**MASTER OF PHILOSOPHY SYLLABUS IN EDUCATION**



# DEPARTMENT OF EDUCATION

# Central University of Orissa, Koraput

**Department of Education**

# CENTRAL UNIVERSITY OF ORISSA, KORAPUT

The M.Phil. programme is designed to build the research capacity of scholars from varied backgrounds and provide a strong orientation in different areas of education. M.Phil. programme will comprise of two semesters for a total of 32 credits- Course Work: 16 credits (1st Semester) and Dissertation: 16 credits (2nd Semester). In the 1st semester there shall be 05 courses. Course-1: EDN-C-601: Research Methodology, Course-2: EDN-C-602: Data Processing and Computer Application and Course-3: EDN-C-603: Review of Literature will be compulsory for all. Another two courses shall be on elective basis. The 2nd semester shall be of 16 credits which will cover seminar presentation, dissertation and viva-voce.

## 1. Course Scheme (M.Phil. in Education)

| Semester | Course | Course Code | Course Type | Course Title | L-P-T-D | Credit |
|---|---|---|---|---|---|---|
| Sem.-I | 1 | EDN-C-601 | Core | Research Methodology | 3-0-1-0 | 4 |
| | 2 | EDN-C-602 | Core | Data Processing and Computer Application | 2-0-0-0 | 2 |
| | 3 | EDN-C-603 | Core | Review of Literature | 2-0-0-0 | 2 |
| | 4 | | DSE | Elective-I | 3-0-1-0 | 4 |
| | 5 | | DSE | Elective-II | 3-0-1-0 | 4 |
| | | | | | Semester- I Total | 16 |
| Sem.-II | 6 | EDN-C-608 | - | Seminar Presentation | 0-0-0-0 | 4 |
| | 7 | EDN-C-609 | - | Dissertation | 0-0-0-7 | 8 |
| | 8 | EDN-C-610 | - | Viva-voce | 0-0-0-0 | 4 |
| | | | | | Semester- II Total | 16 |

**\* DSE: Discipline Specific Elective**

**List of Electives**
1.      **EDN-E-604:  Teacher Education**

2.      **EDN-E-605:  Educational Assessment and Evaluation**

3.      **EDN-E-606:  Guidance & Counselling**

4.      **EDN-E-607:  Education of Disadvantaged**

5.      **EDN-E-701:  Gender Studies**

6.      **EDN-E-702:  Educational Technology**

7.      **EDN-E-703: Education of Differently Abled Children**

# Semester-I

## EDN-C-601: Research Methodology

**3-0-1-0 {4}**

### Unit I: Conceptual Framework of Educational Research
- Research as a Process of Acquiring Knowledge
- Meaning, Nature and Scope of Educational Research
- Types of Educational Research: Quantitative
  Descriptive, Historical/Philosophical, Developmental, Casual comparative, Correlational, Experimental (Weak, true and quasi-experimental and Action Research.
- Qualitative
Phenomenology, Ethnography, Case Study, Grounded Theory, Narrative Analysis.
(Purpose, Characteristics, Steps with common errors committed in planning and conducting the research).

### Unit II: Planning of Good Research/Preparing and Research Proposal
- Formulation of the problem for research (Sources, Specification, Forming Research Questions ,problem-analysis procedures,  evaluation of the Problem)
- Building Rationale for the Study (Review of related literature, Identifying the emerging trends from the review, building a strong rationale for selecting the problem.
- Specifying objectives and hypotheses of the Study.
- Choosing appropriate design and stating the procedure(Selecting appropriate methods ,instruments/tools/techniques, Deciding about the subjects for the study, conditions for conducting the study including procedures of data collection and data-processing).
- Operational definitions of the concepts and terms used (with the statements of underlying assumptions, perceived limitations and specific delimitations of the study).

