

EDUCATION

M.Phil. /Ph.D.Course Work Syllabus

Code	Course	Credit	Marks
EDU-RS-C101	Advanced Educational Research Methodology and Statistics	4	100
EDU-RS-E102	Educational Assessment and Evaluation	4	100
EDU-RS-E103	Teacher Education	4	100
EDU-RS-E104	Higher Education	4	100
EDU-RS-E105	Educational Technology	4	100
EDU-RS-E106	Special Education	4	100
EDU-RS-E106	Educational Administration and Management	4	100
EDU-RS-E108	Curriculum Development and Instruction	4	100
EDU-RS-C109	Writing Research Proposal	4	100

PAPER—I

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS (EDU- RS – C-101)

Course Objectives:

(4-Credits)

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

- ❖ understand the nature, scope and different Methods of Educational Research.
- ❖ gain knowledge about different types of tools and techniques of data collection.
- ❖ know the basics and advanced methods of educational statistics.

Unit I. Introduction to Educational Research

- Areas of Educational Research -- Problems related to Teaching and Learning Process
- Research Problem: Selection of Problem, Defining the Problem, Statement of the Problem , Evaluation of the Problem
- Review of related literature:Purpose of the Review, Identification of the Related Literature--Organizing the Related Literature
- Validity and Reliability and Norms
- Hypothesis: characteristics, types, formulation and testing

Unit II. Sampling Techniques and Research Tools

- Sampling: Concept of population and sample, Characteristics of a good sample, Techniques (Probability and Non-probability sampling techniques), Sampling errors and how to reduce them
- Tools and Techniques of Data Collection: Observation, Interview, Questionnaire, Schedules, Rating Scales, Attitude Scale

- Writing of Research Proposal

Unit III. Methods of Educational Research

- Types of Research in Education: Qualitative Research and Quantitative Research
- Methods of Quantitative Research: Descriptive survey, Correlational, Causal-comparative, Developmental and Experimental Research (Experimental Designs: Pre-Experimental Design, True Experimental Design, Factorial Design, Quasi-Experimental Design)
- Methods of Qualitative Research with their designs: Historical, Phenomenology, Ethnography, Grounded theory, and Case study

Unit IV. Analysis and Interpretation of Data

- Concept of Parameter and Statistics, Levels of Confidence, Degrees of freedom, Standard Error of Mean, one-tailed and two tailed tests
- t-test (independent and correlated samples), ANOVA: Assumptions, One way and Two way, Correlations: Biserial, Point Biserial, Partial and Multiple, Regression Equation: Regression and Prediction
- Chi Square (Test of Equality, Normality, Independence), Sign Test, Mann Whitney U Test, Median Test
- Application of MS-Office: Basics of MS-Word, MS-Excel and MS-PowerPoint; Application of these softwares' for documentation and making reports, Use of SPSS and other statistical softwares
- Writing of Research Report: Steps involved in writing a research report and characteristics of a good research report

Suggested Readings:

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: New Age International Publishers.
- Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
- Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994). Research Methods in Education. New York : Holt Rinehart and Winston Inc.
- Flick, Uwe (1996). An Introduction to Qualitative Research. London sage publication 19
- Fox, D.J. (1969). The Research Process in Education. New York: Holt Rinehart & Winston Inc.
- Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
- Garrett, H.E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer & Simon.
- Gay, L.R. (1976). Educational Research: Competencies for Analysis and Application. Merrill: Macmillan Publishing Company.

- Good, Barr & Scates (1962). *Methodology of Educational Research*. New York: Appleton Crofts.
- Guilford, J.P. & Fruchter, B. (1974). *Fundamental Statistics in Psychology & Education*. New York: McGraw Hill.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Keeves, John. P (ed)(1990). *Educational Research Methodology and Measurement: An International Handbook*. New York :Pergamo Press.
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
- Koul, L. (1990). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research*. Concise paperback edition. Thousand Oaks, CA: Sage.
- Sax, G (1968). *Empirical Foundation of Educational Research*. New Jersey: Englewood Cliffs.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Siegel, Sidney and Jr., N. John Castellan (1988). *Non-Parametric Statistics for the Behavioural Sciences*. New York: McGraw Hill Book Company.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research (4th edition)*. London: MacMillan.

