SYLLABUS FOR

Master of Philosophy in Education
(M.Phil)

2012-2015

DEPARTMENT OF EDUCATION
RAVENSHAW UNIVERSITY, CUTTACK
The Course Structure for M.Phil (Education)
The duration of M.Phil (Education) Course is one academic sessions. There will be two
semesters in one academic session i.e. I & II.

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<th>SEMESTER-I</th>
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M.Phil (Education) Syllabus

Semester-I

Paper- 1.1.1: Methodology of Educational Research and Statistics

Course Objectives
On completion of the course the students shall be able to:

• describe the nature, purpose, scope, areas and types of research in education.
• explain the characteristic of qualitative, quantitative and mixed research
• select and explain an appropriate method for a research study
• select appropriate tools and techniques for the collection of data
• explain the importance of documentation and dissemination of researches in education
• understand and apply various methods of sampling
• prepare and review research proposals and research reports
• develop ability to use statistical methods for analysis of research data
• understand and apply various qualitative techniques of data analysis
• become familiar and will able to use statistical packages for data analysis

Course Contents:

Section: A: Methodology of Educational Research

Unit –I Research in Education
1) Methods of acquiring scientific knowledge: Authority, Tradition, Experience, Reasoning- deductive and inductive, empiricism and rationalism.
2) Meaning, nature and scope of educational Research; scientific inquiry and theory development; Fundamental, Applied and Action Research; Quantitative and qualitative Research.
3) Formulation of Research Problem and Hypothesis criteria and sources for identifying the problem; Testing of Hypotheses and errors in testing of Hypotheses; preparation of research proposal

Unit- II Methods and Procedures
1) Paradigms of Research: Qualitative, mixed and Quantitative
2) Review of related literature: Purpose and Resources; internet search tools.
3) Collection of Data: Concept of population and sample; sampling designs and sampling Errors
4) Major Approaches to research: Descriptive Research, Ex-post facto, Historical, Experimental, Exploratory, Case study research. Ethnographic research and Naturalistic inquiry
5) Designs of Research: Meaning, purposes and principles; Experimental Designs and their applications.

Unit-III Methods of data collection and Research Report
1) Tools and Techniques of Research: Questionnaire, interview, observation, checklist, psychological tests (Intelligence, personality, creativity), Scales and interest inventory
2) Semantic Differentials and content Analysis
3) Organization, Analysis and Interpretation of data.

Section-B: Educational Statistics

Unit-IV Data Analysis in Quantitative Research
A. Correctional Statistics:
   1) Examining Relationship- Product moment, Rank-difference, Scatter gram, Biserial, Point-biserial, tetrachoric correlation, Partial and multiple correlations.
   2) Regression Analysis – Concept of regression, regression equation, regression line and their uses, accuracy of prediction.
   3) Factorial Analysis- Concepts, Basic Assumptions, Factor loading, methods of factor analysis

B. Inferential Analysis of Quantitative Data:
   1) Hypothesis Testing- Null and Directional, Type-1 and Type-11 error, one-tailed vs. two-tailed test. Testing the significance difference between the means.
   2) Analysis of Variance- Assumptions, one-way and two-ways ANOVA
   3) Analysis of Co-Variance- Assumptions, Computational procedures
   4) Non-parametric statistics- Assumptions and uses of chi-square test, sign test, rank test and median test

C. Use of Computer for Data Analysis:
   Software for statistical analysis- Statistical Package for Social Science (SPSS), Spread Sheets.

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:
M.Phil (Education) Syllabus
Semester-I

Paper- 1.1.2: Trends and Issues in Education

Full Marks - 100

Course Objectives
On completion of the course the students shall be able to:

• understand the meaning, nature and scope of education;
• justify education as a field of study;
• characterize education as a distinct discipline;
• understand the meaning of pedagogy and critically reflect upon emerging pedagogy;
• explain how knowledge is constructed by the learners in a diverse socio-cultural context;
• develop a critical perspectives of learning and knowledge and construction;
• understand the philosophical, sociological and psychological foundations of curriculum;
• explain various approaches of curriculum construction;
• describe various evaluation process of curriculum;
• critically reflect upon the contemporary trends and issues in education;

Course Contents:
Unit I-Concept of Education
1) Concept and Scope of Education.
2) Education as a Field of Knowledge.
3) Characterizing Education.

