APPENDIX - U
MADURAI KAMARAJ UNIVERSITY
(University with Potential for Excellence)

M.PHIL. EDUCATION PROGRAMME (FACE TO FACE)

CHOICE BASED CREDIT SYSTEM
REVISED SYLLABUS FOR
(With effect from 2018-2019 onwards)
CODE, COURSE, REGULATIONS, OBJECTIVES, CONTENT AND EVALUATION SYSTEM

CODE	COURSE	INTERNAL	EXTERNAL	TOTAL
MEDU11C	**FIRST SEMESTER** **Advanced Research Methodology And Statistics**	**40**	**60**	**100**
MEDU12C	**Advanced Educational Technology**	**40**	**60**	**100**
MEDU13C	**Educational Planning and Administration**	**40**	**60**	**100**
MEDU21D	**SECOND SEMESTER** **Dissertation and Viva Voce**	**40**	**60**	**100**

1. Introduction of the Programme
The Empires of the future are the Empires of the mind
- **Winston Churchill**

Education is an essential tool for bright future for all of us. We can achieve anything good in the life using the tool of education. Higher education helps people in earning social and family respect and recognition. The time spent for Education is a wise investment. It is a crucial part of life for everyone- personally and socially. It provides a person a unique standard in the life and feeling of well being. Education provides ability to solve any problem at social, family, national and international levels. None can ignore the overwhelming importance of Education in our lives. It turns the minds towards positivity and removes all the mental problems and negativity.

The **M.Phil.** programme is envisaged to contribute to the growth and development of the E*ducation* sector of the country. The course will create opportunities to share and disseminate *educational* researches and innovations by bringing about debates and discussions of topical *importance* to address critical *educational* issues.

2. Eligibility for Admission
- A pass in any P.G. degree with M.Ed. / M.Ed.Tech.

Process of Selection

The candidates aspiring for admission into Master of Philosophy in Education need to appear for **an objective type entrance test followed by a personal interview**. The candidates will be selected based on the merit-list and as per the guidelines for admission issued by the Government of Tamil Nadu.

3. Duration

The Programme shall be for duration of Twelve months - One full academic year consisting of two semesters.

4. Objectives of the Programme

The scholars enabled to

- reflect on the basic parameters within which the system of teacher education operates. These are: the learner, the teacher, the teaching-learning process, pedagogy, 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 teacher education.

- develop an understanding about problems of education and methodology to explore alternative solutions.

- develop competency in undertaking leadership in the areas of the educational institutions.

- develop a rational conceptualization of the educational research.

5. Outcome of the Programme

M.Phil. is entirely based on research activities which are done in a specific direction to achieve great results. The degree stands between a master degree and Ph.D. degree and is associated with advanced research activities. First of all, the M.Phil. degree bestows us with advanced skills and knowledge and allows you to progress your learning into the area of Education.

The programme is designed to build the research capacity of scholars from varied backgrounds and provide a strong orientation in different areas of Education.

6. Course Subject Papers

There shall be three theory papers and a research dissertation work.
The Paper details are as given below.

Semester	Code Number	Course Title
First	MEDU11C	Advanced Research Methodology and Statistics
	MEDU12C	Advanced Educational Technology
	MEDU13C	Educational Planning and Administration
Second	MEDU21D	Dissertation and Viva Voce

Second Semester
Dissertation and Oral Viva-Voce Examination

Every candidate has to select a topic for the Dissertation in consultation with the supervisor assigned by the Head of the Department. The dissertation should be not less than 100 pages. The Dissertation should be submitted after a period of six months and at the end of the second semester.

Evaluation of Dissertation

The Dissertation will be evaluated by an internal examiner – (The research guide of the dissertation) and an external examiner. The external evaluation will be done by an external examiner from a panel of five examiners suggested, endorsed and forwarded by the Head of the Department to the Controller of the Examinations, Madurai Kamaraj University.

