

MAHARSHI DAYANAND UNIVERSITY, ROHTAK

SYLLABUS OF M.PHIL (EDUCATION)

Scheme of Examination 2009-10

Programme Structure

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

1st Semester

S.No.	Paper	Theory	Internal Assessment (Assignments & Seminar)	Max.Marks	Time
1	Foundations of Education -I	80	20	100	3 Hrs
2	Research Methodology-I	80	20	100	3 Hrs
3	Any one of the following (i) Educational Technology (ii) Teacher Education (iii) Special Education	80	20	100	3 Hrs

IInd Semester

S.No.	Paper	Theory	Internal Assessment (Assignments & Seminar)	Max.Marks	Time
1	Foundations of Education-II	80	20	100	3 Hrs
2	Research Methodology-II	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 1st Semester.

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 1st Semester and two seminars in the 2nd 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.

M.Phil Education
Foundations of Education I (1st Semester)

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 Rational Constructs in Education

- Logical positivism
- Progressivism
- Existentialism
- Pragmatism in relation to educational theory.

UNIT-II Education and the Society

- Dynamics of Society
- Theories of social change
- Social mobility
- Modernization, Education as instrument of social change.

UNIT-III Comparative & International Perspectives

- Methodological considerations in comparative education.
- Simultaneous Comparison of teacher education in
 - U.K.
 - U.S.A.
 - U.S.S.R. &
 - India.

UNIT-IV Comparative Estimate of Higher Education

- Concept of Higher Education
- Comparison of Higher Education in
 - U.K.
 - U.S.A.
 - U.S.S.R. &
 - India.

Selected Readings :

1. Brubachler, J.S. Modern Philosophies of Education. McGraw-Hill Company, New York 193*.
2. Dearden, R.F. Theory and practice in education routledix and kegan Paul London 1983.
3. Ellis Aetal Introduction to the Philosophy of education cr. Prentice hall eaglewood chiffs 1986.
4. Marcel G. The philosophy of extentialism, the vitaie. Press, New York, 1961.
5. Keneller, G.F. "Introduction to the philosophy of education" prentice hall eaglewood chiffs 1986.
6. Langford G.S. "New essays in philosophy of the education", Connor, D.J.
7. Morris V. routedge and Kegan Paul London, 1983; Extentialism in
8. Park, J.ed. education" haper and row New York, 1966; Selected reading in
9. R.S. Peter the philosophy of education" 3rd Ed; the Macmillan Company,
10. Bereday ZFC New York, 1963;
Logic education. Comparative Methods of Education. Brain
problems approach in C.E.

M.Phil Education
Research Methodology I (First Semester)

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
- Hypothesis 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.
- Scientific Theory and 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 & their Use
 - Rating scale
 - Attitude
 - Projective Techniques
 - Sociometric Technique
 - Intelligence Tests, Diagnostic Tests –Achievement Tests
 - Creativity test

Construction of Research Tools

- Questionnaire
- Interview Schedules
- Achievement Tests
- Check List
- Inventories

Unit-4

Qualitative Research : Ethnographic, Developmental, Documentary Analysis

- **Developing a research proposal**
- **Reporting Research**
 - The Beginning
 - The Main Body
 - The End
 - How to evaluate a Research Report

Selected Readings:

1. Buch M.B. Surveys research n Education, New Delhi, NCERT 1991
2. Desai H.G., Stylemanual for dissertation thesis, Rajkot saurashtar University, 1979
3. Festinger, U & Katz, Research method in behavioural science New york Bold Dryen
4. Finchjanel, Research and policy the user of qualitative methods in Social Education research falmer press 1986
5. Kerlinger FN, Foundation of behavioural research, New Delhi, Surneet Publication 1978.
6. Koul Lokesh, Methodology of Educational Research, Vikas Publication, New Delhi, 1988

M.Phil Education
Optional paper
Option (i) Educational Technology (1st Semester)

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 : Educational Technology:

- Concept, Origin, Types, Components, Need and Importance of Educational Technology in Teacher Education
- Multimedia Approach, Concept, Characteristics, Types, Advantages and Limitations

Unit-II : 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

Unit-III : Programmed Instruction: Origin, Principles and characteristics

Styles of Programming:

- Linear,
- Branching
- Mathematics, Computers Assisted Instruction (CAI)
- Development of Programmed Instructional Material
- Organising teaching and learning at different levels: Memory, Understanding and Reflective

Unit –IV : Models of Teaching

- Different Models of Teaching like – Concept Attainment Model, Inquiry Training Model, Non directive Teaching, Classroom Meeting, Mastery Learning Model, Direct Instruction, Role Playing, Group Investigation
- E- Learning and E- Resources: Features, advantages, disadvantage,
- E- Learning in Teacher Education

