

M.Phil. (Education) Course Outline

SEMESTER I

Course	Name of the paper	Course Code	Evaluation Pattern & Marks		Total
			IA	EA	
I	Emerging Trends and Issues in Education		20	80	100
II	Research Methodology in Behavioural Sciences		20	80	100

SEMESTER II

Course	Name of the paper	Course Code	Evaluation Pattern & Marks		Total
			IA	EA	
III	Planning, Financing and Management of Education		20	80	100
IV	Educational Assessment and Evaluation		20	80	100
	Project Work				

SEMESTER I**Emerging Trends and Issues in Education**

Total Marks	Internal assessment	External assessment
100	20	80

UNIT I Interdisciplinary Approach in Education

- Interdisciplinary approaches - concept , need and scope
- Interdisciplinary approach in Teaching
- Interdisciplinary approach in Learning
- Interdisciplinary approach in Research

UNIT II Approaches of Learning

- Lifelong Learning
- Open and Distance Learning
- Co-operative Learning
- Blended Learning
- Flexi Space Learning
- Reflective Learning

UNIT III Processes of Learning

- Inquiry Based Learning
- Brain Based Learning
- Media literary and Learning

Unit IV Andragogy

- Concept of andragogy
- Implications of andragogic techniques for teachers training
- Experiential Learning
- Field interactions and reflection
- Teacher experiences as the basis of training

UNIT V Trends in Education

- Inclusive Education
- ICT in Education
- Life Skill Education
- Multicultural Education
- Alternative Assessment
- Social Constructivism

UNIT VI Issues in Education

- Educational Policies
- Wellbeing Education
- Comparative Education
- Development Education
- Citizenship Education
- Economics of Education

UNIT VII Globalization and Education

- Differences between globalization, internationalization, and internationalism
- Paradoxes of globalization
- Global Policies in Education. EFA, MDGs.
- Globalization and educational reform

Suggested Readings:

- Lindeman, E. C. (1926). *The meaning of adult education*. New York, NY: New Republic.
- Pratt, D. D. (1988). Andragogy as a relational construct. *Adult Education Quarterly*, 38(3), 160-172.
- Schön, D. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass Publisher
- Suanmali, C. (1981). *The core concepts of andragogy*. Available from Dissertations & Theses Europe Full Text: Social Sciences.
- CBSE. (2005). *Life skill education and CCE (Class ix & x)*. Retrieved from http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Dangwal, K.L (2010). *Computers in teaching and learning*. Agra: Vinod Pustak Mandir.
- Das, R. C. (1993). *Education technology: a basic text*. New Delhi: Sterling.
- Dasgupta, D. N. *Communication and Education*, Pointer Publishers
- Jha. M. (2002). *Inclusive education for all: schools without walls*. Chennai: Heinemann Educational Publishers.
- Ahuja. A, & Jangira, N.K. (2002): *Effective teacher training; cooperative learning Based approach*. New Delhi: National Publishing house.
- Sharma P.L (2003). *Planning inclusive education in small schools*. Mysore: RIE.
- Beauchamp, E. R. (2003). *Comparative Education Reader*. New York. Routledge Falmer.
- Patricia, K. K. Paul, R. F, (2003). *Comparative education- Exploring issues in international context*. New Jersey, Pearson Education Inc.
- Plantilla J.R. (2008). *Educational policies and human rights awareness for academic excellence*. Delhi.
- Mangal, S.K., & Mangal, U. (2013). *Essentials of educational technology*. New Delhi, India: PHI Learning.

SEMESTER I**Research Methodology in Behavioural Sciences**

Total Marks	Internal assessment	External assessment
100	20	80

UNIT I Research Procedure

- Meaning and objectives of educational research
- Selection of problem
- Review of literature
- Research design, population and sampling
- Tools and data collection
- Statistical analysis of data
- Formulation of conclusions and generalization

UNIT II Research Methods

- Philosophical research
- Historical research
- Descriptive research
- Survey research
- Development research
- Ex-postfacto research
- Experimental Research
- Phenomenology
- Grounded theory
- Ethnographies
- Narrative research
- Case study
- Mixed method research

UNIT III Research Designs

- Experimental Designs: Pre-experimental, Quasi-experimental, and True-experimental designs, and Factorial designs
- Mixed Method Designs: Convergent Design, Explanatory Sequential Design, Exploratory Sequential Design

UNIT IV Data Analysis in Quantitative Research

- Parametric and Non Parametric Tests: Meaning and purpose, Difference between parametric and non-parametric test
- Parametric tests:
 - 't' test-theory, types and computation
 - ANOVA- theory, types and computation
 - ANCOVA-theory and computation
 - Regression, step regression
- Non-parametric tests:

