

**PERIYAR UNIVERSITY
PERIYAR PALKALAI NAGAR
SALEM –636 011**

DEPARTMENT OF EDUCATION



**MASTER OF PHILOSOPHY
IN
EDUCATION**

**REGULATIONS & SYLLABUS
(Effect from 2012-2013 onwards)**

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

(FULL - TIME)

(To come into effect from the academic year 2012-2013)

I Eligibility for Admission

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

The Eligibility for admission into M.Phil course 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 course

The duration of the M.Phil course shall extend for a period of one academic year from the date of commencement of the course.

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 / Guide / Background 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 question paper setters 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	Internal Marks	External Marks	Total
01	Paper I	25	75	100
02	Paper II	25	75	100
03	Paper III	25	75	100
04	Project / Dissertation	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 which shall 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 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

Credits: 5

Marks: 100

Objectives

- To make the scholars identify and finalise a good research proposal.
- To create awareness among scholars about sources of research and make them link the existing Literature with the problem identified.
- To enable them to understand the process of Research Plan and make them select appropriate participants for their Research.
- To make them familiarize with different types of Instrumentation. Data collection and Synthesis of Data.
- To 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 – 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 and Participants

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 and 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.

Internal Practical: i) A Tool construction and standardisation

ii) Case study Report

iii) Book Review

References

- **Allen Rubin ., Earl Babbie.** (2010). Essential research methods for social work, Brooks/cole cengage learning, United States.
- **Best, John.W.**(2003). Research in education, Prentice hall of India publication pvt ltd, New Delhi.

- **Burke Johnson, Larry Christensen.** (2008). Educational research, Sage publication, London.
- **Frederick J Gravetter, Lori –Ann B. Forzano** .(2009). Research methods for the behavioral sciences, Wordsworth cengage learning, United States.
- **Garret, H.E.** (2000). Statistics in psychology and education, Vakkils, feffer and simens ltd, Bombay.
- **Gay L.R.** (2000), Educational research, printed in the United States of America.
- **John W. Cresswell.** (2009). Research design, Sage publication, London.
- **Siddhu K.S.** (2000). Methodology of research in education, Sterling publishers, New Delhi.

Website:

<http://www.uk.sagepub.com>

<http://www.transjuba.com>

<http://www.psycnet.apa.org>

<http://www.prenhall.com>

<http://www.atlanticbooks.com>

<http://www.springer.com>

PAPER II

HIGHER EDUCATION IN INDIA

Credits:5

Marks: 100

Objectives

- To make the scholars understand the objectives and Innovation in Higher Education.
- To enable them to gain knowledge about the universities and Educational Agencies of Higher Education.
- To enable them to know the prospective of Women's Education.
- To make them understand the concept of Professional Education and its Recent Trends.
- To orient the scholars in utilizing different evaluation methods in Higher Education level.

Unit: I Introduction to Higher Education

Objectives of higher education – development of higher education – development of colleges and university in recent years – management of higher education – democratization in higher education – innovation in higher education.

Unit: II University Education

Development of university – virtual university - deemed university -university - industry interaction : institutional collaboration with farms - industries and public sectors – quality assurance –NACC,AICTE and AIMC – funding agencies UGC – CSIR – DST - NCERT and ICSSR – importance of research in higher education – current research in higher education –research organization in India.

Unit: III Women Education

Concept - need for women's studies – scope of women's studies – women education – literacy rate – gender bias in enrolment – curriculum content – dropouts –

negative capability in education – values in education – recent trends in women’s Education- Women Teacher Training Institutions – Commissions on Women’s Education – Adult literacy and Non- Formal Education for Women’s Development – Changing role of Women.

Unit: IV Professional Education

Concept - need for professional studies- scope of agriculture - medicine and engineering education- soil- agronomy –horticulture – forestry - home science - basic engineering –civil – mechanical - computer science and electrical engineering - recent trends in professional education: dairy technology and fisheries science and dental - surgery with its - extension education.

Unit: V Evaluation

Research in evaluation – current status of evaluation methods in higher education – semester system of examination - continuous internal assessment system- grading system – transparent method of pattern -evaluation methodology -disciplinary rules - developing question banks - testing both fundamental and in-depth knowledge; examination reforms units.

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

iii) Book Review

References

- **Arun, R. K.** (2009). Women’s Education, Centrum Press, New Delhi.
- **Bourai, H.H.A, Uniyal B.P.** (2005). Challenges in Administration of Higher Education, Abhijeet Publications, New Delhi.
- **Chhaya Shukla** (2004). Research in Higher Education, Sumit Enterprises, New Delhi.
- **Dhir, R.N.**(2006) Higher Education, Abhishek Publications, Chandigarh

- **Linn. L Robert** and **Gronlund. E. Norman.** (2005). Measurement And Assessment in Teaching, Pearson Education (Singapore) Pvt. Ltd, Indian Branch, New Delhi
- **Pandey, V.C.** (2005). Higher Education in a globalizing World, Isha Books, New Delhi.
- **Patel, K.M** (2005). NAAC Accreditation of Higher Education, Mark Publications, Jaipur.
- **Pawan Agarwal.** (2009). Indian higher education: Envisioning the future, Sage publications India pvt. ltd, New Delhi.
- **Peter Jarvis.**(2000). Professional education, Routledge taylor & francis group, Cromwell House, Burrell Row, Beckenham, Kent, British Lib. Publication.
- **Peter Harhey, Amanda Woods and Martin pill.** (2005). Enhancing Teaching in Higher Education, Routledge Taylor & Francis Group London & New York.
- **Ramesh Chandra.** (2005). Trends in Higher Education, Kapal Publications, New Delhi.
- **Swarupa Rani, T. Priya darsini, J.R, Bhaskara Rao, D,** (2004). Educational measurement and Evaluation, Discovery Publishing House, New Delhi.
- **Trehan, M.K.** (2006). Higher Education and Social Empowerment, Cyber Tech Publications, New Delhi.

Website:

www.undp.org/evaluation/documents

www.ugc.ac.in/pub/highereducation.html

www.academics-india.com

www.mhrd.gov.in/women_education.html

www.aicte-india.org/professional_education

www.icssr.org/research.html

Paper - III

Area paper / guide paper /supervisor paper

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.