



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

ISO 9001:2008 Certified & Reaccredited by the NAAC with grade 'A'

SCHEME AND SYLLABI & COURSES OF STUDY FOR M.PHIL. IN EDUCATION PROGRAMME FOR THE YEAR 2017 AND ONWARDS

SEMESTER – I

| S. No. | Course Code | Title | Credits | Maximum Marks | | |
|-----------------------------------|-------------|---|-----------|---------------|------------|------------|
| | | | | External | Internal | Total |
| CORE COURSES | | | | | | |
| 1. | MPE-101 | Methodology of Research in Education | 04 | 50 | 50 | 100 |
| 2. | MPE-102 | Emerging Issues and Trends in Education | 04 | 50 | 50 | 100 |
| 3. | MPE-103 | Educational Technology | 04 | 50 | 50 | 100 |
| OPTIONAL COURSES (Any One) | | | | | | |
| 5. | MPE-104 | Gender Studies | 04 | 50 | 50 | 100 |
| 6. | MPE-105 | Measurement and Evaluation in Education | | | | |
| 7. | MPE-106 | Management, Planning and Financing of Education | | | | |
| 8. | MPE-107 | Educational Psychology and Inclusive Education | | | | |
| TOTAL | | | 16 | 200 | 200 | 400 |

SEMESTER – II

| S. No. | Course Code | Title | Total Credits | Total Marks |
|--------------|-------------|----------------------|---------------|-------------|
| 1. | MPE-201 | Dissertation: | 24 | |
| | (i) | Evaluation of Thesis | | 300 |
| | (ii) | Viva-Voce | | 100 |
| TOTAL | | | 24 | 400 |

M. Phil. (EDUCATION) SEMESTER- I

METHODOLOGY OF RESEARCH IN EDUCATION

Course No. : MPE-101 Maximum Marks : 100

Credits : 4 External Marks : 50

Duration of Examination : 3 Hours Internal Marks : 50

OBJECTIVES OF THE COURSE

After completing the course the students will be able to:

- describe the nature, purpose, scope and types of research in education
- explain the characteristics of qualitative and quantitative research
- apply appropriate method of sample in research
- formulate null and directional hypotheses
- prepare research proposals
- define an experimental design
- develop competence to design and execute research in education
- explain the general format of research report
- prepare research report systematically
- write bibliography adopting APA pattern

SYLLABUS

UNIT – I

- 1.1. Meaning, nature and scope of educational research; Scientific inquiry; Fundamental, Applied and Action Research; Objectivity and ethical issues in conducting educational research; Priority areas of research in education
- 1.2. Research problem; Objectives and hypothesis; selection criteria and sources of identifying the problem; Steps involved in its formulation

- 1.3. Review of Related Literature: Purpose, sources for related literature (Search Engines, Research Abstracts, Research Journals, Theses, Dissertations and Project Reports)

UNIT – II

- 2.1. Basic Research Paradigms in Educational Research: Meaning of paradigm; Logical positivism (quantitative research) and phenomenological inquiry (qualitative research), Advantages and limitations of quantitative and qualitative research
- 2.2. Quantitative Research: Concept and characteristics of quantitative research; Types of quantitative research (Descriptive survey research, Correlation research, Causal-comparative research, Experimental research); Steps for conducting quantitative research; Advantages and limitations of quantitative research
- 2.3. Qualitative Research : Concept and characteristics of qualitative research, need for conducting qualitative research, underlying assumptions; Types of qualitative research (Grounded Theory, Phenomenological, Ethnography, Case Study, Content Analysis); Steps for conducting qualitative research, advantages and limitations of qualitative research

UNIT – III

- 3.1. Experimental Design : Meaning and purpose of Basic Experimental Design; Basic types of errors; Types of experimental designs; Their merits and demerits; Methods of controlling extraneous variables
- 3.2. Sampling : Concept of population and sample; Characteristics of a good sample; Sampling methods – Probability sampling (random, systematic and stratified, multi-stage, cluster and proportionate); Non-probability sampling (Convenience and Snowball); Sampling techniques for qualitative research, Effective sample size for quantitative and qualitative research; Sampling errors and sampling distribution
- 3.3. Research Tools for Collection of Data: Observation, Interview, Questionnaire, Rating Scale, Attitude scale, Sociogram, Intelligence Test and Personality Inventory

