

**DEPARTMENT OF EDUCATION**

**UNIVERSITY OF KERALA**

(Re-accredited by NAAC with 'A' Grade)



**M.Phil. PROGRAMME IN EDUCATION**

**SYLLABUS**

(Under Credit and Semester System w.e.f.2016 Admissions)

DEPARTMENT OF EDUCATION

UNIVERSITY OF KERALA

**M.Phil. Programme in Education**

**Programme Objectives**

- To introduce the students to current thinking in the field of education
- To enable the students to approach the problems of education and methodology with alternative solutions
- To develop in students competency in undertaking leadership in solving problems in the areas of Education through rational conceptualization of educational research
- To impart skills and knowledge in undertaking independent micro and macro level research projects in the priority areas of education or in any interdisciplinary area

**Structure of the Programme**

Sem No	<i>Course Code</i>	Name of the course	No. of Credits
<b>I</b>	<b><i>EDU- 711</i></b>	Research Methodology and applied Statistics	<b>4</b>
	<b><i>EDU- 712</i></b>	Trends in Educational Thoughts and Practice	<b>4</b>
	<b><i>EDU-713(i)</i></b>	Instructional Technology	<b>4</b>
	<b><i>EDU-713(ii)</i></b>	Curriculum Design and Development	<b>4</b>
	<b><i>EDU-713(iii)</i></b>	Learning Disabilities and Difficulties	<b>4</b>
	<b><i>EDU-713(iv)</i></b>	Planning and Management of Education	<b>4</b>
	<b><i>EDU-713(v)</i></b>	Educational Assessment and Evaluation	<b>4</b>
<b>II</b>	<b>EDU-721</b>	Dissertation	<b>20</b>
		<b>TOTAL CREDITS</b>	<b>32</b>

**Semester: I**

**Course Code: EDU-711**

**Course Title: RESEARCH METHODOLOGY AND APPLIED STATISTICS**

**Credits: 4**

**AIM:** To familiarize the students with the advances in the field of educational research and ethical considerations.

**Objectives:**

- To equip students to design and conduct a research in the field of Education.
- To enable the students to use appropriate quantitative/qualitative methods
- To use computers in analyses of data ( SPSS /any other available software)

**Course Content**

**Module I:** Creation of knowledge- Sources of knowledge and Formulation of theory, Qualitative Research, Mixed Method and Multi-method Research.-Product development Research (learning package, e-content, web tools etc.)

**Module II:** Sampling and sample: Sampling techniques, Sampling and Non Sampling errors, Sampling distribution: Normal Distribution, 't' Distribution, 'F' Distribution and X<sup>2</sup> Distribution-Data collection tools and techniques

**Module III:** Data Analysis -Quantitative Research-Regression and Correlation Analysis - Hypothesis Testing: Type I and Type II Errors; One tailed Vs two tailed test; Comparing statistics (t-test, z-test and F-test)- Analysis of variance and covariance- Chi square test, sign test, median test, and Kruskal-Wallis test/H-test- Multivariate Analysis-Characteristics and application, Factor Analysis, Multiple Regression Analysis, Discriminant Analysis.--Use of SPSS software/any other software for analysis of quantitative data-Use of advanced web tools (like web - 2 tools) for research

**Module IV:** Qualitative Research- Characteristics and applications-Criticism of historical data- Coding of qualitative data – Axial coding, Selective coding-Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method; analogies.- Meta analysis-Triangulation of data.-Use of computers in various phases of research.-Atlas T Software for analysis of large volumes of qualitative data

**Module V:** Research Report Writing --General rules of research report writing-Report writing: Thesis and Research paper-Review of related literature and discussion of findings Evaluation of Research Report- Dissemination of research outcomes. - Ethical considerations and plagiarism check

**End semester Assessment:** There will be a three hour written examination and each student will have to submit assignments and accomplish a sessional work based on the course. The pattern of Questions for end semester examination will be as follows:

