

# Syllabus

## Ph.D. Course Work



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## Research & Development

MAHARISHI UNIVERSITY OF MANAGEMENT & TECHNOLOGY, BILASPUR, (C.G.)

## **1. Guidelines for Ph. D. Course Work**

The course work is prerequisite for Ph.D. preparation. The duration of the course work will be of one semester. The course work shall be of 16 credits and shall consist of 04 courses.

Course-1: PC-101: Research Methodology & Computer Applications;

Course-2: PCEDN-102: Research and Publication Ethics and;

Course-3: PCEDN-103: Review of Literature; will be compulsory for all.

Another one course shall be on elective basis.

## **2. Course Structure**

Course	Course Code	Course Type	Course Title	External	Internal	Credit	Marks
1	PC-101	Core	Research Methodology	3	1	4	100
2	PC-102	Core	Research and Publication Ethics	1	1	2	50
3	PC-103	Core	Review of Literature	0	6	6	150
4	*	Elective	Elective-I	3	1	4	100
<b>Total</b>						<b>16</b>	<b>400</b>

\* DSE: Discipline Specific Elective

### **List of Electives**

- 1. PCMAN-104: Management**
- 2. PCJYO-104: Jyotish**
- 3. PCEDN-104: Educational Technology**
- 4. PCEDN-105: Educational Assessment and Evaluation**
- 5. PCEDN-106: Guidance & Counselling**
- 6. PCEDN-107: Education of Disadvantaged**
- 7. PCEDN-108: Gender Studies**
- 8. PCEDN-109: Educational Technology**
- 9. PCEDN-110: Education of Differently Abled Children**

## **Research Methodology & Computer Applications (PC-101)**

### **Unit – I Introduction**

- Meaning and importance of research, steps of research process. • Types of research: historical, experimental and descriptive, Qualitative and Quantitative Research
- Research Process, • Research Design & Research Methods, Purpose, Characteristics, Steps with common errors committed in planning and conducting the research.

### **Unit – II Related Literature and Hypothesis**

- Selection & Formulation of research problem
- Role of related literature in Research.
- Literature search procedure.
- Sources of literature.
- Writing a Literature review.
- Research Objectives & Hypothesis, Definition of Hypothesis
- Characteristics
- Classification
- Statement of Hypothesis.

### **Unit – III Testing of Hypothesis**

- Concept of level of significance
- Degree of Freedom
- One tailed test and two tailed test.
- Types of Error – Type I & Type II

### **Unit – IV Sampling, Data Collection & Data Analysis**

- Population and sample
- Definition and difference
- Importance of sampling
- Sample size
- Sampling Error
- Preparing a questionnaire
- Test Standardization
- Data Collection
- Type of data
- Primary and Secondary Data
- Methods and techniques of data collection
- Parametric and Non Parametric Statistics
- Measures of Central Tendencies
- Percentile
- Correlation
- t – Test
- Chi – square test
- Normal Probability and its applications
- Regression
- Multiple Regression
- Two way and Three way analysis of variance

### **Unit – V Report writing and computer application**

- Steps of report writing
- Components and Structure of a research report
- Concepts of Bibliography and References, APA reference Style, Citation & acknowledgement
- Applications of Computer in research
- Generating charts / graph in Microsoft Excel
- Power Point Presentation
- Use of SPSS in Research.

**Assignment:30 marks; Final Theory Examination: 70 marks Total: 100 marks or 4 Credits**

### **Reference Books:**

Kothari, C.R. [2008]. Research Methodology: Methods and Techniques, Second Edition. New Age International Publishers, New Delhi.

Sinha, S.C. and Dhiman, A.K. [2002] Research Methodology, Ess publication. Volume 2, New Delhi.

Kothari, C.R. [2005]. Quantitative Techniques, Vikas Publishing House, New Delhi.

Gupta S.C. [2009]. Fundamentals of Statistics, Himalaya Publication House, Bombay.

