

# Syllabus of M. Phil. (Education) Program

2019-2020



MATS SCHOOL OF EDUCATION

MATS UNIVERSITY

GULLU, ARANG, RAIPUR, (C.G.) INDIA

## **Introduction**

The M. Phil. program is crucial for a prospective researcher at the pre-doctoral level. The program is designed to build the research capacity of scholars from varied backgrounds and provide a strong orientation in different areas of education.

M. Phil program will include two parts - Part-I Core Course and Part - II Research Course (Seminar and Dissertation). The course will also include advance seminar in which student will present a paper on any educational theme in research colloquium and clear a viva voce examination and complete the dissertation work successfully.

## **Objectives**

The students will be helped to:

- Reflect on the basic parameters within which the system of school education operates. These are: the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and interconnections between these parameters
- Appreciate that research would help to enhance efficiency, effectiveness, quality and excellence in the system of school education
- Develop an understanding about problems of education and methodology to explore alternative solutions.
- Develop competency in undertaking leadership in the areas of School Education and Teacher Education
- Develop a rational conceptualization of educational research.
- Develop competency in undertaking independent micro and macro level research projects in the priority areas of school education and teacher education

## **Eligibility**

- a. Candidates who have qualified M. A. in Education or M. Ed. subject to such conditions as may be prescribed there for shall be eligible to register for the Degree of Master of Philosophy (M. Phil) and undergo the prescribed course of study as approved by the School of Education MATS University. Master's Degree in Education of any University is recognized by the Syndicate as equivalent there to.
- b. Candidates, who have qualified for in anyone of the Post-Graduate Degrees, shall be required to have obtained a minimum of 55 % of marks in their respective Post-Graduate Degrees to become eligible to register for the Degree of Master of Philosophy (M. Phil.) and undergo the prescribed course of study.
- c. Concession of 5% marks for SC/ST/OBC/Female.

## **Intake**

25 is the intake for M. Phil. Education course.

## **Duration**

The duration of the course will be one academic year. The student is to submit his/her dissertation within 15 days from the date of commencement of annual examination. However, if a student is not able to submit his/her dissertation he/she will be allowed to complete his/her dissertation within six months after the annual examination.

## **Courses of Study**

The M. Phil. (Education) curriculum comprises two parts, namely;

Part - I Core Course

Part - II Practical Course

## **Scheme of Examination**

### **Core Course (Theory)**

The duration for each paper shall be 3 hours carrying 100 marks each.

The question paper setters shall be appointed from the standing list of examiners submitted by the respective Chairman of the Boards of Studies.

### **Practical Course (Dissertation, Seminar Presentation and Paper Publication)**

Each student will be required to select a research topic approved by the M. Phil Committee and write a Dissertation. The selection of research problem will be on the basis of review of related researches, discussion with the peers and the guide. The research problem must be presented with adequate description and justification before the whole group and the staff, and discussed. Students will be required to select their research topic in their own area of interest.

After approval, the scholar shall develop a synopsis highlighting the assumptions, the objectives, the rationale, the procedures and the methodology of data collection and analysis procedures of analysis of data etc.

The synopsis will be discussed in the whole group and will be refined based on the feedback.

The research problem needs to be selected from the Area of Specialization. However the scholar will be given the freedom to locate any educationally relevant problem (even beyond one's area of specialization) for study.

The dissertation will be evaluated by both internal and external examiner followed by viva voce. The internal and external examiner should give detailed report on the dissertation, which includes the detailed feedback on each chapter of the dissertation. The criteria for awarding marks should be based on relevance of research problem, methodology, tools, sample and organization of the report etc. and should be enclosed with the dissertation to the examiners.

## **2. Advance Seminar**

Each student will be required to write a Term Paper related to an educational problem and present the same in Research Colloquium of the Department and evaluated by a committee formulated for this purpose.

### 3. Paper Publication:

Each student must have published two research papers in national level journal or one research paper in international level journal.

