum
- 1.4. Preparation of Teachers for Special Schools, Inclusive Classrooms and the Global context
- 1.5. Role of MHRD, UGC, NCTE, NCERT, SCERTs, DIETs in Teacher Education Policy, Planning and Implementation

Unit 2: Preparation of Teachers as Professionals

- 2.1. Teaching as Profession-Roles, Functions and status
- 2.2. Qualities and Characteristics of Teachers as Professional
- 2.3. Approaches of Teachers Preparation - Transpersonal Communication approach, Task analysis component approach, system approach, Constructivist approach, Portfolio assessment and monitoring approach.
- 2.4. Organisation of Pre-Service Teacher Education-need and relevance
- 2.5. Problems and issues in professional Preparation of Teachers

Unit 3: Continuous Professional Development of Teachers

- 3.1. Concept, need and scope of professional development of teachers; induction level, early professional development and Continuous Professional Development (CPD) models; teacher centers, study circles and subjects club etc.
- 3.2. Approaches to Professional development of teachers- Clinical Supervision of Teaching, Self-Learning Approaches, Use of Technology and Human Resource development.
- 3.3. Concept of Career Development Vs. Professional Development
- 3.4. Factors influencing professional Development of Teachers

3.5. Teaching as a Profession: Accountability (Teacher Appraisal and Evaluation), Social responsibility and Code of Professional ethics.

Unit 4: Critical Issues and Challenges in Teacher Education

4.1 Bringing theory into practice - illustrative case studies (Norms, Curriculum, Internship Assessment)

4.2 Selection and Admission of student Teachers, selection and Retention of Teacher Educators

4.3 Professional Education and Training of Teacher Educators

4.4 Role of NCTE in Reforming Teacher Education

4.5 Quality Concerns in Teacher Education - Role of NAAC and QCI. Improving Quality of TE through Modern Educational Technology

Unit 5: Innovations and research in Teacher Education

5.1 Innovative Practices in Teacher Education

5.2 Use of Media and innovative Technologies in Teacher Education (interactive video computer conferencing, web conferencing, web 2.0, web 3.0, mobile learning and mobile learning Applications, MOOCs)

5.3 Innovative measures in improving Quality of research in Education

5.4 Action research in Teacher Education

5.5 Areas of Research in teacher education: Teaching Behaviour, Teacher Effectiveness and Approaches to Teaching, Learning styles of student teachers, Service Conditions and Job Satisfaction, Quality Maintenance, Practice Teaching and Cooperation of Practicing Schools, Evaluation Strategies and Comparative Education, Use of Multimedia in Teacher Education.

Transaction Mode

Group Discussion; Lecture cum Discussion; Self Studies; Seminars; panel discussion; peer group discussion

Practicum

1. A study of the perception of Teacher Educators and student teachers on various aspects of a pre-service elementary Teacher Education programme such as weightages, duration, admission policy, staffing, organization, transaction and assessment.
2. Study of the DIET and CTE manuals to identify the qualification, roles and responsibilities of teacher educators for different levels of school education.
3. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
4. Term Paper on different approaches of professional development of teachers on any topic of students choice
5. Conduction of an Action Research Project in Teacher Education.
6. Critical analysis of any one Policy Document related to Teacher Education.

Recommended Readings

1. Basu, A.M.(1974) Education in Modern India, Orient Book Co., Calcutta.
2. Bruner, J.S.(1966). Towards a theory of Instruction ., Massachusetts: The Baltenop Press
3. CABE, 1992, Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
4. Chaurasia, Gulab (1967). New Era in Teacher Education, Sterling Publication, Delhi,
5. Chaurasia, Gulab (1977). Innovation and Challenges in Teacher Education, Vikas Publication, New Delhi, 1977.
6. Deghton, Lee C. The Encyclopedia of Education Vol. I & II, Mac Milan & Co. & Free Press, New York.
7. Delors, J. (1996), Learning: The Treasure within UNESCO Publishing.
8. Dunkin, J. Micheal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
9. Dutta, S. (1972) The Teacher and His World Sukumar Dutta, Soamibagh, Agra.
10. Govt. of India (1947). Secondary Education Commission, Ministry of Education, GOI, New Delhi.