Kumar. [2011]. Research Methodology: A step by step guide for beginners, Sage Publication Ltd. New Delhi.

Henry C. Lucas. Jr. [2000]. Information Technology for management. Tata McGraw-Hill, New Delhi.

Sinha P.K. [1992]. Computer Fundamentals, BPB Publications, New Delhi,

SPSS-Operating manual and handbook - latest version.

Chandera. A. and Saxena. T.P. [2000], Style Manual. Metropolitan Book Co.Ltd. New Delhi.



# **Research and Publication Ethics (PC-102)**

## **Unit 1: Philosophy and Ethics**

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: Definition, moral philosophy, nature of moral judgements and reactions

## **Unit 2: Scientific Conduct**

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP)
4. Redundant publications, Duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

## **Unit 3: Publication Ethics**

1. Publication ethics: definition, introduction and importance
2. Best practices/ Standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types
5. Violation of publication ethics, authorship and contributorship.
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and Journals

## **Unit 4: Open Access Publishing**

1. Open access publications and initiatives
2. SHERPA/RoMEO online resource to check publisher copyright & self- archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder/ Journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc.

## **Unit 5: Databases, Software Tools and Research Metrics**

### **A. Databases**

1. Indexing databases
2. Citation databases: Web of Science, Scopus, tec.

## B. Software tools

Use of Plagiarism software like Turnitin, Urkund and other open source software tools

## C. Research Metrics

1. Impact Factor of journal as per Journal citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, G indexs, i10 index, altmetrics

**Assignment: 20 marks; Final Theory Examination: 30 marks Total: 100 marks or 2 Credits**

## References

- Bird, A. (2006) Philosophy of Sciences, Routledge.
- MacIntyre, Alasdair (1967) A Short History of Ethics, London.
- P. Chaddah, (2018) Ethics in competitive Research: Do not get scooped: do not get plagiarized, ISBN:978-938748086
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine.(2009) on Being a Scientis: A Guide to Pesponsible Conduct in Research: Third Edition National Academies Prees.
- Resnik, D.B. ( 2011). What is ethics in research & Why is it important. National Institute ofEnvironmenatal Health Sciencs, 1-10 Retrieved from <Https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. ( 2012) Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), Ethics in Science Education, Research andGovernance (2019), ISBN:978-81-939482-1-7. [http://www.insaindia.res.in/pdf/Ethics\\_Book.pdf](http://www.insaindia.res.in/pdf/Ethics_Book.pdf)

## **Review of Literature and Presentation of Synopsis (PC-103)**

The research scholar shall review minimum 20 research articles of a broad research area from refereed journals of the discipline. After reviewing the research articles the research scholar shall submit a summary chronologically developing the arguments to the University within three months from the beginning of the course. On the basis of the review of literature and in consultation with the Supervisor, the research scholar shall prepare a Synopsis including

1. Research Topic.
2. Review of Literature.
3. Statement of Problem.
4. Objectives.
5. Hypotheses.
6. Methodology.
7. Plan of the Study.

*Review of Literature: 50 Marks; Submission of Synopsis 50 marks and Synopsis Presentation: 50 marks. Total: 150 marks or 6 Credits.*

## **Ph.D. Course Work in Management (CPMAN-104)**

\* Human Resource Management: Concepts, Role and Functions of HRM, HR Planning, Recruitment and Selection, Training and Development, Succession, Planning, Compensation: Wage and Salary Administration, Incentive and Fringe Benefits, Morale and Productivity, Job analysis, Job description and Specification, Use of Job analysis, Information, Appraisal of Performance, Industrial Relations in India, Health, Safety, Welfare and Social Security, Workers participation in management, Trade Unions and Employers organization in the Industrial Disputes, Forms and trends of Industrial unrest in India, Status of Collective Bargaining in India, Employee Empowerment and Quality Management, Social Security Laws, Dispute resolution and Grievance Management.

