



School of Education

Central University of Himachal Pradesh

(Established under Central Universities Act 2009)

PO BOX: 21, DHARAMSHALA, DISTRICT KANGRA – 176215, HIMACHAL PRADESH

www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR - 469

Credit: 4

Course Name: Measurement and Evaluation in Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:

- Understand concept, scope, need and relevance of educational measurement and evaluation.
- Understand the concept of taxonomy of educational objectives
- Develop tools of educational measurement & evaluation like questionnaires, schedules, inventories, anecdotal records, observations and interview.
- Explain the concepts of reliability, validity and norms.
- Develop skills for the construction of various tools and techniques
- Explain new trends like Grading System, CBCS, and CGPA.
- Understand various statistical concepts.

Attendance Requirements:

Students are expected to attend all lectures in order to be fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 10 marks
 - Attendance: 5 marks

Course Contents:

Unit 1: Measurement & Evaluation: An Introduction (6 Hours)

Educational Measurement and Evaluation, Concept, Functions, Principles, Taxonomy of instructional objectives, types of evaluation- Formative and Summative

Unit 2: Testing Tools and Techniques (8 Hours)

Evaluation Tools- Evaluation Techniques- Qualities of a good test- Norm referenced and Criterion referenced tests, Teacher made tests and standardized tests- Reliability: Methods of establishing reliability, factors affecting, interpretation and improving reliability, Validity: Types, factors affecting, interpretation and improving validity, Norms: types and characteristics

Unit 3: New Trends in Measurement and Evaluation (8 Hours)

Marking system, Grading System, Semester system, Choice Based Credit System (CBCS), Cumulative Grade Point Average (CGPA), Question banks, Use of computer in evaluation, Evaluation of Scholastic skills, Co-scholastic abilities, Evaluation of personal and social qualities, internal assessment

Unit 4: Construction of Tests (10 Hours)

Construction of an achievement test- Planning, preparation of blueprint, writing of items, Preparation of scoring key and marking scheme-Type of test items- Objective, short answer type and essay type-construction and use of diagnostic test- remedial teaching-construction of items for questionnaires, schedules, observation and interviews

Unit 5: Statistical Concept in Measurement & Evaluation(8 Hours)

Scoring and classification of scores- graphical representation of measures- measures of central tendency- measures of dispersion- correlation- normal probability of curve- standard scores

Suggested Readings:

- Sharma, R.A. Mental Measurement and Evaluation, Lall Book Depot. Meerut
- Anastasi, A (1982), Psychological Testing, Mac Millan, New York.
- Sivarajan, K. Trends and developments in modern educational practices, Calicut University Central co-operative stores, Calicut.
- Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper and Row, New York.
- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.
- Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Holt, Rinehart & Winston, 1965.
- Gareet, H.E. (1973), Statistics in Education and Psychology, Vakils, Feffer and Simons, Bombay.



School of Education

Central University of Himachal Pradesh

(Established under Central Universities Act 2009)

PO BOX: 21, DHARAMSHALA, DISTRICT KANGRA – 176215, HIMACHAL PRADESH

www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course : MA (Education)

Course Code : TTR464

Course Name : ICT IN EDUCATION

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:

- Understand Significance of ICT in Education.
- Explain Factors Affecting and Facilitating ICT Learning.
- Use the various accessories of computer for educational purpose.
- Transact the curriculum through ICT.
- Understand the ethical and legal issues related to ICT.
- Use search engines for their research purpose.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

4. Mid Term Examination: 25%
5. End Term Examination: 50%
6. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Contents:

UNIT- I: (10 hrs) Introduction to ICT

ICT-Concept, Characteristics, factors affecting and facilitating ICT Role of ICT learning, challenges integrating ICT in Education, Teleconferencing, e-Learning, Web-Based learning, Blended learning, Internet: concept and its usage in education, Intranet: concept its need and benefit, Search Engines and their working, legal and ethical issues.