UNIT – IV

- 4.1. Action Research: Meaning and characteristics of action research, types of action research (Practical and participatory action research); Steps in conducting action research; Evaluation of action research
- 4.2. Research Synopsis: Purpose and preparation of research synopsis; General format of research synopsis; Referencing (APA pattern)

- 4.3. Preparation of Research Report: Need for writing coherent and systematic research report; Steps in the preparation of research report; General format of research report; Writing bibliography and references; Writing a research paper-Concept and characteristics of a good research paper; General format of a research paper; Writing research abstract

SESSIONAL WORK

The students shall complete the following components of sessional work:

1. Quiz Programme
2. Presentation of Seminar using PPT
3. Project Work

Or

Any other academic activity

EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External Examination | : 50 Marks |
| 2. Internal Assessment: | : 50 Marks |
| (a) Quiz programme | : 16 Marks |
| (b) Power Point Presentation for Seminar | : 24 Marks |
| (c) Project Work | : 10 Marks |

Or

Any other academic activity

NOTE FOR PAPER SETTER

The question paper shall have five questions. Q. No. 1 comprising eight short answer questions spread over the entire syllabus shall be compulsory. A student shall attempt any four of these questions. Each short answer question shall have a weightage of five marks and to be answered in 100-150 words. The other four questions shall be long answer questions spread over the entire syllabus, out of which any two questions are to be attempted. Each long answer question shall have a weightage of 15 marks to be answered in 400-500 words. The minimum pass marks shall be 20 marks. The duration of the examination shall be three hours.

SUGGESTED READINGS

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi :Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston :Allyn and Bacon.
- Clive, Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
- Cresswell, John W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. London : Sage Publications.
- Cresswell, John W. (2014). *Educational research*. New Delhi : Prentice Hall of India.
- Fetterman, D.M. (1998). *Ethnography step by step*. California: Sage Publications.
- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
- Glaser, B. (1994). *Basics of grounded theory analysis: Emergence versus forcing*. Mill Valley California: Sociology Press.
- Good, C. V. (2008). *Introduction to educational research*. New Delhi: Surjet Publications.
- Jill, Porter & Penny, Lacey (2005). *Researching learning difficulties- A Guide for Practitioners*. New York: Paul Chapman Publishing.
- Kelly, A. and Lesh, r. (2000). *Handbook of research design in education*. London: Erlbaum Associates.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. New York: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
- Koul, Lokesh (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Maxwell, J.A. (2005). *Qualitative research design: An interactive approach*. Thousand Oaks, California: Sage Publications.
- Pamela,Maykut& Richard, Morehouse (1994). *Beginning qualitative research :A philosophic and practical guide*.London :Falmer Press.

- Pandya, S. (2010). *Educational research*. New Delhi : APH Publications.
- Pathak, R.P. (2009). *Methodology of educational research*. New Delhi :Atlantic Publishers.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California :Sage Publications.
- Punch, Keith (2009). *Introduction to research methods in education*. New Delhi: Sage Publications.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research*. California : Sage Publications.
- Salkind, N.J. (2006). *Exploring research*. New Jersey: Pearson Prentice Hall.
- Scott, David & Usher, Robin (1996). *Understanding educational research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative research*. New York :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.
- Stake, Robert E. (1995). *The art of case study research*. California: Sage Publications.
- Travers, Robert M.W. (1978). *An Introduction to educational research* (4th edition). London: Macmillan.
- Yin, R. (2003). *Case study research: Design and methods*. California: Sage Publications.

**M. Phil. (EDUCATION)
SEMESTER- I**

EMERGING ISSUES AND TRENDS IN EDUCATION

| | | | |
|--------------------------------|------------------|-----------------------|--------------|
| Course No. | : MPE 102 | Maximum Marks | : 100 |
| Credit | : 4 | External Marks | : 50 |
| Duration of Examination | : 3 Hours | Internal Marks | : 50 |

OBJECTIVES OF THE COURSE

After completing the course the students will be able to:

- critically reflect upon contemporary trends in education viz. globalization, liberalization and privatization of education
- describe multiculturalism, ethnicity and diversity with respect to national integration
- critically reflect on quality in higher education at the national and international levels
- describe international initiatives in assessment of quality and accreditation in higher education
- explain Government of India's National Institutional Ranking Framework for Institutions of Higher Education

