



SCHOOL OF EDUCATION
BABA GHULAM SHAH BADSHAH UNIVERSITY
RAJOURI-185234 (J&K), INDIA

PROGRAMME SPECIFIC OUTCOMES OF M.PHIL

PSO1: Engage in critical intellectual enquiry

- *Critically evaluate information and ideas from multiple perspectives*
- *Integrate knowledge at the forefront of a particular field*

PSO2: Demonstrate a thorough understanding of research methodologies and techniques at an advanced level

- *Develop, design and implement research projects competently and independently*

PSO3: Conduct innovative, high-impact and leading edge research

- *Engage in original research that takes a new technological, methodological, or theoretical approach*

PSO4: Provide novel solutions to complex problems

- *Identify and define emerging problems*
- *Offer innovative and original solutions to problems and issues in novel situations*

PSO5: Demonstrate leadership and advocacy skills

- *Articulate analyses and propose solutions in response to social issues*
- *Communicate and disseminate research findings effectively in the academic community and to stakeholders in society*

M. Phil (Education)

Course Work

The M.Phil (Education) Coursework shall comprise of two semesters in one academic session i.e. semester I and semester II

| <u>Semester-I</u> | | | |
|---------------------------|---|---------------------|--------------------|
| Course Code | Course Title | Credit Value | Total Marks |
| | Core Courses | | |
| M.P-Edu-110 | Advanced Research Methodology | 4 | 100 |
| M.P-Edu-111 | Recent Trends and Advances in Education | 4 | 100 |
| M.P-Edu-112 | Advanced Teacher Education | 4 | 100 |
| M.P-Edu-113 | Critical Thinking and Innovation in Education | 4 | 100 |
| | Total | 16 | 400 |
| <u>Semester-II</u> | | | |
| M.P-Edu-115 | Dissertation | 8 | 300 |
| | Viva –voce | 4 | 100 |
| | Total | 12 | 400 |
| | Grand total (semester I+semester II) | 28 | 800 |

1st Semester

| | | |
|--|--------------------|------------|
| Course Code: M.P-Edu-110 | Credits: | 04 |
| Course Title: Advanced Research Methodology | Max. Marks: | 100 |
| | Min. Marks: | 50 |

Unit: I Fundamentals of Research

- a) Basic principles of Research Ethics
- b) Types and sources of data in research
- c) Variables and its attributes
- d) Research objectives: meaning, need and characteristics

Unit: II Research Design

- a) Meaning, purpose and criteria of research design
- b) Principles of experimental design
- c) Randomised group design, matched groups design
- d) Factorial design

Unit: III Advanced statistics in Research

- a) Multiple Regression Analysis
- b) Analysis of Covariance (One Way ANCOVA) Concept, Assumption and Uses
- c) Factor analysis: Extraction of Centroid Factors and Orthogonal Rotation
- d) Canonical analysis

Unit: IV Communication and Evaluation of Research

- a) Concept and types of research reports
- b) Need for chapterisation and its functions
- c) Evaluation of research report
- d) Presentation of research proposals

Unit: V Computer Applications for Research

- a) Use of web-2 tools for research
- b) Use of computers in various phases of research
- c) Use of SPSS software
- d) Plagiarism and its detection

Transaction Tools: Discussion, Group work, Power point presentation, Seminar,

Use of web resources, web- 2 tools, Library resource

Evaluation: At the end of the course, university will conduct examination carrying one paper of 100 marks

Note for paper setting: The question Paper shall comprise of 10 long answer type questions, two questions from each unit and each question will carry 20 marks and the candidates will be required to answer five questions selecting one from each unit.

COURSE OUTCOMES

CO1: To enable the students and researchers to develop the most appropriate methodology for their research studies and make them familiar with the art of using different research methods and techniques.

CO2: The course will develop a research orientation among students and to acquaint them with fundamentals of research methodology and basic framework of research process.

CO3: The course will further help the students to develop an understanding of various research designs and techniques.

CO4: Further it will develop an understanding of various methods used in educational research

CO5: It will help the students to use Computers in various phases of research and train them to analyze data using SPSS

Books Recommended:

1. Best, J. W. and James V. Kahn (1986) *Research in Education*. New Delhi : Prentice Hall of India.
2. Borg, W.R. & Gall, M.D.(1989). *Educational Research: An Introduction*. New York: Longman.
3. Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* NewYork : Holt Rinchart and Winston Inc.
4. Ferguson, G.A. (1971). *Statistical Analysis in Psychology and Education*. Kogakusha, Tokyo: McGraw-Hill
5. Guilford J.P. *Fundamental Statistics in Psychology and Education*, McGraw Hill, New York.
6. Garrett H.E. (1967) *Statistics in Psychology of Education*. Vakils Peffer and Simons Private Ltd. Bombay
7. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
8. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
9. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers.
10. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications

Course Code: MP- Edu -111

Credits: 04

Course Title: Recent Trends and Advances in Education

Max. Marks: 100

Min. Marks: 50

Unit: I Learning Society

- a) Concept of Learning Society
- b) Lifelong learning
- c) Pillars of Education and Tensions in Education according to Dellor' Commission
- d) National Knowledge Commission

Unit: II Approaches of Learning

- a) Distance Learning
- b) Co-operative Learning
- c) Blended Learning
- d) Flexi Space Learning

Unit: III Interdisciplinary Approach for problems in Education

- a) Meaning of and differences amongst Discipline, Multidisciplinary, Cross-disciplinary and Interdisciplinary concepts.
- b) Interdisciplinary approaches
- c) Research based curriculum development
- d) Globalization and national objectives of education

Unit: IV New Trends in Education

- a) Inclusive Education
- b) ICT in Education
- c) Life Skill Education
- d) Multicultural Education

Unit: V Issues in Education

- a) Wellbeing Education
- b) Development Education
- c) Citizenship Education

d) Economics of Education

Transaction Tools: Discussion, Group work, Power point presentation, Seminar,
Use of web resources, web- 2 tools, Library resource

Evaluation: At the end of the course, university will conduct examination carrying one paper of 100 marks

Note for paper setting: The question Paper shall comprise of 10 long answer type questions, two questions from each unit and each question will carry 20 marks and the candidates will be required to answer five questions selecting one from each unit.

COURSE OUTCOMES

CO1: It will help in making the students aware about recent trends and advances in the field of Education.

CO2: To enable them to apply the knowledge of recent trends for teaching , research and administration.

CO3: It will also help them in understanding the importance of Interdisciplinary approaches.

CO4: It will also help them to apply these approaches in finding out the solutions to educational problems.

CO5: It will help them to identify the different issues prevailing in the field of Education

Books Recommended:

1. Aggarwal J.C., *Landmarks in the History of Modern Indian Education*, Vikas Publishing House, New Delhi, 1996
2. Aggarwal J.C., *Basic Ideas in Education*, Shipra Publication, Delhi, (3rd Ed.2006)
3. Behar Sharad Chandra, *Globalizing Education : Perceptions and Processes*, Indian Institute of Education, Pune, 2005.
4. Cheryl Ann, Armstrong Derrick & Spandagou Llektra, *Inclusive Education: International Policy & Practice*, Sage Pub.2010.
5. Cole Mike, Education, *Equality and Human Right*, (3rd Edition 2012) Routledge Publication,
6. Dickson Janet, Hughes Barry & Irfan Mohammad, *Patterns of Potential Human Progress*, Oxford University Press, 2010
7. Fernandes Maria Milagris, *The Foundations of Education: The Philosophical Approach*, Himalaya Pub. House, New Delhi, 2004.
8. Mohanty Jagannath, *Modern Trends in Indian Society*, Deep & Deep Pub. New Delhi (2nd ed. 2005)
9. Nelasco Shobana, Agarwal Meenu, Njiribeako Austin, *Issues of Information Communication Technology in Education*, Kanishka Publication, New Delhi, 2009.
10. Patil V.T., *Value Education and Human Rights Education*, GNOSIS Pub. New Delhi, (2008)

Course Code: MP- Edu -112

Credits: 4

Course Title: Advanced Teacher Education

Max. Marks: 100

Min. Marks: 50

Unit: I Teaching as profession

- a) Understanding the changing profile of the teachers/teacher educators.
- b) Taxonomy of teaching behaviour
- c) Professional Ethics for teachers.
- d) National and International teacher associations

Unit: II Revamping Teacher Education

- a) Issues related to Teacher Education programmes in India with reference to in-service teacher education programme.
- b) Impact of new policies on teacher education (Sarva Shiksha Abhiyaan (SSA), Rashhtriya Uchtar Shiksha Abhyan (RUSA), Continuous Comprehensive Remedial Evaluation (CCRE)
- c) Inclusive pedagogy and its challenges for revamping teacher Education
- d) Constructivist approach to teaching

Unit: III Innovative teaching learning strategies in Teacher Education

- a) Experiential Learning
- b) Reflective Practice
- c) Blended Learning
- d) T-Group training

Unit: IV New Trends in assessment and evaluation in Teacher Education

- a) Academic Performance indicators (API)
- b) Performance appraisal
- c) Choice based credit system
- d) Portfolio assessment

Unit: V Impact of technology on Teacher education

- a) e-learning
- b) Mobile learning
- c) Interactive Whiteboards
- d) Massive Open Online Course (MOOC)

Transaction Tools: Discussion, Group work, Power point presentation, Seminar,
Use of web resources, web- 2 tools, Library resource

Evaluation: At the end of the course, university will conduct examination carrying one paper of 100 marks

Note for paper setting: The question Paper shall comprise of 10 long answer type questions, two questions from each unit and each question will carry 20 marks and the candidates will be required to answer five questions selecting one from each unit.