UNIT-I I: (6hrs) Introduction to Computers

Structure of Computers, types of computers, components of Computer system (Hardware, Software, User, Procedure), Classification of Computer, Usage of Computers, Threats to Computers and Users, Causes and Effects of Threats to Computers and Users, Computer accessories for education purpose, Hardware/Software, Storage devices, Curriculum transaction to ICT

UNIT-III: (7hrs) Word Processing Application

Word Processing Software, Creating, Saving, Editing the Document, Inserting and Drawing the Table, Inserting the Picture and Symbols, Inserting Header and Footer, Printing the Document (all pages, even pages and odd pages)

UNIT -IV: (10hrs) Spread Sheet Application

Concept and Terminology of Spread sheet, Creating and Saving Workbook, Constructing and Inserting Simple Formulae and Functions, Formatting Worksheet, Editing and Printing Worksheet

UNIT-V: (7 hrs) Presentation Application

Concept and Terminology of Presentation Application, Creating and Saving Presentation, Formatting the Slides, Animation, Inserting Images, Pictures and Sounds in to Presentation, Running a Slide Show

References-

- ❖ Manju, Gehlawat (2012). Information Technology in Education, Pearson Publication, Delhi, Total PAGE 378
- ❖ Sharma, B.M. (2005). Net Oriented Education, Akshansha Publication House, New Delhi, Rs. 160 Total Page 294.
- ❖ Siddiqui, M.H. (2004). Technology in Higher Education, APH Publication, Delhi, Rs. 220 Total Page 354.
- ❖ Pandey, V.C. (2005). Framework of ICT and Teacher Education, Isha Books, Delhi, Rs. 890 Total Page 318

- ❖ Sareen, N. (2005). Information and Communication Technology, Anmol Publication, New Delhi, Rs. 175 Total Page 389.
- ❖ Tinio, Victoria, L. ICT in Education, http://www.saigontre.com/FDFiles/ICT_in_Education.PDF



School of Education

Central University of Himachal Pradesh

(Established under Central Universities Act 2009)

PO BOX: 21, DHARAMSHALA, DISTRICT KANGRA – 176215,

HIMACHAL PRADESH

www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 411

Course Name: Education of Children with Special Needs

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

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

- Understand concept, meaning and significance of educating children with special needs.
- Develop critical understanding of the recommendations of various commissions and committees.
- Understand the nature of difficulties encountered by children with special needs.
- Identify and explore existing resources.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

7. Mid Term Examination: 25%
8. End Term Examination: 50%
9. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Unit I Historical Progression (5hrs)

- Concept: Children with special needs.
- Models of disability.

- Human rights and special education
 - Post-modern conception and disability, Derrida's conception of deconstruction and disability, Foucault's work on knowledge and power and disability
 - Concept of special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.

Unit II National and International Initiatives (10hrs)

- Convention on the Rights of Person with Disabilities.
- The World Conference on Special needs Education, Salamanca Statement and its framework for action on Special Needs Education.
- Current laws and policy perspectives in India supporting Inclusive education for children with diverse needs.

Unit III - Children with special needs (10 hrs)

- Definition and characteristics of children with sensory, intellectual, developmental disabilities, social and emotional problems, and children belonging to other marginal groups (gender, SC/ST & other minority groups).

Unit IV Preparation for Inclusive Education (10hrs)

- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and learning disability.
- Overcoming barriers for inclusion.

Unit V Utilizing resources (5hrs)

- Types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
- Role of technology for meeting diverse needs of learners.

Essential Readings

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Farrell, Michael. 2010. *Debating Special Education*, Routledge New York
3. Farrell, Michael. 2004. *Special Educational Needs: A Resource for Practitioners*, Paul Chapman Publishing.
4. Examples of inclusive education in India, UNICEF 2003
5. NCERT (2006): Position Paper National Focus Group on Education of Children with special Needs.
6. NCERT (2006): Position Paper National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children.
7. NCERT (2006): Position Paper National Focus Group on Gender Issues in Education.
8. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore.

Suggested Readings

- National curriculum framework, 2005.
- Rehabilitation Council of India Act, 1992
- The Persons with Disabilities Act (PWD Act, 1995) and PWD Act 2016
- The Convention on the Rights of the Person with disabilities.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma P.L. (1990) *Teachers handbook on IED- Helping children with special needs*. N.C.E.R.T Publication

School of Education
Central University of Himachal Pradesh

(Established under Central Universities Act 2009)

PO BOX: 21, DHARAMSHALA, DISTRICT KANGRA – 176215, HIMACHAL PRADESH

www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 610

Course Name: Values, Ethics and Education

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the student will be able to:

- Understand universal and realistic Norms, Values and Ethics.
- Gauge the nature of Cultural, Regional, Religious and Ideological values.
- Analyse Moral Code of Conduct and Utopian Vision.
- Understand Political Economy and its impact on formulation of Values.
- Understand Education as a Human Act and Process.
- Understand the interface Ethics, Society and Education

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

10. Mid Term Examination: 25%

11. End Term Examination: 50%

12. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Seminar: 10 marks
- Assignments: 15 marks