SYLLABUS

UNIT – I

- 1.1. Globalisation, liberalization and privatization of higher and technical education
- 1.2. Multi-culturalism, cultural conflicts, ethnicity, diversity and national interaction
- 1.3. Education for human rights education, peace resolution and women empowerment

UNIT – II

- 2.1. Higher Education in India – since independence; Challenges before Indian higher education system
- 2.2. Organisational Culture in Higher Education: Concept, importance and functions of organisational culture
- 2.3. Steps to improve culture of higher education institutions in India

UNIT – III

- 3.1. Issues of Autonomy in Higher Education: Objectives of higher education; Concept and purpose of autonomy and autonomous colleges, problems faced by autonomous colleges
- 3.2. Accountability: Concept, rationale and types of accountability (Micro, Macro, Administrative, Academic and Financial); Characteristics of accountability in education
- 3.3. Scholarship in Higher Education: Concept of scholarship in education (scholarship of discovery, application, integration and scholarship in teaching)

UNIT – IV

- 4.1. Issues in Indian Education: Quantity, quality and equity, achievements and goals; Role of planners and administrators, Remedial measures recommended by different Commissions and Committees
- 4.2. Quality in Education at National Level: Problems of quality in education at different stages/levels in India; Process of accreditation system in India; Role of NAAC; Issues and concerns for NAAC and NBA
- 4.3. Academic Ranking of Higher Education Institutions in India: Concept, purpose, attributes of a world class university; National Institutional Ranking Framework (NIRF) adopted by Ministry of HRD, Government of India; Types of ranking framework for higher education institutions; NIRF'S parameters of ranking

SESSIONAL WORK

The students shall complete the following components of sessional work:

1. Quiz Programme
2. Presentation of Seminar using PPT
3. Project Work

Or

Any other academic activity

EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External Examination | : 50 Marks |
| 2. Internal Assessment: | : 50 Marks |
| (a) Quiz programme | : 16 Marks |
| (b) Power Point Presentation for Seminar | : 24 Marks |
| (c) Project Work | : 10 Marks |

Or

Any other academic activity

NOTE FOR PAPER SETTER

The question paper shall have five questions. Q. No. 1 comprising eight short answer questions spread over the entire syllabus shall be compulsory. A student shall attempt any four of these questions. Each short answer question shall have a weightage of five marks and to be answered in 100-150 words. The other four questions shall be long answer questions spread over the entire syllabus, out of which any two questions are to be attempted. Each long answer question shall have a weightage of 15 marks to be answered in 400-500 words. The minimum pass marks shall be 20 marks. The duration of the examination shall be three hours.

SUGGESTED READINGS

Barris, K. (1979). *Education and knowledge: The structured misrepresentations of reality*.

London: Routledge and Kegan Paul.

Bennet, C.I. (2003). *Comprehensive multicultural education: Theory and practice*. Boston:

Pearson Education.

Bruner, J.C. (1997). *The culture and education*. London: Harvard University Press.

Etta, R. Holling (1996). *Transforming curriculum for a culturally diverse society*. New Jersey:

Lawrence Erlbaum Associates Publishers.

Friere, P.C. (1970). *Cultural action for freedom*. Australia: Penguin Education Special.

Government of India (2001). *National human development report*. New Delhi: Planning Commission.

Gupta, Arun Kumar (2015). Autonomous college: Progress, problems and prospectus.

University News, 53(3), January 19-25.

Mukhopadhyaya, M. (2000). *Total quality in education*. New Delhi: NUEPA.

- Muzammil, M. (1989). *Financing of education*. New Delhi: Ashish Publishing House.
- Naik, J.P. (1975). *Equality, quality and quantity: The illusive triangle in Indian Education*. Bombay: Allied.
- Prasad, V.S. (2004). The perils and promise of higher education in India, convocation address, *University News*, 42(32), August 9-15.
- Singh, Amrik (2004). *Fifty years of higher education in India, the role of the UGC*. New Delhi: Sage Publications.
- Singh, R.P. Ed. (1993). *Private initiative and public policy in education*. New Delhi: Federation of Managements of Educational Institutions.
- Stella, A. and Gnanam, A. (2003). *Making the most of accreditation*. New Delhi: Concept Publishing Co.
- Tilak, J.B.G. (1994). *Education for development in Asia*. New Delhi: Sage Publications.
- Tilak, J.B.G. (2006). *Education: A saga of spectacular achievements and conspicuous failures in India: Social development report*. New Delhi: Oxford University Press.
- Wyne, J.P. (1973). *Theories of education to the foundation of education*. London: Harper and Row Publishers.