Conduct of Viva

Based on the evaluation reports of the internal and external examiners, a viva-voce examination will be conducted by a panel of examiners consisting of the research guide, Head of the Department and an External Examiner as approved by the Controller of Examination, Madurai Kamaraj University.

SCHEME OF EXAMINATION

I Semester

Serial Number	Papers	Min Marks	Max Marks	Duration of exam
1	Advanced Research Methodology and Statistics	50	100	3 hours
2	Advanced Educational Technology	50	100	3 hours
3	Educational Planning and Administration	50	100	3 hours

II Semester

1	Dissertation	50	100	
2	Viva voce Examination	50	100	
	Grand Total		**500**	

Declaration of Result
- A passing minimum of 50 marks out of 100 for each theory paper.

- A passing minimum of 50 marks each in dissertation and viva-voce examination.

Declaration of Class
- Class will be awarded as under   50 to 59 **Second Class**
  - 60 and above **First Class**
- Distinction and University ranking as per the prevailing norms of the other
- M.Phil. Programmes of Madurai Kamaraj University.

7. Unitization
Each course paper has five units.

8. Pattern of Examination
The marks allotted for the internal to the external examinations is in the ratio of 2:3. In other words, the internal marks and external marks are 40% and 60%, respectively.

9. Scheme of Internal Assessment
Each paper shall be awarded with internal marks for a maximum of 40 Marks. The award of marks shall be in the method as detailed under scheme of evaluation given below.

Scheme of Evaluation

1) Two Tests of 20 Marks each   : Average of 20 Marks
2) Two Assignments   : 10 Marks each: Average 10 Marks
3) Seminar   : 5 Marks

4) Peer Team Teaching   : 5 Marks

10. External Examination
Each paper shall be of 3 hours duration and carry 60 marks. The question papers will consist of TWO sections.

11. Question Paper Pattern (External Examination)
M.Phil. Examination

Duration : 3 Hours   **Maximum Marks : 60**

SECTION – A   **3 x 8 = 24 Marks**

This section contains five questions. Out of which, the candidate has to answer any three questions. Each Answer does not exceed **three** pages. All questions carry equal Marks.

Section A

Answer any three out of five questions :

1.
2.
3.
4.
5.

<u>**SECTION – B**</u>   **3 x 12 = 36 Marks**

          This section contains Essay Type Questions. There will be five questions and the candidate

has to answer any three questions. Each Answer does not exceed **six** pages. All questions carry equal

Marks.

Section B

Answer any three out of five questions :

6.
7.
8.
9.
10.

12. Scheme of Evaluation

          (i) Internal   : 40 Marks
          (ii) External   : 60 Marks

13. Passing Minimum

          The candidates of Master of Philosophy in Education will be assessed in the pattern of
Internal Assessments of 40 marks and External Examination of 60 marks. A candidate has to secure
a minimum of 50 percent of marks in the internal and also a minimum of 50 percent of marks in the
external and both of them put-together must have an aggregate of 50 percent of marks for a pass in
every course paper.

14. Model Questions
          MEDU11C-Advanced Research Methodology and Statistics
Duration : 3 Hours   **Maximum Marks : 60**
Section A
Answer any THREE out of five questions not exceed three pages each:

                                                   (3 x 8 = 24 marks)

1. Define Hypothesis? Write down the characteristics of hypothesis?

2. What do you mean by Normative method? Give an example.

3. Find out the Standard Deviation for the following scores:

          78,92,54,56,77,89,71,69

4.

	Rural	Urban
Mean	65	71
S.D.	13	14
N	110	130

Whether there is a significant difference between these?

