

**THE GANDHIGRAM RURAL INSTITUTE**

**(DEEMED TO BE UNIVERSITY)**

**Ministry of Human Resource Development (MHRD), GOI**

**Integrated M.Phil. – Ph.D. Programme Syllabus**

**(2018-2019 Onwards)**



**DEPARTMENT OF EDUCATION**

**SCHOOL OF SOCIAL SCIENCES**

**GANDHIGRAM, DINDIGUL – 624 302**

**TAMILNADU, INDIA.**

**THE GANDHIGRAM RURAL INSTITUTE –(DEEMED TO BE UNIVERSITY)  
DEPARTMENT OF EDUCATION**

**M.Phil (Integrated) Programme Syllabus  
(2018-2019 Onwards)**

<b>S.No</b>	<b>Category</b>	<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
<b>SEMESTER - I</b>				
<b>1</b>	Major Core Courses	17EDNR0101	Educational Planning (EP)	4
		17EDNR0102	Information and Communication Technology (ICT)	4
		17EDNR0103	Inclusive Education(IE)	4
<b>2</b>	Supportive Courses	17EDNR0104	Educational Research Methodology (ERM)	4
<b>SEMESTER - II</b>				
<b>3.</b>	Supportive Courses	17EDNR0201	Quantitative Techniques in Educational Research (QTER)	4
<b>4.</b>	Topical Research (Any One)	17EDNR02S1	Cognitive Science(CS)	4
		17EDNR02S2	Pedagogical Perspectives of Education(PPE)	
		17EDNR02S3	School Education(SE)	
		17EDNR02S4	Teacher Education(TE)	
		17EDNR02S5	Higher Education(HE)	
<b>SEMESTER - III</b>				
<b>4</b>		17EDNR0301	Dissertation	16
<b>TOTAL</b>				<b>40</b>

## **17EDNR 0101: EDUCATIONAL PLANNING**

**Credit – 4**  
**Hours – 64**

**Max.Marks:100**

### **COURSE OBJECTIVES**

- To make the students understand Educational Planning.

### **SPECIFIC OUTCOMES OF LEARNING**

It is expected that, at the end of the course, the scholars will have a better understanding of the following:

- Concepts, types and theoretical foundations of educational planning;
- Strategic planning in education and related techniques, in general, and their application in formulating district education development plans and institutional development plans, in particular;
- Educational decentralization in India and district planning practices; and
- Sources and changing methods of financing education in India, including aid to education, and their influence on development policy and programme planning.

### **UNIT-I: EDUCATIONAL PLANNING CONCEPTS AND APPROACHES**

Educational planning-Concepts and types of educational planning-Theoretical foundations of educational planning/planning approaches-Sector-wide Approaches (Swaps) to educational planning-Social context of planning and essential conditions for successful educational planning, including institutional and political conditions-Changing landscape of educational planning, in general, and in India, in particular. **(HOURS: 12)**

### **UNIT-II: STRATEGIC PLANNING IN EDUCATION**

Concept and methodology of strategic planning in education-Education sector diagnosis – analytical framework and techniques, data requirements, estimation, interpretation and use of key performance indicators, cost analysis in education, projection techniques and identification of education development issues and priorities-Methods of setting plan targets and estimation of additional inputs/requirements – physical, staff, academic, management and financial -Designing development interventions using the Logical Framework Matrix (LFM). **(HOURS: 13)**

### **UNIT-III: STRATEGIC PLANNING: IMPLEMENTATION AND MONITORING**

Planning for implementation of the education development plan and programmes-Budgeting techniques-Planning under the on-going country-wide education development programmes like the SSA, the RMSA and the RUSA -Education development plan appraisal practices in India and their influence on district planning -Monitoring of Educational Programmes and Projects.

**(HOURS:13)**

#### **UNIT-IV: EDUCATIONAL PLANNING IN INDIA**

Educational decentralization in India, legal provisions and institutional framework and planning machinery-Local level planning techniques in education and their use in district planning in India - School Mapping-Micro Planning and School Improvement Planning.