M. Phil. (EDUCATION) SEMESTER- I

EDUCATIONAL TECHNOLOGY

| | | | | |
|-----------------------------|------------------|-----------------------|----------|------------|
| Course No. | : MPE-103 | Maximum Marks | : | 100 |
| Credits | : 4 | External Marks | : | 50 |
| Examination Duration | : 3 Hours | Internal Marks | : | 50 |

OBJECTIVES OF THE COURSE

After completing the course the students will be able to:

- understand the nature and scope of educational technology and also about the various forms of technology
- understand the systems approach to education and communication theories and mode of communication
- understand the concepts of e-Learning and m-Learning and its applicability in education
- know the instructional designs and process of development of learning material
- understand the instructional applications of ICT
- know the recent innovations and future perspectives of educational technology

SYLLABUS

UNIT – I

Educational Technology: An Overview

- 1.1. Nature of Educational Technology, impact of educational technology, factors affecting selection of educational technology
- 1.2. Systems approach to Education Process: Systems approach to education and its components: Goal setting, task analysis, task description, content analysis, context analysis and evaluation strategies
- 1.3. Learning and Educational Technology: Implications of learning theories and educational technology, impact of educational technology on learning, trends in learning approaches

UNIT – II

Instructional Design

- 2.1. Instructional Design: Concept, characteristics and principles of instructional design; process and stages of development of instructional design

- 2.2. Overview of Models of Instructional Design: Analysis, Design, Development, Implementation and Evaluation (ADDIE) Model; Instructional design for competency based teaching: Models for development for learning material
- 2.3. Instructional design for e-Learning and print media

UNIT – III

Information and Communication Technologies

- 3.1. Information and Communication Basics: Nature and scope of a communication system: sender, receiver, message and the medium
- 3.2. Information and Communication Technologies in Teaching and Learning: Teaching-Learning contexts and the need for ICT devices and applications
- 3.3. Applications of Information and Communication Technologies: Classroom and ICT; professional development and ICT; Institutional management and ICT

UNIT – IV

Technology in Web-Based Learning and Teaching

- 4.1. Nature, theoretical perspectives and characteristics of web-based learning; teleconferencing, social networking and blogs
- 4.2. e-Learning and m-Learning: Concepts, characteristics of e-Content, applications of e-Books; virtual classroom and virtual university
- 4.3. Recent experiments and trends of research in educational technology and its future with reference to education

SESSIONAL WORK

The students shall complete the following components of sessional work:

1. Quiz Programme
2. Presentation of Seminar using PPT
3. Project Work

Or

Any other academic activity

EVALUATION:

The distribution of marks for the course is as under:

1. External Examination : **50 Marks**

2. Internal Assessment: : **50 Marks**
- (a) Quiz programme : 16 Marks
- (b) Power Point Presentation for Seminar : 24 Marks
- (c) Project Work : 10 Marks

Or

Any other academic activity

NOTE FOR PAPER SETTER

The question paper shall have five questions. Q. No. 1 comprising eight short answer questions spread over the entire syllabus shall be compulsory. A student shall attempt any four of these questions. Each short answer question shall have a weightage of five marks and to be answered in 100-150 words. The other four questions shall be long answer questions spread over the entire syllabus, out of which any two questions are to be attempted. Each long answer question shall have a weightage of 15 marks to be answered in 400-500 words. The minimum pass marks shall be 20 marks. The duration of the examination shall be three hours.

