

FACULTY OF EDUCATION

**HIMACHAL PRADESH UNIVERSITY
SHIMLA - 5**



**Regulations and Syllabus for Master of Philosophy (M.Phil.) in Education
(Semester System)
(Through Regular Mode)**

**With effect from the Academic Session 2017-18
(Subject to Change from time to time)**

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and Courses of Study as and when it deems necessary.

Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for M.Phil. Programme as per guidelines of UGC Regulations 2016 and adopted by Himachal Pradesh University Shimla w.e.f. the session 2017-18.)

1. General Objectives:

The curriculum is designed to achieve the following general objectives of the M. Phil. programme:

1. To develop the knowledge related to Philosophical perspectives of Education.
2. To develop depth understanding about contemporary Indian Education system.
3. To acquire the core competence and knowledge related to Research in Education.
4. To develop competence among researchers.

2. Eligibility Criteria for Admission to the M.Phil.:

Candidates seeking admission to the M.Phil. Programme shall have a Master's degree in Education or a professional degree declared equivalent to the Master degree by the corresponding statutory regulatory body. With at least 55% marks in aggregate or its equivalent grade 'B' in the UGC 7- point scale (or an equivalent grade in a point scale wherever grading system is followed) or an equivalent degree from a foreign educational institution accredited by an Assessment and Accreditation Agency which is approved recognized or authorized by an authority established or incorporated under a law in its home country or any other statutory authority in the country for the purpose of assessing, accrediting or assuring quality and standards of educational institutions.

A relaxation of 5% of marks from 55% to 50% or an equivalent relaxation of grade may be allowed for those belonging to SC/ST/ Differently-abled and other categories of candidates as per the decision of the commission from time to time. Or for those who had obtained their Master's degree prior to 19th September, 1991. The eligibility marks of 55% (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without indicating the grace marks procedures.

2.1 Basis of Admission

- The Entrance Tests shall be conducted with qualifying marks as 50%.

- The University and college teachers are exempted from appearing in the Entrance Test for admission to M.Phil. course. One seat is reserved for them in the Department. (The Executive Council vide resolution No. 19 of its meeting held on 23.3.2017 approved the norms.)
- The University / College Teacher will be offered seats on the basis of their seniority in service and availability of the supervisors vis-à-vis the specialization chosen by them.
- The syllabus of the Entrance Test shall be subject specific.
- The other relevant clauses of the UGC Regulations 2016 are quoted below and are proposed to be adopted by the relevant bodies so as to be incorporated in University Ordinances.
- The Entrance Test shall be conducted by the University in the centre(s) notified in advance (changes of centres, if any, also to be notified well in advance).
- The University should maintain the list of all the M.phil. registered students on the website on year-wise basis. The list shall include the name of the registered candidate, topic of his/her research, name of his/her supervisor/co-supervisor, date of enrolment/registration.

3. Age limit

There is no upper age limit for the candidates applying to the M.Phil. Course.

4. Duration

As per the UGC Regulations 2016, the duration of the programme of M.Phil. will be as follows:

1. M.Phil. Programme shall be for a minimum duration of two (2) consecutive semesters/ one year and a maximum of four consecutive semesters/ two years.
2. Extension beyond the above limits will be governed by the relevant clauses as stipulated in the statute/ Ordinance of the Himachal Pradesh University.
3. The women candidates and persons with disability (more than 40 % disability) may be allowed a relaxation of one year for M.Phil. in the maximum duration. In addition,

the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil/Ph.D for up to 240 days.

5. Classroom Attendance

Each student will have to attend a minimum of 75% Lectures / Tutorials / Practicals. A student having less than 75% attendance will not be allowed to appear in the End Session Examination (ESE).

However, the exemption from 75% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, culture and Sports etc.) to the extent of 20% (making the necessary attendance as 60% in these cases). The claim for this exemption should be supported by authenticated certificate from the concerned University authorities.

The students having attendance between 74% and 65% will apply for exemption on a prescribed form accompanied by clear reason(s) for absence to the competent authority.

Those students getting the exemptions, except for those getting exemptions for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below:

Classroom Attendance Incentive: Those having greater than 75% attendance (for those participating in Co-curricular activities, 20% will be added to per cent attendance) will be awarded CCA marks as follows:

> 75% but \leq 78%	1 marks
> 79% but \leq 82%	2 marks
> 83% but \leq 86%	3 marks
> 87% but \leq 90%	4 marks
> 90% and above	5 marks

Remaining 15 marks in each course will be awarded on the basis of theory assignments, sessional activities, presentation and review report to be assigned by the concerned course teacher.