### **OR**

\* Marketing Management: Evolution and Concepts of Marketing, Marketing Mix, Marketing Segmentation, Product Life Cycle: New Product Development, Branding and Packaging, Pricing Methods, Distribution Decisions, Promotion Decisions, Marketing Environment: Marketing Research, On-line Marketing, Direct Marketing, Social, Ethical and Legal Aspects of Marketing in India. Consumer Behavior Theories and Models, Export Marketing- Indian and Global Context, New Issues in Marketing.

*Assignment:30 marks; Final Theory Examination: 70 marks Total: 100 marks or 4 Credits*

## Ph.D. Course Work in Jyotish (CPJYO-104)

क्रमांक	इकाई	पाठ्यक्रम का विवरण	अंक
1.	प्रथम	ज्योतिष शास्त्र का क्रमिक विकास कुण्डली निर्माण विधि फलादेश के मौलिक सिद्धान्त मूल त्रिकोण –दृष्टि विचार ग्रह मैत्री विचार	10
2.	द्वितीय	पंचांग की उपयोगित स्पष्ट-ग्रह-साधन लग्न-दशमलग्न साधन विशेषतारीदशा साधन स्थिर कारक विचार	10
3.	तृतीय	राशि स्वरूप विचार ग्रह षड्बल विचार राजयोग विचार पंचमहापुरुष योग विचार अरिष्ट विचार	10
4.	चतुर्थ	नामकरण मुहूर्त चूडाकरण मुहूर्त उपनयन मुहूर्त विवाह मुहूर्त यात्रा मुहूर्त	10
5.	पंचम	नवविधि कालमान अहर्गण आनयन अष्टधा ग्रह गति सूर्य ग्रहण चन्द्र ग्रहण	10

# **Teacher Education (PCEDN-104)**

## **Unit-I : Teacher Education**

- Concept, nature, aims and scope of professional development of teachers.
- Teacher education in post independence period (Policy perspective, recommendation of various commissions and committees and NPE, 1986, NCF-2005, NCFTE-2010)
- National curriculum framework for teacher education, 1998 And 2010.
- Institutions and agencies of teacher education MHRD, UGC,NCTE,NCERT and SCERT and other state level agencies of teacher education (IASE,CTE,DIET,DRC)
- Approaches to teacher education – Consecutive Vs. integrated, face to face, distance mode, initial vs. continuum.

## **Unit-II : Professional Preparation of Teachers**

- Organisation of Pre-service teacher education-Need and relevance.
- Organisation of in-service teacher education – Training Approaches - Task analysis compound approach, system approach, constructivist approach, Reflective teaching.
- System Reform – Major shift in Teacher Education programme – Pre-service education – Inservice Education.
- Use of Technology and Media in teacher education.

## **Unit-III: Technique for Higher Learning:**

Objective, procedure, & outcomes of :

- Conference technique
- Seminar technique
- Symposium technique
- Workshop technique
- Pre & panel discussion

## **Unit-IV: Innovative Practices in Teacher Education**

- Concept of innovation in teacher education programme
- Incentive & award for innovative practice
- Micro –teaching & its steps
- Simulated social skill training
- Team teaching ,
- Practice teaching vs. internship
- Interaction analysis technique

## **Unit-V: Effectiveness of Teacher Education Programmes**

- Assessment of teaching learning process
- Technique

- Type of evaluation
- Objective & criteria of evaluation of teacher education programmes
- Technique of evaluation of teacher education programmes
- Critical evaluation of teacher education programmes

