

M.Phil (Education)
SEMESTER-I

Paper	Title	Internal marks	External marks	Total
1	Methodology of Educational Research & data analysis	20	80	100
2	Area of specialisation (any one of following)			
	a. Planning & management of Education	20	80	100
	b. Teacher Education			
3	Theory, practices & contemporary issues in Education		50	50
	SEMINAR		50	50
			Total	300

SEMESTER-II

Paper	Title	Mark	Total Mark
Dissertation	Research Proposal	25	150
	Presentation of seminar paper	25	
	Dissertation	100	
	Project	100	100
	SEMINAR	50	50
	Total		300

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SEMESTER-I

Paper-I : Methodology of Educational Research & Data Analysis

Contact hour per week:6

Full Mark:100

Section A: Methodology of Educational Research

Unit I : Research in education

- Methods of acquiring scientific knowledge: Authority, Tradition, Experience, Reasoning-deductive and inductive, empiricism and rationalism.
- Meaning, nature and scope of educational Research; scientific inquiry and theory development; Objectivity and ethical concerns in educational research.
- Major Approaches of Educational Research : Fundamental, Applied and Action Research; Qualitative and Quantitative Research.
- Formulation of Research problem : Identifying the problem, Formation of Objectives and Hypotheses and Hypothesis Testing ; preparation of research proposal.

Unit II : Types and Process of Conducting Research

- Types of Research in Education : Philosophical, Historical , survey ,causal comparative,correlational,experimental.
- Experimental design: Weak and strong design.
- Hypothesis Testing
- Survey design and tools

Unit III: Method of Educational Research

- Review of related Literatures: Purpose and resources, Internet search tools.
- Sampling-concept of population and types of sampling, techniques and methods of sampling, sampling errors.
- Data collection and processing-methods of collecting primary and secondary data; organisation of data; analysis and interpretation of data.
- Writing and evaluation of research reports -format of reporting in the forms of Thesis, Dissertation and Journal Article; Reference and Bibliography.
- Evaluation of the Research Report.

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Section-B: Analysis of Educational Data

Unit IV: Data Analysis in Qualitative Research

Correctional Statistics:

- Examining Relationship-Product moment, Rank difference, Biserial, point-biserial, tetrachoric, partial and multiple correlations.

Inferential Analysis of Quantitative Data:

- Hypothesis Testing-Null and Directional, Type-1 and Type-11 error, one-tailed vs. two-tailed test. Testing the significance difference between the means
- Analysis of Variance-Assumption, one-way and two-ways ANOVA
- Analysis of Co-Variance-Assumption, Computational procedures.
- Non-parametric statistics-Assumption and uses of chi-square test, sign test, rank test and median test.

Unit V: Data Analysis in Qualitative Research

1. Characteristics and Application
2. Coding of qualitative data-Axial coding, selective coding and other types.
3. Methods of qualitative data analysis-content analysis, Analytic induction.
4. Constant comparison, Hermeneutical analysis, Meta analysis, Domain analysis, Event analysis/Microanalysis.

References:

- Ary, D., Jacobs, L. (2002). Introduction to Research in Education, Belmont-USA: Wadsworth Thomson Learning.
- Borg, W.R & Gall, M.D. (1989). Educational Research: An Introduction New York: Longman.
- Corey, S.M (1953), Action Research to improve School Practice, New York: Teachers College Press
- Creswell, J.W. (2007) Qualitative Inquiry and Research Design ; Choosing Among five Approaches, London: SAGE publication.

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Planning, Financing and Management of Education

Contact hours per week:4

Maximum Mark-100

Unit I: Financing and planning of Education

- Meaning, nature and Scope
- Economic development and financing of education
- Financing of education in India: Centre-state relationship, mobilization of resources
- Criteria of resource mobilisation and resource utilisation
- Cost analysis in education

Unit II: Techniques and methods of planning

- Micro and macro planning
- School mapping and child mapping
- Steps in planning
- Appraisal of planning

Unit III: Management of Education

- Constitutional Provisions, Legislative enactments
- Role of various agencies-planning commission, MHRD, UGC and other central Organizations, state and local bodies and NGOs.
- Centre, State and Local relationships in educational management

Unit IV: Resource Management

- Diversity in educational Institutions and related planning and management issues
- Plan and non-plan schemes and its implementation
- Monitoring performance and utilization of funds: accounting and editing

Unit V: Human Resource Management

- Leadership and Decision making
- Interpersonal relations , communication , accountability, performance appraisal, grievance redressal mechanism and teachers Unions
- Professional development policies, programmes and practices, faculty welfare schemes
- Support staff-policies, Roles, functions, Importance and opportunities for professional growth.

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References:

- Ayyar ,R.V. Vaidyanath (1993).Educational planning and Administration in India: Retrospect and prospect.Journal of Educational planning and administration.Vii(2)
- Bell &Bell(2006):Education policy and social class,Routedge Falmer
- Mathur S.S(1990) Educational Administration and management .The Indian Publications india
- Naik J.P(1982) The education commission and after allied publishers

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Teacher Education

Contact hours per week-4

Maximum Marks-100

Unit I: Teacher Education :Policy Perspectives

- Teacher education Concept nature, aims and scope
- Teacher education in post independence period "policy prospective, recommendation of various commissions and committees and NPE 1986"
- Institutions and agencies of teacher education (MCRD,UGC,NCTE and NCERT) and centrally sponsored schemes in teacher education
- Approaches to teacher education consecutive Vs. integrated, face to face Vs. distance mode, initial Vs. continuum

Unit II: Professional Preparation of Teachers

- Training approaches – Transpersonal communication approach ,task analysis, component approach, system approach, constructivist approach, portfolio assessment and mentoring
- Organization of pre-service teacher education-need and relevance
- Problems and issues in professional preparation of teachers
- Reflective teaching

Unit III: Professional Development of Teachers

- Concept, natures and scope of professional development of teachers, induction level early professional development and continues professional development(CPD) models, teachers centres, study circle and subjects clubs etc.
- Approaches to professional development of teachers-clinical supervision teaching, Self-Learning Approaches, use to technology and human resource development
- Concept of career development and staff development: Its distinction from professional development
- Factors influencing professional development of teachers
- Teaching as professional: Its legal and official status

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**Theory, Practices and Contemporary
Issues in Education**

Contact hours per week :4

Maximum Marks:50

Unit I: Learning, Cognition and Development

- Knowledge about the students: Cognition and adolescent development
- Learning, thinking and problem solving in the context of school and out side school
- Individual differences

Unit II: Curriculum Development, Transaction and Evaluation

- Foundation of curriculum-Curriculum as lived experience; Curriculum as socially organised knowledge
- Principles of curriculum construction
- Approaches to curriculum construction-dialogic and social constructivist approaches ;differentiated curriculum;diversity and equity challenges in curriculum

Unit III: Contemporary Issues in Education

- Globalization and Education
- Equal opportunities in education,access and reservation in education
- Quality concerns in Education -National and International perspectives in India
- Peace and Human Right Education.

References:

- Barris,K.(1979)Education Knowledge:The structured Misrepresentation of reality Routledge and Kegan paul,London.
- Blaug,Mark (1972).An introduction to Economics of .Allen Lane,London Penguin
- Bodner,GM(1986)Constructivism:A theory of knowledge.journal of Chemical Education.
- Bruner,J.C.(1997)The Culture and education.London:Harvard University press
- Dewey,J(1956)The Schooland society,phonex Books,University of Chicago Press
- Dewey,J(1963)Democracy and Education,Macmillan,New York
- Dewey,J(1963)Experience and Education,Collier-macmillan.

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