6. Courses of Study in M.Phil.

M.Phil. examination shall consist of (a) courses (b) dissertation and viva voce.

SEMESTER – I					
Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment Marks	Total Marks
1	Course I	Developing Perspectives Of Present Education System in India	80	20	100
2	Course II	Advanced Methodology of Educational Research.	80	20	100
TOTAL			160	40	200
SEMESTER II					
Sr. No.	Name of the course		Marks		
3	Research work	Dissertation	75		
		Viva voce	25		
		TOTAL	100		
CUMULATIVE TOTAL		Theory Based Examinations	160		
		Practicum (Internal Examinations)	40		
		GRAND TOTAL MARKS (I + II SEMESTER)	300		

7. Allocation of Research Supervisor:

Eligibility criteria to be a Research Supervisor/ Co-Supervisor, Number of M.Phil. Scholars permissible per Supervisor etc.

Any regular Professor of the University/Institution Deemed to be a University/College with at least five research publications in refereed journals and any regular Associate/Assistant Professor of the University/ institution deemed to be a university/college with a Ph.D. degree and at least two research publications in refereed journals may be recognised as Research Supervisor. Provided that in areas/ disciplines where there is no or only a limited number of refereed journals, the Institution may relax the above condition for recognition of a person as Research Supervisor with reasons recorded in writing.

Only a full time regular teacher of the concerned University/Institution Deemed to be a University/College can act as a supervisor. However Co-Supervisor can be allowed in inter-disciplinary areas from other departments of the same institute or from other related institutions with the approval of the Research Advisory Committee.

The allocation of Research Supervisor for a selected research scholar shall be decided by the Department concerned depending on the number of scholars per Research Supervisor, the available specialization among the Supervisors and research interests of the scholars as indicated by them at the time of interview/viva voce.

8. Evaluation

Prior to the submission of the dissertation/thesis, the scholar shall make a presentation in the Department before the Research Advisory Committee of the Department concerned which shall also be open to all faculty members and other research scholars. The feedback and comments obtained from them may be suitably incorporated into the draft dissertation/thesis in consultation with the Research Advisory Committee of the Department.

Four typed copies of the dissertation shall be submitted by the candidate within a period already specified under Ordinance 15.4. (Duration).

M.Phil. Scholars shall present at least one research paper in a conference/seminar before the submission of the dissertations/thesis for adjudication and produce evidence for the same in the form of presentation certificates and/or reprints.

1. M.Phil. Scholar has to obtain a minimum of 55% of marks or its equivalent B grade in the UGC 7-point scale (or an equivalent grade/CGPA in a point scale wherever grading system is followed) in the course work in order to be eligible to continue in the programme and submit the dissertation/thesis.
2. Each student will present their Research work in front of the Departmental Committee before the final submission.

3. Students will be required to submit one project and present in front of the Departmental committee through Power Point Presentation. This will carry 10 marks.
4. One M.Ed. Dissertation will be reviewed by M.Phil. Students and submit the reviews report.
5. Scholar will be required to submit one assignment/ activity in each paper which will be evaluated by the concerned teacher. Each assignment will carry 5 marks and 5 marks will be awarded for attendance.

9. End-Session Examination

- The remaining 80% of the final marks assigned to a student in a course will be on the basis of an end-session examination (ESE) that will be for three hours duration. The end-session examination (ESE) will cover the whole syllabus of the course.
- A set of question papers for the end-session examination (ESE) will be got set by the Controller of Examinations, H. P. University, Shimla-5
- The question paper for the End-Session Examination (ESE) (having 80 marks) will have following pattern:

Section A

Compulsory question of 16 marks consisting of 8 short answer type questions of 2 marks each covering whole of the syllabus.

Section B (Unit I)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section C (Unit II)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section D (UNIT III)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section E (UNIT IV)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Total marks (A + B + C + D+E) = 16 + 16 + 16 +16+16 = 80 marks

- A candidate must obtain not less than 50% of the total number of marks in each course and 55% marks in aggregate of all the prescribed courses.
- Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force.
- A candidates who fails in practical examination or absents from the practical examination may present for re-examination as an ex-student, after getting his/her case recommended by the Chairperson, Department of Education, HPU Shimla-5.