11. Govt. of India : Education and Development; Report of Education Commission (1964 –66), GOI, New Delhi 1966.
12. Govt. of India : Secondary Education Commission, Ministry of Education, GOI, New Delhi, 1947.
13. Hilgard CH(Ed.)(1971). Teaching the Teacher: Trends in Teacher Education, George Allen and Union Ltd., London.
14. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press New York, Vol. 1-12.
15. J.C.Aggarwal 1988, Teacher's Role, Status, Service Conditions and Education in India, Doaba House, Booksellers & Publishers, Nai Sarak, Delhi 110006.
16. Jangira, N.K.(1982) Technology of Classroom Questioning, National Publishing House, Daryaganj, New Delhi.
17. Karen F. Osterman & Robert B. Kottkamp (1993). Reflective Practice for Educators- Improving Schooling Through Professional Development.
18. Mangla, Sheela (2000) Teacher Education: Trends Strategies, Radha Publishing, New Delhi.
19. MHRD (1990) Towards an Enlightened and Human Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi
20. NCERT. (1995). Teacher Policy, Training Needs and Perceived Status of Teachers. 114,116 IER: Special Number New Delhi.
21. NCTE (1988) Curriculum Framework for Quality Teacher Education, NCTE, Publications, New Delhi
22. Noville Bennet & Clive Carre (1993). Learning to Teach. Routledge. London.
23. Oberoi, M.K. (1995), Professional Competencies in Higher Education, UGC Publications, New Delhi
24. Sukula, J. (Ed.) (1985). Handbook of Research on Teacher Education, New York Mac. Milan Publishing

PHED101DST

Elective Course-1

Course Title: Educational Management, Planning and Finance

Total Marks: 100

Total Credits: 4

(For Classroom Teaching: 3 and Practicum: 1)

Total Contact Hours: 80

(For Classroom Teaching: 48 and Practicum: 32)

Course Objectives:

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

1. acquire conceptual knowledge of Educational Management, Planning and Finance
2. understand concept, theories and applications of Educational Management, Planning and Finance
3. understand contributions of different schools of management to education
4. apply theories of management, planning and finance to education
5. acquaint with objectives and functions of Educational Management
6. evaluate Educational Planning in India
7. conduct scientific inquiry in educational management
8. broaden their understanding of issues and practices related to human resource management and institutional development
9. comprehend the relationship that exists between educational and career planning and work and learning
10. acquire knowledge of the theory and concept of educational Administration as well as structural arrangements for educational administration at the national, state and sub-state levels for all sectors of education
11. critically analyse internal management structures and processes that characterize educational administration at different levels and sectors
12. develop an understanding of the issues and practices related to human resource management and institutional development

Unit 1: Educational Management

- 1.1 Conceptualizing Educational Management
- 1.2 Principles of Educational Management
- 1.3 Theories of Educational Management
- 1.4 Emerging Trends and Issues in Educational Management
- 1.5 System of Governance and Net working in Education

Unit 2: Educational Planning

- 2.1 Conceptual Framework, Need and Process of Educational Planning
- 2.2 Principles and Approaches of Educational Planning
- 2.3 Models of Educational Planning
- 2.4 Educational Planning Machineries at Central, State and Local Levels
- 2.5 Five Year Plans – An analysis of Educational Planning

Unit 3: Educational Finance

3.1 Finance and Expenditure in Education

3.2 Micro Finance: a) Rates of Return to Education
 b) Externalities and Non-Market effects of Education
 c) Schooling Quality and Educational Production

3.3 Macro Finance: a) Human Capital and Economic Growth
 b) Education and Economic Cohesion
 c) Educational Expenditure and Poverty Reduction
 d) Higher Education and Cost sharing in India

3.4 Grant-in-aid policy in India and state for primary, Secondary and Higher Education

3.5 Monitoring of expenditure control and utilization of funds, accounting and auditing

Unit 4: Resource Management.

4.1 Links between Resource Allocation and Educational Needs

4.2 Resource Allocation and Productivity in Education

4.3 Resource, Teacher and Class-Size Effects, Efficiency

4.4 Educational Resource Strategies

4.5 Monitoring of expenditure control and utilization of funds, accounting and auditing, 4.6 Cost benefit Analysis

Unit 5: Human Resource Management

5.1 Planning, Governance and Management of Human Resources in Education Sector

5.2 Human Empowerment through Education

5.3 Educational Standards and Human Resource Management

5.4 Access and Employment opportunities in the education Sector

5.5 Performance appraisal of teachers

Transaction Mode:

Lecture – Cum- Panel Discussion, Symposium, Formulation of Think Tank and Book Group, Critical Writing Programme

Practicum (Any two of the Following)

1. Study of Norms and Standards, Rules and Regulations of maintenance of Educational Institutions. (Through interactive session)
2. Case studies related to wastage and stagnation.
3. Field-visit for assessment of implementation, status of any schemes and programmes and provide a feedback through report writing on observed scheme (Project Reviews), documentation/ case studies.
4. Term paper on any topic selected by the students

Recommended Readings

- AIU, Staff Development in Indian Universities. (1996). New Delhi: Association of Indian Universities.
- Ananda, W.P. and Guruge. (1984). General Principles of Management for Educational Planners and Administrators. Paris: UNESCO.