**(HOURS: 13)**

#### **UNIT-V: FINANCING EDUCATION IN INDIA**

Sources and methods of financing education in India -Centre-state relationships in financing education and Finance Commissions-Return of the State: Political-economy of financing education in India through Centrally Sponsored Schemes (CSSs) and Centrally Assisted Schemes (CASs) and their implications for district planning in education -Foreign aid to education in India and their influence on shifting policy and programme planning - Financing school education in India, fund flow and related issues

**(HOURS:13)**

#### **REFERENCES:**

1. Bray, Mark and N.V. Varghese (ed.) (2010): *Directions in Educational Planning: Report on an IIEP Symposium*. IIEP: Paris.
2. Coombs, P.H (1969): *What is Educational Planning?* Paris: International Institute of Educational Planning (IIEP).
3. Carron, Gabriel (2010): *Strategic Planning: Concept and Rationale*. IIEP Working Paper 1, IIEP: Paris.
4. Carron, Gabriel (2010): *Strategic Planning: Techniques and Methods*. IIEP Working Paper 3, IIEP: Paris.
5. Charvak (2000): *From Decentralization of Planning to People's Planning: Experiences of the Indian States of West Bengal and Kerala*. Centre for Development Studies, Thiruvananthapuram.

## **17EDNR 0102: INFORMATION AND COMMUNICATION TECHNOLOGY**

**Credit – 4**

**Max.Marks:100**

**Hours – 64**

### **COURSE OBJECTIVES**

- To make the students understand and apply ICT in Education.

### **SPECIFIC OUTCOMES OF LEARNING**

After going through this course, the research scholar will be able to:

- Understand the nature, scope and standards of ICT in the context of Education.
- Concretize functional understanding of the computer, internet and web
- Analyses the use of E-Learning technologies in Education
- Appreciate the educational potentials of Multimedia
- Produce and evaluate E-Contents in the form of SLOs / Modules
- Apply Web 2.0 and its features
- Develop a few Web 2.0 tools in the context of education
- Appreciate the role of e-resources in education and research
- Learn the educational applications of Social Media
- Create Mobile Learning
- Develop research bent of mind in ICT integration.

### **UNIT-I: ICT IN EDUCATION**

Information: ICT: Definition, Meaning, Scope and significance in the context of Education – ICT supported, enhanced and enabled instruction- ICT Vs Pedagogy, self-directed and self-determined learning, ICT in Distance Education – ICT for Professional Development, Educational Management and curriculum development and Evaluation–National Policy on ICT -UNESCO ICT. Competency Standards Framework. Computer Mediated Communication, Videoconferencing - Audio and Video Content on the Web.

**(HOURS:13)**

### **UNIT –II: E-LEARNING**

E-Learning: Meaning, Concept, Importance, Strengths and Limitations, Virtual Learning, Virtual Instrumentations, Virtual Worlds: Educational Implications, Characteristics of the e- learner - Requirements of the e- educators, e-tutor, e-moderator – Online tutoring. Learning Management Systems and Learning and Content Management Systems: Concept, Need and Significance – Proprietary and FOSS LMS / LCMS – Brahaspathi of UGC / IIT – Course Management using LMS / LCMS - International and Indian Initiatives in E- Learning.

**(HOURS:13)**

### **UNIT-III: EDUCATIONAL MULTIMEDIA AND E-CONTENT DEVELOPMENT**

Multimedia: Concept, Meaning and Advantages – Features of Multimedia. Instructional Multimedia Development - Principles, Models, Guidelines and Significance –Instructional Multimedia Evaluation – Principles, Models, Techniques and Tools. E-Content Development: Meaning, Need and Significance – Types and Forms of e- Content – Short Learning Objects – Modules - Components – Stages - Steps involved – Scripting for e- Content – Learning Object Repositories -Evaluation of e-contents- E – Content Development initiatives in India –NPTEL, NME ICT-Role of UGC-CEC and EMMRC’S-Quality Assurance in E-Content.

**(HOURS:13)**

### **UNIT-IV: E-RESOURCES, WEB 2.0 & SOCIAL MEDIA IN EDUCATION AND MOBILE LEARNING**

E-Resources: Meaning, Concept, Types, Importance, Advantages and Limitations. E - Resources in Indian Education: UGC – INFLIBNET, UGC INFONET, ERNET, DELNET. Forms of Digital information – On Line Libraries and Journals - Gateways and Portals - SWAYAM portal. E-theses Library, E-Journal Consortium.M-Learning: Concept and Meaning, Definition – Pedagogical approaches, Models and Theories – Informal and Non-formal settings –Mobile: Applications and Uses.