## References

- Allen, Dwight & Ryan , Kevin (1969): Microteaching Mass Addison –Wesley
- Bloom, B.S. And Et.Al (1971) Handbook Of Formative And Summative Evaluation Of Student Learning .New York :Mcgraw Hill Book Co.
- Buch, M.B. And Palasane, M.M.(1968) Reading In In-Service Education ,Sardar Patel University,Vallabh Vidya Nagar .
- Comb, Arthur W.(1965) The Professional Education Of Teachers : A Perceptual View Of Teacher Education Boston : Allyn & Bacon.
- Jagaria,N.K. & Singh, Ajit (1984) Core Teaching Skill – Micro-Teaching Approach ,New Delhi ,NCERT
- Khan ,M.S.(1983) Teacher Education In India & Abroad .New Delhi Ashish Publishing House.
- Mukherji ,S.N.(1968) Education Of Teachers In India , New Delhi : S.Chand & Co.
- Panda ,B.N.(2004) Teacher Education ,APH, New Delhi
- Passi ,B.K.(1972) Becoming A Better Teacher
- Siddiqui ,M.Akhtar (1991) Inservice Teacher Education ,Ashish Publishing House ,New Delhi .
- Singh L.C. (1990): Teacher Education In India –A Source Book ,New Delhi ,NCERT.
- Singh ,R.P.(1993) The Challenges Of Tomorrow –A Profile Of Further Teacher Education , New Delhi Sterling Publisher Private Ltd.

# **Educational Assessment and Evaluation (PCEDN-105)**

## **Unit I- Educational Assessment and Evaluation**

- Strategies and Approaches
- The nature and philosophy of educational assessment and evaluation
- Development of evaluation models and approaches of assessment
- Purpose and goals of evaluation studies and assessment studies

## **Unit II- Measurement Theories**

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

## **Unit III- Dimensions of Educational Evaluation and Assessment**

- Diagnostic evaluation
- Curriculum evaluation
- Institutional evaluation
- Programme evaluation
- Meta evaluation
- Development in educational evaluation and assessment

## **Unit IV- Tools and Techniques for Educational Evaluation and Assessment**

- Tools: Questionnaire, scales, profile, portfolio, achievement tests, standardized tests, criterion referenced tests, culture fair tests, minimum competency tests, differential test batteries
- Item writing techniques and item banking
- Test anxiety, test wiseness and guessing
- Techniques: Self report, interviews, observation, practicals, case studies, Analysis of evidences in humanistic studies
- Student evaluation techniques and examination anxiety
- Validation of individual test response pattern

## **Unit V- Issues Related to Educational Assessment and Evaluation**

- Role of Evaluator
- Ethics of the evaluation studies
- Professional standards for educational evaluation
- Impact of evaluation studies

- National assessment of educational standards
- Reporting the results of evaluation studies

## References

- Anastasi, A. (1976). *Essentials of Psychological Testing* (4<sup>th</sup> 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 University Press.
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- Bond. T.G. and Fox C.M. (2001) *Applying the Research Model: Fundamental Measurement in the Human Sciences*. Mahwah, NJ: Lawrence. Erlbaum Associates
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- 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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
- Linguist, E.F. (Ed.) *Educational Measurement*. American Council of Education,

WashingtonD.C.

- 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* (3<sup>rd</sup> edition) New York: Houghton Maffin.
- NCERT (2005) *National Curriculum Framework*: New Delhi.
- 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* (2<sup>nd</sup> edition). Boston, Allyn and Bacon.
- Popham W.James. (Ed.). (1974). *Evaluation in Education: Current Applications*. Mr. Cutrhan Publishing Corporation. 2526 Grove Street, Barklay. California.

# **Guidance & Counselling (PCEDN-106)**

## **Unit I- Introduction to Guidance**

- Guidance: Meaning, nature, purpose, scope and principles; difference between guidance and counseling
- Types of Guidance: Socio-personal, educational, vocational guidance
- Guidance Services: need of importance of different guidance services
- Individual and Group guidance
- Use of non-testing and testing techniques in assessing and guiding students
- Minimum guidance programme in school: Highlighting various services, activities, testing, follow-up and evaluation
- Guidance personnel in school: role of teachers, principal, counselor and other specialists