5. Define Synopsis? Prepare a synopsis for a research topic in education.

Section B

Answer any THREE out of five questions not exceed six pages each:

(3 x 12 = 36 marks)

6. Prepare a Research proposal for a title of your own area of interest.

7. Discuss about Sampling?

8. Define Normal Probability Curve and explain its properties?

9. Is performance dependent upon Sex?

	Fail	II Class	I Class
Boys	12	67	21
Girls	18	53	39

10. Sketch out the General format of Research Reporting.

MEDU12C - Advanced Educational Technology

Duration : 3 Hours　　　　　　　　　　　**Maximum Marks : 60**

Section A

Answer any THREE out of five questions not exceed three pages each:

(3 x 8 = 24 marks)

1. Explain the concept and scope of educational technology.

2. Explain the characteristics, merits and demerits of Individualized Instruction.

3. How do you develop and validate CAI package? Explain.

4. Explain simulation mode and its types.

5. Differentiate between e-learning and e-content.

6. Discuss the different modes of e-learning.

7. Elaborate the different uses of computer in the field of education.

8. Discuss communication tools for e-learning.

9. Explain ADDIE model of e-content development.

10. Explain UGC guidelines for e-content development.

MEDU13C-Educational Planning and Administration

Duration : 3 Hours   **Maximum Marks : 60**

Answer any THREE out of five questions not exceed three pages each:

(3 x 8 = 24 marks)

1. List out the Characteristics of educational planning.
2. Define Universality of administration and discuss about unique features of administration and management.
3. Explain 'organizational development' and 'organizational compliance'.
4. Differentiate internal audit from external audit with suitable example.
5. Explain 'Organizational behaviour'.

Section B

Answer any THREE out of five questions not exceed six pages each:

(3 x 12 = 36 marks)

6. Write down the meaning and nature of supervision and functions of supervision?
7. Describe X, Y and Z theory of management with illustrations.
8. Discuss about administrative theories.
9. Explain 'Cost-benefit' and 'Cost-effective analysis'.
10. Discuss about leadership styles and characteristics of an effective leaders.

15. Teaching Methodology (Mode of Transaction)

Lecture, Discussion, Problem solving, Assignments and Seminars are the methods of teaching. Whenever possible, ICT will be used in teaching.

16. Transitory Provision

Curriculum will be revised once in 3 years and the transitory period will be given for 3 years after completion of the course.

17. Course Syllabi for M.Phil. (Education)

<u>**SEMESTER – I**</u>

PAPER-I   MEDU11C - ADVANCED RESEARCH METHODOLOGY AND STATISTICS

Objectives:

Enable the learner to

1. comprehend 'Research'
2. discriminate 'Action Research' from 'Fundamental' and 'Applied'.
3. identify the qualities of an efficient researcher and supervisor
4. comprehend various areas of research in education
5. comprehend the characteristics of a good research
6. develop the skills for reviewing literature
7. acquire the skills required for the preparation of agendum
8. discriminate 'Statement of the problem from Title', 'Assumption from Hypothesis', 'Method from Design', 'Technique from Tool', 'Findings from Conclusion', 'Conclusion from Generalization'. 'Delimitation from limitation', 'Agendum from Synopsis', 'Bibliography from Footnote', 'Proving from Testing' and 'Thesis from Dissertation'
9. comprehend the concept of 'Statistics'
10. discriminate the Scaling Techniques
11. discriminate Inferential from Descriptive Statistics
12. discriminate Parametric from Non-Parametric Statistics
13. comprehend dependable Statistical Measures
14. discriminate standard scores from raw scores
15. discriminate Regression from Correlation
16. acquire the skills required for Hypothesis Testing
17. acquire the skills required for preparing a Research Report
18. develop the skills for adjudicating a Research Report

Unit – I   INTRODUCTION TO RESEARCH

Meaning, Need and Classification; Areas of Research; Formulating research problem; Criteria of a good research problem; Hypothesis – meaning, importance, characteristics, formulation of hypothesis, testing of hypothesis; Review of related literature – forms and uses; Preparation of Research Proposal.

Unit – II   METHODS, TECHNIQUES, SAMPLING ,TOOLS, CONSTRUCTION OF TEST AND TOOL CONSTRUCTION PROCEDURE

Methods – Historical, Normative; Experimental; Case History, Trend Study, Follow-up Study; Content Analysis and Ethnographic study. Techniques - Survey, Observation, Interview and Sociometry. Sampling – Meaning and characteristics; Types of Sampling – probability and Non-probability. Tools – Questionnaire, Opinionnaire, Schedule, Rating Scales; Inventory – Personality inventory, Interest inventory; Checklist, Score Card; Achievement test – Norm and Criterion referenced.