10. Medium of Instruction and Examinations:

The medium of instruction for the M. Phil. Programme will be English or Hindi

11. Conditions for Qualifying the M.Phil. Course:

- a) The pass percentage in each course of study in M.Phil. will be 50 percent (both in theory and internal assessment respectively).
- b) It will be necessary for a candidate to pass each course separately in Internal and External Examinations.
- c) A candidate is required to pass all the courses of study. If a candidate fails in theory part of the paper of the university examination, he/she will have to re-appear in that theory course in the subsequent examination.
- d) If a candidate fails in internal assessment/sessionals, he/she will be required to improve his/her internal assessment/sessional marks by doing extra work to the satisfaction of the Chairman of the Department and concerned faculty members who will assess the candidate for award of revised internal assessment/sessional marks. The candidate will have to submit his/her assignment within 40 days from the day of declaration of the result of end semester/ session examination. If the candidate fails to

- submit within the stipulated period, he/she shall be treated as re-appear student in that paper.
- e) The result of the candidate will be declared when he/she will qualify in all the parts of the concerned paper (Theory +Internal assessment).
 - f) If a candidate fulfils the condition of 75% attendance in theory courses and fulfil the conditions of internal assessment but, does not pass the examination (ESE) in any courses or due to some reasons i.e. his/her own serious illness, accident, or on account of the death of the near relative (Mother, Father, Brother, Sister), or the dates of states/ national/ international level examination/ sports and all other extracurricular activities fall on dates of the semester exams or delivery of child during the days of examination will be considered as “fail” shall be permitted to appear in such failed courses in odd/even semester/session only when the examination of that semester is due. However, such candidates will have to seek permission for appearing in the examination from Chairperson, Department of Education on the production of authenticated valid certificate /document from the competent authority.
 - g) If a candidate fails to fulfil the condition of 75% attendance in theory courses but fulfils the conditions of internal assessment and does not pass the examination (ESE) in any course due to some reasons i.e. his/her own illness, accident or on account of the death of the near relative (mother, father, brother, sister) or the dates of the State/ National/ International level examinations/ sports and all other extracurricular activities falls on the dates of the semester exams or delivery of child during days of examinations will be considered as ‘fail’ and shall be permitted to appear in such failed courses in odd/even semester/session only when the examinations of that semester is due. However, such candidates will have to seek permission for appearing in the examination from Chairperson, Department of Education on production of authenticated valid certificate/ document from the competent authority and fulfillment of 75% attendance condition.
 - h) If a candidate fails to fulfil the condition of 75% in theory courses and does not submit the assignments, he/she will not be allowed to appear in the concerned end semester examination/ end session examination. However, he/she will be allowed to appear in the odd/even semester examinations only if he/she fulfils the condition of 75% in the theory courses and fulfils the condition of the internal assessment to the satisfaction of Chairman, Department of Education.
 - i) Candidates re-appearing in subsequent examinations shall be examined in accordance with the scheme and syllabus in force at that time.

- j) A candidate shall not be declared successful in M.Phil Examination, unless he/she obtains specified pass marks in each of the prescribed courses and internal assessment.

12. Classification of Divisions

- The successful candidates shall be classified in three divisions as under:
- Pass percentage in each course, dissertation and viva voce test shall be 50%
- A candidate securing less than 60% marks in the aggregate shall be placed in second division.
- A candidate securing 60% or more marks in the aggregate shall be placed in the first division.
- A candidate securing 75% or more marks in the aggregate in the first attempt shall be placed in first division with distinction.

13. A candidate who does not pass the M.Phil Examination shall cease to be a candidate.

COURSE CONTENTS
FIRST SEMESTER

COURSE –I

DEVELOPING PERSPECTIVES OF PRESENT SYSTEM OF EDUCATION IN INDIA

Total Marks: 100

Theory - 80

Internal -20

Course Objectives

- After the completion of this course the students will be able to describe the Philosophical perspectives of Education.
- Understand Education as a discipline and the aims of education, basic tenants of varying thoughts of Western and Indian Philosophical Schools and their implications for improving the present system of Education in the country.
- Develop in - depth understanding about the contemporary Indian Education system, structure, policies, practices and challenges with their milestones and major shifts in education.
- Link the contemporary education development with the historical development of education and evolution of the national educational system in the country and identify the role and functioning of the Government Organizations at various levels.

