

P.G. DEPARTMENT OF EDUCATION

M. Phil Syllabus: 2022-2023



Fakir Mohan University
Old Campus, Januganj, Balasore- 756019
Odisha

P.G. Department of Education
F.M. University, Balasore
M. Phil in Education (2022-2023)

Structure of Syllabus

Semester	Paper Code & Title	Credit and Marks
Semester-I	MPEDN-1: Perspectives of Education	4 (40+60=100marks)
	MPEDN-2: Theme Area Specialisations (Any one) a) Teacher Education b) Educational Technology c) Guidance and Counselling d) Inclusive Education	4 (40+60=100mark)
	MPEDN-3: Advanced Research Methodology and Computer Applications	4 (40+60=100marks)
Semester-II	MPEDN-4: Review of Related Literatures and Seminar	(Presentation 20+ Record 60 + Viva 20= 100marks)
	MPEDN-5: Research Proposal	(Presentation 20+ Record 60 + Viva 20= 100marks)
	MPEDN-6: Dissertation	(Presentation 20+ Record 60 + Viva 20= 100marks)
	Total	24 Credits (600marks)

EXAMINATION AND CERTIFICATION

1. The examination shall be conducted by means of Written Test (for Theory Papers) and test of Practical (for Practical Papers) and shall be in accordance with such instruction as may be decided and issued by PG Department of Education, F.M. University, Balasore.
2. The candidates who have prosecuted their Courses of Study by attending both theory and practical classes thereby securing not less than 80% attendance in each paper (70% on production of Medical Certificate) and have successfully completed the required number of practical assignments (Seminars, Proposal presentation, Dissertation works etc.).
3. The medium of instruction and examination in all the papers shall be English.
4. Minimum percentage of pass mark in each theory paper shall be 40 and in each practical paper 50 of the total marks of that paper both internal and external assessment.
5. Each candidate has to secure minimum pass mark in each course (Theory and Practical) separately.
6. If a candidate discontinues the course in the middle at any stage without completing the study of the full course and fulfilling the stipulated requirements thereof, he/she shall not be allowed to appear at the semester-end university examination(s). In such circumstances, he/she may apply afresh to the concerned institutions/university departments for his/her selection and admission to the course if he/she so desires.
7. Each theory paper containing 100marks shall be distributed as follows:

Types of assessment	Nature of assessment	Units cover	Marks distribution
External- 60marks	Written test (theory)	From all the units of the concerned paper	60 Marks
Internal-40marks	Quiz test-1	Unit-1	10 Marks
	Quiz test-2	Unit-3	10 Marks
	Mid-term test	Unit-1 & 2	10 Marks
	Assignment	Unit-4	10 Marks

8. At the final qualifying examination, award of Division shall be considered out of 600 marks. In award of class, marks obtained by a candidate, both in theory and practical papers (internal and external assessment) shall be taken into consideration. Class shall be awarded as per the following:
First Class : 360 marks and above (60% and above)
Second Class : 300 to 359 marks (50% and above but below 60%)
9. All other conditions for conduct of examination and declaration of result shall be determined by PG Department of Education, F.M. University, Balasore as per the regulations and statute.

Semester-I

MPEDN-1: PERSPECTIVES OF EDUCATION MAX. MARK-(40 Internal+60 End term)-100

Credit-04

Objective and Outcome

Learners will be able to:

- Understand the contemporary and traditional philosophical thoughts
- Comprehend the impact of social process in education
- Develop a critical perspective on issues related to teaching and learning
- Engage in robust dialogue while identifying diverse psychological viewpoints about teaching and learning in the 21st century
- Describe the historical development of education in India
- Reflects the policies of education

Unit-I: Developmental Perspectives of Education

- Higher Education – Structure, scope and functions
- Education during post independence period: Recommendations of University Education Commission (1948-49); Education Commission (1964-66) and the NKC-2006 with reference to Higher Education
- National Policies on Education: NPEs of 1968, 1986, and POA-1992 with reference to Higher Education
- National Education Policy, 2020 with reference to Higher Education
- Sustainable Development Goals (SDG) with reference to Higher Education

Unit-II: Policy Perspectives in Education

- RTE-SSA; and Samagra Sikshya in the context of Elementary Education
- RMSA in the context of Secondary Education
- Rashtriya Uchchstar Shiksha Abhiyan(RUSA)
- Agencies of Higher Education: UGC, AIU, NUEPA
- Quality Assurance in Higher Education: Role of NAAC

Unit-III: Philosophical perspectives in Education

- Philosophy: Meaning, Nature and Characteristics
- Branches of Philosophy- Metaphysics, Epistemology, Axiology and their relevance to education