Unit II-Process of Education
1) Emerging Pedagogy
2) Learning and knowledge: Forms of Learners Engagement in the Process of Knowledge Construction
3) Understanding the Changing Profile of the Teachers.

5) Development of Critical Perspectives and Teacher’s Reflection on his own Practices.

Unit-III Learning, Cognition and Development
1) Perspectives of learning: Piaget, Vygotsky, Novak and Brunner
2) Concept formation and concept attainment
3) Concept of Holistic Development.
4) Knowledge about the Students: Cognition and Adolescent Development.
5) Learning Environment.
6) Individual Differences.

Unit-IV Curriculum Development, Transaction and Evaluation
1) Foundations of curriculum- Philosophical, Sociological and Psychological.
2) Principles of Curriculum Construction.
3) Approaches to Curriculum Construction- Dialogic and Social Constructivist Approaches; Differentiated Curriculum; Diversity and Equity Challenges in Curriculum.
4) Transaction of Curriculum and Evaluation.

Unit-V Contemporary Issues in Education:
1) Globalization, liberalization and privatization of Education
2) Right to Education Act.2009: Historical perspective and implementation status
3) Education and Women Empowerment
4) Equal opportunities in Education, Access and Reservation in Education.
5) Language and Medium of Instructions.
6) Assessment of Learning and examination.
7) Peace and Human Right Education.
8) Multiculturalism, Cultural Conflict, Ethnicity and Diversity.

References:


    Hyderabad. Administrative Staff College of India.
    Prentice Hall of India.
M.Phil (Education) Syllabus
Semester-I

Paper- 1.1.3: EDUCATIONAL TECHNOLOGY

Full Marks - 100

Course Objectives
On completion of the course the students shall be able to:

- understand the meaning, nature and scope of educational technology;
- explain with examples various approaches to educational technology;
- describe systems approach and its application in educational context;
- understand the functioning of major institutions of educational technology in India;
- review some case studies on educational technology in India;
- explain the concepts, principles, modes, process and barriers of communication and their implications in educational context;
- demonstrates different models of communication and their classroom implications;
- differentiate among correspondence, distance and open education;
- understand the student support services in distance education;
- critically evaluate the evaluation system in distance education;
- Compare the status of distance education system in some Asian countries;
- explain the instructional design and its underlying principles;
- express about the process of development of self learning materials
- review the researches on Instructional Design;
- explain the recent innovations and future perspectives of Education Technology such as, ICT, teleconferencing, E-Learning, Use of Satellite in Education, etc.;
- review the researches on ICT in Education.
- understand the systems approach to Education and communication theories and modes of communication,
- develop the ability for critical appraisal of the audio-visual media,
- develop basic skills in the production of different types of instructional material,
- know the recent innovations and future perspectives of Education Technology.

Course Contents:
Unit I- Development and Approaches of ET
1) Education and Technology: Learning about technology, learning from technology and learning with technology.

2) Historical development – programmed learning stage; media application stage and computer application stage;

3) Approaches of educational technology: Hardware, Software and system approach

4) Major institutions of educational technology in India – CIET, SIET, IGNOU, NIOS, Consortium for Educational Communication (CEC), and their role in education.

5) Case Studies: Hole in the Wall; Bhandup Muncipal School Project; SITE-1976; EDUSAT; (Sidhi); and CLASS-2000.

