

MAHATMA GANDHI UNIVERSITY KOTTAYAM



SCHOOL OF PEDAGOGICAL SCIENCES M.Phil. (Education) Programme Credit & Semester System

**As per CSS Regulations
w.e.f. 2013 Admissions**

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INTRODUCTION

M.Phil. in Education is a two-semester programme of study in Education at the pre-doctoral level designed to cater to the interests and needs of students who aspire to do advanced research in education, either as an education researcher or as a practitioner in the field of education. The programme aims to provide a strong orientation in different areas of education and to build the research capacity of the learners. The programme offered in School of Pedagogical Sciences, Mahatma Gandhi University has 36 credits running through odd and even semesters of a year. The programme will comply with the CSS Regulations of the University w.e.f. 2013 admissions and the modifications thereon. This implies that the programme is adhering to the Minimum Standards and Procedure for Award of M.Phil. Degrees as per UGC Regulations 2009 Part III section 4.

COMPONENTS OF THE PROGRAMME

The M.Phil. (Education) curriculum comprises of five components, viz.

1. Five Core Courses
2. Dissertation
3. Viva Voce

VISION OF THE UNIVERSITY

“Mahatma Gandhi University envisions to excel in the field of higher education and caters to the scholastic and developmental needs of the individual, through continuous creation of critical knowledge base for the society’s sustained and inclusive growth.”

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VISION OF THE SCHOOL

Groom competent Teacher Educators and Researchers capable of imparting world class Teacher Education and elevate the discipline of education to global standards.

MISSION OF THE SCHOOL

- To elevate the institution as the ultimate destination for Teacher Education in all matters related to Teaching, Research and Extension.
- To create a cadre of professionally trained Teacher Educators who are in high demand in the globalised scenario.

OBJECTIVES OF THE PROGRAMME

Based on the vision and mission of the University and the School, the objectives were set for M.Phil. (Education) programme. As per the set objectives, after successful completion of the programme the learners will be able to:

I: Design Curriculum

- Apply their knowledge of core content and pedagogy to set goals and objectives for learning based on global, national and state standards and local curriculum

II: Plan Instruction

- Design instruction that engages students in meaningful learning activities.
- Apply knowledge of students' personal, socio-cultural, and linguistic characteristics to plan instruction
- Apply knowledge of students' families and communities to engage learners in instruction.

III: Comprehend Learner and the Learning Environment:

- Demonstrate their understanding of intellectual/cognitive, social, and emotional development, and other characteristics of the diversity of learners.
- Create an environment and rapport providing respect and a learning culture

- Assure and focus on learning for all students during the implementation of classroom procedures, behaviour management, and organization of the learning environment.

IV: Assess Learning:

- Design a balanced approach to student assessment to monitor and support student learning
- Analyse students' work related to standards and learning targets (out comes)
- Apply a variety of assessments to verify effectiveness of instruction.
- Monitor students with feedback to guide further learning.

V: Acquire Knowledge of Content and Context

- Present and defend opinions on the current practices in the field of education
- Develop understanding about the concepts and theories of education
- Explain the issues and problems in the systems of education at the state, national global levels
- Appraise the nature, gravity and significance of the issues and problems prevailing in the state, national and global levels
- Formulate action plans and models for solving pertinent issues and problems in the field of education
- Implement appropriate instruction and management practices to foster a safe, inclusive, positive, sustainable and productive learning environment
- Engage students in learning through the strategic use of developmentally appropriate technology

VI: Disseminate Research Embedded and Collaborative Instruction

- Identify the philosophical, sociological and psychological interpretations of the general practices in curriculum and courses
- Develop knowledge of the history and context of education
- Illustrate and explain the contributions of various agencies and regulatory bodies in enhancing the quality of education
- Examine and evaluate the national policies and provisions made in the plan documents of state and central governments.

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- Collaborate with scholars of various fields and get acquainted with publication of journals, proceedings, books and monographs, development of e-contents and e-resources
- Demonstrate collaborative, professional growth-centred practices.