SUGGESTED READINGS

- Allen, Michael W. (2002). *Guide to e-Learning*. Newyork : Wiley Publications.
- Behera, S.C. (1991). *Educational television programmes*. New Delhi: Deep and Deep Publications.
- Bhushan, Anand & Ahuja Malvinder (2012). *Educational technology: Theory and Practice in Teaching-Learning Process*. Patiala: Bawa Publications.
- Coburn, P. et al. (1985). *Practical guide to computers in education*. Boston: Addison: Wesley Publishing Company.
- Das, R.C. (1993). *Educational technology: A basic text*. New Delhi: Sterling Publishers.
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- Harasim, L. (1990). *Online Education: Perspectives on a new environment*. New York: Prasser.
- Khan, B.H. (1977). *Web-based instruction*. Englewood Cliffs: Educational Technology Publications.
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- Mukhopadhyay, M. (1990). *Educational technology: Challenging issues*. New Delhi: Sterling Publishers Pvt. Ltd.
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- Sampat et al. (1981). *Introduction in educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Schank, R.C. (2001). *Virtual learning*. New York: McGraw Hill.
- Sharma, B.M. (1994). *Media and education*. New Delhi: Commonwealth Publishers.
- Singh, P.P. & Sharma, S. (2005). *e-Learning: New trends and innovations*. New Delhi: Deep & Deep Publications.
- Venkataiah, N. (1996). *Educational technology*, New Delhi: APH Publishing Corporation.

M. Phil. (EDUCATION) SEMESTER- I

GENDER STUDIES

| | | | |
|---------------------------------|------------------|-----------------------|--------------|
| Course No. | : MPE-104 | Maximum Marks | : 100 |
| Credit | : 4 | External Marks | : 50 |
| Examination Duration | : 3 Hours | Internal Marks | : 50 |

OBJECTIVES OF THE COURSE

After completing the course the students will be able to:

- develop critical perspective of status of women in society
- understand norms of patriarchy and gender roles across culture and communities
- develop insight into policy perspectives towards bridging gender gaps in education and empowerment
- analyse gender issues in girl's education and empowerment
- develop an awareness of legislative measures in favour of women

SYLLABUS

UNIT – I

- 1.1. Gender as a Social Construct
- 1.2. Gender differences and socialization
- 1.3. Understanding patriarchy

UNIT – II

- 2.1. Women in India: Colonial and post colonial periods
- 2.2. Women across India: Multi cultural perspective
- 2.3. Media images of women

UNIT – III

- 3.1. National policies and approach to five year plans in India for women's development and empowerment
- 3.2. Different committees and commissions in education set up by the Government of India in the post- independence period regarding rights of women
- 3.3. Programmes and schemes to bridge gender gaps in education and women's empowerment

UNIT – IV

- 4.1. Legal awareness for women empowerment: International conventions
- 4.2. Hindu laws and women; Muslim laws and women and Rights of the girl child
- 4.3. Laws of work and employment; Laws for violence against women

SESSIONAL WORK

The students shall complete the following components of sessional work:

1. Quiz Programme
2. Presentation of Seminar using PPT
3. Project Work

Or

Any other academic activity

EVALUATION:

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External Examination | : 50 Marks |
| 2. Internal Assessment: | : 50 Marks |
| (a) Quiz programme | : 16 Marks |
| (b) Power Point Presentation for Seminar | : 24 Marks |
| (c) Project Work | : 10 Marks |

Or

Any other academic activity

NOTE FOR PAPER SETTER

The question paper shall have five questions. Q. No. 1 comprising eight short answer questions spread over the entire syllabus shall be compulsory. A student shall attempt any four of these questions. Each short answer question shall have a weightage of five marks and to be answered in 100-150 words. The other four questions shall be long answer questions spread over the entire syllabus, out of which any two questions are to be attempted. Each long answer question shall have a weightage of 15 marks to be answered in 400-500 words. The minimum pass marks shall be 20 marks. The duration of the examination shall be three hours.

SUGGESTED READINGS

- Adichie, Chmanda Nagozi (2014). *We should all be feminist*. New Delhi: Fourth Estate.
- Fraser, Nancy (1989). *Unruly practices: Power discourse and gender in contemporary social theory*. New York: University of Minnesota Press.
- John, Mary E. (2008). *Women's studies in India: A reader*. New Delhi: Penguin.
- Menon, Nivedita (2012). *Seeing like a feminist*. New Delhi: Penguin.
- Pande, Malabika (2018). *National movement and empowerment of women: Nation-building in the United Provinces*. Jaipur : Rawat Publications.
- Richards, A.J. (2004). *Disarming manhood*. Ohio: Ohio University Press.
- Richardson, Diane and Robinson, Victoria (2008). *Introducing gender and women's studies*. New York: Macmillan.
- Rose, Sonya O. (2018). *What is gender history*. Jaipur : Rawat Publications.
- Tannen, Deborah (1996). *Gender and discourse*. London: Oxford University Press.