## **Unit II- Introduction to Techniques of Counselling**

- Meaning, nature, scope and principles of counseling
- Techniques of Counseling
- Directive, non-directive and eclectic
- Counseling process: concepts, stages, steps
- Individuals and Group Counseling
- Approaches to Counseling-Psycho analysis, adhesion counseling, person centred counseling existential counseling, Gestalt theory, rational-
- Emotive Theory, Transactional analysis, behavioral and Cognitive, Behavioral counseling
- Professional counselling
- Non-testing techniques: Observation, Case study, autobiographies and socio-metric techniques
- Counseling for children with special needs
- Counseling as a profession, professional ethics and professional preparation

## **Unit III- Career Development and Guidance**

- Nature and Meaning of work, human motives, work and work ethics
- Theories of Career choice and Career development
- Trait factor, Anne Roe's theory, Holland's theory and Donald Supell's theory
- Career pattern and life stages
- Career maturity and Career adjustment.
- Career development of men & women
- Vocational education and vocationalisation of education and career development

## **Unit IV- Occupational Information in Guidance**

- Meaning and types of occupations, changes in the occupational pattern, need for occupational skills; training and apprenticeship, wage and self-employment
- Use of standardized tests – aptitude and interest inventories in knowing one's self.
- Source of occupational information: Primary, Secondary, and Government-private;

Classification and filling of occupational information need and importance, methods of filling NIC, NCO

- Dissemination of occupation – Group techniques; Career talks, Career exhibitions, Career Conference etc.
- Case study and Career monographs
- Use of Internet in providing occupational information

#### **Unit V- Research in Guidance and Counselling**

- Need & Scope of research in guidance
- Qualitative and quantitative research methods appropriate to guidance and counselling, action research
- Experimental and descriptive researches like survey & Case study
- Review and trends of research studies in guidance and counselling
- Identification and designing of a research study problem.
- Application of statistics for data analysis and interpretation.
- Writing research report and methods of dissemination.
- Evaluation of Guidance programmes in schools

#### **References**

- Baker, S. (1992). School Counseling for 21<sup>st</sup> Century. New York: Macmillan
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling, Vol.I: A Theoretical Perspective, New Delhi, Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999), Guidance and Counselling, Vol.II, a practical Approach, New Delhi, Vikas.
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- Brown,D.and Brook L., (edn). (1990). Career Choice and Development. San Francisco:Jessey Bass.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi. APH Publishing House.
- Gladding, Samuel T (1996). Counselling: A Comprehensive Profession, New Delhi: Prentice Hall of India.
- Gibson, R.L. and Mitchell, M.H. (1986). Introduction to Guidance. New York: Macmillan

# **Education of Disadvantaged (PCEDN-107)**

## **Unit I- Introduction of Education of the Disadvantaged Group**

- Meaning and importance of Education for All
- Factors facilitating education for all; educational setting- advantaged and disadvantaged group
- Definition and classification of children belonging to disadvantaged group (ST, SC, and minority group, girls and rural population, slum dwellers, orphanage, street dwellers)
- Concept of creamy layer and its implications

## **Unit II- Understanding Disadvantaged Learner**

- Educational characteristics of disadvantaged learner (ST, SC, and minority group, girls and rural)
- Educational problems encountered by the children belonging to disadvantaged group
- Socio- cultural dynamics of different disadvantaged group
- Educational efforts and incentives for effective inclusion of children belonging to disadvantaged group

## **Unit III- Recommendation of Various Commissions and Committees on Education of Children from Disadvantaged Group in Indian Context**

- Indian Constitution and its recommendations
- NPE 1986 and POA 1992
- Curriculum framework from 1978 to 2005
- SC, ST commission- recommendations for education of the disadvantaged group
- Role of non-government agencies for disadvantaged group