Section A: Answer any two questions-- four questions will be given

Section B: Answer any eight questions-- ten questions will be given

Section C: Answer all questions---10 questions will be given

### **Details of Sessional Work**

One term paper on a topic allotted to be presented in the Research Colloquium

One practicum based on a problem selected under the guidance of supervisor

### **References**

- Airasian, Peter ( 2000). Educational Research: Competence for Analysis and Application.
- Alison Lee and Susan Damby(Eds.)(2012) : Reshaping Doctoral Education International Approaches and Pedagogies, Routledge Talor and Francis Group
- Andy Hunt(2005) : Your Research Project - How to manage it (Routledge Study Guides)
- Approaches, 4th ed.
- Burke Johnson, Larry Christensen : Educational Research - Quantitative, Qualitative and Mixed Approaches (Sage Publication, 2014 5th ed.)
- Carter V. Good : How to do Research in Education ( Published 2006 by Indigo Books)
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- Cohen, Louis. and Manion, Lawrence. (1989). Research Methods in Education. Routledge.
- Gay, L.R. and Arisian, Peter (2000). Educational Research: Competence for Analysis and Application. Pearson Education, Inc.
- John W. Best, James V. Kahn : Research in Education – 10th ed.
- John W. Creswell : Educational Research: Quantitative, Qualitative and Mixed Method
- Jonathan Grix: The Foundations of Research, (Palgrave Research Skill Series, 2nd ed.)
- Muniruddin Qureshi : Educational Research, (Anmol Publication Pvt. Ltd.).
- *Pearson* Education, Inc
- Practical Guide for Post Graduates, (Sage Publication)
- Rachad, Antonius: Interpreting Quantitative Data with SPSS (Sage Publication)
- Renata Phelps, Kath Fisher and Allan Ellis : Organizing and Managing your Research- A
- Ritu Sharma: Educational Research and Statistics (Alfa Publications)

**Semester: I**

**Course Code: EDU-712**

**Course Title: TRENDS IN EDUCATIONAL THOUGHTS AND PRACTICE**

**Credits: 4**

**AIM:** To expose the students to the knowledge base and emerging nature of educational theories and to make linkages between the theoretical understanding and practices and/or field experiences

**Objectives**

- To equip students understand the nature of education as an area of study with interdisciplinary
- To enable the students to reflect on the basic parameters of education (i.e., the learner, the teacher, the teaching-learning process, pedagogy, educational contexts, the larger societal context, the support systems and various connections and interconnections between these parameters)
- To engage the students in discourses emphasising the need for appropriate policies and research to enhance efficiency, effectiveness, quality and excellence in the system of education.

**Course Content**

**Module I:** Philosophy of Education -Eastern and Western schools (any four famous schools and the contribution of major Eastern and Western philosophers)-Role and responsibility of a teacher- Value based Education- Indian tradition and Education from Pre- vedic period – Understanding the need for creation of an Indian identity

**Module II:** Role of social and educational institutions: Cultural functions of education diffusion, acculturation- Multiculturalism, cultural conflict, ethnicity and diversity Resource mobilization and human capital formation – Economics of Education- Quality reassurance in Higher education-Indicators –Issues related to Policies, programmes and planning

**Module III:** Learner and the Learning process: Understanding the learner – motivation – interests- human development – memory – aptitude-intelligence- learning styles- Learning, thinking and problem solving in the context of differing learning situations- Language development and learning

**Module IV:** Contemporary Issues in Education: Changing perspectives-alternative educational systems- Internalization and Globalization of Education- Modernization – Poverty – Unemployability and Shortage of unskilled/semi-skilled workers.-Education and quality of life- Changing social structure and its bearing on education

**Module V:** Environmental pollution - Urbanization – Rural development – Sustainable development- Globalisation and Higher education-Human rights and Public Interest Movements (RTE, RTI, Consumer protection, PIL etc.)

**End semester Assessment:** There will be a three hour written examination and each student will have to submit assignments and accomplish a sessional work based on the course. The pattern of Questions for end semester examination will be as follows:

Section A: Answer any two questions-- four questions will be given

Section B: Answer any eight questions-- ten questions will be given

Section C: Answer all questions---10 questions will be given

#### **Details of Sessional Work**

One term paper on a topic allotted to be presented in the Research Colloquium

One practicum based on a problem selected under the guidance of supervisor

#### **References**

- Asha J.V.(2016) **Disabled Friendliness of Higher Education Institutions in Kerala-A case Study of the University of Kerala** published by Lap Lambert Academic Publishing, Germany
- Baily, Richard; Barrow, Robin; Carr, David & McCarthy, Christine (First Ed.2010). **Handbook of Philosophy of Education**, Sage Pub.
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- Chand, Jagdish(2007). **Value Education**, Anshah Publishing House, Delhi.
- Chandra, S.S. & Sharma, Rajendra (2004) **Sociology of Education**, Atlantic Pub.
- Cheryl, Ann; Armstrong, Derrick & Spandagou, Llektra (2010). **Inclusive Education:**
- Cole, Mike(3rd Edition 2012). **Education, Equality and Human Right**, Routledge Publication
- Dickson, Janet; Hughes, Barry & Irfan, Mohammad,(2010). **Patterns of Potential HumanProgress**, Oxford University Press.
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- Mohanty Jagannath(2nd ed. 2005). **Modern Trends in Indian Society**, Deep & Deep Pub. New Delhi
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- Pandey, K.P. (2010). **Perspectives Social Foundations of Education**, Shipra Publication.
- Pandya, Rameshwari & Mathu, Anuradha(2005) **Imbibing Value Education**, Kalpaz Publication, Delhi

- Patil V.T. (2008) **Value Education and Human Rights Education**, GNOSIS Pub. New Delhi,
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- Roy, Gardner, Jo Cairns, Denis Lawton (2000). **Education for Values**, Kogan Pages U.S
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- Sharif As- Saber et.al, (Eds) (2011) **Governance and Human capital: 21st Century Agenda Sterling Publisher**
- Sharma, Ruchi & Singh, Sudhir Kumar (Eds.) (2012). **Disability- Towards Inclusive India** Pentagon Press
- Sharma, Shashi Prabha(2005) **Teacher Education**, Kanishka Publication, New Delhi
- Sharma, Yogendra (2003). **History and Problems of Education**, Kanishka Publication, New Delhi
- Singh, Chitraganda (2013) **National Policy on Education**, Wisdom Press
- Stephen J. Farenga & Daniel, Ness (2006) **Encyclopedia of Education and Human Development**, Pentagon Press
- Sudhir, M.A. and Soundary, Hilaria M.(Eds.) (2014). **Skill Development for Socioeconomic Progress** , New Century publishers
- Susan, Theresa, A., and Asha J.V.(Eds.)(2008) **Best Practices in IT enabled Teacher Education and Knowledge management**, Department of Education, University of Kerala
- Thomaskutty, PG & George, Mary (Eds.)( 2009) **Human Rights and Values in Education** Discovery publishers
- Tucker, Catlin R.(2012) **Blended Learning**, Corwin Pub.
- Vaidya, Shipra (2005) **Educational Reforms**, Deep & Deep Publications, New Delhi

**Semester: I**

**Course Code: EDU-713(i)**

**Course Title: INSTRUCTIONAL TECHNOLOGY**

**Credits: 4**

**AIM:** To acquaint the students with modern technological developments in education

**Objectives:**

- To develop an awareness of importance of technology in instructional process
- To facilitate the students in developing skills in selection, production and evaluation of IT-enabled educational materials

**Course Content**

**Module I:** Theoretical bases and different approaches of instructional technology

**Module II:** Modern Instructional Strategies (Four strategies & Four Models)

**Module III:** Approaches to learning design and skills-CAI-Media Technology-Media selection and Criteria-Multimedia- using Media for Distance education /Mass education etc.-techniques for mass instruction and individualised instruction.

**Module IV:** Managing Technology-ICT- New Horizons of Educational Technology

**Module V:** Design and development of web based instructional materials-preparation of rubrics and schedules for validation

**End semester Assessment:** There will be a three hour written examination and each student will have to submit assignments and accomplish a sessional work based on the course. The pattern of Questions for end semester examination will be as follows:

Section A: Answer any two questions-- four questions will be given

Section B: Answer any eight questions-- ten questions will be given

Section C: Answer all questions---10 questions will be given

**Details of Sessional Work**

One term paper on a topic allotted to be presented in the Research Colloquium

One practicum based on a problem selected under the guidance of supervisor



## References

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- Spector, J. Michael(Ed.) (2015) **The SAGE Encyclopedia of Educational Technology**. Thousand Oaks:Sage
- Technology <http://www.ilt.columbia.edu/publications/mcclintock.html>

