

**SCHEME OF EXAMINATIONS FOR M.PHIL (EDUCATION)  
2010-11**

**Programme Structure**

The M.Phil course shall comprise of two Semesters in which there shall be three papers in the 1<sup>st</sup> Semester and two papers in the 2<sup>nd</sup> Semester. The students will be required to submit research proposal in the 1<sup>st</sup> semester and dissertation in the 2<sup>nd</sup> semester.

**1<sup>st</sup> Semester**

S.No.	Name of Paper	Theory	Internal Project*	Internal Assessment (Assignments, Attendance & Seminar) **	Max Marks	Time
1	Paper-I Research Methodology	80	-	20	100	3 Hrs
2	Paper-II Statistics in Education	80	-	20	100	3 Hrs
3	Paper-III Computer Applications	50	30*	20	100	1½ Hrs

\* In Paper III, students will be required to submit one project and also present in front of the Departmental Committee through power point.

\*\* Each Scholar will be required to present and attend three seminars one in each paper. A seminar for each paper will carry 10 marks and will be attended and evaluated by all the faculty members of the Department.

Likewise, the scholar will be required to submit one assignment in each paper which will be evaluated by the concerned teachers. Each assignment will carry 5 marks. 5 Marks will be for attendance.

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## IInd Semester

S.No.	Name of Paper	Theory	Internal Assessment (Assignments, Attendance & Seminar)	Max Marks	Time
4	Paper-IV Foundations of Education	80	20	100	3 Hrs
5	Paper-V Any one of the following: i) Inclusive Education ii) Teacher Education iii) Information, Communication and Educational Technology	80	20	100	3 Hrs
3	Dissertation*	150	50 Viva-Voce	200	-

**Grand Total = 700 marks**

**\*DISSERTATION:** Maximum Marks 200 (150 for evaluation of dissertation and 50 for Viva-voce.) The student will have to submit a dissertation in partial fulfillment of the degree. The topics for dissertation shall be approved by the Departmental Committee for which the students will have to submit a research proposal in the 1<sup>st</sup> 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. 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 alongwith the dissertation.

### **Viva-Voce**

The scholar will undergo a viva-voce examination on his/her dissertation. This will be conducted by the external examiner, Head of the Department and the Research Supervisor.

### **Seminars and Assignments**

Each Scholar will be required to present and attend at least three seminars in the 1<sup>st</sup> Semester and two seminars in the 2<sup>nd</sup> Semester; one in each paper. A seminar for each paper will carry 10 marks and will be attended and evaluated by all the faculty members of the Department.

Likewise, the scholar will be required to submit one assignment in each paper which will be evaluated by the concerned teachers. Each assignment will carry 5 marks. 5 Marks will be for attendance.

**Syllabus of M. Phil Education (First Semester)  
2010-11**

**PAPER-I: RESEARCH METHODOLOGY**

Time: 3 Hours

Max. Marks: 100

Theory: 80

Internal Assessment: 20

*Note:* Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

**COURSE CONTENTS**

**Unit-1**

**Formulation of Research Problem**

- Sources of Identifying the problem
- Definition of the Problem
- Review of Related Literature
- Hypothesis – Importance, Characteristics and Formulation of Hypothesis, Forms of Hypothesis
- Hypotheses in various types of Research

**Methods of Educational Research**

- Philosophical Research
- Historical Research
- Descriptive Research
- Experimental Research

**Unit-2**

**Nature and scope of Educational Research**

- Sources of Knowledge and Research.