### 4. Viva Voce

Candidates shall submit the dissertation to the Head of the Department through their respective supervisors at the end of the academic year, which shall be evaluated by internal examiner (Supervisor) and one external examiner appointed by the University from a panel of four names sent by the Head of the Department. The examiners who value the dissertation shall report on the merit of the candidate.

### Passing Minimum

- i. A candidate shall be declared to have passed of the examination if he/she secures not less than 50% of the marks in all papers.

### Qualification for Persons conducting the M. Phil Course

Professor/Associate professor/Assistant Professor shall be recognized as a Supervisor if he/she possesses a M. Phil Degree in Education and Ph.D. Degree in Education along with five research paper must have publish in standard refereed journal. However University norms regarding this will be followed.

#### Distribution of Marks

Paper	Subject Name	Max. Marks	Passing Marks
	<b>Core Course</b>		
C-101	Advance Educational Research	100	50
C-102	Advance Educational Psychology	100	50
C-103	Advance Educational Technology	100	50
	<b>Practical Course</b>		
P-104	Dissertation	100	50
P-105	Viva-voce on Dissertation	50	25
P-106	Seminar/Paper Publication	50	25

## Advance Educational Research (C- 101)

### **Objectives:**

To enable students to:

- a) Familiarize the research-students with the advances in the field of educational research and ethical considerations.
- b) Enable research-students to design and conduct a research in the field of Education.
- c) Train the research-students to use appropriate quantitative methods.
- d) Enable the research-students to use computers in various phases of research.
- e) Train research-students to analyze data using SPSS software.

### **UNIT 1 - Advanced Basics**

- a) Creation of knowledge
  - i) Sources of knowledge
  - ii) Formulation of theory
- b) Qualitative Research
- c) Mixed Method and Multi-method Research.
- d) Product development Research.
- e) Sampling and sample: Sampling techniques, Sampling errors, Sampling distribution
- f) Data collection tools and techniques

### **UNIT 2 - Quantitative methods**

- a) Types and sources of data
- b) Data Analysis techniques for various types of data.
- c) Hypothesis testing
- d) Regression and correlation analysis
- e) Analysis of Variance and Co-variance (ANOVA and ANCOVA)
- f) Factor analysis
- g) Chi - square test, median test, sign test, Mann-Whitney U-test.

### **UNIT 3- Computer Application**

- a) Use of computers in:
  - i) Data processing
  - ii) Word processing
  - iii) Graphical processing
- b) Use of SPSS software
- c) Use of web - 2 tools for research
- d) Use of computers in various phases of research.
- e) Atlas T Software

### **UNIT 4- Research Report Writing**

- a) General rules of research report writing
- b) Report writing: Thesis and Research paper.
- c) Review of related literature and discussion of findings
- d) Evaluation of Research Report.
- e) Dissemination of research outcomes.
- f) Ethical considerations

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- 2 Andy Hunt : Your Research Project - *How to manage it* (Routledge Publication)
- 3 Burke Johnson, Larry Christensen : *Educational Research - Quantitative, Qualitative and Mixed Approaches* (Sage Publication)
- 4 Carter V. Good : *How to do Research in Education* (Education Handbook Series)(Cosmo Publications)
- 5 John W. Best, James U. Kahn : *Research in Education - Tenth Edition*, Phi Learning Private limited, New Delhi - 110001
- 6 Jonathan Grire: *The foundation of Research*, (Palgrave Macmillan Study Guide)
- 7 Jottn W. Creswell : *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition Phi Learning Pvt. Ltd. - New Delhi - 110001

- 8 L.R. Gay, Geoffrey E. Mills, Peter Airasian : ***Educational Research - Competencies for Analysis & Applications*** (Pearson Publications)
- 9 Maria Piantomida, Noreen B. Garman : ***A guide for students and faculty - The Qualitative Dissertation 2nd Edition*** , Forward By Frances Schoonmaker Corwin  
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- 10 Muniruddin Qureshi : ***Educational Research***, (Anmol Publication Pvt. Ltd.).
- 11 Rachod, Antonius: ***Interpreting Quantitative Data with SPSS*** (Sage Publication)
- 12 Renata Phelps, Kath Fisher and Allan Ellis : ***Organizing and Managing your Research A Practical Guide for Post Graduates***, (Sage Publication)
- 13 Ritu Sharma, ***Educational Research and Statistics*** (Alfa Publications)



## **ADVANCE EDUCATIONAL PSYCHOLOGY (C-102)**

### **Objectives:**

- a) To acquaint the students learning theories and learning styles with reference to connected society.
- b) To enable the students to understand the cognitive process.
- c) To develop appreciation for psychological aspects of management in the learning society.
- d) To train the students to manage research work in educational psychology.

