

**PERIYAR UNIVERSITY
DEPARTMENT OF EDUCATION
PERIYAR PALKALAI NAGAR
SALEM -636 011**



**MASTER OF PHILOSOPHY IN EDUCATION
(M.Phil.,)**

REGULATIONS & SYLLABUS
(Effect from the Academic Year 2015-2016 onwards)

**MASTER OF PHILOSOPHY IN EDUCATION (M.Phil.)
REGULATIONS AND SYLLABUS**

(FULL – TIME & PART TIME WEEK END PROGRAMME)

(With effect from the Academic Year 2015-2016)

I Eligibility for Admission

A candidate seeking admission into the Master of Philosophy in Education (M.Phil) programme should possess the M.Ed Degree of this University or any other University.

The Eligibility for admission into M.Phil Programme in Periyar University is 55% Marks in M.Ed degree. For the candidates belonging to SC/ST Community, the minimum eligibility marks shall be 50% in M.Ed Degree. Entrance Test and Interview shall be conducted and considered for selection.

II Duration of the Programme

The duration of the M.Phil programme for a period of one year from the date of commencement.

III Course of Study

The course of study for the M.Phil Degree shall consist of:

(a) Part-I comprising three theory papers according to the syllabus prescribed from time to time

Paper I Advanced Research Methodology

Paper II Higher Education in India

Paper III Area paper related to their Dissertation

(b) Part-II Dissertation.

IV Scheme of Examination

a) Written Examination

The examination of papers I, II and III shall be held at the end of the first semester. The duration of the examination for each paper shall be 3 hours carrying maximum of 75 marks. The question papers for paper I and II shall be set by the external examiners from other Universities. The question paper for paper III shall be set by the supervisors. Evaluation for all papers shall be made internal.

b) Allotment of Marks :

S.No	Paper	Paper Code	Hours	Internal Marks	External Marks	Total
Semester I						
01	Paper I	15MPEDU01	180	25	75	100
02	Paper II	15MPEDU02	180	25	75	100
03	Paper III	15MPEDU03	180	25	75	100
Semester II						
04	Dissertation		540	75	75	150
05	Viva – Voce			25	25	50
Total						500

c) The following procedure shall be adopted to award Internal Marks

i. Seminar	-	5
ii. Assignment / Research Colloquium	-	5
iii. Test	-	10
iv. Discipline / Attendance	-	5

		25

d) The following Credits are allotted to the Theory Papers and Dissertation

Paper I	-	5 Credits
Paper II	-	5 Credits
Paper III	-	5 Credits
Dissertation and Viva –Voce	-	10 Credits
Total Credits	-	25 Credits

e) The Viva –Voce examination shall be conducted with the following Members

i.	Head of the Department	-	Convener
ii.	Supervisor	-	Internal Member
iii.	External Examiner from Other University	-	External Member

V Question Paper Pattern:

Time	-	3 hours
Maximum Marks	-	75

Part - A

Answer the following questions (Internal Choice) 5 x 5 = 25 Marks

Part - B

Answer the following questions (Internal Choice) 5 x 10 = 50 Marks

Part-II: Dissertation

The exact title of the dissertation shall be intimated within one month after the completion of the written examination. Candidates should submit the Dissertation through the Supervisor and Head of the Department to the University at the end of the year from the commencement of the course. Dissertation be valued by Internal Examiner (Supervisor) and one External Examiner appointed by the University from the panel of 4 names sent by the Head of the Department and any two examiners shall value the dissertation of 20 candidates.

VI. Passing Minimum:

A candidate shall be declared to have passed part – I of the examination if he/she secures not less than 50% of the marks in each paper.

Candidates declared to have passed part – II (Dissertation) if he/she secures not less than 50% of the marks in each of Dissertation and Viva-Voce Examination.

PAPER I

ADVANCED RESEARCH METHODOLOGY IN EDUCATION

PAPER CODE: 15MPEDU01

Credits: 5

Marks: 100

Objectives

- Make the Scholars to aware of various types of Research
- Create Awareness among Scholars about sources of Research and make them link the Existing Literature with the Problem Identified
- Enable them to understand the Process of Research Plan and make them select appropriate Participants for their Research
- Make them Familiarize with Different Types of Instrumentation. Data collection and Synthesis of Data.
- Make them Apply the Statistical Techniques and Interpret Data and Write Research Report.