- What is research?
- Scientific Inquiry and Theory Development
- Nature of Educational Research
- Types of Educational Research
- Scope of Educational Research

### **Sampling**

- The concept of Population
- Characteristics of a good Sample
- Methods of Sampling
- Choice of Sampling Method

### **Unit-3**

#### **Data Collection**

- Characteristics of a good Research Tool – Validity, Reliability, Usability
- Types of Tools and Techniques and their Uses:-
  - i) Questionnaire
  - ii) Interview
  - iii) Rating Scale
  - iv) Attitude Scale
  - v) Tests- Intelligence, Aptitude, Creativity, Achievement
  - vi) Projective Techniques
  - vii) Observation
  - viii) Socio-metric Techniques
  - ix) Non-Projective Techniques

### **Unit-4**

- **Qualitative Research**
  - i) Meaning, Characteristics and Themes of Qualitative Research
  - ii) Qualitative Research Strategies: Document or Content Analysis, Case Study, Ethnographic Studies

- iii) Data Collection Techniques
- iv) Data Analysis in Qualitative Research
- **Developing a research proposal**
- **Reporting Research**
  - The Beginning
  - The Main Body
  - The End
  - How to evaluate a Research Report ?

### **Selected Readings:**

Ary. D., Lucy C. Jacobs and A. Razavich (1972) Introduction to Research in Education, New York: Holt, Rinehart and Winston Inc

Best, John W and Kahn, James V (2001), Research in Education, New Delhi: Prentice Hall of India.

Buch M.B (1991) Surveys Research in Education, New Delhi, NCERT

Coffey, A and At Kinson, P (1996), Making Sense of Qualitative Research: Complementary Research Strategies, Thousand Oaks, CA: Sage

Desai H.G. (1979) Stylemanual for dissertation thesis, Rajkot Saurashtar Univerity.

Denzin, N.K. and Lincoln, Y.S. (1994) Introduction: Entering the Field of Qualitative Research in N.K. Denzin and Y.S. Lincoln (Eds), Handbook of Qualitative Research Thousand Oaks, CA: Sage, 1-17

Edward, A.L (1957) Techniques of Attitude Scale Construction, New York: Appleton Century Crofts Inc

Festinger, U & Katz, Research Method in Behavioural Science, New York Bold Dryen

Finchjanel (1986) Research and Policy the use of qualitative methods in Social Education Research Falmer Press

Fox, David J (1969) The Research Process in Education, New York: Holt, Rinchart and Winston Inc

Good, Center V (1966) Essentials of Educational Research: Methodology and Design, New York: Appletton Century Crafts Inc

Kerlinger Fred N (1978) Foundation of Behavioural Research, New Delhi: Surneet Publication

Koul Lokesh (2007) Methodology of Educational Research, Vikas Publishing House Pvt Ltd., Third Revised Edition

Turabian, K. L (1973), A Manual for Writers of Term Papers, Theses and Dissertation, Chicago, University of Chicago Press.

## **Syllabus of M. Phil Education (First Semester)**

### **PAPER-II: STATISTICS IN EDUCATION**

Time: 3 hours

Max. Marks: 100

Theory: 80

Internal Assessment: 20

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

### **COURSE CONTENTS**

#### **Unit-I: Analysis of Data**

- Types of Data
- Quantitative Data
  - i) Tabulation of Quantitative Data
  - ii) Analysis of Quantitative Data
    - Graphical Representation
    - Measures of Central Tendency
    - Measures of Variability
    - Measures of Relationship
  - iii) Qualitative Data
    - Analysis of Qualitative Data
    - Criticism of Historical Data
    - Content Analysis
    - Inductive Analysis

#### **Unit-2: Statistical Testing of Hypothesis-I**

Classification of Statistical Test: Parametric and Non-Parametric Tests

- i) Parametric Test

- Sampling Distribution of Means
  - a) Large Samples
  - b) Confidence Interval
  - c) Levels of Significance
  - d) Small Samples
  - e) Degree of Freedom
- ii) Application of Parametric Test
  - a) Application of Z-Test
  - b) Application of T-Test

### **Unit-3: Statistical Testing of Hypothesis-II**

- Application of F-test (one way and two way ANOVA)
- Non-Parametric Tests and Application of Chi-Square Test
- Non-Parametric Tests
  - a) When to use Parametric and Non-Parametric Tests
  - b) Chi-square
    - Use of Chi-square as a Test of 'Goodness of Fit'
    - Use of Chi-square
  - c) Contingency Coefficient
  - d) Sign Test
  - e) Median Test