UNIT 1 EDUCATION AND PHILOSOPHY

- Philosophy and Education: Meaning of Philosophy and Education, Relationship of Philosophy and Education. Significance of philosophy in Understanding the Educational practices and problems. Education in the light of Four Pillars of Education (Learning The Treasure Within)
- Recent Philosophical Approaches to Education: Positivistic, Phenomenological and Analytical, post modernism and constructivism.
- Philosophical Models of Teaching.

UNIT 2 EDUCATION AS A DISCIPLINE

- Basis of Education (Philosophical, Sociological, Political and Economic) and Aims of Education.
- Basic postulates/assumptions and educational implications of Idealism, Realism, Naturalism, Pragmatism and Existentialism schools of western Philosophy.
- Philosophical traditions of six systems of Indian Philosophical Schools with special reference to Sankhaya and Vedanta and their implications to present system of education in India.

UNIT 3 HISTORICAL PERSPECTIVES AND THE EVOLUTION OF NATIONAL SYSTEM OF MODERN EDUCATION IN THE COUNTRY

- Importance of the articles of the constitutions and their bearing on the National System of education. Equal opportunities in education, access and reservation in education.
- The reports and recommendations of the various commissions, committees and documents that impinge on the development of National System of Education.
- Education as a continuity: linking contemporary context with historical roots (growth and development) and legacy of education in India (insight into comprehensive account of history of education in India with reference to pre-independence, post- independence and post modernization period).National Policy on Education (1986) on core elements and its implication on National Curriculum Framework Development.

UNIT 4 CONTEMPORARY ISSUES IN EDUCATION

- Globalization and education, Quality concerns in education - national and international perspectives in India. Language and medium of instructions. Education for health and well being. Assessment of learning and examination. Peace and human right education. Policy of inclusion. Education of disadvantaged.

- Indian education diasporas and basis of educational disparities: region, caste, tribe, gender, and rural-urban location Education and quality of life. Changing social structure and its bearing on education.
 - Support system in education: Government and non Government: UGC, NCTE, NCERT, SCERT, and DIET, ACER, PRATHAM, EDCIL.
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Suggested Readings:

- Awasthi, J.P. and Sharma, Mani (1988). Classical Indian Philosophies and their Practice in Education (First Edition). Agra: National Psychological Corporation.
- Brubacher, J.S. (1962). Modern Philosophies of Education. N.J.: Prentice – Hall Inc.-Egalewood Cliffs.
- Brumbaugh, Robert S. & Lawrence, Nathaniel M. (1963). Philosophers on Education (Six Essays on the Foundations of Western Thought). Boston: Houghton Mifflin Company.
- Cahan, Steven, M. (1970). The Philosophical Foundations of Education. USA: Harper Collins College Div.
- Connor, DJO (1975). An Introduction to the Philosophy of Education. London: Routledge & Kegan Paul.
- Delors, Jacques (2010). Learning: The Treasure Within (Second Edition). France: Published by UNESCO 7, Place de Fontenoy.
- Gandhi, M.K. (1962). The Problem of Education. Ahmedabad: Navajivan Publishing House.
- Jha Arvind Kumar, (2005). Nyaya Philosophy (Epistemology and Education). New Delhi: Standard Publishers.
- Kneller, G.F. (1963). Foundations of Education (Second Edition). John Wiley and Sons Inc.
- Magee, John B. (1971). Philosophical Analysis in Education. USA: Harper & Row, Publishers.
- Morris L. Bigge, (1982). Educational Philosophies for Teachers. USA: Charles E. Merrill Publishing Company – A Bell & Howell Company.
- Sharma, Santosh, (2006). Constructivist Approaches to Teaching and Learning (Hand Book for Teachers of Secondary Stage). New Delhi: National Council of Educational Research and Training.
- Sri Aurobindo (1924). A System of National Education. Calcutta: Arya Publishing House.
- Taneja, Vidya Ratna, (1998). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

COURSE – II

ADVANCED METHODOLOGY OF EDUCATIONAL RESEARCH

Max Marks: 100

Theory - 80

Internal - 20

Course Objectives

- After completion of this course the students will be able to understand the basics concept of Educational Research.
- Students will be able to understand various sampling techniques along with sampling errors.
- Students will be able to describe the various types of tools used in research along with their construction, validation, standardization and uses.
- Students will be able to describe the different methods of educational research Students will be able to understand the characteristics of an experiment, concept of experimental designs and different types of experimental designs along with their merits and limitations.
- To make the students to understand the organization, analysis, interpretation and validation of qualitative data.
- Students will be able to understand the theory and computation involved in different types of quantitative data.
- To make the students to know different steps involved in writing a research proposal.