Course Contents:

UNIT-I: (08hrs)

Norms, Values and Ethics

- a. Concepts and Meaning
- b. Functionality: Individual or Societal
- c. Mores and Manners
- d. Customs and the New

UNIT-II (06hrs)

Universalism and Relativism

- a. Form(s) of Ethical Value(s)
- b. Universalism in Ethics
- c. Relativism in Ethics
- d. Kant and Rorty (Selected Readings)

Unit – III (12hrs)

Ethical Variation(s)

- a. Women Studies and Values
- b. Dalit emancipation and Hindu values
- c. Peace, Justice, Egalitarianism as Ideal(s)
- d. Emerging value(s) (Language, Region, Sexuality and other issues)

UNIT-IV (08hrs)

Education and the World

- a. Ethics in Education
- b. Education and Schooling: The Status Quo
- c. Education and the Change
- d. The danger of Schooling

UNIT-V (06 hrs)

Education and the Utopia

- a. The Quality in Education
- b. Equality and Inequalities in Education
- c. Marginalisation in Education
- d. Postmodern challenge to Ethics and Education

Essential Readings:

Encyclopedia of Ethics. Lawrence C. Becker and Charlotte B. Becker, editors. Second edition in three volumes. New York: Routledge, 2002.

Blackburn, S. (2001). Being good: A short introduction to ethics. Oxford: Oxford University Press.

Perle, Stephen (March 11, 2004). "Morality and Ethics: An Introduction".

Suggested Readings:

Paul, Richard; Elder, Linda (2006). *The Miniature Guide to Understanding the Foundations of Ethical Reasoning*. United States: Foundation for Critical Thinking Free Press.

Mackie, J. L. (1990). *Ethics: Inventing Right and Wrong*. London: Penguin.

Rokeach, M. (1973). *The Nature of Human Values*. New York: The Free Press.

Universalist, relativist, and constructivist approaches to intercultural ethics Richard J. Evanoff <http://dx.doi.org/10.1016/j.ijintrel.2004.08.002>

Blackburn, Simon (2008). "Morality". *Oxford Dictionary of Philosophy* (Second edition revised ed.)

Wood, Allen (1999). *Kant's Ethical Thought*. Cambridge University Press

Richard Rorty: education, philosophy, and politics / Michael Peters., 2001

Central University of Himachal Pradesh
(Established under Central Universities Act 2009)
PO Box: 21, Dharamshala, District Kangra, Himachal Pradesh-176215

Course title Philosophy of Educational Research
Course code TTR 608
Course credit 4

Credits Equivalent: 1 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective

The course has been designed with an attempt to accomplish following objectives:

- To introduce the nature and characteristics of scientific knowledge and research.
- To understand the scope and nature of educational research.
- To understand the intricacies and complexity of selecting the research problem.
- To appreciate the role of theory in research.
- To acquaint the students with various forms of qualitative research genres.
-

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

13. Mid Term Examination: 25%

14. End Term Examination: 50%

15. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 15 marks

Course Outline

Unit 1 Nature of Scientific Knowledge and Research

Science as knowledge derived from facts of experience,
Observation and Experiment as practical intervention
Logical Deduction and Intuitivism

Unit 2: Educational Research: Nature, Characteristics and Scope

Social and Behavioral fields of inquiry
Procedures in Social Sciences
Interdisciplinary research in social sciences
Trustworthiness and ethics

Unit 3: Research Problem and reviewing the literature

Identification of problem Factors in selection of problem
Initial statement of the problem
Reviewing the literature with the aid of published sources, news papers, unpublished thesis, dissertations, videos, movies etc.

Unit 4: Role of theory in Research

Foundation of Research: Conceptual framework
Research Paradigm
Theoretical Framework: why and how in research

Unit 5: Qualitative Research Genres

Ethnographic Approaches
Phenomenological Approaches
Sociolinguistic Approaches
Critical Genres: Narrative analysis, Action research, Cultural studies, Critical race theory, Feminist theories, Queer theory

Bibliography:

Chalmers, A.F. 1999. What is this thing called Science? Buckingham, Open University Press.

Egbert, Joy and Sanden, Sherry. 2014. Foundation of Educational Research Understanding Theoretical Components. London, Routledge.

Good, V. Carter. 2010. Introduction to Educational Research Methodology of Design in the Behavioural and Social Science, Second Edition. Delhi, Surjeet Publication.

Marshall, Catherine and Rossman, B. Gretchen. 2011. Designing Qualitative Research, Fifth Edition. Sage.