**Semester: I**

**Course Code: EDU-713(ii)**

**Course Title: CURRICULUM DESIGN AND DEVELOPMENT**

**Credits: 4**

**AIM:** To facilitate the students in developing skills in selection, production and evaluation of curriculum designs

**Objectives**

- To acquaint the students with different methods and models of curriculum designs
- To provide a good understanding of the structure and elements that make up a curriculum from planning to implementation
- To develop skills in identifying the needs and barriers for successful curriculum implementation

**Course Content**

**Module I:** Bases of Curriculum construction- principles, selection and strategies and designs- preparation of curriculum materials- usefulness of frameworks-competency standards and performance standards in relation to curriculum format

**Module II:** Curriculum renewal (restructuring)-justification, criteria and modern approaches- process and patterns of renewal

**Module III:** Curriculum Planning-stages and strategies- community, administrators, curriculum experts, teachers and students.

**Module IV:** Curriculum Evaluation and Research-importance-models and stages (platform/ levels), agencies - ICT enabled curriculum-curricula for distance/virtual courses

**Module V:** Goals for public education and how to translate those goals into an implementation plan for public education- evidence based discussions on the school and higher education courses

**End semester Assessment:** There will be a three hour written examination and each student will have to submit assignments and accomplish a sessional work based on the course. The pattern of Questions for end semester examination will be as follows:

Section A: Answer any two questions-- four questions will be given

Section B: Answer any eight questions-- ten questions will be given

Section C: Answer all questions---10 questions will be given

**Details of Sessional Work**

One term paper on a topic allotted to be presented in the Research Colloquium

One practicum based on a problem selected under the guidance of supervisor

## References

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- Entwistle N J, Ramsden P. (1983) Understanding student learning. London: Croom Helm
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- Oliver, M., 2003. Curriculum design as an acquired social practice: A case study of UK Higher Education. Paper presented at the 84th Annual Meeting of the American Educational Research Association, Chicago.

**Semester: I**

**Course Code: EDU-713(iii)**

**Course Title: LEARNING DISABILITIES AND DIFFICULTIES**

**Credits: 4**

**AIM:** To facilitate the students in expanding their knowledge domain in the relevant areas pertaining to learning difficulties

**Objectives**

- To explain the basic concepts related to learning disabilities
- To initiate the students to update their knowledge domain in the relevant areas pertaining to learning difficulties
- To acquaint the students with modern technological developments in combating disabilities in education

**Course Content**

**Module I:** Learning Disabilities-factors affecting-types (physical, psychological, educational and cultural)-Remedial measures

**Module II:** Management of deviant behaviour-behavioral approaches and Glasser's approach to classroom management- group and individual contexts and home based contingencies

**Module III:** Managing children in their learning difficulties- anticipated and unanticipated interpretations-multiple intelligence and classroom management.

**Module IV:** Selection and use of Assistive devices- innovations in tackling LD

**Module V:** Child abuse- Alcohol and drug abuse-prevalence of child trafficking /child labour - RTE, PWD ACT-2005etc. –Implications

**End semester Assessment:** There will be a three hour written examination and each student will have to submit assignments and accomplish a sessional work based on the course. The pattern of Questions for end semester examination will be as follows:

Section A: Answer any two questions-- four questions will be given

Section B: Answer any eight questions-- ten questions will be given

Section C: Answer all questions---10 questions will be given

**Details of Sessional Work**

One term paper on a topic allotted to be presented in the Research Colloquium

One practicum based on a problem selected under the guidance of supervisor

## References

- American Association on Mental Retardation (1992). *Mental retardation: Definitions, classification and systems of supports* (9th ed.). Washington, DC: American Association on Mental Retardation.
- American Psychiatric Association (1994). **Diagnostic and statistical manual of mental disorders** (4th ed.). Washington DC: APA.
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## **Semester I**

**Course Code: EDU 713(iv)**

**Course Title: PLANNING AND MANAGEMENT OF EDUCATION**

**Credits: 4**

**AIM:** To expose the students to the areas of Educational planning and management

### **Objectives**

- To explain the basic concepts of educational planning and management
- To initiate the students to update their knowledge domain pertaining to the role of the different agencies in educational planning and management
- To acquaint the students with the broad problems in the field of educational planning, and management.

### **Course Content**

**Module I:** Modern trends in Educational Management- Managerial ethics dilemmas and decision making

**Module II:** Planning as an essential phase in all organization -Scope of planning at different levels- Basic principles strategies and processes of planning in general and educational planning in particular.