VII: Reflect on practice (become Reflective practitioners)

- Analyse student-based evidence of learning for instructional improvement
- Connect decisions to research and best practice
- Examine own perspectives and practices on student achievement.
- Evaluate own performance and use it as a feedback

STRUCTURE OF M.Phil. (EDUCATION) PROGRAMME

Semester	Nature of the course	Course Code	Name of the Course	Marks	Total Teaching Hours/Semester	Credits	Total Credits
Sem I	Core Courses	SPSPDIC0301	Theoretical bases of Education	100	90	4	16
		SPSPDIC0302	Psychological bases of Education	100	90	4	
		SPSPDIC0303	Research methods and statistics	100	90	4	
		SPSPDIC0304	Curriculum and Evaluation of Instructional outcomes	100	90	4	
Sem II	Core Course	SPSPDIC0305	Pedagogy of Information Technology and Instructional practices in Higher Education	100	90	4	20
	Dissertation	SPSPDIIC0306	Dissertation	300	-	12	
		SPSPDIIC0307	Viva voce	100	-	4	
	TOTAL			900			36

DETAILED SYLLBUS FOR M.Phil. COURSE IN EDUCATION

Core Course-1 → Title: THEORETICAL BASES OF EDUCATION

Course Code: SPSPDIC0301

Number of Credits: 04

Duration of the Course: 90 Hours

COURSE DESCRIPTION

This course tackles the nature, scope, functions and importance of the application of different philosophical perspectives of Education. It includes discussions on the implication of educational philosophies in evolving the identity of a teacher educator, in inculcating values in the learners and the theoretical approaches in contemporary educational thought that inform the purposes, policies and practices of education.

COURSE CONTENT

Unit: I PHILOSOPHICAL BASES OF EDUCATION (20hrs)

How philosophy is useful to educational practices; philosophic answers to questions like aims of education, nature of curriculum, process of instruction etc. Epistemology - Metaphysics and Axiology. Western schools of Philosophy - Educational Implications. Indian schools of philosophy - Educational implications. Western philosophers - Contributions to education. Indian philosophers - Contributions to education. Modern concept of philosophy- Logical analysis, Logical empiricism and positive relativism.

Unit: II EDUCATION AND SOCIETY (10 hrs)

Bilateral influence of society and education; Education as a social sub-system- specific characteristics; Agencies of education- family, peer group, school, community, mass media- with special reference to Indian society-Education in post-modern society.

Unit: III WOMEN EMPOWERMENT (12 hrs)

Women empowerment in Independent India; Education of women in modern India; Educated women power and employment, Higher education and women empowerment;

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Government Policies, Constitutional provisions and Rights; Women and rural population - with special reference to Scheduled Castes and Scheduled Tribes, Welfare of Women in India; Education of the Girl Child.

Unit: IV CULTURE (18 hrs)

Education and culture, Levels of Culture, enculturation; acculturation; cultural myths cultural influence on sexuality, scientific culture, sociology and knowledge: Implications of research of Karl Marx, Sigmund Freud, George H. Mead. Max Weber and Havighurst; Cultural changes related to post modernity. Globalization, Education in multi-cultural societies; Education and modernization; Inter cultural understanding.

Unit: V SOCIAL CHANGE (15 hrs)

Meaning nature and causes of social change: Education as related to social change. Social stratification and social mobility, social control: social decline: Constraints on social change in India.

Unit: VI SOCIAL PROBLEMS (15 hrs)

Social problems in India- illiteracy, unemployment, poverty, population explosion, gender discrimination, communal violence, child abuse and child labour. Violence against women crime and criminals, alcoholism, drug abuse and drug addiction, urbanization. Measures to resolve them.

Social problems related to work, big business and technological development - Current and proposed solutions.

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Core Course -2→Title: PSYCHOLOGICAL BASES OF EDUCATION

Semester: I

Course Code: SPSPDIC0302

Credits: 4

Course Duration: 90 Hours

COURSE DESCRIPTION

This course aims to develop insight in learners on Learning as construction of knowledge, holistic development of personality, classroom dynamics, trends in the process of education and also explores the psychology of learning.

COURSE CONTENT

Psychology as the scientific study of behaviour. Human behaviour and educational performance. Scope of Educational Psychology in the present education system. Psychological aspects of Teaching. Human development - Language development.

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Individual differences -Role of Heredity and Environment, Adolescent development - needs and problems. Learning theories. Transfer of Learning. Creative thinking - Reasoning- Problem solving. Theories of Intelligence - Measurement of Intelligence. Creativity - Measurement of creativity. Personality theories - Measurement of personality - personality disorders. Mentalhygiene and Mental health, Psychotherapy – Transactional Analysis.

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Core Course-3→ Title: RESEARCH METHODS AND STATISTICS

Course Code: SPSPDIC0303

Credits: 4

Course Duration.90 hours

COURSE DESCRIPTION

This course aims to familiarize the students with the advances in the field of educational research and ethical considerations. The skills for designing and conducting a research, develop appropriate research tools, analyse using online packages and Interpret the results and form relevant conclusions.