UNIT 1 BASICS OF EDUCATIONAL RESEARCH

- Concept, scope, types and importance of educational research. Ethical issues in conducting educational research.
- Purpose and sources of review of literature, procedure of writing review of literature and integration of findings.
- Steps involved in the selection of research problem.

- Delimitations and characteristics of research problem.
- Objectives and hypothesis: Formulation, significance and types.
- Steps involved in the preparation of research proposal.

UNIT2 SAMPLING AND RESEARCH TOOLS

- Concept of population and sample.
- Characteristics of good sample.
- Steps involved in the process of sampling.
- Sampling errors and precautions.
- Meaning, characteristics, uses and limitations of research tools.
- Characteristics of good research tool.
- Type of research tools (Questionnaire, Rating Scale, Attitude Scale, Observation Scale, Interview Schedule and Psychological Tests)
- Standardization of Research Tools.

UNIT 3 METHODS OF EDUCATIONAL RESEARCH

- Qualitative/ Quantitative Research.
- Methods of Educational Research: Philosophical, Historical, Descriptive and Experimental Research.
- Experimental designs.
- Recent Developments in Educational Research – Internet based Research in Education. Policy Research and Geographical Information Systems (GIS).

UNIT 4 DATA ANALYSIS

A. QUALITATIVE ANALYSIS OF DATA

- Tabulating Data, Ways of Organizing and Presenting Data, Validation and Interpretation of Qualitative Data and Triangulation.
- Content Analysis, Discourse Analysis, Documentary Analysis, Analysis of Observation Based and Interview based Data.
- Steps in preparation of Research Report.
- Style of referencing in APA, Academic Paper Writing.

B. QUANTITATIVE ANALYSIS OF DATA

- Parametric and non parametric statistics. Concept of degrees of freedom, levels of significance and their use in interpretation of results.
 - Non-parametric statistics such as Chi Square (χ^2).
 - Univariate and Bivariate Analysis – Analysis of variance (One way Concept, Assumption and uses One Way and Two Way Analysis of variance)
 - Parameter Estimation, Correlation, Regression. Multivariate Analysis: Multiple Regression – Multiple R; Canonical R, Factorial MANOVA, MANCOVA.
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Suggested Readings

- Aggarwal, L.P. (2007). Modern Educational Research. New Delhi: Dominant Publishers and Distributers.
- Best, J.W. & Kahan J.V. (2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd., 9th Edition.
- Bhandarkar, P.L., Wilkinson, T.S. & Laldas, D.K. (2004). Methodology and Techniques of Social Research. Mumbai: Himalayan Publishing House.
- Creswell, John W. (2014). Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research. Fourth Edition. Delhi: PHI Learning Private Limited.
- Koul, Lokesh (2013). Methodology of Educational Research (4th Edition). New Delhi: Vikas Publishing House Pvt. Ltd.
- Keeves, John. P. (1998). Educational Research: Methodology and Measurement. An International Hand Book, Oxford: Pergamon Press.
- Kerlinger, C.R. (1986). Foundations of Behavioural Research 3rd Edition. New York: Holt, Rinehart and Winston.
- Kothari, C.R. (1998). Quantitative Techniques. New Delhi: Vikas Publishing House.
- Radha Mohan (2006). Research Methods in Education. Hydrabad: Neelkamal Publications Pvt. Ltd.
- Siddu, K.S. (2002). Methodology of Research in Education. New Delhi: Sterling Publications.
- Singh, R. (2014). Research Methodology: A Step by Step Guide for Beginners. New Delhi: Sage Publication
- Best, John W. (1995). Research in Education. New Delhi: Prentice Hall.
- Garrette, Henry E. (1966). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Guilford, J. P. (1965). Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book Co.
- George, Darren and Mallery, Paul. SPSS for Windows: Step by Step. New Delhi: Pearson.
- Gupta, S. P. (1999). Statistical Methods. New Delhi: Sultan Chand and Sons.