

**BHAGWANT UNIVERSITY**  
**Sikar Road, Ajmer**  
**Rajasthan**



**Syllabus**

**Institute of Education**  
**M. Phil**  
**(Education)**

## **ANNUAL SCHEME OF EXAMINATION:**

1. Every candidate shall be required to offer three written papers and one dissertation (equivalent to one paper). Within this frame work the Board of Studies shall recommend the course of study for the M. Phil examination.
2. The course of study for the M. Phil degree shall extend over a period of one academic year. There shall be a continuous internal assessment and as external assessment. The proportion of internal and external assessment shall be 30:70. There will be no internal assessment in the dissertation. Total marks for M. Phil will be 400. Dissertation may be written by the candidates under the supervision of any teacher who is registered as M. Phil Supervisor. Supervisor can guide normally five dissertations. However, the maximum limit may be relaxed by the permission of Vice-Chancellor on the recommendation of Head. The internal Supervisor can guide five candidates and workload of six hours is admissible for each M. Phil course for dissertation. The Supervisor will sign and issue a certificate counter signed by the Head of department concerned.
3. The internal assessment may be evaluated on the basis of:
  - (a) Mid Terms : 15 Marks
  - (b) Assignments /Seminar Presentation /Group Discussion: 15 Marks
4. Each theory paper shall consist of 100 marks. The dissertation shall also consist of 100 marks. For a pass, a candidate shall be required to obtain (a) at least 40% marks in each paper separately (b) a minimum of 50% marks in the aggregate of all the papers prescribed for the examination. In the mark sheet, successful candidates shall be classified as under

|                 |              |
|-----------------|--------------|
| First Division  | 65% or more. |
| Second Division | 50-65%       |
- 6- A candidate will have to pass individually both in the Internal as well as external examination and it should be shown separately in the marks sheet.
- 7- The placement of every candidate under a Supervisor/Guide shall be decided within two months from the last date for admission.
- 8- A candidate who fails at the examination even in one paper/dissertation shall be required to reappear at the examination in a subsequent year in all the papers/dissertation prescribed for the examination, provided that a candidate who obtains at least 50% marks in dissertation shall be exempted from the submitting a fresh dissertation and the marks obtained by him shall be carried forward for working out his result.
- 9- For each theory paper 10 questions will be set for the final examination and the candidate will have to attempt at least five questions. All the questions will carry equal marks.
- 10- Workload distribution: There will be a teaching of four periods of one hour duration per week for each theory paper and six hours for dissertation.  
i.e. 4X3 = 12 hours for theory papers and six hours for dissertation per week.

## M.Phil in Education

### Year I

| Subject Code | Subject Name                               | Teaching hours |          |          | Distribution of marks |            |            |            |            |            |
|--------------|--|----------------|----------|----------|-----------------------|------------|------------|------------|------------|------------|
|              |  | L              | T        | P        | Theory Papers         |            |            | Practicals |            |            |
|              |  |                |          |          | Internal              | External   | Total      | internal   | External   | Total      |
| 01MPL08101   | RESEARCH METHODS IN EDUCATION              | 3              | 1        | -        | 30                    | 70         | 100        | -          | -          | -          |
| 01MPL08102   | ALTERNATIVES IN EDUCATION                  | 3              | 1        | -        | 30                    | 70         | 100        | -          | -          | -          |
| 01MPL08103   | EDUCATIONAL POLICY PLANNING AND MANAGEMENT | 3              | 1        | -        | 30                    | 70         | 100        | -          | -          | -          |
| 01MPL08201   | DISSERTATION                               | -              | -        | 2        | -                     | -          | -          |            | 100        | 100        |
| <b>Total</b> |  | <b>9</b>       | <b>3</b> | <b>2</b> | <b>90</b>             | <b>210</b> | <b>300</b> |            | <b>100</b> | <b>100</b> |

## RESEARCH METHODS IN EDUCATION

### 01MPL08101

#### UNIT – I: FOUNDATIONS OF EDUCATIONAL RESEARCH:

1. Nature, structure and assumptions of science.
2. Various tools of science, concepts, constructs, definitions, hypothesis, theories, laws and models.
3. Objectivist and Subjectivist conceptions of social reality.
4. Different approaches and types of research and research processes.
5. Contemporary debate on the status of scientific method.
6. The characteristics of educational research.
7. Objectivity and ethical concerns in educational research.

#### UNIT- II: PERSPECTIVES OF EDUCATIONAL RESEARCH:

1. Positivism 2. Empiricism 3. Realism 4. Phenomenology
5. Ethnography 6. Symbolic Interactionism
7. Other contemporary perspectives.

