

BHAGWANT UNIVERSITY

Sikar Road, Ajmer

Rajasthan



Syllabus

Institute of Humanities & Social Sciences

M. Phil I Semester

Education

Course Category

MEdu : M.Phil in Education

CCC: Compulsory Core Course

ECC: Elective Core Course

Contact Hours:

L: Lecture

T: Tutorial

P: Practical or Other

Marks Distribution :

IA: Internal Assessment (Test/Classroom Participation/Quiz/Presentation/Assignment etc.)

EoSE: End of Semester Examination

M. Phil (Education)

(Course Structure)

Subject code	Subject Name	Teaching hours			Marks		
		L	T	P	External	Internal	Total
01MEdu101	Research Methods in Education	3	1	0	70	30	100
01MEdu102	Alternatives in Education	3	1	0	70	30	100
01MEdu103	EDUCATIONAL POLICY PLANNING AND MANAGEMENT	3	0	0	70	30	100
01MEdu104	Inclusive Education	3	0	0	100		100
Total		12	0	0	280	120	400

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

ALTERNATIVES IN EDUCATION

01MEdu102

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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.

EDUCATIONAL POLICY PLANNING AND MANAGEMENT

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

INCLUSIVE EDUCATION

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Unit-I

Concept of exceptional children :their types and approximate number in India,their difference from abnormal children, concept and objectives of special education

Unit-II

The physically handicapped their types, problems of adjustment education of the orthopaedically handicapped children The partially or totally blind, deaf and dumb, their proper education and training

The speech defectives deduct of voice and articulation, stammering, its remedial treatment and correction programme.

Unit-III

The socially handicapped or the delinquent children causes of delinquency &remedial measure to deal with the delinquents.

Unit -IV

Mentally retarded causes of mental retardation, various types of retardation, education provisions for the retarded.

Unit -V

The gifted and creative children -their identification, characteristics & education.
Teacher preparation for the exceptional children of various types.
Psychopathology of mental illness in the home due to handicapped, Guidance for the parents of handicapped children.

