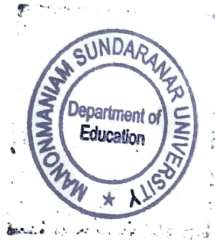


Department of Education
Manonmaniam Sundaranar University



Course Structure and Syllabus
M.Phil Programme (CBCS)
(2017 -18 onwards)

M.Phil Programme (CBCS)

(2017-18 onwards)

1. Introduction:

M.Phil in Education, a transitional programme between the M.Ed and Doctoral degrees, embraces academic inquiry as well as educational practices to evolve a learning society with advanced knowledge. It is a comprehensive programme focuses on copious knowledge on the higher education domain and advanced research methodologies, applicable to various dimensions of teaching, learning, research and extension activities. The programme offers a platform for the scholar to implement the acquired knowledge into enquiry and implement it in the field of education in his/her unique tenor. It creates opportunities to build up capacities of the scholars as excellent educators, skilled researchers.

Importance of the programme: The programme has been structured with the following important features:

- Designed under Choice Based Credit System (CBCS) for 40 credits and 4000 marks
- Structured with a special intention to produce competent researchers / teacher educators with adequate theoretical knowledge and practical abilities in teaching, research and management in teacher education
- Aimed at imparting quality teacher education and pursuing purposeful and research in education.

Programme Objectives:

Pursuing the M.Phil programme, will make the scholar to -

- produce professionally competent teachers, teacher educators and researchers;
- acquire knowledge about the various aspects of educational research;
- gain the application of statistics in educational research;
- comprehend knowledge about teacher education and sustain quality; and
- acquire skills to undertake educational researches and disseminate them with reports.

2. Eligibility for Admission

The pre-requisite educational qualifications for the eligibility for admission is as outlined below:

- Candidates with not less than 50% of marks in the degree of Master of Education of any University recognized as equivalent thereto by the syndicate of MSU can seek admission for the degree of M.Phil. in Education.

- Admission shall be made as per the norms of NCTE / Government of Tamil Nadu / Manonmaniam Sundaranar University.
- Reservation of seats stipulated by the Government of Tamil Nadu will be followed.

Duration of the programme: The programme will run over a period of two semesters after M.Ed. degree. Every year, usually, the programme commences in the month of July and ends in April.

3. Course Structure

The credit based theory papers and the dissertation work (with the scheme of examination) for the M.Phil programme are given below.

Sem.	Sub. No.	Subject Status	Subject Title	Contact Hrs./ Week	Credits
I	1.	Core Paper 1	Advanced Research Methodology and Statistics in Education	10	8
	2.	Core Paper 2	Perspectives in Higher Education	10	8
	3.	Area Paper	Teacher Education	10	8
Subtotal				30	24
II	4.	Project	Dissertation & Viva-voce	30	16
	TOTAL				60

4. Course Syllabus (with effect from the academic year 2016-17)

The programme is designed under CBCS for 40 credits and 400 marks.

Semester I

1. ADVANCED RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION (DTEDCI)

L	T	P	C
6	2	2	8

Preamble: Educational research provokes scholarly application of scientific methods to solve educational problems. It reveals the theoretical procedures, methods and statistical approaches for conducting research in a systematic way. The course prepares the scholars towards operational activities for further developments as a skillful researcher. It enables higher order skills among students to handle any problem or situation intellectually, scientifically and effectively.

Objectives:

To enable the scholar to -

- acquire knowledge of different types of research;
- get acquainted with various research designs;
- apply the principles for construction and standardization of tools;
- understand the process of preparing research proposals to various agencies;
- undertake educational research and writing the reports;
- understand the meaning and need of statistics in educational researches; and
- Select and apply appropriate statistical techniques in research.