Unit: I Introduction

Introduction to Educational Research – Scientific Enquiry – Types: Basic- Applied and Action Research – Methods of Research: Qualitative, Quantitative and Mixed Research – Selection and Definition of a Problem – Characteristics of Research Problem – Narrowing and Stating the Problem – Writing Proposal – Paradigm shift in Educational Research – Inter and Multi-Disciplinary Approach.

Unit: II Literature Scanning

Literature: Definition- Purpose- Scope and Usage – Steps in Conducting Literature Review – Searching Computerized Data Base – Priority for Selecting Literature – Literature Map of the Research – Abstracting Studies – Linking and Reporting.

Unit: III Research Plan- Process

Research Plan: Definition and Purpose – Ethics of Research and Researcher – Steps in Research Plan – Revising and Improving – Research Questions and Assumptions – Formulation and Statement of Hypothesis: Definition- Purpose - Types - Stating and Testing – Interpretation - Participants – Definition - Selection- Types - Sampling in Quantitative- Qualitative and Mixed Research.

Unit: IV Research Instrumentation and Data Collection

Different types of tools – characteristics of Instruments – Selection of Instrument – Principles of Construction of Different Tools – Validity and Reliability of Instruments – Data Collection in Qualitative- Quantitative and Mixed Research – Methods and Approaches of Data Collection.

Unit: V Data Analysis and Reporting

Data Analysis – Qualitative - Quantitative And Mixed Research - Statistical Techniques: Parametric And Non Parametric – Use of Computers in Data Analysis – SPSS and NUD-IST Procedure – Interpretation and Conclusion – Preparation of a Research Report – General Rules for Writing – Format and Style – Preliminary, Main and Method – References-citation.

Internal Practical: i) Construction and Standardization of Research tool

ii) Preparation of Research Proposal

References

- **Allen Rubin., Earl Babbie.** (2010). *Essential Research Methods for Social Work*. United States: Brooks/Cole Cengage Learning.
- **Best, John.** (2003). *Research in Education (VI th Ed)*. New Delhi, India: Prentice Hall of India Publication.
- **Burke Johnson and Larry Christenson** (2008). *Educational Research*. London: Sage Publications.

- **Corey, S.M.** (1953). *Action Research to Improve School Practices*. New York: Teachers College, Columbia University.
- **Dhir.R.C. & D.D. Sahoo.** (2008). *Methodology of Educational Research Statistics and Pedagogical Skill Testing*. New Delhi : Kalyani Publishers.
- **Frederick J Gravetter, Lori –Ann B. Forzano** .(2009). *Research Methods for the Behavioral Sciences*, United States: Wordsworth.
- **Garret, H.E.** (2000). *Statistics in Psychology and Education*. Bombay: Vakkils, Feffer and Simens.
- **Gay L.R.** (2000). *Educational Research*. United States.
- **Gourang Charan Nanda Pratap & Keshari Khato.** (2005). *Fundamentals of Educational Research & Statistics*. New Delhi : Kalyani Publishers.
- **Henry E. Garrett.** (2013). *Statistics in Psychology and Education*. New Delhi : Surjeet Publications.
- **John W. Cresswell.** (2009). *Research Design*. London: Sage Publication.
- **Kothari, C.R** (2011). *Research Methodology, Models and Techniques*. New Delhi, India: New Age International (P) Limited.
- **Mishra, R.C.** (2005). *Management of Educational Research*. New Delhi, India: APH Publications.
- **Siddhu K.S.** (2000). *Methodology of Research in Education*. New Delhi: Sterling Publishers.

PAPER II
HIGHER EDUCATION IN INDIA
PAPER CODE: MPEDU02

Credits: 5

Marks: 100

Objectives

- Orient the scholars on the foundations of Higher Education
- Enable them to gain knowledge about the University Education
- Make them to know the activities of Higher Education commission and committees
- Enable them to know the perspectives of Women's Education
- Orient the Scholars in Utilizing Different Evaluation Methods.

