

**SOLAPUR UNIVERSITY  
SOLAPUR**

**M. Phil / Ph. D. COURSE WORK SYLLABUS  
FOR EDUCATION**

**INTRODUCED FROM THE  
ACADEMIC YEAR  
FROM - 2015**

**SUBJECT TO MODIFICATION  
THAT WILL BE MADE FROM  
TIME TO TIME**

Solapur University, Solapur  
M.Phil./Ph.D. Course Work Syllabus  
**Paper- I - Research Methodology and ICT**

**Unit 1 : Educational Research**

- 1.1 Scientific method & its characteristics
- 1.2 Educational Research - Concept & Characteristics
- 1.3 Application of scientific method in Educational Research
- 1.4 Educational Research - Types and Methods
- 1.5 Qualitative Research - Concept
- 1.6 Interdisciplinary approach in Research

**Unit 2 : Research Process**

- 2.1 Selection of problem, characteristics of research problem
- 2.2 Research proposal - Need, Structure and Components
- 2.3 Review of Literature - Sources, Need, Gap Analysis, Importance of Review in various steps in research
- 2.4 Research Design - Principles of Design of Experiment, Randomization replication and local control
- 2.5 Population, Sample and Sampling method
- 2.6 Research tools and Data Collection & testing
- 2.7 Formulation of hypothesis

**Unit 3 : Statistics in Educational Research**

- 3.1 Meaning and purpose of parametric and non parametric test
- 3.2 't' test , 'F' test, chi square test, ANNOVA and ANCOVA
- 3.3 Correlation and Regression, various types of Correlation
- 3.4 Factor Analysis Technique

**Unit 4 : ICT in Educational Research**

- 4.1 e - research - Concept, e - books, e - journals, e - database, e - peer review, e – reference
- 4.2 e - publication, ISSN, ISBN, Impact Factor and Indices
- 4.3 Use of social media in Educational Research

## **Unit 5:        Research Context**

- 5.1    Preparation of synopsis
- 5.2    Need for coherent and systematic research report writing
- 5.3    Research Abstract
- 5.4    Writing Research papers / Article
- 5.5    References, Bibliography - APA and different styles

### **REFERENCES :**

1.     Kothari C. R. : Research Methodology, Methods and techniques, New Delhi, New age International (P) Limited Publishers.
2.     Sonaje N. P. : Role of ICT in doctoral research, New Delhi, Authors Press.
3.     Best J. W.V. Khan : Research in Education
4.     Butcher H. J. Sampling in Educational Research.
5.     Agarwal J. C. Education Research An Introduction
6.     Clarke - Research processes in Physical Education and health
7.     Robson M, A. K. Uppal, T. S. Brar - Thesis format
8.     Kamlesh Sen - Research methodology
9.     Deshmukh P. N. - Research Methodology in Physical Education - Latur MHS, Krishnakant distributor.
10.    Mouly, George, (1964). The Science of Education Research, New Delhi, Eurasia Publishing House  
(Wikipedia-encyclopedia website)

## **Paper- II - Trends in Education**

### **Unit 1 : Recent trends**

- 1.1 Constructivism Teaching learning process
- 1.2 Continuous and comprehensive Evaluation System
- 1.3 Total Quality Management System in Education
- 1.4 Semester, Grading, Credit and choice base credit system in TE
- 1.5 Education for 'Choice Based Credit System'(CBCS), sustainable development

### **Unit 2: Innovative practices in Teacher Education**

- 2.1 Teaching strategy : Collaborative teaching, Brain base learning, Team teaching, Brain storming, Blended learning, panel Discussion
- 2.2 Project based learning (PBL) : Concept and process
- 2.3 Open book and online examination process

### **Unit 3 : Education in Digital Age**

- 3.1 e - learning strategies
- 3.2 Virtual University and Classroom
- 3.3 Cloud Computing
- 3.4 Mobile learning, Android Educational Apps
- 3.5 Challenges and opportunities in Digital age

### **Unit 4 : Quality concerns in Teacher Education**

- 4.1 NAAC and process of Assessment and Accreditation
- 4.2 Quality Assurance & Quality Audit
- 4.3 Role of NCTE in Teacher Education
- 4.4 UGC – Role, functions and financial Assistance Schemes
- 4.5 Quality concerns in Education and Educational Research

### **Unit 5 : Education for All**

- 5.1 RTE act - 2009
- 5.2 Inclusive Education
- 5.3 Distance Education and Open University
- 5.4 Role and Functions of different Agencies - NCERT, SCERT, DIET, State Board, Bal Bharti