### **Unit-4:**

- The Normal Curve and its Application
- Analysis of Covariance (one Way ANCOVA) Concept, Assumption and uses
- Factor Analysis: Extraction of centroid Factors and Orthogonal Rotation

### **Selected Readings:**

Edwards, A.L.(1967) Statistical Methods for the Behavioural Sciences, New York: Holt, Rinehart and Winston

Garrett, H.E (1979): Statistics in Psychology and Education, 9<sup>th</sup> Indian Reprint Bond bay, Vakils, Feffer and Simon.

Guilford, J.P (1973) Fundamental Statistics in Psychology and Education, New York, McGraw Hill Book Company.



Lindquist, E.F (1970) Statistical Analysis in Educational Research, New Delhi, Oxford and IBH

Siegel, Sidney (1956), Non-Parametric Statistics for the Behavioural Sciences, International Student Edition, New York, McGraw Hill.

Walker, H.M and J. Lev (1965) Statistical Inference, Calcutta, Oxford and IBH Publishing House.

## Syllabus of M. Phil Education (First Semester)

### PAPER-III: COMPUTER APPLICATIONS

Time: 3 hours

Max. Marks: 100

Theory: 50

Internal Assessment: 20

Project : 30

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 10 marks. It will comprise of 2 short answer type notes of 5 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 10 marks each.

### COURSE CONTENTS

#### Unit-I:

- Definition of Computer, Block diagram of computers, classification of computers, role of computer in Education.
- Components of Computer  
Hardware {CPU, Monitor, Keyboard etc.)  
Software (DOS, BASIC, COBOL}

#### Unit-II:

- What is an OS ? Functions of an OS
- OS as a resource manager, Types of OS, Features of OS, Concepts of warm & cold booting, swapping, spooling and buffering.

#### Unit-III:

##### MS-office and data Analysis Software

- Word-Introduction of word processor, creating & saving documents.

- Excel-Introduction to excel, need of spreadsheet, creating, opening & saving workbook, editing worksheet, using links, applying different views, Types of functions.
- Power Point – Introduction of slides, speaker notes, media clips, graphs, Picture, web pages, adding different kind of slides, working with Power Point, inserting text objects, formatting Text.
- Introduction to Data analysis software SPSS & application of t-test, Chi-square and ANOVA through SPSS soft-ware.

**Unit-IV:**

- Introduction
- Evaluating internet resources : Authority, Accuracy and objectivity.
- Brief note on e-books and virtual library.
- UGC-infonet, INFLIBNET and ERNET.
- What is Plagiarism and how to avoid it ?

## **Syllabus of M. Phil Education (Second Semester)**

### **PAPER-IV: FOUNDATIONS OF EDUCATION**

Time: 3 hours

Max. Marks: 100

Theory: 80

Internal Assessment: 20

*Note:* Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

### **COURSE CONTENTS**

#### **UNIT-I Education and the Individual**

- Individual differences : Determinants, Role of Heredity and Environment
  - Implications of individual differences for organizing educational programmes
- Individual & dynamics of group behaviours
- Role of motivation in education
- Creative behaviour.

#### **UNIT-II Education and the Policy**

- Freedom, equality and authority
- Rights and responsibilities
- Education for democracy and political stability.
- Policy and decision making in education
- Educational Planning
- Cost and return from education
- Educated manpower and Brain-drain.

### **UNIT-III Education and Psychology**

- Contribution of schools of Psychology to Education: Psychoanalytical, Behaviorism and Gestalt and their Educational Implications
  
- Development of :
  - Concept Formation
  - Abstract Thinking
  - Logical Reasoning
  - Problem solving &
  - Language Ability
  
- Modification of Attitudes:
  - Concept and Components of Attitudes
  - Functions of Attitudes
  - Development of Attitude
  - Attitude Change
  - Theories of Attitude Change.