- Behrman, Jere Rietal. (2002). Conceptual Issues in the Role of Education Decentralisation in promoting Effective Schooling in Asian Developing Countries. ERD working Paper No. Asian Development Bank, Manila, Philippines.
- Bell, Les. (1988). Management Skills in Primary Schools, London: Routledge.
- Bertrand, Oliver (2004) Planning Human Resources: Methods, Experiences and Practices. Paris: International Institute for Educational Planning, Paris.
- Blake, R.R, Mouton, J.S and Williams, M.S. (1981). The Administrator Grid. London: Jossey-Bass Publishers.
- Board, Robert de. (1978). The Psychoanalysis of organizations. London: Tavistock Publications.
- Bray, Mark, (2000). Double Shift Schooling: Design and Operation for Cost- effectiveness (2nd Edition) Paris : UNESCO HEP.
- Brent, Davies et.al. (1990). Educational Management for the 1990s. England: Longman Group Ltd.,
- Burtless, Gary. (1996). Does money matter: The effect of School resources on Student achievement and adult success. Washington D.C. Brookings.
- Bush, Tony and Burnham, John West. (Ed). (1994). The Principles of Educational Management. England: Longman Group Limited.
- Chau, TA-Ngoc (2003). Demographic aspects of Educational Planning. Paris: International Institute for Educational Planning.
- Cohn, Elchanan & Geske, Terry G. (1990). The economics of Education, third edition. New York: Pergamon Press.
- Cooke, Steve and Slack, Nigel. (1984). Making Management Decisions. New Delhi: Prentice Hall.
- Druker, Peter F. (1975). Management Tasks, Responsibilities, Practices. New Delhi: Allied publishers Pvt. Ltd.
- George, G.M. and Jones, G.R. (1996). Understanding and Managing Organizational Behaviour. XXXXXXX: Addison-Wesley Publishing Company.
- Gronn, Peter (2003). New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman.
- Hallack, J (19777). Planning the Location of Schools: An Instrument of Educational Policy. Paris: International Institute for Educational Planning.
- Hoffman, Allan M. and summers Randal W (eds.) (2000). Managing Colleges and Universities: issues for Leadership, Westport: Bergin, and Avery.
- Kiranmayi Y.S. (1989). Management of Higher Education in India. New Delhi: Crown Publications.
- Koontz Harold, Weistrich Heinz. (1990). Essentials of Management. New York: McGraw Hill International Edition.
- Koontz Harold, Weistrich Heinz.(1988). Management. New York: McGraw Hill International Edition.
- Koontz, O'Donnel and Weihrich. (1982). Essentials of Management. New Delhi: Tata Mc Grawhill Publishers.
- Krojsma Acjaro, VT. 'Planning in India', New Delhi: Longmans, 1961.
- Luthans, Fred. (1998). Organizational Behaviour. Boston: Irwin, McGraw Hill.
- Malik, S.C. (Ed). (1971). Management and Organization of Indian Universities. Shimla: Indian Institute of Advanced Studies.
- Meredydd, Hughes et.al. (Eds) (1985). Managing Education. London: Holt Rinehart and Winston.
- Naik, J.P. (1965) Educational Planning in India, India: Allied Pulishers .
- Newman et.al. (1974). The Process of Management: Concept, Behaviour and Practice. New Delhi: Prentice Hall of India.
- NIEPA. (1986). Educational Management in India. New Delhi: NIEPA.

- Pareek, Udai. (1988). Organizational Behaviour Process. Jaipur: Rawat Publications.
- Prasad, Lallan and Bannerjee, A.M. (1990). Management of Human Resources. New Delhi: Sterling Publishing Pvt. Ltd.
- Rao, V.K.R.V. Education and Human Resources Developments, Delhi, Allied Publishers, 1966.
- Rao, V.S.P. and Narayana. (1987). Principles and Practice of Management. Delhi: Konark Publishers Pvt. Ltd.
- Saffer, H. (1961) Investment in Human Capital, New York: MacGraw Hill.
- Scheerens, Jaap (2000). Improving School Effectiveness. Paris: International Institute for Educational Planning.
- Sharma, R.C. (1983). School Management. Delhi: Sarita Prakashan.
- Singh, H.M. (Ed.). (1995). Fundamentals of Educational Management. New Delhi: Vikas Publishing House Private Limited.
- Tandon, Sandhya. (1985). Executive Decision Making. New Delhi: National Publishing House.
- Ubben, G.C and Hughes, L.W. (1987). The Principal-Creative Leadership for Effective Schools. Boston: Allyn and Bacon, Inc.
- UNESCO Institute for Statistics (2001). Education Indicators: Technical Guidelines. Montreal : Canada
- Yull, Gary A. (1978). Leadership in Organisation. New Jersey: Prentice Hall