PAPER—II
EDUCATIONAL ASSESSMENT AND EVALUATION
(EDU- RS – O-102-A)

Course Objectives:

(4-Credits)

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

- ❖ Understand the basic concepts and practices adopted in educational measurement and educational evaluation.
- ❖ Construct and standardize a test and scales.
- ❖ Know the new trends in educational assessment and evaluation.

Unit- I. Overview of Assessment and Evaluation

- Scales of Measurement: Nominal, Ordinal, Interval and Ratio
- Concept of Test, Assessment, Measurement and Evaluation, Functions of Evaluation and the basic principles of Evaluation
- Classification of assessment based on: purpose (Placement, formative, diagnostic, summative), scope (Teacher made, standardized), Nature of Interpretation (Norm-referenced Vs criterion-referenced), context (Internal, External)
- Continuous and Comprehensive Assessment: concept, nature, process, implementation strategies

Unit- II. Criteria of a Good Test and Procedure for Test Construction

- Reliability: Concept, Nature, Methods of Determining Reliability, Factors influencing the Reliability and Relationship between Reliability and Validity
- Validity: Concept, Nature, Methods of ascertaining Validity and Factors affecting Validity
- Norms: Meaning, Significance, Types- Age norms, Grade Norms, Percentiles, Z scores, T scores and Stanine Score
- Construction and standardization of an achievement test including item analysis, Construction of Attitude Scales by Likert Method

Unit - III. Tools of Measurement and Evaluation

- Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor)
- Subjective and Objective tools; Essay tests, Objective tests, Scales, Questionnaires, Schedules, Inventories and Performance tests – Uses, advantages and limitations of each type
- Writing of essay, objective (multiple, alternate, matching, completion) and interpretive exercise items for achievement test
- Stanford Binet Intelligence Scale and Raven's Standard Progressive Matrices Test

Unit -IV. New Trends in Evaluation

- Grading
- Semester system
- Openbook examination
- Question Bank
- Online examination
- Uses of computers in evaluation

Suggested Readings:

- Anastasi A. (1976). Psychological Testing (4th edition). New York: McMillan Pub Co.
- Ansatasi, A. and Urbina, S. (2005). Psychological testing. Singapore: Pearson Education.
- Atkin, L.R. (2000). Psychological Testing and Measurement. London: Allyn and Bacon.
- Bloom B.S & Other (1976). Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw Hill Book Co.
- Cronbach L.J. (1970). Essentials of Psychological Testing. New York: Harper and Row Publisher.
- Ebel, R. L. and Frisbee (1979). Educational Achievement. Singapore: Pearson Education.
- Edwards, A.L. (1975). Techniques of Attitude Scale Construction. Bombay: Ferfter & Semens Pvt Ltd.
- Fetsco, T and McClure, J (2005). Educational Psychology: An Integrated Approach to Classroom Decisions. U.S.A.: Pearson Education.
- Gronlund, N.E. and Linn, R.L. (2003). Measurement and Assessment in Teaching. Singapore: Pearson Education.
- Harper (Jr.), A.F & Harper, E.S (1990). Preparing Objective Examination: A Handbook for Teachers, Students and Examiners. New Delhi: Prentice Hall.

- Linn, R.L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. U.S.: Pearson Education.
- Reynolds, C.R., Livingstone, R.B. and Wilson, V. (2005). Measurement and Assessment in Education. New York: Pearson.
- Singh (1990). Criterion Referenced Measurement (Selected Readings). New Delhi: NCERT.
- Stanley, J.C. and Hopkins, K.D. (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India.
- Tenbrink, T.D. (1974). Evaluation: A Practical Guide for Teachers; New York: Mc.Graw Hill.
- Thorndike, R. M. and Christ, T. T. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning PVT Limited.
- Worthen, B.R. and Sanders, James, R. (1973). Educational Evaluation: Theory and Practice. McMillan Publishing co.

PAPER—II
TEACHER EDUCATION
(EDU- RS – O-102-B)

Course Objectives:

(4-Credits)

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

- ❖ Understand the meaning, scope, and objectives of teachers education at different levels.
- ❖ Know the different issues, concerns and innovative Practices in Teacher Education
- ❖ Understand the nature, purpose, scope, areas, problems, and trends of research in teacher education.

