

MOTHER TERESA WOMEN'S UNIVERSITY



DEPARTMENT OF EDUCATION

COURSE STRUCTURE AND SYLLABUS

FOR

M.Phil. EDUCATION

2018--2019

M.Phil EDUCATIONAL STUDIES

No	Paper Code	Course Title	Hours	Credits	Continuous Internal Assessment (CIS)	End Semester Exam (ESE)	Total
Semester I							
1.	MEST11	Core I (Theory)- Research Methodology	10	4	40	60	100
2.	MEST12	Core II (Theory)	10	4	40	60	100
3.	MPST13	Core III (Theory)- Common Paper Professional Skills	10	4	40	60	100
		<i>Total</i>	30	12			300
Semester II							
4.	MEST21	Core IV (Theory)- Area Paper	10	4	40	60	100
5.	MESD21	Dissertation + Viva- voce	20	14(12+2)	-	200	200
		<i>Total</i>	30	18			300
Total			60	30			600

Paper I: Research Methodology and Statistics

Objectives:

- To orient students towards research in the field of education.
- To orient students in the application of statistical findings
- To enable the students interpret educational research findings
- To orient Feminist Methodology in Research

UNIT - I Introduction:

Scope and Need for Education – Problems faced in Educational Research – Research as a Scientific Inquiry and Approaches to Educational Research – Purposes of Research: Basic, Applied and Action Research – Types of Educational Research: Historical, Descriptive, Qualitative and Experimental Research – Qualities of a Researcher – Historical Research in Education.

UNIT - II. Research Problem, Proposal and Report:

Define a Research Problem - Sources of Research Problem – Academic Research Problems – Researchable and Non-Researchable Problems in Education – Evaluating the Problem – Using the Library: Finding Related Literature References and Bibliography – Research Proposal - Synopsis – Graphical and Statistical Representation – Language and Style of Presentation – Chapterization - Indexing – Footnote – Bibliography – Appendix – Format Modification for short Report – Book Review, Style Manual, Typing, Heading, Pagination, Tables.

UNIT – III: Sampling and Hypothesis:

Merits of Sampling – Principles and Essentials of Sampling – Method of Sampling: Non Probability Sampling, Probability Sampling and Complex Random Sampling – Determination of Size of Sample – What is Hypothesis? – Types of Hypothesis – Test of Hypotheses – General Problems in Testing Hypothesis – Limitations of the Tests of Hypothes.

UNIT – IV: Research Methods and Tool:

Sources of Data: Primary and Secondary Sources of Data – Historical Criticism: External and Internal Criticism – Descriptive Research – Experimental and Quasi-Experimental Research – Qualitative Research – Data Collection Techniques: Observation, Interview, Review of Documents, Data Analysis and Interpretation – Qualitative and Quantitative Research – Reliability and Validity of Research Tools – Types of Tests and Inventories: Achievement Tests, Aptitude Tests, Interest Inventories, Personality Inventories, Projective Devices – Observation – Questionnaire: Open Form and Closed Form – Attitude Scale: Thurstone Technique, Likert Method and Semantic Differential - Interview – Q-Methodology – Social Scaling: Sociometry, Sociogram and Social-Distance Scale – Outside Criteria for Comparison.

UNIT – VI: Data Analysis:

The significance of Statistical Measures – Parametric and Non-Parametric Data – Descriptive and Inferential Analysis – Measures of Central Tendencies – Normal Distribution – Measures of Relationship: Pearson's Product – Moment Co-efficient of Correlation - Concept of Standard Error and its Uses – Testing of Difference between Two – Mean Test for Small, Large Samples Elementary Ideas about F Test – One way Analysis of Variance – Two Way Analysis - Multivariate Analysis – Multiple Regression Analysis; Factor Analysis, Path Analysis – SPSS.

Reference:

1. John W. Best, James V.Kahn & Arbind K.Jha, Research in Education, Pearson India Education Services Pvt. Ltd. Chennai, Second Edition 2017.
2. C.R.Kothari and Gaurav Garg, Research Methodology Methods and Techniques, New Age International (P) Limited, New Delhi, Reprint 2017.
3. Tripathi.P.C., Research Methodology in Social Sciences, Sultan Chand and Sons Educational Publishers, New Delhi, Sixth Edition 2007.
4. P.Ravilochanan, Research Methodology, Margam Publications, Chennai, Reprint 2016.
5. Garrett Henry V.Statistics in Psychology and Education, Vakils, Kelfer and Sons Pvt. Ltd., Bombay.

Paper – II: Development of Women’s Education

Objectives:

- **To Understand the Concept, Development and Strategies in Social Development and Planning.**
- **To generate Awareness about the Social Welfare Programmes existing for Women.**
- **To Study the Methods of Professional Preparation of Counsellor**

UNIT – I: Women’s Education

Women Education – Gender Bias and Enrolment – Curriculum Content – Values in Education – Vocational Education Recent Trends in Women’s Education – Teacher Training – Communities and Commissions on Education – Adult Literacy and Non-Formal Education for Women Development.