PHED102DST

Elective Course-2

Course Title: Educational Assessment and Evaluation

Total Marks: 100

Total Credits: 4

(For Classroom Teaching: 3 and Practicum: 1)

Total Contact Hours: 80

(For Classroom Teaching: 48 and Practicum: 32)

Course Objectives:

On completion of this course, the research scholar will be able to

1. understand the nature and philosophy of assessment and evaluation
2. analyse the significance of assessment in the teaching learning processes
3. comprehend various models, approaches and theories of educational measurement and evaluation
4. develop basic skills and competencies in the use of various types of evaluation and assessment tools and techniques, their administration, analysis, interpretation, reporting and feedback
5. use suitable measurement theory and evolve appropriate assessment and evaluation strategies in evaluation studies
6. develop evaluation studies and carryout them using the basics of educational assessment and evaluation

Course Content

Unit 1: Perspectives on Educational Assessment and Evaluation – Strategies and Approaches

- 1.1 The nature and philosophy of educational assessment and evaluation and steps involved in Evaluation
- 1.2 Development of evaluation models and approaches of assessment
- 1.3 Purpose of Assessment and Evaluation
- 1.4 Principles of Measurement
- 1.5 Recent developments in educational evaluation and assessment

Unit 2: Measurement theories and Models

- 2.1 Measurement theories- Generalisability theory, Item response theory
- 2.2 Measurement Models- Time score model, latent trait model, Rasch measurement model
- 2.3 Validation of assessment: concept and methods of ascertaining validity. (Content related, criterion related, construct and predictive) and Issues related to Validity
- 2.4 Reliability: concept, theory of reliability; methods of ascertaining reliability. (test- retest, equivalent forms, split- half, reliability based on item statistics)
- 2.5 Scaling methods and test norms and Item analysis

Unit 3: Types of Educational Assessment and Evaluation

- 3.1 Diagnostic evaluation
- 3.2 Curriculum evaluation

3.3 Institutional evaluation

3.4 Programme evaluation

3.5 Meta evaluation

Unit 4: Tools and Techniques for Educational Assessment and Evaluation

4.1 Tools: Questionnaire, scales, profile, portfolio, achievement tests, standardized tests, criterion-referenced tests, culture fair tests, minimum competency tests, differential test batteries

4.2 Item writing techniques and item banking

4.3 Test anxiety, test wiseness and guessing

4.4 Techniques: Self report, interviews, observation, practicals, case studies, Analysis of evidences in humanistic studies

4.5 Meaning of Norms referencing and Criterion & Domain referencing

Unit V- Issues Related to Educational Assessment and Evaluation

5.1 Role of Evaluator

5.2 Ethics of the evaluation studies

5.3 Professional standards for educational evaluation

5.4 Impact of evaluation studies

5.5 National assessment of educational standards

5.6 Reporting the results of evaluation studies

Transaction Mode:

Group Discussion; Lecture cum Discussion; Self Studies; Seminars; penal discussion; peer group discussion

Practicum (Any Two):

1. Construction of questionnaire/achievement test/rating scale in any subject
2. Development of observation schedule/interview schedule/diagnostic test
3. Term paper on any topic selected by the students

Recommended Readings:

- Anastasi, A. (1976). Essentials of Psychological Testing (4th edition). New York. Macmillan Publishing Co.
- Baker, E.L. Domain Referenced Test in Torsten.Hussain and T. Nevile Post/Lethwaite (Ed.) (1985). The international Encyclopedia of Education (IEE) Oxford Pergamen Press, Vol. 5.
- Bartram, D., and R.K. (Ed.). (2005). Computer Based Testing and Internet: Issues and Advances. Somerset, NJ: Wiley Inc.
- Bell, C.S. and Harris D. (Ed.). (1990). Assessment and Evaluation World yearbook of Education.
- Berk, R.A. (1984). A Guide to Criterion Referenced Test Construction. Baltimore: The Johns Hopkins Univesity Press.
- Berman, R.L. (2001) Generalisability Theory New York: Springer-Verlag