- Median test, sign test, Mann-Whitney U-test, and run test
- “H” test, its meaning, purpose; assumptions and uses
- Friedman Two-way analysis of variance
- X²-test, its purpose and uses
- Advanced Techniques of Correlation
 - Contingency
 - Phi and Tetra choric Correlation
 - Bi-serial and Point Bi-serial Correlation
 - Partial and Multiple correlation

UNIT V Data Analysis in Qualitative Research

- Coding and classification-Axial coding, Selective coding
- Methods of Qualitative data analysis- content analysis, logical and inductive analysis, illustrative method; analogies, Criticism of historical data
- Meta-analysis
- Triangulation of data
- Trend analysis
- Utilization of corroborative analysis

UNIT VI Writing Research

- Need for writing research report
- Preparing research synopsis
- Writing research report
- Writing research paper
- Writing references(APA, MLA, Harvard style)

UNIT VII Computer Application in Research

- Use of computers in:
 - Data processing
 - Word processing
 - Graphical processing
 - Different phases of research
- Use of statistical software in data analysis

Suggested Readings:

- Creswell, J. W. (2011). *Educational research: Planning, conducting, and evaluating, quantitative and qualitative*. New Delhi: PHI learning.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches (3rd ed.)*. New Delhi: SAGE.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. New Delhi: SAGE.
- Creswell, J. W. (2015). *A concise introduction to mixed methods research*. New Delhi: SAGE.
- Gupta, S.P. (2017). *Research introductory: Concepts, methods, and techniques*. India: Sharda Pustak Bhavan.
- Best, J.W., & Kahn, J. V. (2006). *Research in education (10th ed.)*. New Delhi: Pearson.

- Fox, D. J. (1969). *Techniques for the analysis of quantitative data*. Holt Rinehart, Winson.
- Garrett, H.E., & Woodworth, R. S. (1976). *Statistics in education and psychology* (11th ed.). New Delhi: Kalyani.
- Gay, L.R., Mills, G.E., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications*. New Jersey: Merrill and Pearson.
- Tuckman, B.W.(1972). *Conducting fundamental research*. New York: Harcourt Brace Javonovich.
- Bogdan, R., & Taylor, S.L. (1975). *Introduction to qualitative research methods*. New Delhi: John Wiley and Sons.
- Dandekar, W. N., & Rajguru, M. S. (1988). *Introduction to psychological testing and statistics*. Bombay: Sheth.
- Freeman, F. S. (1964). *Theory and practices of psychological testing*. New York: Henry Holt.
- Lindeman, R. H. (1971). *Educational measurement*. Bombay, India: DB Taraporevala Sons.
- Micheels, W. J. (2015). *Measuring educational achievement*. New Delhi: Gyan Books.

SEMESTER II
Planning, Financing and Management of Education

Total Marks	Internal assessment	External assessment
100	20	80

Unit I **Financing and Planning of Education**

- Meaning, nature and scope
- Economic development and financing of education
- Financing of education in India: Center- State relationship, mobilization of resources
- Criteria of resource mobilization and resource utilization
- Cost analysis in Education

Unit II **Techniques and Methods of Planning**

- Micro and Macro planning
- School mapping and child mapping
- Steps in planning
- Appraisal of planning

Unit III **Management of Education**

- Constitutional provisions, legislative enactments
- Role of various agencies- planning commission, MHRD, UGC and other central organizations, State and local bodies and NGOs
- Centre, State and local relationships in educational management

Unit IV **Resource Management**

- Diversity in educational institutions and related planning and management issues
- Plan and non-plan schemes and its implementation
- Monitoring performance and utilization of funds: accounting and editing

Unit V **Human Resource Management**

- Leadership and Decision making
- Interpersonal relations, communication, accountability, Performance appraisal, grievance redressal mechanism and teachers' unions
- Professional development policies, programmes and practices, faculty welfare schemes
- Support staff- policies, roles, functions, importance and opportunities for professional growth

Suggested Readings

- Ayyar, R.V. (1993). Educational planning and administration in India: Retrospect and prospect. *Journal of Educational Planning and Administration*. (7)2.
- Bell & Bell (2006). *Education policy and social class*. Routledge Falmer.
- Mathur, S.S. (1990). *Educational administration and management*. India: The Indian Publications.
- Naik J.P. (1982). *The education Commission and after*. New Delhi: Allied.
- Tilak, J.B.G. (1988). Cost of education in India. *International Journal of Educational Development*. 8(1), 25-42.
- Tilak, J.B.G. (1992). *Educational planning at grassroots*. New Delhi: Ashish Publications

- Varghese N.V. (1987). *Set of modules on district planning in education*. New Delhi. NUEPA.