**(HOURS:13)**

### **UNIT-V: RESEARCH TRENDS IN ICT**

Research in ICT integration: Prospects, Issues, Challenges and opportunities - broad spectrum of institution, programme and teacher characteristics associated with ICT integration – M-Governance - iPad enabled Learning - ICT to foster creativity - MOODLE and MOOC environment - Cloud computing - OER-Assistive technologies - Smart classroom.

**(HOURS:12)**

### **REFERENCES:**

1. Ramganesha E and SrinivasaRaghavan (2010): E-Resources in Higher Education, Publication Division, Bharathidasan University, Tiruchirappalli.
2. Harasim, L.(1990) *Online Education: Perspectives on a New Environment*. New York:Prasser.
3. Heinich, R., Molenda, M., Russell, J. &Smaldino,S. (1999) *Instructional Media & Technologies for Learning. 6 th edition*. New York : Merrill – Prentice Hall.
4. Judy Brown and Jason Haag (2011) *ADL Mobile Learning Handbook*. Wisconsin: Advanced Distributed Learning (ADL) Co-Laboratories. (Free E-Book Available at <http://mlhandbook.adlnet.gov>)
5. Lee, William W; Diana L Owens (2001) *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass.

## 17EDNR 0103: INCLUSIVE EDUCATION

**Credit – 4**  
**Hours – 64**

**Max.Marks:100**

### COURSE OBJECTIVE

- To make the student understand the concept of Inclusive Education for sustainable development

### SPECIFIC OUTCOMES OF LEARNING

After going through this course, the research scholar will be able to:

- Understand the global and international commitments towards education of children with diverse needs.
- Develop critical understanding of the recommendations of various committees and commissions towards teacher preparation for inclusive education.
- Appreciate the need for promoting inclusive practices, roles and responsibilities of teachers.
- Understand inclusive instructional design and need for collaborative and cooperative teaching learning strategies to promote inclusive education.
- Identify and utilize the existing resources to promote inclusive education.
- Develop adequate knowledge, skills and competencies to carry out a research project in inclusive education.

### UNIT-I: INTRODUCTION TO INCLUSIVE EDUCATION

Inclusive education: Concept, definition and importance - Difference between special education, integrated education and inclusive education - International and National initiatives on inclusive education: The World Declaration on Education For All and UNICEF, World Summit for Children (1990); DPEP, RCI Act 1992, PWD Act 1995, National Trust Act 1999, Right to Education Act 2009- Government schemes and initiatives on inclusive education: SSA and RMSA. **(HOURS:13)**

### UNIT –II: FACTORS RELATED TO INCLUSIVE EDUCATION

Access: In terms of proximity, gender and socio - culturally and linguistically backward children, minorities, physically challenged gifted and talented children-Barrier free environment: From BIWAKO Millennium Frame Work and BFE manual by CCD, New Delhi - Achievement: Reasons for under achievement, strategies for enhancing achievement levels.

**(HOURS: 13)**

### UNIT- III: COLLABORATIVE AND COOPERATIVE PLANNING FOR INCLUSIVE EDUCATION

Concept meaning and need for planning in inclusive education - Models of inclusive education, components of inclusive education - Organizing inclusive classroom: physical layout of the inclusive

classroom, substitute teachers, peer tutoring, cooperative learning, collaborative instruction, team teaching and technology in inclusive classroom - Parent and community involvement: promoting positive behavior and social competence in children/students with diverse needs. **(HOURS: 13)**

#### **UNIT- IV: NEEDS AND ISSUES IN INCLUSIVE EDUCATION**

Accountability, advocacy, attitudes and awareness on inclusive education- Curriculum design, instruction and resources for inclusive education, pre- service and in -service for inclusive education- Problems and prospects of inclusive education in terms of school organization, curriculum adaptation, staff development needs and linkage with the community, material and human resources.