## **Unit IV- Teaching Strategies and Multilingualism in Education of Disadvantaged**

- Need for adaptation of textbook, instructional materials and methodology to meet with the needs of disadvantaged groups with various dialect speaking population and sub-variety of language speakers
- Outcome of research so far on learning problems and their uses in dealing with children with multilingual/ bilingual population
- Evaluation procedures adopted and their implications for the problem of drop out and stagnation of children from disadvantaged group
- Need for multilevel teaching approach with bilingual and multilingual educational situations

## **Unit V- Research and Education of Disadvantaged**

- Researches on curriculum, learning problems and remediation
- Researches on curriculum adaptations/ modification/
- Researches on examination reforms and evaluation processes of this group at elementary level belonging dialect-speaking population. Critical analysis of examination reforms, grading system and its implications for socially disadvantaged group

- NGOs efforts on education of the disadvantaged group of learners: critically analysis of a model available in any aspect of education

**References:**

- Bayly, S. (2000).Caste, society and politics in India (first Indian edition).New Delhi: Cambridge University Press.
- Bank, B.J. (2007): Gender and Education: An Encyclopedia. Praeger, Westport, London.
- Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi: Kanishka. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly.
- Chalam, K.S. (2011). Economic reforms and social exclusion: Impact of liberalization on marginalized groups in India. New Delhi: Sage.
- Chopra, R. & Jeffery, P. (2005). Educational Regimes in Contemporary India. New Delhi: Sage.
- Chudhary, B. (1992): Tribal Transformation in India. Vol.-V, New Delhi.
- Jain, S.C. (2005): Education and socio-economic development. Concept publishing house, New Delhi.
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- Kagan, T.S. (2000): Worldwide Diversity and Human Rights. Orient Longman Pvt Ltd., New Delhi. Ogbu, J.U. (1978): Minorities, education and caste. Academic Press, New York.
- Reissman, F. (1962): The Culturally deprived child. Harper and Raw Publishers, New Delhi. Sadavinich, A.R. (2007): Sociology of Education. Routledge, New York.
- Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
- Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
- Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.

# Gender Studies (PCEDN-108)

## **Unit I- Women and the society: A critical perspective**

- Women across India: multi cultural perspective
- Understanding patriarchy
- Women in India: Colonial and post colonial periods

## **Unit II- Social psychology of gender roles**

- Gender as a social category
- Gender differences and socialisation
- Changing roles and socialisation
- Media images of women

## **Unit III- Policy frameworks for gender concerns in education and women's empowerment – A critical perspective**

- Concepts, Dimensions and Parameters
- National policies and approach to Five Year Plans
- Different committees and commissions in education set up by the GOI in the post independence period
- Projects, programmes and schemes to bridge gender gaps in education and women's empowerment

## **Unit IV- Towards building gender inclusive education systems**

- Gender inclusiveness in curriculum, its presentation and transactions
- Teaching learning and support materials
- Classroom management
- Teacher behaviour and teacher preparation

## **Unit V- Gender issues in education and empowerment**

- Socio – cultural perspectives in girls' education with a view to identify issues and concerns in girls' education
- Analytical analysis of gender issues in girls' education across states
- Interventions – both government and non – government organisations to address gender based disparities in education and empowerment - A critical review

## **References**

- Kandaswamy Deepa (2005). Gender Insensitivity in School Education: Educational Journal- Gender and Education Internet Version.
- Kingdon Geeta Gandhi (2001). The gender Gap in Educational Attainment in India: How Much Can be Explained? Department of Economics. University of Oxford. August.
- Ramachandran, Vimala (1998). Girls' and Women' Education: Policies and Implementation Mechanisms. Case Study: India. Bangkok, UNSCO.

- Sharma M.C. and Sharma, A.K. (2003). Discrimination based on Sex, Caste, Religion and Disability Addressing through educational Interventions: A Handbook for Sensitizing Teacher and Teacher educators. NCTE and Human Rights Commission.
- Mehrotra Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly. March.
- Subrahmanium, Ramya (2005). Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development. July.