Test Construction: Characteristics of a good test – Objectivity, Reliability, Validity, Practicability, Interpretability – Establishing Norms/Standards.

Steps of Tool Construction: Planning – Dimensions – Aspects – Item Format – Preparation of Items – Pre-Try out – Try Out – Item Analysis – Final Tool – Establishing Reliability, Validity and Norms.

UNIT III: QUANTITATIVE DATA ANALYSIS - PART I

An overview of types of educational research – Scales of Measurement –Graphical Representation, Measures of Central Tendency and Variability, Percentile, Percentile Rank, Standard Score, Normal Probability Curve and its Properties, Correlation – Linear, Pearson, Spearman, Bi-serial, Phi-correlation, Interpretation of the co-efficient of correlation; Regression.

UNIT IV: QUANTITATIVE DATA ANALYSIS-PART II

Inferential Statistics: Logic of inferential process, Cause and Effect relation, Single Cause, Multiplicity of Causes, Testing hypothesis- Null or Directional, Meaning of Statistical Significance, Levels of Significance, Two types of Error, Power of a Test, One and Two Tailed Tests, Degrees of Freedom, t-test, ANOVA, ANCOVA, Chi- Square Test, Inference and Generalization, Principles and Theories – Utilizing Software Packages for quantitative analysis (Use of SPSS, MS Stats, MS Excel).

Unit – V   THE RESEARCH REPORT

Research reporting – General format; Style – APA style and MLA style; bibliography; footnote; rules for typing the report; proof reading; synopsis.UGC norms for Plagiarism.

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PAPER – II MEDU12C – ADVANCED EDUCATIONAL TECHNOLOGY

Objectives:

Enable the learner to
1. acquire the knowledge about e-learning
2. comprehend e-learning
3. be exposed to various ranges of technology in e-learning
4. comprehend e-content and CAI Package
5. acquire the skills on e-content development
6. be exposed to the different modes of CAI Package development
7. develop interest for getting involved in e-content development
8. acquire favourable attitude towards preparation of e-content package
9. develop interest for getting involved in CAI Package development
10. acquire the skills in developing e-content package
11. acquire the skills in developing CAI Package

Unit – I : e-LEARNING – AN INTRODUCTION

Educational Technology: meaning; definition; concept and scope, Contributions of Educational Technology – Individualized instruction-methods: Programmed learning, CAI; e-learning – meaning; concept; different approaches and characteristics; Learning Management System – Modes of e-learning: internet based learning, web-based learning, interactive distance learning and CDROM.

Unit – II: CAI PACKAGE DEVELOPMENT

CAI Package development – Instructional objectives – Stages – Pre-test, Guidelines, Treatment, Post-test, Follow-up; Modes of CAI – Tutorials, Drill and Practice, Simulation, Games and Testing.

Unit – III: e-CONTENT: AN INTRODUCTION
e-content: meaning; definition; concept, difference between e-learning and e-content, advantages of using e-content, pedagogical principles behind e-content development, Multimedia elements of e-content: Audio – Video – Animation. Why develop e-learning content? Qualities of e-content. e-learning content approaches: self –paced e-learning; instructor-led and facilitated e-learning. e-learning components: e-learning content – e-tutoring – e-coaching – e-mentoring – collaborative learning, virtual classroom.

Communication tools for e-learning: **Synchronous e-learning**: chat & instant message; video & audio conferencing and whiteboard. **Asynchronous e-learning:** e-mail; discussion forum; wikis; blocks and web casting.

Unit – IV: ROLE OF TEAM MEMBERS IN e-CONTENT DEVELOPMENT

Human resources / Capacity development manager, Instructional Designer (IDs), Subject Matter Expert (SME), Web developer and media editor, Course administrator, online facilitator and tutor and Technical support specialist.