## REFERENCES :

1. Effectiveness and Quality in Higher Education : Association of Indian Universities, New Delhi - AIV House, 16 Kolta Marg.
2. Government of India, Department of Education, Ministry of Human Resources Development Education for all, (December, 1994 ). New Delhi, The Indian Scene.
3. Higher Education Challenges and Visions : Published by University of Pune
4. Mishra, B. K. , Mohanty, R. K. Trends in Education : R. Lall Book Depot, Near Govt. Inter College, (Meerut U.P. )
5. Sharma, R. A. (1988), Technology of Teaching : Meerut, International Publishing House.
6. Sharma, R. A. (1993 ). Teachers Education : Meerut, Loyal Book Depot.
7. Bala Rajani, Education for All : New Delhi, Alpha Publications.
8. Jha Pravinkumar, Educating Human Rights : Agra : H. P. Bhargav Book House.

# **Paper- III - Advance Development in Education**

Optional Papers (Any One)

1. Advance Developments in Education
2. Inclusive Education
3. Teacher Education

## **Optional Paper 1 : Advance Development in Education**

### **Unit 1 : Foundations of Education**

- 1.1 Philosophy of Education : Meaning, Nature, Scope & Importance
- 1.2 Western Schools of Philosophy of Education
- 1.3 Schools of Psychology - Learning theories and thought process
- 1.4 Human Right and Education
- 1.5 Various Fields (Areas) related to Higher Education

### **Unit 2 : Recent Commissions and policies**

- 2.1 National policies on Education (1968, 1986, 1992, 2002)
- 2.2 NCFTE - 2010
- 2.3 Varma Commission (2013)
- 2.4 Dellor's Report

### **Unit 3 : Educational Development in Global Context**

- 3.1 Global Education
- 3.2 Brain based Research
- 3.3 Education for peace
- 3.4 WHO - life skills
- 3.5 Unversalization of institutes and their functions

### **Unit 4 : Economics of Education**

- 4.1 Economic functions in Education and Unit cost
- 4.2 Financial funding Agencies - UGC and other agencies
- 4.3 Unit cost of higher education in India
- 4.4 Economics of production and Cost
- 4.5 Decentralization of funding

## **Unit 5 : Perspectives of Education**

- 5.1 Child Education
- 5.2 Terrorism and Education
- 5.3 Education for Eradication of corruption
- 5.4 Value Education - Concept & Importance
- 5.5 Education for upholding individual
- 5.6 Education for knowledge society

### **REFERNCES :**

1. Anand, C. L. et al. (1983). The Teacher and Education in Emerging Indian Society, New Delhi, NCERT.
2. Choudhry , U. S. (1986). Issues and Advances in Education, Ajanta Publishing House.
3. Dunkin, M. J. (1987). International Encyclopedia of Teaching : Oxford : Pergomon Press
4. Madhukar Indira (2003). Impact of Globalization on Education - Learning to Live Together, Delhi, Author Press.
5. Kuppswamy. (1968). Some Aspects Social Change in India, Delhi, Sterling Publication.
6. Mohit Chakrabarti, (2005). Education in the 21 st Century, Delhi, Kalpar publication.

# Optional Paper- II - Inclusive Education

## **Unit 1 : Introduction to Inclusion**

- 1.1 Inclusive Education : Concept, Principles, Scope and Target Groups (Diverse learners)
- 1.2 Evolution of the Philosophy of Inclusive Education : Special, Integrated, Inclusive Education
- 1.3 Legislative Frameworks : Historical Background, National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992)
- 1.4 Inclusive Education under Sarva Shiksha Abhiyan (SSA)

## **Unit 2 : Diverse Learners**

- 2.1 Concept of Impairment, Disability and Handicap
- 2.2 Types, Characteristics and Educational Need of Diverse learners Intellectual, Physical and Multiple Disabilities
- 2.3 Identification of Diverse Learners for Inclusion

## **Unit 3 : Trends and Issues in Inclusive Education in India**

- 3.1 Researches in Inclusive Education in India
- 3.2 Current Status and Ethical Issues of inclusive education in India
- 3.3 Collaborative Practices in Inclusive Education- Role of Parents, Peers, Professionals, Teachers, Schools, Community

## **Unit 4 : Evaluation of Diverse Learners**

- 4.1 Introduction to Evaluation for identifying diverse learners
- 4.2 Educational Evaluation Methods, Techniques and Tools
- 4.3 Interpretation of Evaluation Reports and their Educational Implications