Unit I - Approaches to Research

Research - Meaning and Nature, Types of Educational Research - Research Paradigms- Qualitative Approach - Characteristics, Purpose, Types - Phenomenological, Ethnographical, Heuristic, Case studies, Historical Studies, Philosophical Studies, Content Analysis - Quantitative Approach - Experimental, Quasi experimental, Survey, Correlational Studies (L11, T4, P4 = 19 Hrs)

Unit II - Research Problem, Sampling Techniques & Tools in Research

Areas of Educational Research - Sources of Problems. Review of Related Literature - Identification of Research Problem - Variables. Hypothesis - Types, Forms and its testing - Errors - Research Proposal -Population - Sample - Methods of Sampling, Tools and Techniques: Observation, Interview, Schedule, Check List, Rating Scale, Inventories and Opinionnaire - Characteristics of a good tool - Construction of tool - Reliability and Validity - Types (L13, T4, P4 = 21 Hrs)

Unit III - Reporting

Report: Format, Preliminary, Main Body, Style of Writing, Bibliography, Reference Form, Appendix (L10, T3, P3 = 16 Hrs)

Unit IV - Correlational Analysis and Scores Transformation

Biserial, Point Biserial, Tetrachoric Correlation, Phi correlation - Partial Correlation - Multiple Correlation - Linear regression equation - Multiple Regression Equation - Suppressor Variables - Non Metric Variables - Canonical Correlation - Standard Scores - Stanine Score
(L12, T4, P4 = 20 Hrs)

Unit V - Parametric and Non-Parametric Tests

Chi-square Test - Median Test - Mann-Whitney Test - Wilcoxon Matched Pairs Test - Kolmogorov Smirnov Test - Difference in groups, t test - ANOVA: One way & Two way - Post ANOVA - ANCOVA. Factor analysis - Cluster analysis
(L12, T4, P4 = 20 Hrs)

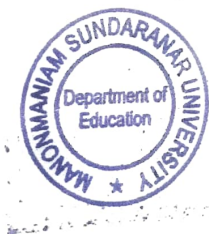
(Total 96 Hrs)

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2. PERSPECTIVES IN HIGHER EDUCATION (DTEDC2)

L	T	P	C
6	2	2	8

Preamble: Higher education develops the abilities of the learners in providing a better and competitive service to the society through their rich knowledge. This course on higher education is significant in attuning the scholars to become good teacher educators / researchers. It makes them aware of the latest trends, management, consultancy services, research agencies and quality attributes in relation to higher education. This course leads the scholars cognizant of the facilities, funds and other provisions offered by the government and other statutory bodies. Also, the scholars attain the skill of fusing education and society.

Objectives:

To enable the scholar to -

- comprehend the objectives demands, and problems, of Higher Education;
- acquire knowledge about the managerial aspects of Higher Education;
- understand the importance of linking community and industry with Higher Education;
- comprehend the role of ICT in higher education; and
- acquire knowledge about the role of funding agencies at Higher Education level.

Unit I - Trends in Higher Education

Objectives of Higher Education - Demand for Higher Education - Problems of Higher Education - Policy of admission in Higher Education - Growth of colleges and Universities in recent years - National Policy on Education (1986 & 1992) - PoA - National Knowledge Commission (NKC). (L11, T4, P4 = 19 Hrs)

Unit II - Management of Higher Education

Management of Higher Education - Education in Concurrent list - Types of universities - Decentralization - Democratization of Higher Education - Autonomy to colleges. Innovations in Higher Education - Utilization of modern techniques - Open book exam - self financing colleges - Open university - Distance education - Institutions with linked industries interaction and public sector units. (L11, T4, P4 = 19 Hrs)

Unit III - Community & Higher Education

Need & Significance of Linking Higher Education with community - Involvement in community development - Participation in Adult Literacy programme - Consultancy services Extension Activities - College complex - need & significance of Environmental education - Utilizing community resources - Accountability to community. (L12, T4, P4 = 20 Hrs)

Unit IV - Research in Higher Education

Research in Higher Education - Needed Research in Higher Education - Teachers and Research - Research organizations in India -Funding Agencies - UGC, CSIR,

DST, ICSSR, - Maintenance of Standards in Higher Education- role of ICT in research. (L12, T3, P3 = 18 Hrs)