UNIT – II: Theories on Gender and Education

Socialisation Theory: Family, Peers, Teachers / School – Biological Theory of Gender Difference – Structural Theory – Deconstructive Theory – Gender Identity and Socialisation Practice: Role of Family, Schools, Peers, Community – Schooling of Girls: Inequalities and Resistance in Education – Government Initiatives for Promoting Girls Education: Mahila Samakhya Programme (MS), NPEGEL, KGBV, Saakshar Bharat Mission and Beti Bachao Beti Padap Yojana.

UNIT – III: Women Resource and National Development

Concept of Work – Productive and Non-Productive Work – Use Value and Market Value – Gender Division of Labour – Mode of Production – Women in Organised and Unorganised Sector – Training, Skills and Income Generation – New Economic Policy and its impact on Women’s Employment – Globalisation – Structural Adjustment Programme.

UNIT – IV: Gender Issues in Curriculum

Gender, Culture and Institutions: Interrelation of Class, Caste, Religion and Region – Gender and Culture – Gender and Institutions – Gender Inequality in Terms of Class, Caste, Religion and Region – Curriculum and the Gender Issues – Gender and the Hidden Curriculum Teacher as an Agent of Change for a Positive Gender Notion – Gender and Family Education.

UNIT – V: Gender Issues in Society

Reproductive Rights and Sexual Rights: Linkages and Differences – Conflict in Gender Issues: Social and Emotional – Social Media on Life of Students – Sexual Harassment – Gender Related Violence - Ability Challenged Girls and Women – Single Women Divorce, Separated, Destitute, Unwed Mothers, Aged Women – Guidance and Counselling for Women.

Books for Reference:

- 1. Sri Balaji Loganathan & Sophia Banu, Women’s Education, Sree Ghomathee Publications, Chennai, First Edition 2011.**
- 2. Thomas, Thankachan & Mary Joseph, Gender School and Society, Jeevan Books, Bharananganam, First Edition 2016.**
- 3. Anjana Maitra – Sinha, “Women in a Changing Society”, Asish Publishing House, New Delhi, 1993.**
- 4. Devasia V.V., & Leelamma Dvasia, “Women Social Justice and Human Rights”, APH Publishing Corporation, New Delhi, 1998.**
- 5. Latika Menon, “Women Empoerment and Challenge of Change”, Kanishka Publishers, New Delhi, 1995.**
- 6. Lakshmi Devi (ed), Women as Human Resource, Anmol Publishers, Pvt. Ltd., New Delhi, 1998.**

Core III - (Theory)

PROFESSIONAL SKILLS (Common Paper)

Objectives:

After completing the course, the scholars will be able to

- Develop skills to ICT and apply them in teaching, learning contexts and research.
- Acquire the knowledge of communication skills with special reference to its elements, types, development and styles.
- Understand the terms: Communication technology, Computer Mediated Teaching and develop Multimedia/E-contents in their respective subjects.
- Develop different teaching skills for putting the content across to targeted audience.

Unit I - Computer Application Skills

Fundamentals of Computers and windows, Operating System – MS – Office Components; **Word:** Equation editor, Table Manipulation – Formatting Features – organizational Chart. **MS – EXCEL:** Statistical Functions – Number Manipulation – Chart Preparation with various types of graphs. **MS PowerPoint:** PowerPoint presentation with multimedia features. **Internet and its applications:** E-mail and attachments – working with search engines.

Unit II - Communication Skills (English/Tamil/Both)

English: Skills of Communication: Listening, Speaking, reading and Writing – Writing Synopsis, Abstract and proposals. Developing good language abilities – Public speaking – Writing Skills.

Tamil: பயிற்றுவிக்கும் திறன் - பேச்சுத்திறன் - வெளிப்பாட்டுத் திறன் - ஆய்வுத்திட்டம் - ஆய்வுச்சுருக்கம் தயாரித்தல்.

Unit III - Communication technology

Computer Mediated Teaching: Multimedia, E – Content, Satellite Based Communication – EDUSAT and ETV channels. Web: Internet I Education.

Unit IV - Pedagogical Skills

Micro teaching Skills: Skill of Induction, Skill of Stimulus Variation. Skill of Explaining, Skill of Probing Questions, Skill of Blackboard, Writing and Skill of Closure –Integration of Teaching Skills – Evaluation of Teaching Skills – Research Extension and Consultancy.

Unit V - Industrial Technology

Lecture Techniques: Steps, Planning of a lecture, Lecture Notes, Updating, Delivery of Lecture. Teaching – Learning Techniques: Team teaching, Group Discussion. Seminar, Workshops, Symposium and Panel Discussion – Games and Simulations – Web Based Instructions.

References

- Micael D. and William (2000). Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New York.
- Information and Communication Technology in Education: A Curriculum for Schools and Programme of Teacher development. Jonathan Anderson
- Pandey S.K.(2005). Teaching communication. Commonwealth publisher, Delhi
- Sharma. R.A.(2006), Fundamentals of education technology, Surya publication, Meerut
- Kum Babu A. and Dandapani S. (2006), Microteaching, Neelkamal Publications, Hyderabad
- Vanaja M and Rajasekhar S. (2006), Computer Education, Neelkamal Publications, Hyderabad