Unit -I. Introduction to Teacher Education

- Meaning and Scope of Teacher Education
- Aims and Objectives of Teachers education at Elementary, Secondary and Higher Secondary levels
- Development of Teacher Education in India before and after Independence
- Changing Context of Teacher Education in the Indian and Global Scenario
- Role of UGC, NUEPA, NAAC, NCTE, NCERT, SCERT, DIET for the development and innovative approach in Teacher Education

Unit- II. Process, Practice and Stages

- Microteaching, Simulation and Interactional Analysis
- Role of student teaching in Teacher Education programme
- Organisation of Students Teaching: various patterns- internship, integrating theory and practice, Supervision and Evaluation of student Teaching, & Programmed learning
- Pre-service and In-service Teacher Education-Objectives, Content, Methods and Evaluation at various levels
- Integrated Teacher Education Programme

Unit- III. Issues and Innovative Practices in Teacher Education

- Maintaining Standards in Teacher Education- Admission Policies and Procedures for Student Teachers, Recruitment of Teacher Educators
- Issues, Concerns and Problems of Teacher Education in India.
- National Curriculum Framework-Concerns on Teacher Education, NCFTE-2009
- Privatization, Globalization and Autonomy in Teacher Education
- Innovative Practices in Teacher Education: Co-Operative and Collaborative Teacher Education, Constructivist and Reflective Teacher Education, E-Teacher Education, Value-Based Teacher Education, Competency-Based Teacher Education

Unit -IV. Professionalism and Research in Teacher Education

- Teaching as a Profession
- Professional Ethics of a Teacher
- Performance Appraisal of Teachers
- Accountability of Teachers
- Research in Teacher Education: Nature, Purpose, Scope, Areas, Problems, and Trends

Suggested Readings:

- Anand , C.L. (1988). Aspects of Teacher Education . Delhi: S. Chand and Co.
- Mukerjee, S.N. (1988). Education of the Teacher in India, Vol. I & Vol. II, Delhi: S. Chand and Co.
- NCTE (1978). Teacher Education Curriculum-A Framework, New Delhi: NCERT.
- Panda, B.N &Tewari, A.D (1997). Teacher Education, New Delhi: A.P.H. Publishing Corporation.
- Pareek, R. (1996). Role of Teaching Profession, Guwahati: Eastern Book House.
- Passi, B. K. (1976). Becoming a Better Teacher, microteaching Approach, Amedabad: SahityaMudranalaya
- Raina, V.T. (1998). Teacher Education: A Perspective, Guwahati: Eastern Book House.
- Singh, L.C. (ed) (1990). Teacher Education In India- A Resource Book, New Delhi: NCERT.
- Tibble, J.W. (ed) (1995). The future of Teacher Education, London: Routledge and Kegan Paul.
- Caggart, G.L. (2005).Promoting Reflective Thinking in Teachers. Crowin Press.
- Joyce, B., and Weal, M. (2003). Models of Teaching (7th Ed.). Boston: Allyn& Bacon.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.

- Linda Darling Hammond & John Bransford (ed) (2005).Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006).Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Martin, R.J. (1994). Multicultural Social reconstructionist education: Design for diversity in teacher education. Teacher Education Quarterly 21(3)77-89, EJ 492(4).
- Mohanty, J. (2003). Teacher Education. Deep and Deep, New Delhi Publications Pvt. Ltd.
- NCERT (2005). National Curriculum Framework. New Delhi.
- NCERT (2006). Teacher Education for Curriculum renewal. New Delhi.
- NCTE (1998). Perspectives in Teacher Education. New Delhi.
- NCTE (2014). NCTE New Norms and Regulation,2014. New Delhi.
- Ram, S. (1999).Current Issues in Teacher Education. New Delhi:Sarup& Sons Publications,
- Sharma, S. P. (2004). Teacher Education in India. New Delhi: Vikas Publications.
- Singh, L.C. (1990). Teacher Education in India: A Resource Book, Delhi, NCERT.
- Govt.of India (1966). Reports of the education Commission, 1963-1966, New Delhi: Ministry of Education, Govt. of India.