COURSE CONTENT

Unit: I RESEARCH PROCESS (10 hrs)

Formulating research problem-Extensive literature survey- Development of working hypotheses- preparing the research design- Determining sample design- Collecting the data- Execution of the project- analysis of data- Hypothesis testing- Generalisations and interpretation- Preparation of the report or the thesis- Criteria of Good Research- Problems encountered by researchers in India.

Unit: II RESEARCH REPORT(7 hrs)

Criteria for evaluating a research report- General format of research report-Style and format of writing- Typing of the research report- Proof reading of the final draft of the research report. APA-SPSS.

Unit: III DIFFERENT TYPES OF VARIABLES (8hrs)

Dependent variables- independent variables- intervening variables- extraneous variables- moderate variables- control variables.

Unit: IV DIFFERENT EXPERIMENTAL DESIGNS (15 hrs)

Quasi Experiments:- pre-experiments- quasi experiments- non equivalent control group designs- time series designs- time series with non equivalent control of designs- modifications to the basic designs.

True experiments:- The post test- only, equivalent group design- the pre-test- post test equivalent of design- single subject design- non experiment design- descriptive design- Correlational design- survey research- ex post- facto design- qualitative design- ethnographic design- analytical design- the solomon-four group design.

Unit: V DIFFERENT TYPES OF SAMPLING (5 hrs)

Random sampling- stratified- cluster- systematic- determination of sample size- avoidance of sampling bias- definition and purpose- methods of selecting a sample- definition of population.

Unit: VI INTER-DISCIPLINARY RESEARCH (5hrs)

Inter-disciplinary field of inquiry- limitations of education research- The importance of educational research- Pan disciplinary.

Unit: VII ETHICAL ISSUES IN RESEARCH (10 hrs)

Research ethics- issues arising in the research- ethical principles- ethics of social research- ethical dilemmas- ethics and research methods in education- ethics and teacher evaluation- Access and acceptance. Meta analysis.

Unit: VIII STATISTICAL TECHNIQUES (25 hrs)

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Use of measures of central tendency - dispersion and correlation techniques - graphical procedures - concept of standard error and test of significance for different distribution models-normal probability, 't' test, Chi-square and F- distribution. Non parametric methods-multivariate designs, analysis of variance and co-variance, factor analysis, multiple and partial correlation - Biserial, point biserial, tetrachoric and phi-coefficient of correlation. Inferential statistics - Sampling distributions - Testing Hypotheses - Dealing with uncertainty in Hypothesis Testing, The significance of significance.

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Core Course -4→Title: CURRICULUM AND EVALUATION OF INSTRUCTIONAL OUTCOMES

Semester: I

Course Code: SPSPDIC0304

Credits: 4

Course Duration: 90 Hours

COURSE DESCRIPTION

This course intends to familiarize the learners with the advances in the field of Curriculum Design, Implementation and evaluation at different stages. The skills or framing a curriculum will be acquired through this course. The learners will also get acquainted with different curriculum designs and evaluation practices and issues and trends in curriculum design.

COURSE CONTENT

Unit: I DOMAINS OF CURRICULUM (10hrs)

Curriculum Development: Technical Scientific Approach, Non- Technical- Non- Scientific

Approach, Components to Consider in Developing a Curriculum, Participants in Developing the Curriculum, Curriculum Content, Curriculum Experiences, Educational Evaluation, Steps in Curriculum Planning

Curriculum Design: Components of Design, Sources for Curriculum Design, Conceptual Framework: Horizontal and Vertical Organization, Representative Curriculum Designs.

Unit: II CURRICULUM PROCESS AND IMPLEMENTATION (15 hrs)

Curriculum Process: Introduction. The Process of Curriculum Development. Participants in the Curriculum Process. The Dualism of Curriculum and Instruction. Process for Developing New Courses and Units.

Curriculum Implementation: Implementing Curriculums in the Institutional Programme, Implementation as a Change Process, Curriculum Implementation Models.

1. Organizational Development Model
2. Educational Change Model
3. Change Agent Roles

Unit: III CURRICULUM EVALUATION AND ISSUES (15hrs)

Curriculum Evaluation: The Nature and Purpose of Evaluation, Approaches to Evaluation, Scientific Positivist Evaluation Models. Humanistic and Naturalistic Evaluation Models.