M. Phil. (EDUCATION)

SEMESTER- I

MEASUREMENT AND EVALUATION IN EDUCATION

| | | | |
|--------------------------------|------------------|-----------------------|--------------|
| Course No. | : MPE-105 | Maximum Marks | : 100 |
| Credits | : 4 | External Marks | : 50 |
| Duration of Examination | : 3 Hours | Internal Marks | : 50 |

OBJECTIVES OF THE COURSE

After completing the course the students will be able to:

- understand the nature and philosophy of measurement, evaluation and assessment
- understand the different scales of measurement
- develop clear understanding of formative and summative assessment
- develop clear understanding of the process of standardization of achievement test
- reflect on the concepts of reliability and validity and their types
- compute Pearson's Spearman's, Partial and Multiple correlations for the given data
- apply Analysis of Variance and Analysis of Co-Variance for the given data
- develop clear understanding of meta-analysis for the qualitative data

SYLLABUS

UNIT – I

- 1.1. Concept of measurement, evaluation and assessment in education, difference between measurement and evaluation
- 1.2. Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scales; When to use these scales; Errors in measurement-variable, constant, personal and interpretative errors
- 1.3. Approaches to evaluation: Formative and summative, difference between the two

UNIT – II

- 2.1. Principles and steps of construction of different tests: Intelligence, Aptitude, Achievement, Diagnostic, Attitude, Interest, Values and Personality tests, criterion and norm-referenced tests
- 2.2. Standardization of research tools: Concept, need for standardization of research tools, Process of standardization of a research tool
- 2.3. Reliability of a test: Concept and methods of reliability of a research tool; Factors affecting reliability; Methods of improving reliability of a research tool

- 2.4. Validity of a Research Tools: Concept and types of validity; Methods of estimating indices of validity, factors influencing validity of a research tool; Relationship with reliability, Cross Validation and Cut off scores

UNIT – III

- 3.1. Analysis of Quantitative Data:
- (a) Correlational Statistics: Examining relationship- Pearson's Methods, Spearman's Rho, Partial and multiple correlation
 - (b) Regression Analysis: Concept of regression and prediction; Regression equations; Accuracy of prediction
 - (c) Inferential Statistics: Hypothesis testing; Type I and Type II errors; one-tailed and two-tailed tests; Significance of difference between means (small and large samples), correlation and percentages/proportions
- 3.2. Analysis of Variance: Assumptions, computations upto three-way ANOVA; Analysis of co-variance – Concept, assumptions and computational steps
- 3.3. Non-Parametric Statistics: Concept, assumptions, uses and computation of Chi Square Test, Sign Test and Mann-Whitney U Test

UNIT – IV

- 4.1. Data Analysis in Qualitative Research:
- (a) Coding of qualitative Data: Axial coding and selective coding
 - (b) Methods of qualitative data analysis: Content Analysis, logical and inductive analysis, illustrative method and analogies
 - (c) Meta analysis and Triangulation of data
- 4.2. Use of computer softwares for analysis of qualitative data

SESSIONAL WORK

The students shall complete the following components of sessional work:

1. Quiz Programme
2. Presentation of Seminar using PPT
3. Project Work

Or

Any other academic activity

EVALUATION:

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External Examination | : 50 Marks |
| 2. Internal Assessment: | : 50 Marks |
| (a) Quiz programme | : 16 Marks |
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Or

Any other academic activity

NOTE FOR PAPER SETTER

The question paper shall have five questions. Q. No. 1 comprising eight short answer questions spread over the entire syllabus shall be compulsory. A student shall attempt any four of these questions. Each short answer question shall have a weightage of five marks and to be answered in 100-150 words. The other four questions shall be long answer questions spread over the entire syllabus, out of which any two questions are to be attempted. Each long answer question shall have a weightage of 15 marks to be answered in 400-500 words. The minimum pass marks shall be 20 marks. The duration of the examination shall be three hours.

SUGGESTED READINGS

- Bell, J. (1999). *Doing your research project*. Buckinghamshire: Open University Press.
- Berck, R.A. (1994). *A guide to criterion-referenced test construction*. Baltimore. John opkins University Press.
- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi :Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston :Allyn and Bacon.
- Clive, Opie (2004). *Doing educational research- A guide for first time researchers*. New Delhi: Vistar Publications.
- Corey, Stephen M. (1983). *Action research to improve school practice*. New York: Teachers College Press.

- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
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- Fetterman, D.M. (1998). *Ethnography step by step*. California: Sage Publications.
- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
- Glaser, B. (1994). *Basics of grounded theory analysis: Emergence versus forcing*. California: Sociology Press.
- Good, C. V. (2008). *Introduction to educational research*. New Delhi: Surjet Publications.
- Groenen, P. Borg (2003). *Modern multidimensional scaling: Theory and applications*. New York: Mc Millan.
- Irvine, Sydney, H. and Kyllonen, E. Patrek (2002). *Item generation for test development*. New Jersey: Erlbaum Associates.
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M. Phil. (EDUCATION)

SEMESTER- I

MANAGEMENT, PLANNING AND FINANCING OF EDUCATION

| | |
|--|----------------------------|
| Course No. : MPE-106 | Maximum Marks : 100 |
| Credits : 4 | External Marks : 50 |
| Duration of Examination : 3 Hours | Internal Marks : 50 |

OBJECTIVES OF THE COURSE

After completing the course the students will be able to:

- understand conceptual aspects involved in planning and management of education
- acquire necessary skills to undertake educational planning exercise in the form of action research at micro-level relevant to the pressing issues in school education
- appreciate the perspective of school education, issues, strategies and normative policy aspects

SYLLABUS

UNIT – I

- 1.1. Management: Meaning, characteristics and dimensions
- 1.2. Management of Education: Constitutional provisions and legislative enactments
- 1.3. Role of Various Agencies: Planning Commission, MHRD, UGC and other Central Organizations, State and Local Bodies and NGOs

UNIT – II

- 2.1. Leadership and decision making
- 2.2. Interpersonal relations, communication, accountability, performance, appraisal and grievance redressal mechanism
- 2.3. Professional development policies, programmes and practices and faculty welfare schemes

UNIT – III

- 3.1. Policy-making, policy execution, relevant, educational policies in India (Post-Independence)
- 3.2. Source of Educational Policy: The Constitution, various committees and commissions, plan documents

- 3.3. Policy making bodies at the National level- Advisory bodies, forums of national opinion, organizations like NUEPA and NCERT

UNIT – IV

- 4.1. Concepts of investment, human capital, relationship between investment in education and economic development
- 4.2. Contemporary Economic Reforms Policies and their Effects on Financing of Education: Lessons from South-East Asian countries
- 4.3. Budgetary allocations for education sectors (school and higher education) in the 12th plan, different types of budgets, auditing and accounting methods in education

SESSIONAL WORK

The students shall complete the following components of sessional work:

1. Quiz Programme
2. Presentation of Seminar using PPT
3. Project Work

Or

Any other academic activity

EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External Examination | : 50 Marks |
| 2. Internal Assessment: | : 50 Marks |
| (a) Quiz programme | : 16 Marks |
| (b) Power Point Presentation for Seminar | : 24 Marks |
| (c) Project Work | : 10 Marks |

Or

Any other academic activity

NOTE FOR PAPER SETTER

The question paper shall have five questions. Q. No. 1 comprising eight short answer questions spread over the entire syllabus shall be compulsory. A student shall attempt any four of these questions. Each short answer question shall have a weightage of five marks and to be answered in 100-150 words. The other four questions shall be long answer questions spread over the entire syllabus, out of which any two questions are to be attempted. Each long answer question shall have a weightage of 15 marks to be answered in 400-500 words. The minimum pass marks shall be 20 marks. The duration of the examination shall be three hours.

SUGGESTED READINGS

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- Yugandhar, B.N. and Mukherjee, A. (1991). *Readings in decentralised planning*. New Delhi: Concept Publications.

M. Phil. (EDUCATION) SEMESTER- I

EDUCATIONAL PSYCHOLOGY AND INCLUSIVE EDUCATION

| | | | |
|-----------------------------|------------------|-----------------------|--------------|
| Course Code | : MPE-107 | Maximum Marks | : 100 |
| No. of Credits | : 4 | External Marks | : 50 |
| Examination Duration | : 3 Hours | Internal Marks | : 50 |

OBJECTIVES OF THE COURSE

After completing the course the students will be able to:

- understand the methods of educational psychology and dynamics of individual development.
- understand the dynamic of group behaviour.
- understand theories of intelligence, personality and learning.
- understand the concept of mental health, adjustment and describe the dynamics of social behaviour.
- appreciate the need for promoting inclusive education and the roles and responsibilities of all concerned personnel.
- understand learning disabled and emotionally disturbed children.