- Bloom, B.S., Madaus, G.F. and Hastings, T.J. (1981). Evaluation to Improve Learning. New York: Mc. Graw Hills.
- Bond. T.G. and Fox C.M. (2001) Applying the Research Model: Fundamental Measurement in the Human Sciences. Mahwah, NJ: Lawrence. Erlbaum Associates
- Chase, C.I. (1999) Contemporary Assessment for Educators. New York: Longman
- Cizek, G.J. (1999) Cheating Tests: How to do it, Detect it and Prevent it. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Cizek, G.J. (Ed.). (2001). Setting Performance Standards: Concepts, Methods and Perspectives. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Cronbach, L.J. (1970). Essential of Psychological Testing (3rd edition) New York: Harper and Row Publishers
- Dave, R.H. and Patel, P.M. (1972) Educational Evaluation and Assessment. NCERT. New Delhi.
- Drasgow, F and Olson-Buchanan, J.B. (Ed.) (1999) Innovations in Computerised Assessment. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Edward E.L. (1969). Techniques of Attitude Scale Construction. Bombay Vakils, Feffer and Simons Pvt.Ltd.
- Groenen, P Borg, I (1997) Modern Multidimensional Scaling: Theory and Application New York: Springer- Verlag.
- Grunlund, Norman, E. (1976). Measurement and Evaluation Testing (3rd edition) New York: Mc Millan.
- Halaslyna, T.M. and Downing, S.M. (Ed.) (2006). Handbook of Test Development. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Hopkins, Kennett, D. (1998). Educational and Psychological Measurement and Evaluation. Allyn and Bacon
- Mehrens, W.A. and Lehmann, I.J. (1987). Using Standardized Tests in Education (List; Edn.) New York: Longman.
- Noll, V.H. and Scannel, D.P. (1972). Introduction to Educational Measurement (3rd edition) New York: Houghton Maffin.
- Osterluid, S.J. (ed.) (2006) Modern Measurement: Theory, Principles and Applications of Mental Appraisal. Upper saddle River, NJ. Pearson-Merrill. Prentice Hall
- Popham W.J., (1999). Classroom Assessment: What Teachers Need to Know (2nd edition). Boston, Allyn and Bacon.
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PHED103DST

Elective Course- 3

Course Title: Inclusive Education

Total Marks: 100

Total Credits: 4

(For Classroom Teaching: 3 and Practicum: 1)

Total Contact Hours: 80

(For Classroom Teaching: 60 and Practicum: 20)

Course Objectives:

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

1. understand the conceptual framework of inclusive education
2. classify the different socially disadvantaged groups and understand the policy perspectives related to education of socially disadvantaged groups in India
3. analyze the status of education of the socially disadvantaged children in the country
4. develop knowledge and skill to address social groups inequality in school and society
5. understand the schemes and programs of education of socially disadvantaged groups
6. identify research priorities and conduct research in the area of inclusive education and different socially disadvantaged groups

Course Content

Unit 1: Introduction to Inclusive Education and Disadvantaged Groups

- 1.1 Inclusive Education - conceptual framework, need and Importance
Disadvantaged groups in India - scheduled castes, scheduled tribes, other backward castes, girls, children from rural areas and slums, differently able persons
- 1.2 Education for All 2000, RTE 2009 and inclusive education for all
- 1.3 Segregated, integrated and Mainstreaming in Education
International perspectives - Dakar framework of action (2000), millennium development goals (2000)

Unit 2: Schedule Caste and Schedule Tribes - Status of Education

- 2.1 Educational Status of SC & STs, Causes of their educational backwardness
- 2.2 Indian Constitution on SC & STs, strategies for educational development of SC & STs
- 2.3 Recommendations of various commissions and committees for the educational development of SC & STs

Unit 3: Minorities and Other Backward Castes - Status of Education & Research

- 3.1 Educational Status of Minorities and OBCs, Causes of their educational backwardness
- 3.2 Indian Constitution on Minorities and OBCs, strategies for educational development of Minorities and OBC
- 3.3 Recommendations of various commissions and committees for the educational development of Minorities and OBCs

Unit 4: Women and Children of Rural Population - Status of Education & Research

- 4.1 Educational Status of women and children of rural population, Causes of their Educational backwardness
- 4.2 Strategies for the educational development of women and children of rural population
- 4.3 Government schemes and programs for educational development of women and children of rural population

Unit V- Differently Able Persons - Status of Education & Research

- 5.1 Educational Status of differently able persons, Causes of their educational backwardness
 - 5.2 Strategies for the educational development of differently able persons
 - 5.3 Government schemes and programs for educational development of differently able persons
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Transaction Mode

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports; School visits and sharing of experiences

Practicum (Any two of the following)

1. Visits to the schools having high learner population of disadvantaged groups and Preparation of critical observation and note characteristics of educational problems
2. Assignment on policy perspectives and status of education of socio-economically disadvantaged group of India/ of a particular State.
3. Field visit to residential/ ashram schools and minorities institutions and preparation of a report
4. Documentation/preparation of report on institutions/school practicing innovations.
5. Analysis of status report on girls' education-access, enrolment etc., from selected educational statistics (MHRD), Report cards (NUEPA) and All India Survey Reports (NCERT).
6. Assignment on any topic of the selected themes from the course