Unit V - Quality in Higher Education

Application of ICT in Higher Education - Role of ICT in research - Relationship between Technology and Quality in Higher Education NAAC, NCTE, TANSCH & International Accreditation Bodies- Present scenario in the implication of modern technologies in Higher Education (L12, T4, P4 = 20 Hrs)

(Total = 96 Hrs)

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3. TEACHER EDUCATION (DTEDC3)

L	T	P	C
6	2	2	8

Preamble: Teacher education paves the teachers to be equipped with professional competence to satisfy its real purpose. This course is purported to make the scholars compare the system of teacher education in underdeveloped, developing and developed countries in addition to that in India. The scholars are initiated to study the opportunities and challenges in Teacher Education and employ the possible remedies to their level in future.

Objectives:

After completing the course, the student will be able to -

- understand the features of the teacher educational system;
- gain knowledge about the system of education and teacher preparation in various countries;
- critically examine the growth and development of teacher education in nations;
- develop an awareness of the problems in teacher education across the world; and
- tie the performance of teachers to numerous, larger societal goals and problems.

Unit I: Concept of Teacher Education

Meaning of training and education - Difference between training and education - Need for teacher training - Objectives of teacher education - NCTE and Teacher education - Recommendations of NCTE - Research based objectives of NCTE - Difficulties of teacher education curriculum in India - New Regulations of NCTE
(L12, T4, P4 = 20 Hrs)

Unit II: Teacher Education in Developed Countries (UK & USA)

Teacher Education in UK: Stages of Education - Models of Initial Teacher Education - Curriculum and Courses of study. Teacher Education in USA: Teaching Quality and Equity Attacks - The Potential Power of Teacher Education - Curriculum and Courses of study - The Challenges for Teacher Education in USA
(L12, T4, P4 = 20 Hrs)

Unit III: Teacher Education in Developing Countries (China & Korea)

Teacher Education in China: The Era of Professional Teacher Education - Teacher Education for Ethnic Minorities. Teacher Education in Korea: Current Status of Teachers in Korea - Main Teacher Policies in Korea - Analysis of Features and Implications
(L11, T3, P3 = 17 Hrs)

Unit IV: Teacher Education in Underdeveloped Countries (Nigeria & Ethiopia)

Teacher Education in Contemporary Nigeria: Trends, Challenges and Prospects - Teacher Education and National Development - Exploring Alternatives for Teacher Education Provision. Teacher Education in Ethiopia: Present State of Teacher Education - Challenges in Teacher Education in Ethiopia
(L11, T4, P4 = 19 Hrs)

Unit V: Major Issues and Problems of Teacher Education

Issues, Problems in Teacher Education - Maintaining standards in Teacher Education
- Service conditions of Teacher Educators - Quality Management of Teacher
Education - Privatization, Globalization in Teacher Education - Autonomy in teacher
education - MHRD, UGC, NCERT, NCTE, NACC, ICSSR, NUEPA, CASE, DEC and
Teacher Education (L12, T4, P4 = 20 Hrs)

(Total = 96 Hrs)

References

1. Darling, Hammond & Lieberman. (2012). *Teacher education around the world*. UK: Routledge Publications.
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Semester II

4. DISSERTATION AND VIVA (DTEDDV)

L	T	P	C
0	0	32	16

Preamble: This course renders the scholars to be advanced in the educational research and statistics which they have already earned through the M.Ed programme and employ them in the research activities to bring out quality research contributions by dint of oral and written reporting, and dissemination in the research forums, edited volumes, books and reputed journals. This exercise hones up their confidence level of attempting high level of researches attracting the funding agencies.

Objectives:

After completing the course, the student will be able to -

- state the research problem in depth;
- construct an clear cut conceptual framework for their research
- demonstrate and document the research work effectively;
- utilize the appropriate advanced statistical techniques to analyse and synthesis the collected data effectively;
- apply the accumulated research knowledge and skills in empirical form;
- derive implications in the light of findings helpful for policy decisions; and
- impel to carry out research blended assignments.