SYLLABUS

UNIT – I

- 1.1. Methods of Educational Psychology: Observation, Experimental and Case Study.
- 1.2. Developmental Tasks: Meaning, identifying and naming the developmental tasks, sources contributing towards the upsurge of developmental tasks, goals of developmental tasks, developmental tasks at the various stages of development
- 1.3. Piaget's Developmental Psychology and its bearing on education
- 1.4. Bruner's Theory of Cognitive Development

UNIT – II

- 2.1. Intelligence: Meaning, Sternberg's Theory of Information Processing and Gardner's Theory of Multiple Intelligence
- 2.2. Structure of Personality: Concept, Individual Approach of Adler and Analytic Approach of Jung
- 2.3. Theories of Learning and their educational implications: Theory of Operant Conditioning, Guthrie's Contiguous Conditioning Theory and Hull's Systematic Behaviour Theory

UNIT – III

- 3.1. Concept of Mental Health and Hygiene, Neurotic and Psychotic Disorders: Basic characteristics and types
- 3.2. Adjustment: Meaning, spheres of adjustment, characteristics of a well - adjusted person and methods of adjustment; Direct and Indirect method of tension reduction
- 3.3. Group Dynamics: Meaning, basic assumptions, educational significance, types of group, group behaviour and leadership

UNIT – IV

Inclusive Education, Learning Disabled and Emotionally Disturbed Children

- 4.1. Inclusive Education: Concept, role of classroom and resource room, teachers working in inclusive setting
- 4.2. Learning Disabled Children: Meaning and definition, characteristics of learning disabled children causes of learning disability, identification and educational provisions for learning disabled children
- 4.3. Emotionally Disturbed Children: Meaning and definition, characteristics, causes of emotionally disturbed behaviour, identification and educational provisions for emotionally disturbed children

SESSIONAL WORK

The students shall complete the following components of sessional work:

1. Quiz Programme
2. Presentation of Seminar using PPT
3. Project Work

Or

Any other academic activity

EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External Examination | : 50 Marks |
| 2. Internal Assessment: | : 50 Marks |
| (a) Quiz programme | : 16 Marks |
| (b) Power Point Presentation for Seminar | : 24 Marks |

(c) Project Work : 10 Marks

Or

Any other academic activity

NOTE FOR PAPER SETTER

The question paper shall have five questions. Q. No. 1 comprising eight short answer questions spread over the entire syllabus shall be compulsory. A student shall attempt any four of these questions. Each short answer question shall have a weightage of five marks and to be answered in 100-150 words. The other four questions shall be long answer questions spread over the entire syllabus, out of which any two questions are to be attempted. Each long answer question shall have a weightage of 15 marks to be answered in 400-500 words. The minimum pass marks shall be 20 marks. The duration of the examination shall be three hours.

SUGGESTED READINGS

- Ahuja, A., Jangira, N.K. (2002): *Effective teacher training; Cooperative Learning Based Approach*: National Publishing House 23, Daryaganj, New Delhi-110002.
- Ambron, S.R. (1981). *Child development*. New York: Holt, Rinehart and Winston.
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- Cole, R. (1997). *The moral intelligence of the children*. London: Bloomsbury.
- Cruickshank, W.M. (1980). *Psychology of exceptional children and youth*. New York: Prentice Hall.
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- Dandapani, S. (2010). *Advanced educational psychology*. New Delhi: Anmol Publications.
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- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligence*. New York: Basic Books.

**M. Phil. (EDUCATION)
SEMESTER- II**

| | | | | |
|------------------|----------------------------------|-----------------------------------|----------|------------|
| Course No | : MPE- 201 (Dissertation) | Maximum Marks | : | 400 |
| Credits | : 24 | Evaluation of Dissertation | : | 300 |
| | | Viva-Voce | : | 100 |

Submission, Evaluation of Dissertation and Conduct of Viva-Voce shall be as per the Regulations Governing Degree of Master of Philosophy in (Education).