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PHED104DST

Elective Course - 4

Course Title: MATHEMATICS EDUCATION

Total Marks: 100

Total Credit: 4

(For Classroom Teaching: 3 and Practicum: 1)

Total Contact Hours: 80

(For Classroom Teaching: 48 and Practicum: 32)

OBJECTIVES

- To enable students understand the nature and structure of Mathematics
- To appreciate the History of Mathematics
- To acquaint students with the development of mathematics education in India
- To construct appropriate assessment tools for evaluating mathematics learning
- To appreciate the process of developing a concepts in Mathematics

UNIT 1: Nature and Structure of Mathematics

- 1.1 Nature of Mathematics Knowledge
- 1.2 Process of Mathematics
- 1.3 Aesthetic dimension of Mathematic education

UNIT 2: History of Mathematics

- 2.1 History of Mathematics In India
- 2.2 Mile stones in the development of Mathematics (prehistoric mathematics to 20th century mathematics)
- 2.3 Mathematics, society and Technology

UNIT 3: Mathematics Thinking and Reasoning

- 3.1 Process of cognitive development in children
- 3.2 Development of concepts and principles in mathematics
- 3.3 Problem solving, meta cognition and sense-making in mathematics

UNIT 4: Mathematics Education

- 4.1 Overview of problems of mathematics education in school education
- 4.2 Aims of mathematics education, revised blooms taxonomy, RCEM approach
- 4.3 Pedagogical practices and innovative experiment in mathematics curriculum

UNIT 5: Research in Mathematics Education

- 5.1 Need of research in mathematics education
- 5.2 Recommendation of various policies regarding the mathematics education in schools.
- 5.3 Areas of research in learning and assessment of mathematics education.

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PHED105DST
Elective Course - 5
Course Title: GUIDANCE AND COUNSELLING
Total Marks: 100 **Total Credit: 4**
(For Classroom Teaching: 3 and Practicum: 1)
Total Contact Hours: 80
(For Classroom Teaching: 48 and Practicum: 32)

Objectives:

1. To understand the problems of students at various stages of development
2. To resolve the problems arise due to maladjustment at various stages of children
3. To make them aware of life goals
4. To comprehend problems contributing to education of the child and provide guidance accordingly
5. To understand the factors contributing to vocational development and provide guidance accordingly
6. To counsel special group of children in the schools
7. To comprehend the behavioural dysfunctions of the school children and provide assistance.

Unit 1: Concept of Guidance

- 1.1 Concept and definition of Guidance
- 1.2 Problems at various stages of development (childhood, Adolescent, Adulthood and old age)
- 1.3 Concept of adjustment & Mal adjustment (Defence mechanisms)
- 1.4 Adjustment at different stages of life (childhood, Adolescent, Adulthood, Old age)
- 1.5 Life goals and Guidance

Unit 2: Educational Guidance

- 2.1 Purpose of Educational guidance
- 2.2 Factors contributing to educational problems (self, home, school, neighbourhood, community ,religion, society , teachers, parents)
- 2.3 Educational guidance programme at (Primary level, secondary level, college level)
- 2.4 Role of the teacher as Counsellor and professional teacher
- 2.5 Promoting parental collaboration in Educational guidance

Unit 3: Vocational guidance and Individual preparation

- 3.1 Nature, Need and importance of Vocational guidance
- 3.2 Factors contributing to vocational development (social, economic, cultural, Individual,)
- 3.3 Job Analysis and Job satisfaction

- 3.4 Sources of occupational information-collection, classification, and dissemination of occupational information
- 3.5 Individual preparation-Discovering individual abilities, interests, studying occupational and job requirements, Training for interview, developing work ethics, developing professionalism,

Unit-IV Concept of Counselling

1. Concept and Definitions of counselling
2. Phases of counselling- (Assessment, Intervention, Termination)
3. Counselling special groups (Orphans, Destitute, Delinquents, Drop outs, dependence syndrome , Drug addicted, Alcoholics)
4. Abuse –Types, effects- abuse counseling,
5. Identifying support networks

Unit-V Behaviour dysfunctions and counselling

1. Learning disability, Stress, anxiety, phobia, mood disorders, suicidal tendencies in the school children.
2. Identifying such children -Role of the teacher and parents as a counsellors
3. Basic counselling skills-observation, questioning, communication (listening, feedback, nonverbal, making notes and reflections).
4. Need for ethical standards-ethical codes and guidelines
5. Rights of clients and dimensions of confidentiality

References

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PHED106DST
Elective Course - 6