### **UNIT IV Epistemological considerations**

- Concept of Reality
  
- Concept of Values
  
- Theories of knowledge including genetic epistemology
  
- Sources of knowledge
  
- Theories of truth.

#### **Selected Readings:**

- |                |  |
|----------------|--|
| Brubacher, J.S | Modern Philosophies of Education. McGraw-Hill Company, New York 1993.                |
| Dearden, R.F.  | Theory and practice in education routledge and kegan Paul London 1983.               |
| Ellis Aetal    | Introduction to the Philosophy of education cr. Prentice hall eaglewood chiffs 1986. |
| Marcel G.      | The philosophy of Existentialism, the vitiante. Press, New York, 1961.               |

- Keneller, G.F. "Introduction to the philosophy of education" prentice hall eaglewood chiffs 1986.
- Langford G.S. "New essays in philosophy of the education", Connor, D.J. routedge and Kegan Paul London, 1983
- Morris V. "Extentialism in education" haper and row New York, 1966.
- Park, J.ed. Selected reading in the philosophy of education" 3<sup>rd</sup> Ed; the R.S. Peter Macmillan Company, New York, 1963.
- Bereday ZFC Logic education. Comparative Methods of Education. Brain problems approach in C.E.

## **Syllabus of M. Phil Education (Second Semester)**

### **PAPER -V (i): INCLUSIVE EDUCATION**

Time: 3 hours

Max. Marks: 100

Theory: 80

Internal Assessment: 20

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

### **COURSE CONTENTS**

#### **Unit –I**

Concept of exceptional children-their types and approximate number in India, their difference from abnormal children, concept and objectives of special education

#### **Unit-II**

The physically handicapped-their types, problems of adjustment, education of the orthopaedically handicapped children

The partially or totally blind, deaf and dumb, their proper education and training

The speech defectives-deduct of voice and articulation, stammering, its remedial treatment and correction programme.

#### **Unit-III**

The socially handicapped or the delinquent children-causes of delinquency & remedial measure to deal with the delinquents.

Mentally retarded-causes of mental retardation, various types of retardation, education provisions for the retarded.

#### **Unit-IV**

The gifted and creative children-their identification, characteristics & education.

Teacher preparation for the exceptional children of various types.

Psychopathology of mental illness in the home due to handicapped, Guidance for the parents of handicapped children.

## **Suggested Readings**

Berdine W.H. & Blackhurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.

Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.

Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschusetts Allyn & Bacon.

Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners,Massachusets Allyn & Bacon.

Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.

Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton Mifflin Co.

Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.

Shanker, Uday: Exceptional Children, Jullundur: Sterling Publications.

Singh, N.N. and Beale, I.L. (Eds.)(1992) Learning Disabilities - Nature, Theory and Treatment, New York Springer -Verlag,

Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.



## **Syllabus of M. Phil Education (Second Semester)**

### **PAPER - V(ii) : TEACHER EDUCATION**

Time: 3 hours

Max. Marks: 100

Theory: 80

Internal Assessment: 20

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

### **COURSE CONTENTS**

#### **Unit –I**

- **Teacher Education**

- Concept, Historical Perspectives, Recommendations of Various Committees and Commissions on Teacher Education with special emphasis on Kothari Commission and NPE 1986 and 1992
- Role of NCERT and NCTE in Teacher Education
- Aims and objectives of Teacher Education at :  
Elementary level, Secondary level, College level

#### **Unit-II**

- Faculty Improvement Programmes
- Performance appraisal of teachers
- Internship in Teacher Education
- Pre-service teacher education
- In-service teacher education

#### **Unit-III**

- Distance education and Teacher Education
- Orientation and refresher courses
- Modern system of Teacher Education
- Various agencies of Teacher Education
- Evaluation of the effectiveness of teacher education programmes

#### **Unit-IV**

- Instructional Strategies in Teacher Education:
  - Lecture strategy
  - Discussion
  - Panel Discussion

- Workshop
- Seminar
- Conference
- Symposium
- Brain Storming
- Supervised Study
- Individualized Study
- Action Research
- Revitalizing Teacher Education

