

Program – M. PHIL

Course - Education

M. PHIL (EDUCATION)

Academic Structure

1. COURSE I : RESEARCH METHODS AND TECHNIQUES
SEMETER I : ADVANCED EDUCATIONAL RESEARCH
SEMETER II : RESEARCH DESIGNS AND DATA ANAYLSIS IN
EDUCATIONAL RESEARCH
2. COURSE II : CONTEMPORARY ISSUES IN HIGHER EDUCATION
SEMETER I : CHANGING CONTEXT OF HIGHER EDUCATION
SEMESTER II : SOCIETY AND EDUCATION
3. COURSE III : EDUCATION FOR THE 21ST CENTURY
SEMESTER I : PERSPECTIVES IN EDUCATION
SEMESTER II : CURRENT ISSUES IN EDUCATION
4. DISSERTATION (To be completed over not more than total 7 semesters)
5. Total 24 Credits For Course Work. 6 Credits for each paper, 180 Contact
Hours
6. Evaluation of 300 Marks For Course Work (100 Marks for each course.
80% as an exam, 20% as Internal Evaluation)

DETAILS OF THE SYLLABUS

COURSE I

RESEARCH METHODS AND TECHNIQUES

Total Credits= 6 1 Credit= 12 Hours Total Hours = 72 hours (6 *12)

SEMESTER I - ADVANCED EDUCATIONAL RESEARCH

MODULE I: EDUCATIONAL RESEARCH FRAMEWORK (CREDIT 1)

Unit 1: Paradigms in Educational Research: Meaning of paradigm, Beliefs
defining research paradigm (ontology, epistemology, axiology, rhetorical and

methodology), Taxonomy of educational research paradigms (positivist, post-positivist, constructivist, transformative and pragmatic) Salient features of each paradigm. Theoretical perspectives in educational research (Critical theory, Post-modernism, Feminist theory and Disability theory)

Unit 2: Research Proposal: Meaning of research design, Components of a research design: Title, introduction, research paradigm, literature review, methods and data sources, participants, instruments, data analysis, research ethics, anticipated results, scope, limitations and delimitations, significance of the study, schedule, cost, bibliography

Unit 3: Sampling: Guiding principles for determining sample size in qualitative research, Meaning and characteristics of theoretical sampling, Sampling techniques in qualitative research

MODULE II: TYPES OF QUALITATIVE RESEARCH (CREDIT 1)

Unit 4: Grounded Theory Research: Meaning, Characteristics, Underlying assumptions, elements (concepts, categories and propositions), Steps in developing a grounded theory research, pyramid model of grounded theory design, Strengths and weaknesses

Unit 5: Narrative Research: Meaning, Types of narrative designs, Elements and key characteristics, Steps of conducting narrative research, Writing the narrative account, Strengths and weaknesses.

Unit 6: Evaluation Research: Meaning, Goals and purposes, Approaches to evaluation research, Types of evaluation research, Research designs in evaluation research, Steps of conducting evaluation research, Strengths and weaknesses.

SEMESTER II - RESEARCH DESIGNS AND DATA ANALYSIS IN EDUCATIONAL RESEARCH

MODULE III: QUALITATIVE RESEARCH DESIGN (CREDIT 1)

Unit 8: Case Study: Meaning, Contributions of a case study, Characteristics, Components of a case study design, Types of case study design, Steps of conducting a case study research, Strengths and weaknesses.

Unit 9: Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Guidelines for doing field work and interviewing, Writing ethnographic account, Strengths and weaknesses.

Unit 10: Content Analysis: Meaning, Uses, Types (quantitative and qualitative) and categories (conceptual and relational), Steps of conducting content analysis, its reliability and validity, Strengths and weaknesses.

Unit 11: Mixed Methods Research : Meaning, Characteristics, Types (Mixed Methods and Mixed Models), Strategies (sequential v/s concurrent, equal status v/s dominant), Sequential exploratory designs, Sequential explanatory designs, Sequential transformative designs, Concurrent triangulation design, Concurrent nested design, Concurrent transformative design, Steps of conducting mixed methods research.