Course Title: SCIENCE EDUCATION

Unit-1: Introduction to Science Education

- 1.1 History and Development of Science Education
- 1.2 Teaching and Learning Science in 21st Century
- 1.3 Paradigms in Science Teacher Education
- 1.4 Science Curriculum, Validity of Science Curriculum, Criteria of Validity of Science Curriculum: NCF-2005
- 1.5 Science Education Policy in Post-independent India: Secondary Education Commission (1952-53), Education Commission (1964-66), NPE (1986), NCF (2005). Science Education and SDG-2015-30. Role of Science Education in Sustainable Development with special reference to 21st century

Unit 2: Pedagogical shift, Approaches and Strategies of Learning Science

- 2.1 Development of concepts in Science- Real-life as the basis of conceptions; personal vs. verified knowledge of science. Conceptions, Alternate concepts, and misconceptions in science, naïve concepts.
- 2.2 Teaching concepts and generalizations: inductive approaches, using advance organizers, problem solving approach, investigatory approach, project method, cooperative learning method.
- 2.3 Role of prior knowledge in constructing new knowledge (Ausubel), Piaget's theories of learning (schema- disequilibrium). Vygotsky's theories of role of language and context in learning. Van Glasersfeld's theory. Development of constructivist practices in science teaching, 5E learning model, 7E model, conceptual change model of teaching, challenges in using Constructivism in the classroom.
- 2.4 Approaches in teaching Science: Cooperative and Collaborative learning approach, problem solving approach, concept mapping, experiential learning, cognitive conflict, inquiry approach, analogy strategy
- 2.5 Planning for Preparation for Teaching-Learning of Science: Anderson and Krathwohl's revised Bloom's taxonomy: knowledge domains and cognitive processes, action words. Types of knowledge- factual, conceptual, procedural and metacognitive knowledge. Planning of different types of lessons in Science: Problem based – Task based – STS oriented – Content and Skill based experiential learning lessons.

Unit-3: Professional Development and ICT in Science Education

- 3.1 Science Education Journals relating to School Education: School Science Review, Journal of Physics education, Journal of Research in Science Teaching, NCERT Journals, etc. Use of Open educational resources and free open source in teaching science curriculum
- 3.3 ICT- Classroom applications, Online surfing, Internet browsing, Web resources, online journals, Virtual Laboratories, Wikipedia, Patenting and Copy right rule.

- 3.4 ICT integrated approaches to teaching; e-learning; on-line learning of science; Task based learning; designing of group tasks; seminar presentations: Planning, organizing and presentation skills.
- 3.5 Digital resources in science teaching (MOOCs, Multimedia, Virtual Classrooms). The Roles of Teachers in ICT-enhanced Teaching and Learning in Primary and secondary Schools, ICT as information tools, tutorial tools and construction tools.
- 3.5 ICT for better teaching and learning at secondary science curriculum (iEARN, International Education and Resource Network, A Flat Classroom Project Intel® Teach Programme). Techno pedagogical and content knowledge of science curriculum (Concept Mapping, V-diagram, STS Model) .

Unit-4: Assessment and Evaluation in Science Education

- 4.1 Assessment and Evaluation in Science Education. Formative Assessment and Teaching learning. Use of ICT in assessment.
- 4.2 Tools and techniques of assessment in Science learning: Tools used for assessing factual and conceptual knowledge in Science; assessment of practical work: rubrics for assessing practical work (performance abilities and skills); assessment of practical/ lab records; assessment of attitude towards practical work; course work; assignments; group discussions.
- 4.3 Assessment of project work, investigatory projects; group discussions; seminar presentations and participation. Need for periodic assessment of the above and the strategies used for periodic assessment.
- 4.4 Using assessment feedback to improve teaching and learning in Science. Analysis of question papers in Science prepared by State / CBSE Boards; setting of question papers following the patterns in State/CBSE.
- 4.5 Use of observation, questioning, concept mapping, rating scales, worksheets, reflective journals/diary, peer and self-assessment in sciences. Use of rubrics, and portfolio assessment in Sciences, diagnosing learning difficulties and misconception in Sciences.