# **Educational Technology (PCEDN-109)**

## **Unit- I**

Concept of Educational Technology:

- Meaning , Nature, Scope and significance of E.T.
- Components of E.T.—Software, hardware
- Educational technology and Instructional Technology

## **Unit- II**

Communication and Instruction:

- Theory, Concept, Nature Process, Components, Types, Classroom communication, Mass media approach in Educational Technology.
- Designing Instructional System.
- Formulation of instructional objectives-skill, Task analysis.
- Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

## **Unit- III**

Teaching levels, Strategies and Models:

- Memory, Understanding and Reflective levels of teaching
- Teaching Strategies: Meaning, Nature, Functions and types.
- Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
- Modification of teaching behavior: Micro teaching Flander's Interaction Analysis, Simulation.

## **Unit- IV**

- Programmed instruction (linear branching model )-Origin and types –Linear and Branching
- Development of the programmed instruction material.
- Teaching machines.
- Computer Assisted Instruction.
- Researches in Educational Technology.
- Future priorities in Educational Technology

## **Unit- V**

- Educational technology in formal, non-formal and informal Education, Distance Education, Open Learning systems and Educational Technology.

- Emerging trends in Educational Technology, Video, Radio-Vision, Teleconferencing, CCTV, CAI, INSAT, Problems of New Technologies.
- Evaluation and Educational Technology.
- Resource Centres for Educational Technology, CIET, UGG, IGNOU, NOS, State E.T. Cells, AVRC, EMRC, NIST etc – their activity for the improvement of teaching learning.

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# **Education of Differently Abled Children (PCEDN-110)**

## **Unit I- Perspectives on Special Education**

- Conceptual issues, practical issues, issues reflected in practice
- Perspectives on classification; perspectives on categorical treatment and labeling; perspectives on environments and prevalence; perspectives on the regular education initiatives; perspectives on categorical relevance; perspectives on out of school placements
- Issues in early intervention: assumptions, early assessment, nature and early special education intervention

## **Unit II- Issues in Assessment and Teaching**

- Current decision making practices, assessment practices: who is assessed, what is assessed; assessment techniques and procedures; who performs assessment, relevance to intervention/remediation.
- Issues in teaching views of causality and their relationship to treatment approaches; place and time of intervention, objectives of teaching, procedures of teaching; criteria for effectiveness of speaking
- Transition Issues: transition into school; early labeling; alternatives to traditional school placement; transition during school between general and special education; post school education

## **Unit III- Helping Students with Underachievement**

- Definition and identification characteristics; pattern of responses to expectations
- Etiologies of under development; Family Etiology: identification and modeling, gender issues in underachievement; manipulative rituals and counter identification; School Etiology: school climate; inflexible classrooms, competitive classrooms; negative expectations; peer pressure and underachievement; an unrewarding curriculum, matching efforts and outcomes
- Helping students with underachievement: assessment communication; changing expectations; role model identification; correction of deficiencies, modification of reinforcements

## **Unit IV- Affective Sensitivity to All Exceptionalities**

- Importance of positive personal interactions; students with disabilities or destabilizing situations; student-material interactions; student- environment interactions; student-student interactions; teacher-student interactions
- Teacher expectations and students' behaviours; influence of labels; achievement tests results and tracking; monitoring and evaluating interactions: informal techniques (time analysis, teacher made checklists, peer teacher observers; video paper; role playing); formal techniques
- Changing expectations; the quality of student interactions; measuring the status of

students with disabilities; enhancing interactions between students with disabilities and their peers

- Understanding who have disabilities; books and films about individuals who have disabilities, in-service sessions, panel of individuals with disabilities, special materials; teaching social skills; teacher-parent interactions

#### **Unit V- Affective Learning for Gifted Students**

- Affective learning: meaning, importance and scope; self- concept, moral development, an effective humanistic curriculum, a value curriculum
- Materials and strategies for encouraging effective growth
- Humanistic teacher: characteristics and roles
- Leadership training; leadership definitions- traits, characteristics and skills, models, programmes and strategies

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