### Unit III: Basic Methods of Educational Research
- Sampling
-Types and Techniques of sampling
- Hypothesis and Testing of Hypothesis
-Sources of Hypotheses
-Type of Hypotheses (Null, Directional, Statistics)
-Characteristics of good hypothesis
-Hypothesis Testing and Theory
-Errors in Testing Hypothesis

### Unit IV: Tools & Techniques of Educational Research
- Tools, preparing, piloting and finalizing.
-Tests, Tasks, Attitude Scales, Check lists, Questionnaires/ Opinionnaire, Interview Schedules for interview and observation, Inventory, Semantic   Differentiate Scale.
 -Use of ICT
- Techniques
Observation, Interview, focused Group Discussion, Ethnography, Document Study, Anecdotal. Role play and Simulation, Case Study

### Unit V:    Preparation of Research Report
- General Guidelines: format, language style, bibliography and appendices

- Format of Research Report (Journal Article, Thesis and Dissertation, Paper at Professional Conferences)
- Preparation of the Manuscript
- Writing style
- APA Reference Style
- Preparation of summary and abstract
- Evaluating and Finalizing the Report (Including the process of converting dissertations and theses for publication as a journal article)
- Research Ethics
- Steps to avoid Plagiarism in Research

**References**

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- Best J.W. (1986) *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.
- Booch, M.B. (1978) A Survey of Educational Research, CASE, The M.S. University Barodara.
- Broota, K.D., Experimental design in behavioural sciences, New age international publishing house, New Delhi.
- Chohan,L., Manion, L.& Morrison ,K. (2007) Research method in education (6th edition) Routledge ,London.
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- Fraenkel, J.R., Wallen, N.E. (1983) *How to Design and Evaluate Research in Education*, Singapore: McGraw Hill, Inc.
- Gravetter. F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth.
- Grbich, Carol (2006). *Qualitative Data Analysis: An Introduction.* SAGE Publication.
- Gupta, Santosh (1983) *Research Methodology and Statistical Techniques*, New Delhi : Deep and Deep Publisher.
- Kerlinger, F.N. (1973) *Foundations of Behavioural Research,* New York : Holt, Rinehart and Winston.
- Kaul, Lokesh (1984) *Methodology of Educational Research*, New Delhi : Vikas Publications.
- 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.
- Srivastava, G.N.P. (1994) *Advanced Research Methodology*, New Delhi : Radha Publications.
- Sidhu, K.S. (1987) *Methodology of Research in Education*, New Delhi: Sterling Publishers Pvt. Ltd.
- Travers, R.M.W. (1969) *An Introduction to Educational Research,* New Delhi: Sterling Publishers Pvt. Ltd.
- Van, Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*, New York: McGraw Hill Co.
- Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall.
- Wiersma, W.(2000). Research Methods in Education. (7th edition) Allyn & Bacon.

## EDN-C-602: Data Processing and Computer Application

2-0-0-0 {2}

### Unit I : Quantitative Methods : Descriptive Methods
- Measures of central tendency, variability.
- Nature and Types of data, Scales of Measurement
- Graphical and Diagrammatic presentation of data; Box Plot, Line graph etc.
- Measures of relationships (Correlation coefficient, methods of determining coefficients of correlation, use and limitations of correlation).
- NPC and its applications in Research.
- Measures of Relative Positions (Percentile Ranks, Standard Scores: t-score, z-scores, Stanines)

### Unit:II: Inferential Methods
- Concepts of Statistical significance; sampling distribution and standard error of measurement.
- Tests of Significance (Parametric statistics, t-test, f-test, ANOVA & MANOVA), concept and applications.
- Non-parametric statistics(chi-square, median test, Kruskal Walls test) its concept & applications.
- Linear and Multiple Regression
- Multi-variate Analysis Factor Analysis (Overall acquaintance, only basic features)

### Unit: III:  Application of Computer in Educational Research
- Operating system, Use of Microsoft  office word, power Point and Excel in word processing data analysis, graphical presentation and preparation of documents.
- Creating and printing a presentation, Producing a slide slow, Editing and formatting worksheets, performing basic calculations, working with charts
- Browsing internet for related literature and Inter Groups for sharing of data and result.
- Familiarity with SPSS package.