Selected Readings

1. Davis, I.K. The Management of Learning, London:Mc Graw Hill 1971
2. Dececco, J.P. “The Psychology of Learning and Instruction”, New Delhi, Prentice Hall, 1988
3. Kulkarni, S.S., “Introduction Educational Technology”, New Delhi: Oxford & IBH Publishing company, 1986.
4. Kumar, K.L., “Educational Technology”, New Delhi: New Age International Publishers, 1996.
5. Locatis, C.N. and Atkinson, F.D., “Media and Technology for Education and Training” London: Charles E.Publishing Co., 1984.
6. Mavi, N.S., “Programmed Learning. An Empirical Approach”, Kurukshetra, Vishal Publishers, 1984.
7. Pandey, K.P., “A First Course in Instructional Technology, Delhi: Amitash Parkashan, 1980.
8. Pandey, S.K. “Teaching Communication, New Delhi, Commonwealth Publishers, 1997.
9. Preival, F.I. and ellington, H., “A Handbook of Educational Technology”, New York, Kogan Page, 1988.
10. Skinner, B.F., “The Technology of Teaching”, New York; Appleton Century Crofts, 1968.

M.Phil Education
Optional paper
Option (ii) Teacher Education (1st Semester)

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, 1688, 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
- Sikula, 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.

M.Phil Education
Optional paper
Option (iii) Special Education (1st Semester)

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

1. Berdine W.H. & Blackhurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.
2. Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
3. Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.
4. Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners,Massachusetts Allyn & Bacon.
5. Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
6. Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton Mifflin Co.
7. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
9. Singh, N.N. and Beale, I.L. (Eds.)(1992) Learning Disabilities - Nature, Theory and Treatment, New York Springer -Verlag,
10. Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.

**M.Phil Education
Foundations of Education II (2nd Semester)**

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, Behaviourism 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:

1. Brubachler, J.S Modern Philosophies of Education. McGraw-Hill Company, New York 1993*.
2. Dearden, R.F. Theory and practice in education routledix and kegan Paul London 1983.
3. Ellis Aetal Introduction to the Philosophy of education cr. Prentice hall eaglewood chiffs 1986.
4. Marcel G. The philosophy of extentialism, the vitaie. Press, New York, 1961.
5. Keneller, G.F. “Introduction to the philosophy of education” prentice hall eaglewood chiffs 1986.
6. Langford G.S. “New essays in philosophy of the education”, Connor, D.J.
7. Morris V. routedge and Kegan Paul London, 1983; Extentialism in
8. Park, J.ed. education” haper and row New York, 1966; Selected reading in
9. R.S. Peter the philosophy of education” 3rd Ed; the Macmillan Company,
10. Bereday ZFC New York, 1963;
Logic education. Comparative Methods of Education. Brain problems approach in C.E.

Research Methodology II (2nd Semester)

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

Analysis of Quantitative Data

- Measures of central Tendency
- Measures of Variability
- Measures of Relationship

Analysis of Qualitative Data

- Criticism of Historical Data
- Content Analysis
- Inductive Analysis

Unit-2

Parametric Tests

- Sampling Distribution of Means
 - A. Large Samples
 - B. Confidence Intervals
 - C. Levels of Significance
 - D. Small Samples
 - E. Degree of Freedom

Application of Parametric Tests

- Application of Z-test
- Application of t-test

Unit-3

F-Test: Analysis of Variance (One way and Two way ANOVA)

– Concept, Basic Assumption and uses.

- **Analysis of Co-Variance (One Way)**

– Concept, Assumptions and uses.

Factor Analysis – “Extraction of Centroid factors and Orthogonal Rotation

Unit-4

Non-Parametric Tests

- When to use Parametric and Non-Parametric Tests.
- Chi-square
 - Use of Chi-square as a test of ‘Goodness of Fit’
 - Use of Chi-square as a test of Independence between Two variables
- Contingency Coefficient
- Sign Test
- Median Test.

Selected Readings:

7. Buch M.B. Surveys research n Education, New Delhi, NCERT 1991
8. Desai H.G., Stylemanual for dissertation thesis, Rajkot Saurashtar University, 1979
9. Festinger, U & Katz, Research method in behavioural science New york Bold Dryen
10. Finchjanel, Research and policy the user of qualitative methods in Social Education research falmer press 1986
11. Kerlinger FN, Foundation of behavioural research, New Delhi, Surneet Publication 1978.
12. Koul Lokesh, Methodology of Educational Research, Vikas Publication, New Delhi, 1988