Issues in Curriculum Evaluation: Practices and Issues of Evaluation. Nature and Forms of Objectives. Measurement of Students Exit Requirements. Intended Outcomes v/s Goal Free Evaluation. Norm Referenced and Criterion Referenced Measurement. Human Issues of Evaluation. Influence of Testing. Roles Played in Evaluation Students- Teachers- The Evaluator- Consultants- Parents and Community Members.

Unit: IV CURRICULUM COMMUNICATION (5hrs)

Communication Process- Organizational Communication- Organizational Structures for Communicating-Communicating with the Public. Problems of Communicating Curriculum.

Unit: V ADVANCED CURRICULUM POLICIES (10 hrs)

Curriculum Dynamics. Curriculum Management - Supervising Curriculum: Teachers and

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Materials. Aligning the Curriculum. Curriculum leadership, Instruction. Leadership in Curriculum Theory-Structure Oriented Theories, Value Oriented Theories, Content Oriented Theories and Process Oriented Theories.

Unit: VI CURRICULUM REVISIONS (5 hrs)

International Curriculum Associations and Journals. Curriculum Initiatives from: Major National Agencies. Recommendations of Commissions and Committees Appointed by the State and Central Government for Curriculum Revision.

Unit: VII ICT AND CURRICULUM (15 hrs)

Technologies Role in Curriculum and Instruction. Roots in Behavioural Learning Theory. Constructivist Alternatives. Educational Applications- of Artificial Intelligence. Web Based Applications. Technology and Curriculum Today - Technologies Supports for Curriculums as Content. Technologies Supports for Curriculum as Process. Relationship between Technology Developers and Educators.

Unit: VIII ISSUES OF CURRICULUM (15 hrs)

Curriculum Issues and Trends, National Curriculum, Censored Curriculum, Textbook Curriculum, Irrelevant Curriculum, Academic Time, Compensatory Education, Multicultural Education.

Future Perspectives for Curriculum: Future and Futurism, Future Directions, Future Intelligence, Future Curricula. The Challenge of Dealing with the Future.

REFERENCES

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SEMESTER II

Core Course -5→Title: PEDAGOGY OF INFORMATION TECHNOLOGY AND INSTRUCTIONAL PROCEDURES IN HIGHER EDUCATION

Semester: II

Course Code: SPSPDIC0305

Credits: 4

Course Duration: 90 Hours

COURSE DESCRIPTION

On Completion of this course, the students will be able to understand ICT and to apply it in the educational settings, acquire the skill of using computer lab and smart classrooms, familiarise various web tools for class rooms, proficient in different modern instructional procedures and teaching models.

COURSE CONTENT

Unit: I INFORMATION TO EDUCATIONAL INFORMERS (25 hrs)

Educational Information and E-Learning. Software and Hardware - Different Computer Languages- Personal Computer Practices- Creating and Managing Files and Folders. Secondary Storage -CD/ Floppies Writing the CD, Virus and Antivirus Programmes. Access to Internet, Hypernet, Creating E-Mail ID, Sending and Receiving Email, Familiarising Practice Linux Operating System.

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Unit: II EDUCATIONAL MULTIMEDIA (10 hrs)

Presentation of Software -Preparation of Educational Multimedia Presentation, Multimedia Equipments- PowerPoint Presentation. Creating Sample Web Content Using HTML, Microphone, Printer, Scanner, Digital Camera, WebCamera, Joy Stick, LCD, and DVD.

Unit: III TECHNOLOGY IN EDUCATION (20hrs)

Learning Networks, Technology and Profession, Technology And Education, Organizational Impediments, Forces Tending Towards Change. Future Technologies of Instruction- Learning Styles and Individualised Instruction. Artificial Intelligence and Expert Systems, Learner's and new IT.

Unit: IV CONVENTIONAL METHODS(25 hrs)

Conventional Methods- Critical Review

Modern Approaches: Programmed Learning - Modular Approach. Models of Teaching- Different Families of Models- Information Processing, Social, Personnel and Behavioural Modification Models.

Scientific Models of Glasser Flaners, Bloorn and Mager. Learning Hierarchical Approaches- Gagne Personalised Instruction, CCT Instructional Strategies Adopted of Pre-Primary, Primary, Secondary, Higher Secondary and Higher Education Levels.

Unit: V GENERAL APPROACHES (10 hrs)

General Approach: Micro Teaching Simulation, Team Teaching, Reflective Teaching, Co-Operative Teaching, Mastery Teaching. Workshop, Symposia, Case Study, Brain Storming, Supervised Study.

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