## **Unit 5 : Planning and Management of Inclusive Education**

- 5.1 Planning and Management of Inclusive Classrooms : Infrastructure, Human Resource and Instructional Practices
- 5.2 Management of Inclusive Education Classrooms
- 5.3 Use of Information Communication Technology (ICT) in inclusive classroom



## REFERENCES :

1. Bartlett, L.D. and Weisentein, G. R. (2003), Successful Inclusion for Educational Leaders, New Jersey : Prentice Hall.
2. Choate, J. S. (1991), Successful Mainstreaming, Allyn and Bacon
3. Choate, J. S. (1997), Successful Inclusive Teaching, Allyn and Bacon
4. Gore, M. C. (2004), Successful Inclusion Strategies for Secondary and Middle School Teachers, Crow in Press, Sage Publications.
5. Hegarthy, S. & Alur, M. (2002) Education of Children with Special Needs : from Segregation to Inclusion, Corwin Press. Sage Publishers
6. Jha, M. M. (2002). School without Walls : Inclusive Education for All, Oxford : Heinemann Education.
7. Panda, K. C. (1997). Education of Exceptional Children. New Delhi : Vikas Publications.
8. Rangasayee, R & Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.

## **Optional Paper- III - Teacher Education**

### **Unit 1 : Concept and Approaches of Teacher Education**

- 1.1 Concept of Teaching and Learning
- 1.2 Teacher Education concept, nature, aims
- 1.3 Approaches : Integrated Vs Consecutive, Face to Face Vs Distance mode
- 1.4 Institutes and Agencies of Teacher Education  
UGC, NCTE and NCERT

### **Unit 2 : Professional Development of Teachers**

- 2.1 Training Approaches - Constructive, task analysis component approach
- 2.2 Concept of career development and staff development its distinction from professional development
- 2.3 Legal aspects of Teaching profession - Grievance committee at institutional and university level, Tribunal - concepts
- 2.4 Educational Commissions and their recommendations for Teacher Education after independence
- 2.5 Use of Technology and Human Resource development for professional development

### **Unit 3 : Innovations and Research on Teacher Education**

- 3.1 Use of media in Teacher Education
- 3.2 Role of - Regional level institution of Education, NCERT
- 3.3 Studies on processing models of Training - Cascade model, radio counseling, designing self learning packages
- 3.4 Transaction mode - Group Discussion, Self studies, seminars, panel discussion, peer group discussions

### **Unit 4 : Thought Process & Research in Teacher Education**

- 4.1 Teacher Thought Process
- 4.2 Decision Making
- 4.3 Classroom process and Management
- 4.4 Researches in Teacher Education
- 4.5 Teacher Effectiveness

## **Unit 5 : Issue and Frontiers in Teacher Education**

- 5.1 Teacher Education and Quality Assurance
- 5.2 Portfolio in Teacher Education
- 5.3 Teacher's Accountability
- 5.4 Teacher Education for tomorrow
- 5.5 Culture of Teaching

### **REFERENCES :**

1. Ahuja R. Social Problems in India : Jaipur, Rawal Publication.
2. Crosby, F. (1982 ). Relative Deprivation and Working Women, New York
3. Jacks, M. L., Total Education Publications of the Council for Education in World Citizenship.
4. Shri Prakash (1996). Cost of Education : Theoretical Exploration and Empirical Prognostication : Delhi, Anamica Publishers.
5. Subhedar, Iqbal, C. Emerging Dimensions in College Adinistration : Kolhapur, Almara Publishers.
6. Anand, C. L. et al (1983). The Teacher and Education in Emerging Indian Society, New Delhi, NCERT.
7. Choudhry, U. S. (1986). Issues and Advanced in Education, Ajanta Publishing House.
8. Raut, R. L. History of Indian Education
9. Report of Indian Education Commission 1964-66
10. Report of Indian Secondary Education Commission 1952-53
11. Report of Ramamurti Commission - 1992
12. Singh, M. P. (1948). Report on Indian University Commission

# M. Phil / Ph. D Course Work

## Format of Question Paper

Duration : 03 Hours

Total Marks : 100

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Q.1 : Long Answer Question

OR

(20 Marks)

Q.1 : Long Answer Question

Q.2 : Long Answer Question

OR

(20 Marks)

Q.2 : Long Answer Question

Q.3: A) Long Answer Question

(10 Marks)

B) Long Answer Question

(10 Marks)

OR

Q.3: A) Long Answer Question

(10 Marks)

B) Long Answer Question

(10 Marks)

Q.4 : Short Answer Questions (Any Five out of Seven)

Eight marks for each question

(40 Marks)