**(HOURS: 13)**

#### **UNIT- V: RESEARCH ON INCLUSIVE EDUCATION**

Need for research on inclusive education theory and practice- Priority aspects of research on inclusive education- Need for use of multi-methodologies in inclusive education research – A critical analysis of research done on inclusive education in India and across the globe.

**(HOURS: 12)**

#### **REFERENCES:**

1. Ahuja, A and Jaharia,N.K, (2002) Effective Teacher Training: Cooperative Learning Based Approach, National Publishing House, New Delhi.
2. Anisow, M and Booth,T (2003) The Index for Inclusion : Developing Learning and Participation in Schools, Bristol: Centre for Studies in Inclusive Education.
3. Baskar, E.T.,Wang, M.C, and Walberg. H.J, (1994) The effects of inclusion on learning, Educational Leadership,52(4),33-35.
4. Fisher.D, Sax,C, Rodifer, K, and Pumpian, I, (1999) Teachers' perception of curriculum and climate changes: The added value of Inclusive education, Journal for a Just and Caring Education, 5,256-268 .
5. Hallahan D.P, and Kauffman, J.M, (2003) Exceptional learners: Introduction to special education Boston, MA: Allyn and Bacon.



## **17EDNR 0104: EDUCATIONAL RESEARCH METHODOLOGY**

**Credit – 4**

**Max.Marks:100**

**Hours – 64**

### **COURSE OBJECTIVES**

- To make the students to understand Educational Research Methodology.

### **SPECIFIC OUTCOMES OF LEARNING**

After going through this course, the research scholar will be able to:

- Understand the research process in education and steps in educational research.
- Familiarize the students with various research paradigms approaches in educational research.
- Identify the different qualitative and mixed research designs in education.
- Distinguish the different sampling techniques
- Apply the various data collection techniques in educational research.

### **UNIT – I: RESEARCH IN EDUCATION**

Educational Research and Policy making. Principles of scientific inquiry and theory development – Inter - disciplinary nature of educational research. Educational research in India. Emerging Trends and Challenges in Educational Research. Operationalization of key terms.-Objectives research questions. Thesis writing: Steps, Chapters, tables, interpretation, result discussion. Hypotheses: Formulation and Testing. Review of Related Literature (RRL): - Softwares and websites for related studies. Plagiarism.Zotero/ Mendeley, Plagiarism detection Software.Ethics in educational research. Sources (RRL): Primary, secondary. Reference Management.APA style of references, References Vs Bibliography.

**(HOURS: 13)**

### **UNIT – II: RESEARCH PARADIGMS AND DESIGN**

Quantitative, Qualitative and Mixed methods. Quantitative Methods of Research: Experimental Research. Quasi-Experimental Designs: Nonequivalent Comparison Group Design, and Time-Series Design. Latin square design. - Casual-Comparative and Correlational research; - Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; Classification by research objectives: Descriptive, Predictive and Explanatory. Research Culture and Attitude.Quantifying Social Phenomenon.

**(HOURS: 13)**

### **UNIT – III: QUALITATIVE METHODS OF RESEARCH**

Discourse Analysis. - Qualitative research approaches: Phenomenology, Ethnography, Case studies, Triangulation and Grounded theory -characteristics, types, data collection, Interpreting Data, analysis and report writing. - Historical Research: meaning, significance, steps, primary and secondary

sources of information, external and internal criticism of the source. - Mixed Research: Narrative inquiry. Focus group discussion, Biographic research. **(HOURS: 13)**

#### **UNIT – IV: SAMPLING DESIGN AND TECHNIQUES**

Population and Sample: sampling unit, sampling frame, sample size and sampling error. Sampling Techniques: Random Sampling and Non-random sampling. Random Sampling Techniques: simple random, systematic, stratified random, cluster, and multi-stage. Non- Random Sampling Techniques: convenient, purposive, judgment, quota and snowball. – Sampling techniques in qualitative and mixed research. **(HOURS: 12)**

#### **UNIT - V: METHODS OF DATA COLLECTION**

Questionnaire, Tests, Inventories and scales: construction and uses. Interview: types, characteristics and applicability, guidelines for conducting interviews. Qualitative and quantitative observation: use of the checklist and schedules, time sampling, field notes, participant observation, focus group discussion. - Primary and Secondary data: sources, online tools. Standardization of a research tool: Reliability, Validity, Item analysis and Objectivity. Use of Large scale data in Educational research. **(HOURS: 13)**

