



MAHARSHI DAYANAND UNIVERSITY ROHTAK
SCHEME OF EXAMINATIONS FOR M.PHIL (EDUCATION) 2016-17

Programme Structure

The M. Phil. course shall comprise of two Semesters in which there shall be three compulsory theory papers in both the 1st and 2nd Semesters along with dissertation.

1st Semester

Sr. No.	Paper Code	Nomenclature of the Paper	Theory	Internal Assessment	Max Marks	Time	Credit
1	17EDMP11C1	Paper-1 Research Methodology	80	20	100	3 Hrs	4
2	17EDMP11C2	Paper-II Statistics in Education	80	20	100	3 Hrs	4
3	17EDMP11C3	Paper-III Computer Applications	80	20	100	3 Hrs	4
		Submission of Synopsis					

2nd Semester

Sr. No.		Nomenclature of the Paper	Theory	Internal Assessment	Max Marks	Time	Credit
4	17EDMP12C1	Paper- IV Information, Communication And Educational Technology	80	20	100	3 Hrs	4
5	17EDMP12C2	Paper- V Teacher Education	80	20	100	3 Hrs	4
6	17EDMP12C3	Dissertation	150 (Evaluation)	50 (Viva-Voce)	200		8

Grand Total= 700

INTERNAL ASSESSMENT

There shall be an internal assessment of 20 marks in each theory paper. Internal assessment in each paper will be based on two assignments and one seminar presented by each candidate and their participation. 65 percent attendance in compulsory.

DISSERTATION

Maximum Marks 200 (150 for evaluation of dissertation and 50 for Viva-voce.) The student will have to submit a dissertation in partial fulfilment 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 and make a power point presentation of the proposal.

The student 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 Committee. The student will also be required to submit an abstract of his/her research work in about 300 words along with the dissertation.

Plagiarism verification certificate issued by Central Library of MD University is essential at the time of submission of 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.

Syllabus of M. Phil. Education (First Semester) 2016-17
Paper Code (17EDMP11C1)

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 4marks 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
- Review of Related Literature : purpose and significance for a researcher
- Hypothesis – Importance, Characteristics and Formulation of Hypothesis, Forms of Hypotheses
- Hypotheses in various types of Research

Methods of Educational Research and where to use these

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

Unit-2 Nature and Scope of Educational Research

- Sources of Knowledge and Research
- Scientific Inquiry and Theory Development
- Nature and 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

- Meaning, Characteristics and Themes of Qualitative Research
- Qualitative Research Strategies: Document or Content Analysis, Case Study, Ethnographic Studies
- Data Collection Techniques
- 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) Style manual for dissertation thesis, Rajkot Saurashtar University.

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: Applenton 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 Code (17EDMP11C2)

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, 9th 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 Code (17EDMP11C3)

PAPER-III: COMPUTER APPLICATIONS

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: Computer Basics

- History of Computers: Types of Computer, Flow Diagram of Computer and its components
- Operating system: Meaning, Need Types and Functions
- Artificial Intelligence and Education.

Unit-II: Net working and Internet

- Computer Networking and Education, Internet, Internet tools, E-mail, Evaluating Internet Resources
- Browser (Basics)
- Visiting Web sites

Unit-III: Application Oriented Information

- MS- Word-Introduction of word processor, creating & saving documents.
- MS-Excel-Introduction to excel, need of spreadsheet, creating, opening & saving workbook, editing worksheet, using links, applying different views, Types of functions.
- MS-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.

Unit-IV: Educational Multimedia

- Multimedia-Meaning, Scope, Tools and Use of Multimedia in Education
- E-books and virtual library
- What is Plagiarism and how to avoid it?

Selected Readings

Cox, J. And Urban, P. "Quick Course in Microsoft Office. Galgotia Publications, New Delhi, 1990.

Jain, Satish: "Introduction to Computer Science and basic Programming." BPB Publications, New Delhi, 1990.

Rajaraman, V., "Fundamental of Computers", Prentice Hall of India, New Delhi, 1996.

Saxena, S., "A First Course in Computers", Vikas Publishing House Pvt. Ltd., New Delhi, 1998.

Sinha, P.K. "Computer Fundamentals: BPB Publications, New Delhi, 1990.

Taneenbaum, A.S. "Computer Networks", Prentice Hall of India, New Delhi, 1998.

Syllabus of M.Phil. Education (Second Semester)

PAPER-IV: INFORMATION, COMMUNICATION AND EDUCATIONAL TECHNOLOGY

Paper Code (17EDMP12C1)

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-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
 - Organizing Teaching and Learning at different levels: Memory, Understanding and Reflective
 - Constructivist approach
 - Jurisprudence approach

Unit-III

- Programmed Instruction: Origin, Principles and Characteristics
 - i) Styles of Programming:**
 - Linear,
 - Branching
 - Mathematics, Computers Assisted Instruction (CAI)

- Development of Programmed Instructional Material

- ii) Web based Learning
- iii) Mobile Learning
- iv) U-Learning

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 Playing

- ii) E-Learning Concept, Features, Advantages, Disadvantages
- iii) E-Resources
- iv) Importance of E-Learning in Teaching Education
- v) MOOCS

Selected Readings

- Dececco, J.P. (1988). The Psychology of Learning and Instruction, New Delhi, Prentice Hall.
- Joyce, B and Weil, M (1972). Models of Teaching. Englewood Cliffs, New Jersey: 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.
- Sharma, H.L. (2014). Innovative Inputs in ICT, Amit Prakashan, Jalandhar.
- Skinner, B.F. (1968) “The Technology of Teaching”, New York; Appleton Century Crofts.

Syllabus of M. Phil Education (Second Semester) Paper Code (17EDMP12C2)

PAPER - V: 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 , NCFTE 2009
- Role of NCERT and NCTE in Teacher Education
- Aims and Objectives of Teacher Education at : Elementary level, Secondary level, College level

Unit-II

- Teaching As a Profession: Faculty Improvement Programmes, Performance Appraisal of Teachers
- Internship in Teacher Education
- Pre-service and In-service Teacher Education

Unit-III

- Distance Education and Teacher Education: Orientation and Refresher Courses
- Modern System of Teacher Education: Evaluation of the Effectiveness of Teacher Education Programmes
- Various Agencies of Teacher Education: Preparing Teachers for Special Schools

Unit-IV

- Instructional Strategies in Teacher Education:
 - Lecture strategy
 - Discussion
 - Seminar
 - Symposium
 - Brain Storming
 - Supervised Study
 - Individualized Study
 - Action Research
- Areas of Research in Teacher Education with special emphasis on:
 - Teacher Effectiveness
 - Criteria of Admission
 - Modification of Teacher Behaviour
 - School Effectiveness

Selected Readings

CABE, 1992, Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.

Deghton, Lee C. The Encyclopaedia 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 Encyclopaedia of Teaching and Teacher Education, Pergamon Press, New York.

Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopaedia of Education Pergamon Press New York.

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.