**Module III:** Social psychological factors of human learning- Managing human resources in Education Institutions- Problems and Perspectives

**Module IV:** Instructional leadership- teacher as a leader- Theories of Leadership- Styles of Leadership -Measurements of Leadership

**Module V:** Basic principles of provision, budgeting, sanction, utilization activity and auditing- State finance and institutional finance (a general study with special reference to regulations and practices in Kerala State)- Research trends in the field of educational planning and management.

**End semester Assessment:** There will be a three hour written examination and each student will have to submit assignments and accomplish a sessional work based on the course. The pattern of Questions for end semester examination will be as follows:

Section A: Answer any two questions-- four questions will be given

Section B: Answer any eight questions-- ten questions will be given

Section C: Answer all questions---10 questions will be given

### **Details of Sessional Work**

One term paper on a topic allotted to be presented in the Research Colloquium

One practicum based on a problem selected under the guidance of supervisor

## References

- Adesemowo P.O. (Ed.) (1999). **Basics of Education**, Lagos: Triumph books publishers
- Adesina, S. and Fagbamiye, F.O. (Eds.)(1998). **Educational Administration**. Ibadan; University press ltd .
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- Tyagi, R.S.,(2009). **Administration and Management in School Education**, Shipra Publications, Delhi.

## **Semester I**

**Course code: EDU 713(v)**

**Course Title: EDUCATIONAL ASSESSMENT AND EVALUATION**

**Credits: 4**

**AIM:** To expose the students to the varied approaches to measurement and evaluation procedures

### **Objectives**

- To explain the purposes of assessment and evaluation in education
- To distinguish clearly between test, measurement, assessment and evaluation;
- To familiarise the students with the techniques of test construction

### **Course Content**

**Module I:** Concepts of test, measurement, assessment and evaluation in education –the purposes of evaluation- factors to be considered for successful evaluation –the concept of continuous assessment

**Module II:** Stages in assessment-old and modern practices of assessment –an appraisal of educational objectives based on Bloom’s Taxonomy- types of tests, characteristics of good tests and test construction

**Module III:** Basic principles in constructing different types of tests.- test contingencies methods of estimating validity and reliability

**Module IV:** Basic principles guiding scoring of tests and test interpretations-The use of frequency distribution, mean, mode and mean in interpreting test scores –The methods by which test results can be interpreted to be meaningful for classroom practices-course credit system and grade point averages

**Module V:** Preparation and standardisation of Educational and Occupational Tests – evaluation rubrics

**End semester Assessment:** There will be a three hour written examination and each student will have to submit assignments and accomplish a sessional work based on the course. The pattern of Questions for end semester examination will be as follows:

Section A: Answer any two questions-- four questions will be given

Section B: Answer any eight questions-- ten questions will be given

Section C: Answer all questions---10 questions will be given

### **Details of Sessional Work**

One term paper on a topic allotted to be presented in the Research Colloquium

One practicum based on a problem selected under the guidance of supervisor



## References

- Bloom, B. S. – (1966) **Taxonomy of Educational Objectives, Handbook 1 – Cognitive Domain**, David McKay Co. Inc.
- Carroll, J. B. (1983), **Psychometric Theory and Language Testing**. Rowley, Mass: Newbury House.
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**Semester: II**

**Course Code: EDU-721**

**Course Title: Dissertation**

**Course Credits: 20**

**AIM:** The dissertation is intended to provide a practical understanding of educational research. The student will gather firsthand experience in the contemporary styles and methods in educational research.

**Objectives**

- To provide experiential learning for undertaking a research study
- To provide firsthand experience of selecting and using suitable research methods
- To assimilate different ways of applying statistical techniques for data analysis

**Course Content**

The topics for dissertation shall be approved by the Departmental Doctoral Committee for which the students will have to submit a research proposal in the 1st Semester in the form of a Project and make a power point presentation of the proposal. The scholar will be required to write a dissertation on a selected topic in the second semester. During the process of research, the student has to make three reviews before the Departmental committee presenting the progress of the study. Internal evaluation of the thesis will be done during these presentations using power point slides in research colloquiums arranged for the same. The dissertation may include the results of original research empirical or documentary or a fresh interpretation of existing knowledge of data and such other forms as may be determined by the Departmental Research Committee. The scholar will also be required to submit an abstract of his/her research work in about 300 words along with the dissertation.

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