COURSE OUTCOMES

CO1: It will help the students to realize the changing context and concerns in teacher education in india.

CO2: It will also help them to understand the aims, objectives and scope of teacher education; appreciate the historical development with special emphasis on different documents.

CO3: The paper will enable the learners to understand the structure, administrative agencies, curriculum methodology and evaluation of teacher education programmes in the country.

CO4: It will further help them to understand the evaluation procedure of pre-service and in-service teacher education programmes in India.

CO5: It will also help the students to understand the new thrusts and structure of teacher education in emerging context.

Books Recommended:

1. Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social constructivist approach*. State University of York.
2. Chaurasia, Gulab : *Innovation and Challenges in Teacher Education*, Vikas Publication, New Delhi, 1977.
3. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice (5th edition)*. Rout ledge Falmer. London and New York.
4. Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maiden head, Brinks Open University Press.
5. Linda Darling, Harmmond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
6. Loughran, John (2006): *Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching*. Routledge: New York.
7. Maitreya Balsara : *Administration and Reorganisation of Teacher Education*, New Delhi, Kanishka, 2002.
8. Mangla, Sheela (2000) *Teacher Education: Trends Strategies*, Radha Publishing, New Delhi.
9. Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
10. Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.

Course Code: M.P- Edu -113

Credits: 4

Course Title: Creative Thinking and Innovation in Education

Max. Marks: 100

Min. Marks: 50

Unit: I Creative & Critical Thinking

- a) Understanding Creative and Critical Thinking
- b) Creative thinking strategies - Reflection, Rationality, Self - awareness, Honesty, openness, Discipline, Judgements.
- c) Characteristics of Creative & Critical Thinking
- d) Combining Creative and Critical Thinking.

Unit: II Innovation

- a) Understanding Innovation
- b) Elements of Innovation: Collaboration, Ideation, Implementation and Value Creation.
- c) Types of innovation (incremental and disruptive)
- d) Skills for innovation

Unit: III Learning in Digital Age

- (a) Concept of digital literacy and its characteristics
- (b) Elements of digital literacy (cultural, cognitive, constructive, communicative, confident, creative, critical, civic)
- (c) National digital literacy Mission
- (d) Importance of digital literacy in 21st century

Unit IV: Changing paradigm of pedagogy

- a) Impact of technology on pedagogy in practice
- b) Meaning and scope of techno-pedagogy
- c) Components of techno-pedagogy and techno-pedagogical skills
- d) Concept of Swayam-Mooc initiative

Unit V: Innovative approaches in education

- a) e - learning strategies
- b) Flipped classroom
- c) Reality pedagogy
- d) 3 D Learning

Transaction Tools: Discussion, Group work, Power point presentation, Seminar,
Use of web resources, web- 2 tools, Library resource

Evaluation: At the end of the course, university will conduct examination carrying one paper of 100 marks.

Note for paper setting: The question Paper shall comprise of 10 long answer type questions, two questions from each unit and each question will carry 20 marks and the candidates will be required to answer five questions selecting one from each unit.

COURSE OUTCOME:

CO1: To understand the roles of skill, experience, motivation and culture in creative endeavour

CO2: To appreciate how the perspective taken on creativity affects the policy used to engender it

CO3: To differentiate between radical and incremental innovation

CO4: To identify some potential disruptive innovations and take advantage of 'open' innovation

CO5: To reflect on experiences of creativity and innovation at work.

Books Recommended:

1. Adams, J. L. (1986). *Conceptual blockbusting: A guide to better ideas*. Reading, MA: Addison-Wesley.
2. Amabile, T. (1983). *The social psychology of creativity*. New York, NY: Springer-Verlag
3. Baden-Fuller, C.; Morgan, M.S. (2010): *Business models as models*. Long Range Planning. 43, 156-171.
4. Barell, J. (1991). *Teaching for thoughtfulness: Classroom strategies to enhance intellectual development*. NY: Longman.
5. Battaglini, D. J., & Schenkat, R. J. (1987). *Fostering cognitive development in college students -- the Perry and Toulmin models*. Washington, DC: Office of Educational Research and Improvement., (ERIC Document Reproduction Service No. ED 284 272).
6. Chesbrough, H. 2010. '*Business Model Innovation: Opportunities and Barriers*.' Long Range Planning, 43:2-3, 354-63.