PAPER—II
HIGHER EDUCATION
(EDU- RS – O-102-C)

Course Objectives:

(4-Credits)

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

- ❖ Know the structure of higher education in India, its meaning and goals, policy perspectives, sources and management of finance.
- ❖ Know the curriculum planning, development, transaction and evolution at higher education level.
- ❖ Assess the management and relevance of different higher education organisations for quality and quantity in higher education.

Unit- I. Introduction to Higher Education

- The Idea and Structure of Higher Education in India-Past to Present
- Meaning and Goals of Higher Education
- Constitutional provisions and Policy Perspectives in Higher Education
- Emerging Trends in Higher Education
- Higher Education and socio- Economic Development

Unit -II. Higher Education in Historical Perspective

- Modern Higher Education in India – The Despatch of 1854 and subsequent development during the British period
- Development of Higher Education in Post Independence- Various Commission Reports
- National Policy on Education (Higher Education)- 1986, 1992(Revised)
- Privatisation of Higher Education including self-finances
- Financing of Higher Education – Sources and Management

Unit -III . Management of Higher Education

- Management of an Institution of Higher learning
- Ministry of Human Resources Development
- University Grants Commission
- Association of Indian Universities
- Open and Distance Education and its role in Higher Education

Unit- IV. Contemporary issues

- Contemporary issues and problems: Quality and Excellence, Autonomy, Accountability, Political interference, Discipline, Employability, Placement and Research outcome.
- Evaluation in Higher Education: status, mechanics and procedures
- Innovative programmes in Higher Education
- Trends of Research in Higher Education

Suggested Readings:

- Agarwal, P. (2012). A Half Century of Indian Higher Education; Essays by Phillip G. Altbach. India: Sage Publications.
- Agarwal, P.(2009). Indian Higher Education: Envisioning the Future. India: Sage Publication
- Akther, N. (2000); Higher Education for the Future, Jaipur:Rawat Publications.
- Amrit Lal Vohra & Sharma S.R.(1990); Management of Higher Education in India, New Delhi: Anmol Publications.
- Amrit Singh & Philip G.A. (1974); The Higher Learning in India, Delhi: Vikash Publishing House.
- Arya, P.P. (2006). Higher Education and Global Challenges Systems and Opportunities. New Delhi: Deep & Deep Publication Pvts. Ltd.
- Chalam, K.S. (2005); Challenges of Higher Education, New Delhi: Anmol Publication. 5. Moonis Raza (ed) (1991); Higher Education in India, Retrospect and Reforms, New Delhi: Association of Indian Universities.
- Dhir, R.N. (2002). Higher Education in the New Millennium.Chandigarh: Abhishek Publication.
- Naik, J.P. (1965); Education Planning in India, Bombay: Allied Publishers.
- NarullahSyeed&Naik , J.P. (1972); A Student History of Education in India , Bombay: MacMillan .

- Panikkar, K.N. & Nair, M B. (2012). Globalization and Higher Education in India. Pearson Education
- Powar, K.B. (2002). Indian Higher Education. New Delhi: Concept Publishing Company.
- Ram, A (1990); Higher Education in India, Issues & Perspectives, New Delhi: Mittal Publications.
- Ram, M. (2004). Universalization of Higher Education - Some Policy Implication. New Delhi: Sarup & Sons.
- Rao, P.H.S. & Palsane, M.N. (1994). Training for Higher Education. New Delhi: Nice Printing Press.
- Sharma, R.S. (1995); Higher Education, Scope & Development, New Delhi: Commonwealth Publishers.
- Shukla, C. (2004); Financing of Higher Education, New Delhi: APH

PAPER—II
EDUCATIONAL TECHNOLOGY
(EDU- RS – O-102-D)

Course Objectives:

(4-Credits)

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

- ❖ Understand the concept of ET and ICT.
- ❖ Understand the use of ET and ICT for effective classroom instruction.
- ❖ Understand the importance of different resources of Educational Technology in education.

Unit- I. Fundamental Concepts of ET

- Educational Technology: Concept, nature, scope and significance of E.T and their role in modern educational practices
- Approaches of ET: Hardware, Software and System approach.
- Historical development of Educational Technology –Programmed learning, Media Application and Computer application
- Emerging trends in E.T.