MODULE IV: DATA ANALYSIS IN QUALITATIVE RESEARCH AND ACADEMIC WRITING (CREDIT 1)

Unit 12: Qualitative Data Analysis : Meaning, types, terms associated with qualitative data analysis, principles and characteristics of qualitative data analysis, components of qualitative data analysis (data reduction, data display, conclusion drawing and verification, , Steps of qualitative data analysis, Procedure of qualitative data analysis, Strategies of qualitative data analysis.

Unit 13: Using Computer to Analyse Qualitative Data: Meaning of Computer-Assisted Qualitative Data Analysis system (CAQDAS), Advantage, Disadvantage and limitation of CAQDAS, Mainstream Packages: ETHNOGRAPHY, NUD.IST and ATLAS, Theory building with CAQDAS.

Unit 14: Academic Writing: Qualitative research report, Conceptual article and Research Paper

MODULE V: INTERNAL ASSESSMENT (CREDITS 2)

Sr. No	Particulars	Marks
1	One written assignment per course held in the given semester	10 Marks
2	One seminar/Book Review	10 Marks

References

1. Adler, P.A., Adler, P. (1988). Observational techniques. In: Denzin, N.K., Lincoln, Y.S. (Eds.), *Collecting and Interpreting Qualitative Materials*. Sage Publications Inc., Thousand Oaks, London, New Delhi, pp. 79–109.
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11. Charmaz, K. (2001). "Grounded Theory : Objectivist and Constructivist Methods", in Denzin, N. and Lincoln, Y. (ed.) *The Handbook of Qualitative Research*. Thousand Okks: Sage.
12. Chase, S. (2005). Narrative inquiry : Multiple lenses, approaches, voices. In N. K. Denzin and Y. S. Lincoln (Eds.) *The sage handbook of qualitative research*. (3rd ed.) pp. 651-680. Thousand Oaks, CA : Sage.
13. Chase, S. E. (2005). Narrative inquiry: Multiple lenses, approaches, voices. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed., pp. 651-679). Thousand Oaks, CA: Sage Publications.

14. Clandinin, D. J. (Ed.). (2007). Preface. In *Handbook of narrative inquiry: Mapping a methodology* (pp. ix-xvii). Thousand Oaks, CA: Sage Publications, Inc.
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17. Creswell, J. W. (1999). Mixed Method Research: Introduction and Application. In, T. Cijek (ed.), *Handbook of Educational Policy*. San Deigo, CA: Academic Press. .
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20. Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
21. Creswell, J. W. & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications
22. Creswell, J. W. (2008). "Narrative research designs." *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed., pp. 511-550). Upper Saddle River, NJ: Pearson Education, Inc.
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37. Neuendorf, K.A. (2002). *The Content Analysis Guidebook*. Thousand Oaks, CA: Sage Publications.
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44. Strauss, A. L. & Corbin, J. (2007). *Basics of qualitative research. Techniques and procedures for developing grounded theory*. (3rd ed.) Thousand oaks, CA : Sage.
45. Wellington, J. (2000). *Educational research: Contemporary issues and practical approaches*. London: Continuum.
46. Yin, R. (2003). *Case Study Research: Design and Methods*. (3rd ed.). Thousand California: Oaks, CA: Sage.

COURSE II

CONTEMPORARY ISSUES IN HIGHER EDUCATION

Total Credits= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6 *12)

SEMESTER I - CHANGING CONTEXT OF HIGHER EDUCATION

MODULE I: HIGHER EDUCATION AND FACULTY DEVELOPMENT

(CREDIT 1)

Unit 1 : Redefining Higher Education

- a. Meaning of Paradigm Shift, Paradigm shift in the concept of education
- b. Pyramid model of education:
- c. A biological model of learning: the language predisposition, collaboration is a survival skill, the motivation behind learning, constructivism, cognitive apprenticeship
- d. Life long learning : concept of a learning society through the expansion of the right of education to all, irrespective of age, sex, caste, class etc. in rural as well as urban areas. Relationship between literacy, human development and empowerment, programme, community library programme, book corner, book fair, along with post literacy and continuing education programmes.