6) Research Trend in Educational technology

**Unit II- Communication Process**

1) Concepts, principles, modes, Process and barriers of communication

2) Models of Communication: Classical Communication models, Early linear models, Non-linear models, Multi-dimensional models

3) Classroom Communication (Verbal and non-verbal)

**Unit III- Distance Education**

1) Concept and Contemporary Systems, viz. Correspondence, Distance and Open Learning;

2) Need of Distance Education in India;

3) Learner Support Services in Distance Education

4) Learner Evaluation Strategies in Distance Education;

5) International Perspectives: Distance Education in India, China, UK, Canada

6) Research Trend in Distance Education

**Unit IV-Instructional Design**

1) Instructional Design: Concept, dimensions and evolution.

2) Models of Instructional Design: ADDIE Model; Instructional Design for Competency Based Teaching; Development of Self Learning Materials; Models for Development of Classroom Lesson plans- 5E Approach and Interpretation Construction (ICON) Design model.

3) Models of Teaching: Overview of different families (Social, Information processing, Behavioural systems, and Personal family)

4) Researches on Instructional Design-a review
Unit V: Information and Communication Technology (ICT) in Education

1) ICT in Education: Meaning, Nature and Scope
2) Teleconferencing: Audio, Video and Computer Conferencing.
3) E-Learning, Blended Learning, Web 2.0 tools.
4) Pedagogy- Technology-Content Integration
5) Use of Satellite in Education: SITE, INSAT and EDUSAT
6) National ICT Policy
7) Researches on ICT in Education

References:
Panda, S., Satyanarayana, P. & Sharma, R. C. (1994). Open and Distance Education Research. Warangal: Indian Distance Education Association.
Panda, S. (Ed.) (1999). Open and Distance Education: Policies, practices and quality concerns. New Delhi: ABI.
Panda, S. (Ed.) (2003). Planning and Management in Distance Education. New York: Routledge Falmer.
SEMESTER-II
M.Phil (Education) Syllabus

Paper- 1.2.4: RESEARCH PROPOSAL AND BOOK REVIEW

Full Marks - 100

A. PREPARATION AND PRESENTATION OF RESEARCH PROPOSAL

Full Marks - 50

Each student is required to select a problem on which he/she has to do intensive study during second semester under the guidance of a supervisor. The research proposal will be presented through power-point. Students of the P.G. and U.G. (Hons.) of the department will remain present and participate in discussion of the paper. There will be an open viva-voce. Marks shall be awarded to each student on the basis of relevance of the research proposal, standard and quality of the proposal, style of presentation and clarification of doubts raised by the participants.

B. Book Review

FM:50 marks

Each student is required to select and review a standard reference book, published recently, in his/her area of proposed research.
SEMESTER-II
M.Phil (Education) Syllabus

Paper- 1.2.5: PREPARATION AND PRESENTATION OF SEMINAR PAPER

FM-50 marks

Each student shall prepare three seminar papers on the topic of his/her choice with research evidence and in-text references. The seminar papers will be presented through power-point. Students of the P.G. and U.G. (Hons.) of the department will remain present and participate in the discussion of the paper. Marks shall be awarded to each student on the basis of relevance of the paper, standard and quality of the paper, style of presentation and clarification of doubts raised by the participants.
Each candidate for the M.Phil. examination shall have to submit a dissertation on a relevant educational topic under the supervision of a member of the staff of the department. The dissertation must be submitted prior to the date prescribed for filling in the application form for admission into the said examination failing which the candidate shall not be allowed to sit for the examination.

The dissertation shall be evaluated jointly by an external and internal examiner (supervisor) on the basis of relevance of the topic, quality of research input and the quality of presentation. There shall also be an open viva-voice test where all the students of the P.G. and U.G. (Hons.) of the department will remain present and participate in the discussion of the paper. The candidate will be evaluated on the basis of his/her knowledge of the topic, research methodology followed, style of presentation and clarification of doubts raised by the participants or any other aspect of the research work that the examiners would consider suitable.

Distribution of marks shall be as follows:

a) Dissertation 100 Marks

b) Viva-voce Test 50 Marks

Total 150 Marks