Unit- II. Multi Media and ICT

- Concept and importance of ICT, Difference between E.T.& ICT.
- Multimedia: Concept, nature and uses.
- Educational Multimedia-concept and technology, Application of Multimedia.
- Media selection: Integration and evaluation; Factors affecting media selection-
- Effective classroom communication-Modes, Process & Barriers.

Unit- III. Behavioural and Instructional Technology

- Modalities and strategies of teaching
- Modification of Teaching Behaviour: Micro-teaching, Flander’s Interaction Analyses, Simulation
- Models of Teaching- Concept, Different Families, Information Processing Family
- Programmed Instruction-origin, types; Linear and Branching, Development of programmed instruction material- Linear and Branching; Computer Assisted Instruction (CAI)

Unit- IV. Resources in ET and ICT

- Audio/Radio Broadcast /Video/Educational Television and CCTV – concepts, uses and limitations.
- Teleconferencing, Video conferencing, Learning Resource Centres-Internet and Intranet (Tools, services and Educational sites).
- EDUSAT and Animation Films – its uses for the development of children imagination
- Virtual reality, Mobile Learning and other Interactive technologies.
- Research trends in Educational Technology

Suggested Readings:

- Adam, D.M. (1985). Computers and Teacher Training: A Practical guide. The Haworth Pren, Inc.,
- Coburn, P. and et. al. (1985). Practical Guide to Computers in Education. Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993). Educational Technology – A Basic Text. New Delhi: Sterling Publishers Pvt. Ltd.
- Graeme, K. (1969). Blackboard to Computers: A Guide to Educational Aids. London: Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990). Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Harasim, L. (1990). Online Education: Perspectives on a New Environment. New York.
- Kumar, K.L. (2008). Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Kumar, N. and Chandiram, J. (1967). Educational Television in India. New Delhi: Arya Book Depot.

- Mangal, S.K. and Mangal, Uma (2009). Essentials of Educational Technology. New Delhi: PHI Learning.
- Mukhopadhyay, M. (1990). Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.
- Mukhopadhyay, M. (1990). Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
- N.Y. Behera, S.C. (1991). Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Parmaji, S. (1994). Distance Education, New Delhi: Sterling Publishers.
- Prasser. Harasim, L. (1993). Global Networks Computers and International Communication. Cambridge; NIT Press.
- Rana, S. (1994). Open Learning in India, Commonwealth Publishers, New Delhi.
- Rejeseakaran S. (2007). Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
- Sampathet. al. (1981). Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994). Distance Education, New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994). Media and Education, New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993). Open Learning System in India, Allied Publishers Ltd., New Delhi.
- Stephen, M.A. and Stanely, R. (1985). Computer Based Instruction: Methods and Development, NS: Prentice Hall.
- Venkataiah, N. (1996). Educational Technology. New Delhi: APH Publishing Corporation.

PAPER—II
SPECIAL EDUCATION
(EDU- RS – O-102-E)

Course Objectives:

(4-Credits)

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

- ❖ Understand the concept, scope and objectives of Special Education.
- ❖ Know the needs and problems of children with special needs.
- ❖ Know the current trends and future perspectives of special education.

Unit-I Meaning, scope and historical perspective of Special Education

- Concept and justification of special education.
- A brief history of special education.
- Scope and objectives of special education.
- Distinction between Special Education and Inclusive Education
- Research in special education (Trends, Areas and Gaps).

Unit-II Overview of different disability and exceptionalities

- Definition of disability.
- Characteristics, identification and educational provisions for children with Disability: Mentally Retarded, Hearing Impaired, Orthopedically Impaired,

Visually Impaired, Socially Disabled, Learning Disabled and Educationally Backward.

- Characteristics, identification and educational provisions for Gifted and Creative Children.

Unit- III Policy and legislation for special education and rehabilitation

- Function of RCI (Rehabilitation council of India) act 1992.
- Major recommendation of PWD (Person with disabilities) act 1995.
- National policy of education 1986.
- Programme of action 1992.
- Government concessions and provisions for children with special needs.

Unit- IV Current trends and future perspectives of special education

- Community based rehabilitation & future scenario.
- Human rights, equal opportunities and constitutional provisions.
- Open school learning system.
- Non- formal education.
- Parent and community involvement.
- Technological aids for learners with special needs.