Unit-5: Research in Science Education

- 5.1 Meaning, Definition, Scope of Research in Science Education . Aims, Ethics and Characteristics of Research in Science Education. Qualitative and Quantitative Research Methods in Science Education. Basic, Applied and Action Research in Science Education
- 5.2 Research Trends in Science Education: Diversity in Research, Areas of Research, Transition from Behaviourist to Constructivist Model. Experimental and Correlation studies with examples.
- 5.3 Vision of Science Education Research – Policy Perspectives in India. Teacher autonomy as a researcher.
- 5.4 Supporting Agencies for Researching Teachers: Role of National and State agencies like NCERT, RIEs, SCERT, IASE in conducting in-service programmes, conferences, monitoring capacity building and evaluating functions of them. Human Resource Development Centres (HRDCs) and Universities in conducting orientation and refresher courses for in-service teachers.
- 5.5 Financing agencies for research in Science Education . Seminar, conferences, workshops, and paper presentations by NSTA, INSA, Indian Science Congress, NSTC,

NCERT and others. Role of Organisations like CSIR, ICAR, ICMR, IISc, IISER, BARC etc in promoting Research in Science Education

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PHED107DST
Elective Course- 7
Course Title: Social Science Education

Total Marks: 100

Total Credits: 4

(For Classroom Teaching: 3 and Practicum: 1)
Total Contact Hours: 80
(For Classroom Teaching: 48 and Practicum: 32)

OBJECTIVES:

To enable the students to:

- Understand the Concept of Social Science
- Become aware of integrated approach in social science
- Know the latest environmental trends and issued in Social Science
- Know the different methods of research in field of Social Science.

UNIT-1: Nature of Social Science

- i. Social Science Curriculum and developmental issues
- ii. Utility of Social Science as a discipline in the present scenario.

UNIT-2: Social Sciences as a carrier of Human Values

- i. Pedagogy of Integrated approaches in Social Sciences
- ii. Pedagogical use of ICT for Social Sciences.

UNIT-3: Latest Trends and Issues in Social Science

- i. Building sensitivity in the Individuals regarding Environmental Issues-(both Physical & Social)
- ii. Vision of the future: environment, women and sustainable development
- iii. Peace Education-Issues related to Social Sciences and role of United Nation in peace keeping.
- iv. Building a desirable peace and promoting economic growth.

UNIT-4: Evaluation

- i. Evaluation, its importance and types.
- ii. Continuous and Comprehensive Evaluation in Social Science.
- iii. Suggested Procedures and Practices of Evaluation in Social Science.

UNIT-5: Researches in Social Science.

- i. Comparison between Qualitative & Quantitative Research.
 - ii. Importance of SPSS its usages.
 - iii. Popular Methods used in Resea4ches in Social Science.
- iv. Legend of social sciences and research on them

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11. **Peter C. Gega,** Science in Elementary Education , - Mac Millan Publishing Company New York
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PHED108DST
Elective Course -8
Course Title: LANGUAGE EDUCATION

Total Marks: 100

	Credit	Hours
Teaching	03	48
Practicum	<u>01</u>	<u>32</u>
Total	04	80

OBJECTIVES:-

- To acquaint the students with the system of communication.
- To acquaint the students with the language to have similar ways of expressing ideas.
- To acquaint the students with multi lingual approach to language education.
- To acquaint the students with the socio psychological linguistic theories of languages.
- To acquaint the students with the research methodology in language education.
- To acquaint the students with the techniques of research in the field of language education.
- To acquaint the students with the contribution of different institutions and formal agencies of language education
- To acquaint the students with the policies and legislation about the language education.
- To acquaint the students with the innovative experiment in language education.

UNIT-1: STRUCTURE AND THEORIES OF LANGUAGE

- 1.1 Language Structure: Morphology, Syntax and Semantics,
- 1.2 Phonetics, Intonation.
- 1.3 Classical Vs Modern languages.
- 1.4 Theories of language learning.
- 1.5 Literature and communicative approach to language.

UNIT-2: POLICIES AND LEGISLATIONS ABOUT LANGUAGE

- 1.1 Three language formula, Mother Tongue, Indian and foreign languages.
- 1.2 Multilingualism in Government and Private Schools.
- 1.3 Recommendations of different Commissions and Committees regarding language education.

UNIT-3: TOOLS AND TECHNIQUE OF RESEARCH IN LANGUAGE EDUCATION:

- 1.1 Observation, Interview, Questionnaire and opinionnaire
- 1.2 Attitude Scales and rating scales
- 1.3 Aptitude Test

- 1.4 Sample and Data collection
- 1.5 Analysis of data and Interpretation of Results.

UNIT-4: AGENCIES OF LANGUAGE EDUCATION

- 4.1 Formal agencies
- 4.2 non- formal agencies
- 4.3 Contribution of NCERT, SCERT and National Council of Languages.
- 4.4 Teaching -Learning Research Centre
- 4.5 Language Labs.

UNIT-5: NEW TRANDS IN LANGUAGE EDUCATION

- 1.1 Curriculum and Pedagogical Practice.
 - 1.2 Development of Course Text Book and its Evaluation.
 - 1.3 Audio-Visual Aids in language education
 - 1.4 Electronic Media vs. Print Media.
 - 1.5 Creativity in language Education
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