- Philosophical thoughts: Idealism, Naturalism, Pragmatism, Existentialism, Progressivism Reconstructionalism and Marxism

UNIT- IV: Psychological perspectives in Education

- Concept, meaning and nature of Learning and Learning Process
- The Behaviourist Perspective: (Classical and Operant Conditioning)
- The Psychometric Perspective (Guilford's Structure of Intellect Model)
- The Social- Cognitive Perspective (Albert Bandura)
- The Contextualist Perspective (Vygotsky, Bruner)

Unit-V: Sociological perspectives in Education

- Concept of Social Change
- Role of Education for Social Change, Social Control and Social Mobility
- Social Structure, Social Stratification and Social Mobility: Impact on Education Process

References:

- Bercaw, L.A and Stooksberry, L.M.O. *Teacher Education, Critical pedagogy and standards: An Exploration of Theory and Practice*. Website- <http://www.usca.edu/essays/vol1122004/Bercaw.pdf>.
- British Council(2014).*Understanding India: The future of higher education and opportunities for international cooperation*. Website- https://www.britishcouncil.in/sites/default/files/understanding_india.pdf.
- British Council(2015).*The Indian States Opportunities for international Higher Education Collaboration*.
- Govt. of India (1953). *Report of the Secondary Education Commission*. New Delhi: Department of Education.
- Govt. of India (1966). *Education and National development: Report of the Indian Education Commission (1964-66)*. New Delhi: Department of Education.
- Govt. of India (1986/1992). *National policy of education 1986/92*. MHRD, Deptt. of Education.
- Gupta, V.K and Gupta , Ankur (2005). *Development of education system in India*. Ludhiana: Vinod Publication.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi : Atlantic.

MPEDN-2: THEME AREA SPECIALISATIONS: (a) TEACHER EDUCATION

MAX. MARK-(40 Internal+60 End term)-100

Credit-04

Objective and Outcome:

After studying of the course, students will be able

- To develop in the student understanding of the concept of Teacher education.
- To Study the changing context and concerns in teacher education in India and abroad,
- To develop the insight regarding new policies and understand the role of various agencies,
- To enable the student to understand teaching and training techniques including IT enabled training
- To understand the concept of professional development factors affecting teacher development.
- To enable the student to know the concept and practice of evaluation in teacher education.

Unit- I: Introduction to Teacher Education

- Concept, Components, Needs and Purposes of Teacher Education
- The Context of Teacher Education - The Dynamics of Social, Psychological, Political and Economic Changes in Society
- Understanding Student-Teacher as the Adult Learner (Concept of Andragogy)
- Futuristic Views of Teacher Education. (Preparation of Teachers for Special Schools, Inclusive Classrooms and the Global Context)

Unit – II: Innovations and Technology in Teacher Education

- Mentoring and Reflective Practice
- Collaborative, Co-operative, Experiential and Blended Learning
- Massive Open Online Course (MOOC), Online Educational Resources, Digital Literacy
- Models of Teacher Education—Behaviouristic Teacher Education Model, Competency based Model, Inquiry oriented Teacher Education

Unit-III: Policies and Agencies of Teacher Education

- Critical analysis of NPE- 1986, NCFTE -2009, NEP-2020 with reference to Teacher Education
- Agencies of Teacher Education: NCERT, NCTE, SCERT
- Quality Assurance in Teacher Education: NAAC

Unit-IV: Professional Development of Teachers

- Teaching as a Profession: Its legal and official status
- Problems and issues in professional preparation of teachers
- Contexts affecting professional development of teachers

Unit-V: Researches in Teacher Education

- Problems and issues in teacher education with reference to India and Odisha
- Performance appraisal, and Portfolio assessment
- Researches in Teacher Education

References:

- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice (5th edition)*. Routledge Falmer. London and New York.
- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinkley Open University Press.
- Linda Darling-Hammond & John Bransford (2005): *Preparing Teachers for a Changing World*. John Wiley & Sons, San Francisco.
- Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
- NCTE (1988) *Curriculum Framework for Quality Teacher Education*, NCTE Publications, New Delhi
- NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-Service Education*. New Delhi.
- NCTE (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
- Rao, Digmurti Bhaskar (1998) *Teacher Education in India* New Delhi, Discovery Publishing House.
- Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.
- Singh, R.P. (2006) *Training Teachers: Problems and Issues* New Delhi, Gyan Publishing House.