### **Selected Readings**

- CABE, 1992, Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
- Deghton, Lee C. The Encyclopedia of Education Vol. I & II, Mac Millan & Co. & Free Press, New York.
- Delors, J. (1996), Learning: The Treasure within UNESCO Publishing.
- Dunkin, J. Micheal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press New York, Vol. 1-12.
- J.C.Aggarwal 1988, Teacher's Role, Status, Service Conditions and Education in India, Doaba House, Booksellers & Publishers, Nai Sarak, Delhi 110006.
- Mangla, Sheela (2000) Teacher Education: Trends Strategies, Radha Publishing, New Delhi.
- Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi
- NCTE (1988) Curriculum Framework for Quality Teacher Education, NCTE, Publications, New Delhi
- Oberoi, M.K. (1995), Professional Competencies in Higher Education, UGC Publications, New Delhi
- Sukula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York Mac Millan Publishing.
- MHRD (1990) Towards an Enlightened and Human Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

## **Syllabus of M. Phil Education (Second Semester)**

### **PAPER-V (iii) : INFORMATION, COMMUNICATION AND EDUCATIONAL TECHNOLOGY**

Time: 3 hours

Max. Marks: 100

Theory: 80

Internal Assessment: 20

*Note:* Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

### **COURSE CONTENTS**

#### **Unit –I : Concept of Educational Technology and ICT**

- Meaning, Concept, Origin, Types, Need and Importance of Educational Technology
- Meaning, Concept, Origin, Need and Importance of ICT in Education

#### **Unit-2 : Communication & Teaching**

- Components of communication process
- Barriers of communication, Principles of Effective Communication, Different Communication Channels

#### **Modalities of Teaching**

- Teaching as different from: Indoctrination, Instruction, Conditioning and Training
- Organizing teaching and learning at different levels: Memory, Understanding and Reflective

#### **Unit-3 : Programmed Instruction: Origin, Principles and characteristics**

##### **i) Styles of Programming:**

- Linear,

- Branching
- Mathematics, Computers Assisted Instruction (CAI)
- Development of Programmed Instructional Material

**ii) Orientation to ICT**

- MS Windows
- MS Word
- MS Power Point
- MS Excel

**Unit –IV : Models of Teaching**

i) Models of Teaching

(Information Processing, Personal, Social and Behavioural Models)

- a) Inquiry Training Model
- b) Ausubel’s Model
- c) Non-directive Teaching Model
- d) Mastery Learning Model
- e) Role Planning

ii) E-Learning

Concept, Features, Advantages, Disadvantages, e-Resources, Importance of E-Learning in Teaching Education

**Selected Readings**

Davies, I.K.(1971) The Management of Learning, London: Mc Graw Hill 1971

Dececco, J.P. (1988)“The Psychology of Learning and Instruction”, New Delhi, Prentice Hall.

Kulkarni, S.S (1986) “Introduction to Educational Technology”, New Delhi: Oxford & IBH Publishing company, .

Kumar, K.L. (1996)“Educational Technology”, New Delhi: New Age International Publishers.

Locatis, C.N. and Atkinson, F.D. (1984) “Media and Technology for Education and Training” London: Charles E. Publishing Co.

Mavi, N.S. (1984) “Programmed Learning. An Empirical Approach”, Kurukshetra, Vishal Publishers.

Pandey, K.P. (1980) “A First Course in Instructional Technology, Delhi: Amitash Parkashan.

Pandey, S.K. (1997) "Teaching Communication, New Delhi: Commonwealth Publishers.

Preival, F.I. and ellington, H. (1988) "A Handbook of Educational Technology", New York, Kogan Page.

Skinner, B.F. (1968) "The Technology of Teaching", New York; Appleton Century Crofts, 1968..

Adair, J. (1997) Effective communication: The most important Management tool of all. Noida Rupa & Co.

Joyce, B and Weit, M (1972) Models of Teaching Englewood Cliffs, New Jersey: Prentice Hall.