Course Guidelines:

1. The duration of the project work shall be for a period of one semester.
2. The Dissertation and Viva-voce shall be compulsory components for all the students carrying 100 marks (50 internal and 50 external) each.
3. Each student is required to identify a research problem for dissertation from the area of interest under the guidance of supervisor in the Department.
4. Dissertation shall be submitted before the commencement of the terminal examination of Semester II.
5. Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred on him/her on any one else by the University or any other university / institution.
6. Dissertation will be evaluated by both internal and external examiners.

Viva-voce Examination

The Viva-voce Board may consist of the Head of the Department, the guide and an external examiner. The minimum quorum may be two including the external examiner. (360 Hrs)



5. Structure of Marks & Scheme of Valuation Internal and External Marks

Semester	Sub. No.	Sub. Code	Title	Max. Marks		
				Internal	External	Total
First	1.	DTEDC1	Advanced Research Methodology and Statistics in Education	25	75	100
	2.	DTEDC2	Perspectives in Higher Education	25	75	100
	3.	DTEDC3	Teacher Education	25	75	100
Sub Total				75	225	300
Second	4.	DTEDDV	Dissertation & Viva-voce	50	50	100
Total				125	275	400

Scheme of Valuation - Continuous Internal Assessment (CIA) and University Terminal Examinations

- 5.01 Performance in each course shall be evaluated based on the basis of (i) CIA throughout the semester and the (ii) University Terminal Examinations at the end of each semester.
- 5.02 The University examinations shall be conducted in the month of November during odd semester and in the month of April during even semester.
- 5.03 A candidate who has already appeared for an examination in a subject of a semester and also passed in the same is not entitled to reappear in the same subject for improvement of marks/grades.
- 5.04 For each Theory course, the CIA component will carry a maximum of 25 marks and the Semester Terminal examination will carry a maximum of 75 marks. Thus, there is a total of 100 marks for each Theory course.
- 5.05 For Dissertation, internal marks will carry a maximum of 50 marks and the Semester Terminal examination will carry a maximum of 50 marks. Thus, there is a total of 100 marks. course
- 5.06 The marks secured in CIA (in total only) may be rounded off to the nearest integer.
- 5.07 The CIA component for a theory course shall include tests, seminar and assignments.
- 5.08 There is no passing minimum for the CIA components and for the CIA in total.
- 5.09 There shall be no provision for improvement of CIA components.
- 5.10 There shall be three compulsory periodical tests in a semester.

5.11 Each test is conducted for about one and half unit of the syllabus in each course.

5.12 The duration of each test is one hour.

5.13 There shall be two tests in a working day-one in the forenoon and the other in the afternoon.

5.14 Each test carries a maximum of 25 marks and shall be converted for 15.

5.15 *The split-up of the CIA marks for all the Theory Courses:*

The average of the best two tests (15) + Assignment (5) + Seminar (5) = 25 Marks

5.16 The question paper pattern for each test of each of the theory papers is given below:

Part A - Objective Type - 5 Qns. - $5 \times 1 = 5$

Part B - Short Answers / Problems - 2 out of 3 Qns. - $2 \times 5 = 10$

Part C - Descriptive/Analytical - 1 out of 2 Qns. - $1 \times 10 = 10$

Total Marks = 25

5.17 The duration of the University Terminal examination for each theory course is 3 hours.

5.18 The question paper pattern for the University Terminal examination of each theory paper is

Part A - Objective Type - 10 Qns. - $10 \times 1 = 10$

[2 from each unit]

Part B - Short Answers / Problems - 5 Qns. - $5 \times 5 = 25$

[Unit-wise choice - Either (a) or (b)]

Part C - Descriptive/Analytical - 5 Qns. - $5 \times 8 = 40$

[Unit-wise choice - Either (a) or (b)]

Total Marks = 75

5.19 There will be a special supplementary examination for those candidates who have failed in only one subject in the entire course.

5.20 There is a passing minimum of 50% in the University examinations in each theory course.

5.21 There is a passing minimum of 50 % in the overall component, i.e. out of the total marks in the CIA component and the University Terminal examination for each theory course.