Unit 2 :Faculty Development in the Context of Changing Culture In Higher Education

- a. Autonomy: Objectives of Higher Education institutions. Performance indicators in Higher Education. Drawbacks of affiliating university system. Meaning of autonomy to colleges. Purpose of autonomy
- b. Accountability: Concept, rationale and forms of accountability. Types of accountability (macro, vs. micro accountability, administrative, academic and financial accountability). Lessinger's concept of system accountability. Characteristics of accountability in education
- c. Scholarship in Higher Education: Meaning of Scholarship in education, Scholarship of Discovery. Scholarship of Application. Scholarship of Integration and the Scholarship of Teaching.

MODULE II : CONTEMPORARY CONCERNS IN HIGHER EDUCATION (CREDIT 1)

Unit 3 : Changing World of learning / Education for Digital World

- a. Open context
- b. Open learning
- c. Using wiki/blogs
- d. Issues and challenges relating to: Evaluation and on line learning, Creating culture of Ethics in Higher Education and developing culture of entrepreneurship in the academy

Unit 4 : Contextualization of Multicultural Education in India

- a. **Understanding multicultural education:** Historical developments, dimensions and practice. New directions: complexities and boundaries, Understanding inequality through different perspectives
- b. **Issues, Trends and Developments in Contextualization of Multicultural Education:** Access and achievements: inequalities that endure the change, Assessment, Standards and Equity. Knowledge construction: Culture-centered knowledge and language issues

SEMESTER II - SOCIETY AND EDUCATION

MODULE III : SOCIAL CONTEXT OF EDUCATION (CREDIT 1)

Unit 5 :Economics of Education

- a. **Theoretical Foundations:** Human capital theory, investment-consumption in education; human capital, (General, Specific) vs. physical capital; critique of human capital theory: Screening – Signaling; Education-Economic development
Growth models: Residual to Endogenous growth models; Investment criteria in education; Rate of return to education: cost-benefit analysis, cost-effectiveness analysis; Age-education-earnings relationships; Manpower planning, Education-employment and Social demand
- b. **Issues related to Public Finance: Role of State in Financing Education :**
Concepts and indicators of financing of education, Principles of financing education: Equity, Efficiency, Adequacy, Education and distribution, inequality; Distribution of public spending on education, Importance of public expenditure on education; its impact on development

- c. **Issues related to Methods of Financing Education:** (i) Mobilization of Resources for Education: Public funding of education: Taxes – General, Earmarked; Grants, Vouchers, Fee as a source of finances; scholar loans ,Private sector, community contributions, External aid, Public funding of education: Taxes – General, Earmarked; Grants, etc. (ii) Sources of funding: Public, Private: Privatization models: Manipal models, Marketing model, Sponsoring model, Franchising model

Unit 6 : Politics and Higher Education

- a. **Theoretical Foundations:** Universities as Institutions, (Andre Beteilie) Meaning of Politics and political science. Political Thought and Political theory. History of social movements in education. Role of social movements in education (special reference to students’ and teachers’ movements in India).
- a. **Issues with regard to Concepts:** (i) **Justice:** The issue of Distributive Justice, Procedural Justice, John Rawls’ Justice as Fairness, Amretya Sen’s Extension of John Rawls’ Theory of Justice- Justice Capabilities and Freedom (ii) **Citizenship:** Meaning of Citizenship. Historical development of the concept of citizenship, Equal and Universal citizenship, Limits of Liberal citizenship (iii) **Power:** Conceptions of Power, Power as exploitation, Authority, Legitemacy and Hegemony, Feminist theories of Power, Foucault on Power

MODULE IV : QUALITY IN HIGHER EDUCATION (CREDIT 1)

Unit 7 : Quality in Higher Education : National Level

- a. Accreditation system in India
- b. Lessons of experiences of NAAC
- c. Innovations Triggered by the NAAC’s process
- d. Issues of Concern in today’s context for NAAC