### References:
1. Garret, H.E(1975) Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd, Bombay, India Print.

2. Guilford, J.P. (1956): Fundamental Statistics in Psychology and Education, Kogkusha, Tokyo.

3. Mc Call, R.B (1970) : Fundamentals Statistics for Psychology : New York : Harcourt, Brace & World Inc.

4. Robert, J.S  (2000) : GGUM  2000 User's Guide: Versian L.O (on line) Available http:/www.education.umd.edu/ EDMS tutorials/ index html.

5. Sax, Gilbert (1968) : Empirical Foundations of Educational Research, Englewood Cliffs , J.J.

6. Siegal, Sidney (1956) : Non parametric Statistics, Tokyo : McGraw Hill Kog Kusha Ltd.

7. SPSS Inc (1996) SPSS : Statistical package for social sciences, Chocago : Author.

8. Wingersky, M.S; Barten, M.A & Lord, F.M (1982): LOGIST User's Guide, Princeton, N.J.E Educational Testing Service.

9. RUMM 2020 : Rasch Undimentioned Measurement Model (RUMM 2020) For analyzing assessment and attitude questionnaire data available : http//www.rummlab.com.

## EDN-C-603: Review of Literature

**2-0-0-0 {2}**

Unit-I
- Review of Literature: Concept and Purpose, Procedure and Sources, Organisation of Literature

Unit-II
- Each candidate has to make review of at least two research papers published in referred journal of education and submit a review report.
- Each candidate has to make Book Review and submit a review report.
- Presentation of the Summary of reviewed related literature in a seminar, which is to be evaluated by the teacher(S).

# EDN-E-604: Teacher Education

3-0-1-0 {4}

**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.
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- 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.

## EDN-E-605: Educational Assessment and Evaluation

3-0-1-0 {4}

**Unit I- Educational Assessment and Evaluation – Strategies and Approaches**
- The nature and philosophy 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, Raseh 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**

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- 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.
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- Popham W.James. (Ed.). (1974). *Evaluation in Education: Current Applications*. Mr. Cutrhan Publishing Corporation. 2526 Grove Street, Barklay. California.

## EDN-E-606: Guidance & Counselling

3-0-1-0 {4}

**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 21st Cetnury. New York: Macmillan
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling, Vol.I: A Theoretical Perspective, New Delhi, Vikas.
- Bhatnagr, Asha and Gupta, Nirmala (Eds.) (1999), Guidance and Counselling, Vol.II, a practical Approach, New Delhi, Vikas.
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- Gibson, R.L. and Mitchell, M.H. (1986). Introduction to Guidance. New York: Macmillan

## EDN-E-607: Education of Disadvantaged

**3-0-1-0 {4}**

### 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.
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- Chalam, K.S. (2011). Economic reforms and social exclusion: Impact of liberalization on marginalized groups in India. New Delhi: Sage.
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- Dasgupta, A. (Ed.). (2012). On the margins: Tribes, castes, and other social categories. New Delhi: Sage.
- 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.
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- 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.

## EDN-E-701: Gender Studies

3-0-1-0 {4}

**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.

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- Subrahmanium, Ramya (2005). Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development. July.

# EDN-E-702: Educational Technology

3-0-1-0 {4}

### 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.

**References**

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## EDN-E-703: Education of Differently Abled Children

3-0-1-0 {4}

### 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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## Semester-II

### EDN-C-608: Seminar Presentation

**0-0-0-0 {4}**

- Seminar (Two seminar presentations prior to the submission of dissertation)

### EDN-C-609: Dissertation

**0-0-0-7 {8}**

- M.Phil. scholar shall submit a dissertation/thesis based on the research work carried out under the supervision of a recognized guide.

### EDN-C-610: Viva-voce

**0-0-0-0 {4}**

- Viva-voce and Presentation