Suggested Readings:

- Advani, L. (2002). "Education: A Fundamental Right of Every Child Regardless of His/Her Special Needs". Journal of Indian Education; Special Issue on Education of Learners with Special Needs. New Delhi: NCERT.
- Alan H. and Ravic R. (1998). Best and promising Practices in Developmental Disabilities, Texas, PRO – ED, Inc
- Alur, M. (2002). "Special Needs Policy in India", in S. Hegarty and M. Alue (eds), Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage.
- Bos, C. S. & Vaughn, S. (2005). Strategies for teaching students with learning and behavior problems. (6th ed.). Upper Saddle River, NJ: Pearson
- Chadha, A. (2002). "Inclusive Education in DPEP". Journal of Indian Education. Special issue on Education of Learners with Special Needs.
- Farrell, P. and M. Ainscow (2002). "Making Special Education Inclusive: Mapping the Issues", in P. Farrell and M. Ainscow (eds), Making Special Education Inclusive. London: Fulton.
- Friel, J. (1997). Children with special needs, Jessica Kingsley Publication, London.
- Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
- Julka, A. (2004). Strengthening Teacher Education Curriculum from the Perspective of Children with Special Educational Needs. Unpublished Report. New Delhi: NCERT.
- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
- Overton, Terry (2000). Assessment in Special Education: An Applied Approach, 3rd Ed. Merrill: Prentice Hall Inc.
- Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi.

- Smith, D.D, and Luckasan, R.(1992), Introduction to Special Education, Allyn and Bacon, Boston
- Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn&Becon.
- Turnbull, Ron (2002). "Exceptional Lives: Special Education in Today's Schools (3rd ed.)Merrill Prentice Hall. New Jersey.
- UNESCO(2000). Inclusion in Education: The Participation of Disabled Learners. World Education Forum: Education For All 2000 Assessment. Paris: UNESCO.
- Wallace, P.M. and Goldstein, J.M. (1944). An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing.

PAPER—II
EDUCATIONAL ADMINISTRATION AND MANAGEMENT
(EDU- RS – O-102-F)

Course Objectives:

(4-Credits)

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

- ❖ Understand the concept and concern of educational administration&management.
- ❖ Know the challenges and opportunities emerging in the management & administration in education.
- ❖ Study the significance of modern techniques in educational management.

Unit- I. Principles and Practices of Educational Administration and Management

- Concept, Scope and Importance of educational administration.
- Objectives and principles of educational management.
- Authoritarian and democratic educational administration.
- Educational management: planning, organizing, directing, controlling, staffing, evaluating.
- School Management Committee, RMSA, RUSA

Unit- II. Educational Administration in India

- Educational administration in India-: Characteristics and guiding principles.

- Educational administration at different levels : Central government, state government, local bodies and private agencies.
- Structure and functioning of some of the pioneering organizations at national and state level: CABE, NCERT, UGC, NCTE, SCERT.
- Problems and solutions of educational administration in India.

Unit- III. Management of Resources in Educational Organization

- Human resource management in educational organizations.
- Dynamics of human behaviour: interpersonal behaviour, code and ethics of teachers.
- Educational Planning: meaning and types
- Educational Leadership: concept and scope
- Professional growth of educational personnel: concept of professional growth, factors facilitating professional growth, evaluation of professional growth.
- Physical and Financial resources

Unit -IV. Modern Techniques in Educational Management

- Total Quality Management (TQM)
- Programme Evaluation and Review Technique (PERT)
- Planning, Programming, Budgeting System (PPBS)
- Management by Objectives (MBO)
- Research trends in Educational Administration and Management

Suggested Readings:

- Aggarwal, J.C. (2002). Principles, Methods and Techniques of Teaching, VikasPublishing House, New Delhi Allan,Dwight and Kevin.
- Ananda W.P. Gurung (1984); General Principles of Management for Educational Planner and Administrators ; Paris: UNESCO.
- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
- Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
- Bush, Tony (1986): Theories of educational management. London: Harper & Row Publishers.
- Goel, S.D.(1987); Modern Management for Results, New Delhi: Deep.
- Luthens, Fred. (1981), Organizational Behavior, Mcgraw Hill, Tokyo.
- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
- Mathur. S.S. (1990) Educational Administration and Management, Ambala: Indian publication
- Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.
- Mukhopadhyay, M. (2005): Total quality management in education. New Delhi: Sage Publications.
- Musaaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.