### **UNIT – 1- Learning in connected society**

- a) Connected society- Concept, Characteristics, Psychological features.
- b) Learning theories- Behaviorism, Constructivism- 5E, 7E and 9E approach, Connectivism, Neuropsychological
- c) Learning styles- Concept, Types, Learning styles and teaching.
- d) Learning theories and learning styles in connected society.
- e) Learning of disabled.

### **UNIT- 2 Cognitive Processes:**

- a) Cognitive revolution
- b) Cognitive theories of Learning- Information Processing Theory, Multi-store model of Memory, The Schema theory, Cognitive structuralism, Meaningful learning
- c) Cognitive learning and neuroscience- Brain based learning
- d) Application of Cognitive theories in classroom

### **UNIT- 3 Psychological aspects of management in the learning society**

- a) Learning society- Concept, Characteristics, Psychological features.

- b) Psychological aspects of Managing stress, Information, time, teaching, learning, communication and peace.
- c) Stress management
- d) Information management by Learner
- e) Teaching management
- f) Learning management
- g) Time management
- h) Communication management
- i) Peace management

#### **UNIT- 4 Research in Educational Psychology**

- a) Research in Educational Psychology- Areas of research in Educational Psychology  
Identification and selection of the problems from Educational Psychology,
- b) Identification of theoretical background to the problem, Methodology
- c) Resources for research in Educational Psychology: Online and offline
- d) Communicating research work (Online, offline): Thesis, Dissertation, research paper, article (Guidelines)
- e) Evaluation of Research in Educational psychology

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- 2 Bernard H.W. : *Psychology of learning & Teaching*, New York Macgraw Hill B Becan Inc. Boston, London, Sydney, Totonto, 1985.
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- <http://web.cocc.edu/cbuell/theories/behaviorism.htm>
- <http://tip.psychology.org/bruner.html>
- <http://www.learning-theories.com/>
- <http://business.nmsu.edu/~dboje/mpw.html>

## **EDUCATIONAL TECHNOLOGY AND E- LEARNING (C-103)**

### **Objectives:**

To enable the learner:

- a) To become effective user of technology in education and research.
- b) To integrate of emerging technology in educational process.
- c) To get acquainted with e-learning and development of ICT.
- d) To get develop ability to apply theoretical knowledge gained through the course.

### **UNIT 1 - Educational Technology**

- a) Evaluation Technology
- b) Educational Technology as a system approach
- c) Approaches to educational Technology
- d) Educational Technology - Evaluation, Research & Implications.
- e) Global overview on Educational Technology policy
- f) Committees and commission: Indian Perspective

### **UNIT 2 - ICT and Emotional Multimedia**

- a) Communication for Education & training.
- b) Process of communication
- c) Modes of communication- Berlo model, Shanon's model, George Gerbuner model
- d) Instructional system design
- e) Multimedia application- CAI, CAL, CBT.
- f) Multimedia and visual reality
- g) Mass media /print media- approach

### **UNIT 3 - Designing Coursework**

- a) Designing technology- application
- b) Coursework development process - Audio/Video/ Computer
- c) Design for Digital delivery
- d) Management of coursework development.

- e) Delivery mechanism of coursework
- f) Courseware evaluation.

#### **UNIT 4 - E-learning**

- a) E- learning: scope, trends, attributes, opportunities
- b) Pedagogical design for operation
- c) MOOC- development and operation
- d) E-learning - assessment and feedback mechanism e- portfolio.
- e) Management and implementation of e - learning
- f) Evaluation- impact of e-learning.

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