Unit: I Introduction to Higher Education

Objectives of Higher Education – Development of Higher Education – Envelopment of Colleges and University in Recent Years – Management of Higher Education – Democratization in Higher Education – Innovation in Higher Education- Role of Higher Education in National Development- XII Five Year Plan- Equalization of Educational Opportunities in Higher Education- Public Private Partnership (PPP) in Higher Educational System- Quality Assurance- Role of NAAC.

Unit: II University Education

Higher Education a Historical Perspective- Reports of University Education Commission- Types of Universities: Formal, Affiliated, Federal, Unitary, Unitary residential- Deemed Universities- Institute of National Importance- Rural Universities- Open Universities- Correspondent Course. Present status: Number of Institutes of Higher Education in India. UGC and its role in the development of Higher Education- Need for research in Higher Education- Funding Agencies in Higher Education- UGC, ICSSR, DST, CSIR, ICMR, NCERT, NUEPA, TANSCHÉ and State Planning Commission.

Unit: III Commission on higher Education

University Education commission (1948-1949) - Indian Education Commission (1964 - 1966) Yashpal committee reports on renovation and Rejuvenation of Higher Education (2008) -

National Knowledge Commission (2005)-NCFTE (2009) - J.S. Verma Commission on Teacher Education (2012) - Educational policies and programmes - National policy on Education (1968-1986) - programme of Action (1992) - Rashtriya Uchchatar Shiksha Abhiyan(2013).

Unit: IV Information and Communication Technology in Higher Education

Meaning and concept of ICT- Importance of ICT in Higher Education: Teaching, Research and extension- Modern trends in ICT in Education: e-learning, M-learning, blended learning, virtual classroom, Flipped classroom and cloud computing- Preparation of e-content and multimedia package- Issues and challenges of ICT in Higher Education.

Unit: V Agencies of Technology in Higher Education

Role and Functions of Agencies of Technology in Higher Education-EMMRC-CEC-CIET-NITTTR – National Policy on ICT in Education

Internal Practical: i) Case Study Report of the Higher Education Institutions of National and International Importance

ii) Preparation of a Learning Resource of any Sub Unit

References

- **Arun, R. K.** (2009). *Women's Education*, New Delhi: Centrum.
- **Bourai, H.H.A, Uniyal B.P.** (2005). *Challenges in Administration of Higher Education*. New Delhi: Abhijeet Publications.
- **Chhaya Shukla** (2004). *Research in Higher Education*, New Delhi: Sumit Enterprises.
- **Dhir, R.N.**(2006). *Higher Education*. Chandigarh: Abhishek Publications
- **Linn. L Robert and Gronlund. E. Norman.** (2005). *Measurement and Assessment in Teaching*. Singapore: Pearson Education.
- **Pandey, V.C.** (2005). *Higher Education in a Globalizing World*. New Delhi: Isha Books.
- **Patel, K.M** (2005). *NAAC Accreditation of Higher Education*. Jaipur: Mark Publications.
- **Pawan Agarwal.** (2009). *Indian Higher Education: Envisioning the Future*. New Delhi: Sage Publication.

- **Peter Jarvis**,(2000). *Professional Education*. London: Routledge Taylor & Francis Group.
- **Peter Harhey, Amanda Woods, Martin Pill**. (2005). *Enhancing Teaching in Higher Education*. London: Routledge Taylor & Francis Group.
- **Ramesh Chandra**. (2005). *Trends in Higher Education*. New Delhi: Kapalz Publications.
- **Swarupa Rani, T. Priya Darsini, J.R, Bhaskara Rao, D**, (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishing House.
- **Trehan, M.K**. (2006). *Higher Education and Social Empowerment*. New Delhi: Cyber Tech.

Paper - III

Area Paper

PAPER CODE: MPEDU03

The Course content of the Area Paper Shall be prepared by the Supervisor and the Candidate together on the topic chosen for the Dissertation work the course Content will focus on the Conceptual/Theoretical background of the Dissertation work. Question Paper shall be set the Supervisor as per the directions of the Controller of Examinations.