- Naik, J.P. (1982): The Educational Commission & After. New Delhi: Allied.
- NUEPA (1971) ; Modern Management Techniques in Educational Administration, New Delhi: Asian Inst. Of Educational Planning and Administration.
- NUEPA (1986); Educational Management in India , New Delhi: NUEPA.
- Roger, Smith (1995): Successful School Management. Mcgraw Hill, Tokyo
- Ronald, Cambell F., et al; (1987): A History of thought and Practice in educational administration. New York: Teachers College Press.
- Tanner ,D. &Lawrel,T.(1987); Supervision in Education Problems and Practices; New York: Mc.Millan.
- Thomas,J.Sergiovann, et.al (1987); Educational Governance and Administration; New Delhi: Prentice Hall.

PAPER—II
CURRICULUM DEVELOPMENT
(EDU- RS – O-102-G)

Course Objectives:

(4-Credits)

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

- ❖ Understand the concept, scope, principles and foundations of curriculum development.
- ❖ Know the different types of curriculum designs and models of curriculum evaluation.
- ❖ Utilize appropriate instructional materials for curriculum transaction.

Unit-I: Introduction and Curriculum Planning

- Meaning and Scope of Curriculum.
- Basic Principles of Curriculum Planning.
- Foundations of Curriculum Development: Philosophical, Socio-cultural and Psychological.
- Concept and criteria of Curriculum Development: Scope, Sequence and Continuity etc.

Unit-II: Curriculum Design and Development

- Models of Curriculum Planning and Development: (1) Technical-Scientific Models- Tyler Model; Taba Model (2) Non -Technical –Non Scientific Models- Inter personal relation (Carl Roger’s) Model; Deliberation Model.

- Components and Types of Curriculum Design: Subject- Centred, Learner Centred, Activity- cum-Experience Centred.
- Core Curriculum & Elements of Core Curriculum as per NPE'86

Unit-III:Curricular Contents and Curriculum Transaction

- Analysis of Curricular Content-Designing Units, Suitable presentation Modes
- Factors Influencing Changes in Curriculum.
- Curriculum Implementation: The Nature of Implementation, Implementation as a change process.
- Models of Curriculum Implementation: Overcoming-Resistance to change (ORC) Model, Organizational development (OD) Model, Concerns-Based Adoption model (CBA) Model

Unit-IV:Curriculum Evaluation

- Need & Aspects of Curriculum Evaluation
- Approaches of Curriculum Evaluation
- Norm Referenced Testing & Criterion Referenced Testing
- Formative & Summative Evaluation
- Models of Curriculum Evaluation: Objectives-based Evaluation Model; Congruence-Contingency Model; Context-Input-Process-Product (CIPP) Model.

Suggested Readings:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.

- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
- UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

Paper--III
WRITING RESEARCH PROPOSAL
 (EDU-RS-C-103)

(4-Credits)

For this paper, the candidates will write a detailed proposal of their research including a thorough review of literature on a topic of their choice in consultation with their respective supervisors and present the same in a seminar during the End-Term examination. The research proposal shall be evaluated by DRC- Departmental Research Committee which will evaluate the proposal through a seminar presentation by the candidate.

M.Phil. II Semester

M. PHIL. DISSERTATION (12 Credits): Maximum 12 Credits in two semesters (8 credits for evaluation of dissertation and 4 for Viva-voce.) The student will have to submit a dissertation in partial fulfillment of the degree. The topics for dissertation shall be approved by the Departmental Research Committee for which the candidates will have to submit a research proposal in the 2nd Semester.

The candidate is expected to prepare a fresh research proposal for M.Phil./Ph.D. which will be presented in Departmental Research Committee and the research proposal approved by DRC will be recommended to the Board of Studies.

The dissertation will be submitted at the end of third semester as per Sikkim University Norms. Thereafter, viva-voce will be conducted as per university guidelines.