Unit 8 : Quality in Higher Education : International Level

- a. Development in transnational education (TNE)
- b. Quality assuring in transnational education
- c. Indian scenario of QA in transnational education
- d. International approach to QA
- e. International Initiatives in Assessment of Quality and Accreditation in Higher Education

MODULE V: INTERNAL ASSESSMENT**(CREDITS 2)**

Sr. No	Particulars	Marks
1	One written assignment per course held in the given semester	10 Marks
2	One seminar/Book Review	10 Marks

References

1. Anjaria, J.S. (2006). Street Hawkers and Public Space in Mumbai. *Economic and Political Weekly*, 2140-2146.
2. Bennett, C.I. (2003). *Comprehensive multicultural education: Theory and practice*. Boston: Pearson Education, Inc.
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COURSE III EDUCATION FOR THE 21ST CENTURY

SEMESTER I - PERSPECTIVES IN EDUCATION

MODULE 1: PHILOSOPHICAL AND SOCIO-CULTURAL PERSPECTIVES IN EDUCATION (CREDIT 1)

Unit 1: Philosophical and Socio-Cultural Perspectives in Education for Holistic Human Development

- a. Meaning and goals of holistic human development
- b. Sri Aurobindo's Views on Integral Education
- c. Martin Heidegger on Limitations of Education
- d. Halliday's Language-based Theory of Learning
- e. Concepts of Social Sources of Development, Semiotics Mediation, Cognitive Pluralism and Genetic Analysis

Unit 2: Psychological Perspectives in Education

- a. Metacognition and Self Regulated Learning
- b. Reflective Teaching and Learning
- c. Student Activities for Problem Solving and Critical Thinking
- d. Students' Emotional and Social Well being and Education

MODULE 2: TECHNOLOGICAL PERSPECTIVES IN EDUCATION

(CREDIT 1)

Unit 3 : ICT and Research

- a. Use of Computers in Research
- b. Educational Management Information System and Action Research
- c. ICT Mediated Research

Unit 4: Contemporary Developments in Educational Technology

- a. Use of Current Technology for Education-Tablets, Smart Phones, Pad
- b. OER Technologies-MOOC, MOODLE
- c. Use of Social Media in Learning
- d. Customized, Hybrid and Collaborative learning

SEMESTER II - CURRENT ISSUES IN EDUCATION

MODULE 3: EDUCATION FOR EXCELLENCE (CREDIT 1)

Unit 5: Excellence in Education

- a. Meaning and Elements of Educational Excellence.
- b. Excellence in Vision, Academic Programmes, Faculty and Educational Environment
- c. Six Sigma as a Strategy for Educational Excellence
- d. Resources for Educational Excellence.

Unit 6 : Global Citizenship and Human Rights Education

- a. Concept and Implementation of Global and Citizenship Education
- b. Models of Human Rights Education
- c. Values, Awareness, and Accountability in Human Rights Education

MODULE 4: COMPARATIVE TEACHER EDUCATION AND INTERDISCIPLINARITY (CREDIT 1)

Unit 7 : Comparative Teacher Education

- a. Concept, Aims, Scope, and Uses of Comparative Education
- b. Comparative Research Methods and Approaches to Understand System of Teacher Education in Different Countries
- c. Comparison of Teacher Education system in UK, USA, Canada and Japan

Unit 8 : Interdisciplinarity

- a. Meaning of and differences amongst Discipline, Multidisciplinary, Cross-disciplinary and Interdisciplinarity
- b. Methodological Issues in Interdisciplinary Studies
- c. Interdisciplinary Courses, Research and Career Areas

MODULE V: INTERNAL ASSESSMENT

(CREDITS 2)

Sr. No	Particulars	Marks
1	One written assignment per course held in the given semester	10 Marks
2	One seminar/Book Review	10 Marks

References

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2. Bhagwati, Jagdish (1973), Education , Class Structure and Income Equality. *World Development* 1 (5) (May): 21-36
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24. UNDP (1990). *Human Development Report*, New York: Oxford University Press.