#### **REFERENCES:**

1. Anastasi, A., & Urbina, S. (2012), *Psychological Testing*, Prentice Hall, New Jersey.
2. Best, John (2004), *Educational Research*, Prentice Hall India ltd, New Delhi.
3. Christensen, L. (2007), *Experimental Methodology*, Allyn & Bacon, . Boston.
4. Clifton F. Conrad and Ronald C. Serlin (Ed)(2006), *The Sage Handbook for Research in Education*, Sage Publication, London & New Delhi.
5. Clive Opie (2004), *Doing Educational Research- A Guide for First Time Researchers*, Vista Publications, New Delhi.

## **17EDNR 0201: QUANTITATIVE TECHNIQUES IN EDUCATIONAL RESEARCH**

**Credit – 4**  
**Hours – 64**

**Max.Marks:100**

### **COURSE OBJECTIVES**

- To make the students to understand Quantitative Techniques in Educational Research.

### **SPECIFIC OUTCOMES OF LEARNING**

After going through this course, the research scholar will be able to:

- Examine relationship between and among different types of variables of a research study.
- Predict and test specific hypotheses based on their sample data.
- Use appropriate statistical procedures to analyze qualitative data.
- Demonstrate competence in the use of statistical packages for analysis of data.
- Acquire skills needed to analyze the data.

### **UNIT – I: DESCRIPTIVE ANALYSIS**

Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group. - Normal Distribution: Theoretical and empirical distributions, Uses Probability and its applications - Relative Positions Percentile Rank z-scores. - Product Moment, Partial and Multiple correlations. - Linear Regression Analysis. Multiple Regressions.Introduction to Multilevel Models.

**(HOURS:13)**

### **UNIT – II: PARAMETRIC TESTS**

Estimation of a Parameter: Concept of parameter and statistics, Sampling error, Sampling distribution, Standard Error of Mean. - Testing of Hypotheses, Statistical Significance, Null and Alternative Hypotheses, Directional Alternative Hypotheses, Testing of Null Hypotheses, Types of Error, Multivariate Analysis, Meta-analysis, One-Way , Two Way Analysis of variance, Students ‘t’ test.

**(HOURS:13)**

### **UNIT – III: NON PARAMETRIC TEST**

Analysis of variance and Co- variance (ANOVA and ANCOVA): concept, assumptions and uses. Analysis of Frequencies using Chi - square test, Contingency coefficient. - Non-Parametric statistics: Sign test, Rank test, Run and Median test, and Mann Whitney test, Kolmogorov – Smirnov Two sample test.

**(HOURS:13)**

### **UNIT - IV: DATA ANALYSIS**

The problem of measurement in psychology, Probability, Item response Theory, Classical Test Theory, Psycho metrics, Multivariate analysis, Meta analysis. Patters and Data. Methods of qualitative data analysis: - Content analysis, logical and inductive analysis, illustrative method; analogies. - Meta

analysis. -Triangulation of data. Item analysis, Cluster analysis, multivariate analysis.

**(HOURS:13)**

#### **UNIT - V: COMPUTER FOR DATA ANALYSIS**

Application of SPSS for analysis. Application of STATA-Effect Size, Research Report: Guidelines and format-use of bibliography, references, footnotes, glossary, appendices- Evaluation of research report. - Intellectual property right.

**(HOURS:12)**

#### **REFERENCES:**

1. Asthana, Hari and BhushanBraj (2007). Statistics for Social Sciences, New Delhi: Prentice Hall of India.
2. BhabhagrahiBiswal and Dash B.C (2014). Statistics in Education and Psychology. New Delhi: Dominant Publishers.
3. Cohen, L., Manion, L. & Morrison, K. (2011). Research methods in education, 7th Edition. Routledge. Special Indian Edition by Cambridge University Press India.
4. Dash B.N. and Nibedita Dash (2014). Educational Measurement Statistics and Guidance Services. New Delhi: Dominant Publishers.
5. Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.