SEMESTER II

Educational Assessment and Evaluation

Total Marks	Internal assessment	External assessment
100	20	80

Unit I Educational Assessment and Evaluation – Strategies and Approaches

- The nature and philosophy of 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- Classical theory, Item response theory
- Measurement Models- Time score model, latent trait model, Rash 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 Research Tools and their Construction

- Various research tools: nature and uses
- Principles and steps of construction of research tools
- Item analysis : different methods, difficulty value and discriminative power
- Standardization: Reliability, Validity, norms

Unit IV Dimensions of Educational Evaluation and Assessment

- Diagnostic evaluation
- Curriculum evaluation
- Institutional evaluation
- Programme evaluation
- Meta evaluation
- Development in educational evaluation and assessment

Unit V 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, practical, case studies, Analysis of evidences in humanistic studies • Student evaluation techniques and examination anxiety • Validation of individual test response pattern

Unit VI 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

Suggested Readings

- Anastasi, A. (1976). *Essentials of psychological testing* (4thed.). New York, NY: Macmillan.

- Baker, E.L. (1985). Domain referenced test. In H. Torsten & T. Nevile (Eds.), *The international encyclopedia of education* (5th ed.). Oxford, London: Oxford Pergamen Press.
- Bartram, D., & Hambleton, R. K. (Ed.). (2005). *Computer based testing and internet: Issues and advances*. Somerset, NJ: John Wiley and Sons.
- Berk, R.A. (1984). *A Guide to Criterion referenced test construction*. Baltimore: The Johns Hopkins Univesity Press.
- Berman, R.L. (2001). *Generalizability theory*. New York, NY: Springer.
- Bloom, B.S., Madaus, G.F. & Hastings, T.J. (1981). *Evaluation to improve learning*. New York, NY: Mc. Graw Hills.
- Bond. T.G.,& Fox C.M. (2001). *Applying the research model: Fundamental measurement in the human sciences*. Mahwah, NJ: Lawrence.
- Chase, C.I. (1999). *Contemporary Assessment for educators*. New York, NY: Longman
- Cizek, G.J. (1999). *Cheating tests: How to do it, detect it and prevent it*. Mahwah NJ: Lawrence.
- Cizek, G.J. (Ed.). (2001). *Setting performance standards: Concepts, methods and perspectives*. Mahwah NJ: Lawrence.
- Cronbach, L.J. (1970). *Essential of psychological testing* (3rd ed.). New York, NY: Harper and Row.
- Dave, R.H.,& Patel, P.M. (1972). *Educational evaluation and assessment*. New Delhi, India: NCERT.
- Drasgow, F.,& Olson, J.B. (Ed.) (1999) *Innovations in computerized assessment*. Mahwah. NJ, Lawrence.
- Edward E.L. (1969). *Techniques of attitude scale construction*. Mumbai, India: Vakils, Feffer and Simons.
- Groenen, P.,& Borg, I. (1997) *Modern multidimensional scaling: Theory and application*. New York, NY: Springer.
- Grunlund, N. E. (1976). *Measurement and evaluation testing* (3rd ed.) New York, NY: Mc Millan.
- Halaslyna, T.M., & Downing, S.M. (Ed.) (2006). *Handbook of test development*. Mahwah NJ: Lawrence.
- Linguist, E.F. (Ed.). (1951). *Educational measurement*. Washington, DC: American Council of Education.
- Mehrens, W. A.,& Lehmann, I.J. (1987). *Using standardized tests in education*. (List; Edn.) New York: Longman.
- Noll, V.H.,& Scannel, D.P. (1972). *Introduction to educational measurement* (3rd ed.). New York, NY: Houghton Maffin.
- NCERT. (2005). *National Curriculum Framework 2005*. New Delhi, India: NCERT.
- Osterluid, S.J. (ed.). (2006). *Modern measurement: Theory, principles and applications of mental appraisal*. Upper saddle river, NJ: Pearson.
- Popham, W.J. (1999). *Classroom Assessment: What Teachers Need to Know* (2nd ed.). Boston, London: Allyn and Bacon.
- Popham,& James, W. (Ed.). (1974). *Evaluation in education: Current applications*. Barklay, CA:Cutrhan Publishing Corporation.
- Popham, W.J. (2002) *Classroom assessment: What teachers need to know*. London: Allyn and Bacon.
- Parshall, C.G., Spray J.A., Kalohn, J.C., & Davey, T. (2002) *Practical Considerations in Computer Based Testing*. New York, NY: Springer.

- Sidney H. J., & Patrek E. K. (Eds.). (2002). *Item generation for test development*. Mahwah NJ: Lawrence.
- Schwarz, R.D. (2001). *Test scoring*. Mahwah NJ: Lawrence.
- Stanley, J.C., & Hopkins, K.D. (1972). *Educational and psychological measurement and evaluation*. New Jersey, NJ: Prentice Hall.
- Thorndike, R.L., & Hagen E. (1969). *Measurement and evaluation in psychology and education*. New York, NY: John Wiley and Sons.
- Walberg, H.J., & Haertel, G.D. (Eds.) (1990). *The international encyclopedia of educational evaluation*. New York, NY: Pergmen Press