#### UNIT- III: METHODS OF RESEARCH:

1. Experimental Research: Different types and basic principles
2. Survey Research: Different types and tools of survey

#### UNIT- IV: SAMPLING THEORY AND FUNDAMENTALS:

1. Need and purpose of sampling
2. Sampling theory

3. Important sampling distributions
4. Various techniques/methods of sampling
5. Sampling and non-sampling errors
6. Hypotheses testing
7. Type-I and Type-II errors
8. Two-tailed and One-tailed tests
9. Sampling of attributes and sampling of variables

#### UNIT- V: QUANTITATIVE TECHNIQUES IN EDUCATIONAL RESEARCH

1. Regression and Correlation Analysis: Simple, Partial and Multiple
2. Parametric Tests
  - a. Comparing two means: i. T-test, ii. Z-test, iii. F-test
  - b. Comparing more than two means: i. Two and three way analysis of variance
  - ii. Analysis of covariance
3. Non-parametric Tests
  - a. Chi-square test,
  - b. Sign test
  - c. Median test
  - d. Kolmogorov – Smirnov test
  - e. Kruskal – Wallis or H-test
4. Multivariate Analysis
  - a. Characteristics and applications
  - b. Factor analysis
  - c. Discriminant analysis
  - d. Cluster analysis
  - e. Meta-analysis

#### UNIT- VI: QUALITATIVE APPROACHES AND METHODS IN EDUCATIONAL RESEARCH

1. Nature, definition and design of qualitative studies in education
2. Analytical research: Historical, legal and policy studies
3. Observational research
4. Case-studies
5. Action-research
6. Other contemporary developments in qualitative studies in education.

## **ALTERNATIVES IN EDUCATION**

### **01MPL08102**

#### **COURSE CONTENT:**

##### **UNIT – I: INTRODUCTION TO NON-FORMAL EDUCATION**

1. Nature, meaning and functions of adult and non-formal education
2. Importance and scope of non-formal and adult education
3. The status of non-formal and adult education in India.

##### **UNIT – II: ALTERNATIVE SYSTEMS IN EDUCATION**

1. Recommendations of the following:
  - a. Indian Education Commission (1964-66)
  - b. Learning To Be International Education Commission (1972-73)
  - c. National Policy on Education (1986-92)
  - d. Delors Report The Treasure within (1996)
2. Contributions of the following thinkers:

- a) Ivan Illich
- b) Paulo Freire
- c) J.P. Naik

#### UNIT – III CURRICULUM DESIGN & DEVELOPMENT

1. Basic criteria for curriculum development in non-formal education
2. Needs and requirements of rural and urban communities
3. Designing instructional packages.

#### UNIT – IV: RESEARCH AND EVALUATION IN NON-FORMAL EDUCATION

1. Need and Importance of research in non-formal and adult education
2. Areas of research in non-formal and adult education
3. Research in non-formal and adult education in India and Abroad.
4. Methods of evaluation in non-formal education.

#### UNIT – V: PROBLEMS OF ADULT AND NON-FORMAL EDUCATION

1. Problems of adult and non-formal education in developing countries with special reference to India.
2. Problems of organization and financial administration in non-formal and adult education.
3. Problems of continuing education of women, teachers, workers in various vocations.
4. Problems of universalization of education.

#### UNIT – VI: EMERGING TRENDS IN ALTERNATIVE EDUCATION SYSTEMS

1. Open systems of learning: Open schools and Open universities.
2. Globalization, information technology and on-line learning.
3. Other contemporary developments in non-formal education at National and International level.

## **EDUCATIONAL POLICY PLANNING AND MANAGEMENT**

### **01MPL08103**

#### COURSE CONTENT:

UNIT – I: National Policy on Education – Center and State relation in education – Recommendations of various commissions in the context of :

1. Universalization of elementary education.
2. Secondary education.
3. University education.

UNIT – II: Recent changes in economic policies and their implications for education at national and state level.

UNIT – III: Educational planning – theoretical considerations. A critical examination of relevance of different approaches to educational planning, with special reference to India.

UNIT – IV: Demographic aspects of educational planning.

UNIT – V: Alternative methods of financing education.

1. The role of fees
2. Student loans
3. Education voucher

UNIT – VI: Scientific principles of management.

1. Programme Evaluation Review Technique ( PERT)
2. Critical Path Method (CPM)
3. Programme Planning and Budgeting System (PPBS)
4. Systems Approach in Educational Administration .

5. Legal, financial and administrative management of educational institutions.

## **DISSERTATION**

**01MPL08201**

Each student will submit dissertation on any one topic related to Education. Dissertation will be guided by supervisor of the university and will be examined by external.