Unit – V: e-CONTENT DEVELOPMENT AND VALIDATION

Phases of e-content development: **ADDIE model-Analysis -** Needs Analysis; Target audience Analysis; Task and topic Analysis, **Designing -** Learning objectives; Sequencing; Instructional strategy; Delivery strategy; Evaluation strategy, **Development -** Content Development; Storyboard Development; Courseware Development, **Implementation -** Installation and distribution; Managing Learner's activities

Evaluation - Reactions; Learning; Behaviour; Results.   UGC Guidelines for e-content

Development and Validation.

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PAPER – III - MEDU13C - EDUCATIONAL PLANNING AND ADMINISTRATION

Objectives:

Enable the learner to
1. develop in the student a broad understanding of the influences of behaviour science on Educational administration.
2. impart the knowledge of the principles and theories of educational administration.
3. acquaint them with the emerging administrative structure in education.
4. give them knowledge of types of educational administration.
5. enable them to understand the issue of administration.
6. provide them with a critical knowledge of supervisory skills, tasks, tools and techniques
7. with reference to administrative, academic and non-academic activities in educational institutions.
8. make them aware with the latest researches in education administration.
9. enable the student to understand the concept of leadership in educational organization.
10. develop skills in planning and management of educational programme including MIS system at different levels.
11. enable the students to understand the educational planning at the Centre and State level.
12. acquaint the student with the concept, importance, principles and procedure of institutional complex planning for the all round development of an institutional.

UNIT - I : Educational Planning & Supervision

(A) Educational Planning - Meaning and nature of educational planning. New perspectives in Educational planning in India. Characteristics of educational planning. Principles of Modern Educational Planning. Approaches, strategies of Educational Planning. Kinds of Educational planning, process and techniques of Educational planning. Administrative machinery for educational planning.
(B) Educational Supervision - Meaning and nature of supervision. Scope and functions of supervision. Operative and evaluation supervision program. Principles of good supervision.

UNIT – II : Educational Administration

Definitions, Concepts, Nature, Universality of administration- Administration and Management- meaning and scope. Educational administration and management-unique features. Theories of management-X,Y and Z.

UNIT – III : Development of Modern Concept of Educational Administration.

Historical Development of Educational Administration. Administrative theories : Impact of Administrative theories on theory & practices of Educational Administration in the context of new developments. Some specific trends in Educational Administration, Decision making, Organisational development, M.B.OPERT, Organisational compliance.

UNIT - IV: Educational Finance

Cost- individual, induced and social. Institutional and Unit cost. Cost-benefit analysis. Cost-effective analysis. Man power planning and prediction. Grant-in-aid. Types-Centrally sponsored and matching. State government-matching and block grants for teachers and administrative staff. Internal and External audits.

UNIT - V: Leadership in Educational Organization

Meaning, concept and nature of leadership. Organizational behaviour-A.B.C.model-Emerging trends in organizational behaviour-Leadership styles-laissez faire-characteristics of an effective leader-people-oriented and task oriented leadership.

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18. Course related websites

http://link.springer.com/book/10.1007/0-306-47957-5
http://link.springer.com/book/10.1007/978-94-017-0195-2
http://link.springer.com/book/10.1007/1-4020-2094-5
http://link.springer.com/book/10.1007/978-94-017-1388-7
http://link.springer.com/book/10.1007/978-1-4020-6226-1
http://link.springer.com/book/10.1007/978-94-015-9678-7
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http://link.springer.com/book/10.1007/0-306-47550-2
http://link.springer.com/book/10.1007/1-4020-7909-5
http://link.springer.com/book/10.1007/0-306-47958-3
http://link.springer.com/book/10.1007/978-0-387-76332-3
http://link.springer.com/book/10.1007/1-4020-3171-8
http://link.springer.com/book/10.1007/978-0-387-76898-4
http://link.springer.com/book/10.1007/0-306-48206-1
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http://link.springer.com/book/10.1007/978-1-4020-2739-0
http://link.springer.com/book/10.1007/978-94-010-0225-7

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