MPEDN-2: THEME AREA SPECIALISATIONS: (b) EDUCATIONAL TECHNOLOGY

MAX. MARK-(40 Internal+60 End term)-100

Credit-04

Objective and Outcome:

Learners will be able to:

- Describe the meaning, approaches and types of educational technology
- Describe the levels, strategies and models of teaching
- Describe the strategies of modification of teachers behaviour
- Describe the emerging Trends in Educational Technology

Unit-I: Introduction to Educational Technology

- Meaning of Educational Technology, Nature , Scope and Significance of Educational Technology
- Approaches to Educational Technology- Software, Hardware, Systems Approach
- Types of Educational Technology: Behavioural technology, Instructional Technology and Teaching Technology

Unit-II: Science of Teaching

- Modalities of teaching – Concepts of teaching, instruction, Training and Conditioning and their differences
- Needs and importance of teaching
- Teaching strategies – Meaning, Nature, Principles and Function

Unit-III: Levels and Strategies of Teaching

- Levels of teaching – Memory, Understanding and reflective levels
- Stages of teaching – Pre-active, Interactive and Post-active
- Components of teaching

Unit-IV: Modification of Teachers Behavior

- Formulation of Instructional Objectives and task Analysis;
- Micro-teaching and Team teaching
- Simulation and Flander's interaction analysis technique

Unit-V: Communication and Emerging Trends in Educational Technology

- Meaning, Features, Process, Principles and types of communication
- Individualized Instruction – Programmed Instruction (Linear and Branching), Computer Assisted Instruction and Language Laboratory
- ICT enabled teaching learning and assessment
- Researches in Educational Technology

References:

- Bruce, J., & B. and W eil, M. (1972). *Models of teaching*. N.J.: Prentice-Hall
- Das, R.C. (1993): *Educational technology – a basic text*. New Delhi: Sterling Publishers Pvt. Ltd.
- Dikshit, H. P., Garg, S., Panda, S. & Vijayshri (Eds.) (2002). *Access & equity: challenges for open and distance learning*. New Delhi: Kogan Page.
- Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and distance education in global environment*. New Delhi: Viva Books.
- Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four decades of distance education in India: reflections on policy and practice*. New Delhi: Viva Books.
- Garrison, D.R. and Anderson, T. (2003). *e-learning in the 21st century: a framework for research and practice*. London: Routledge.
- Jangira, N.K. & Singh, A. (1992). *Core teaching skills – A microteaching approach*. New Delhi: NCERT.
- Mukhopadhyay, M. (2001). *Educational technology: challenging issues*. New Delhi: Sterling.
- Kulkarni, S.S. (1996). *Introduction to educational technology*. New Delhi: Oxford and IBH.
- Kumar, K.L. (2008): *Educational technology*. New Delhi: New Age International Pvt. Ltd.
- NCERT (2006). *National curriculum framework 2005 position paper national focus group on educational technology*. New Delhi: Author.
- Panda, S. (Ed.) (1999). *Open and distance education: policies, practices and quality concerns*. New Delhi: ABI.
- Sampathet. al. (1981): *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, L. C. (2010). *Educational technology for teachers and educators*. New Delhi: Vasunandi Publication.
- Walia, J.S. *Essentials of educational technology*. Jalandhar: Ahim Paul Pub.
- Allen, D.W. et al. (1969). *Micro-teaching- A description*. London: Stanford University Press.
- Mishra, S. (2008). *Developing e-learning materials: some pedagogical Concerns*. *Indian Journal of Open Learning*, 17 (2).
- Senapaty, H.K. and Pradhan, N. (2005). *Designing instruction for constructivist learning*. *Staff and Educational Developmental International*. 9 (2&3), 93-102

MPEDN-2: THEME AREA SPECIALISATIONS: (c) GUIDANCE AND COUNSELLING
MAX. MARK-(40 Internal+60 End term)-100

Credit-04

Objective and Outcome:

- acquaint the learners about the need, objectives and scope of guidance and counselling;
- role of guidance program in schooling system;
- different techniques of guidance and counselling;
- process of assessment for guidance and counseling in schools;
- effective planning and organization of guidance and counselling programs in schools

Units-I: Guidance & Education

- Guidance : Concept, Need, Principles and Scope
- Importance of guidance at various levels of schooling
- Types of guidance programme – socio-personal, educational and vocational: aims and objectives at different stages of schooling and group guidance techniques
- Relationship between guidance and counseling

Units-II: Guidance Services and Programmes

- Types of guidance services: Orientation, Information services, Student appraisal and Individual Inventory, Counseling, Referral, Placement and Follow-up
- Types and sources of information, Methods of dissemination of information, Career Counselling, Career Talk, Career Exhibition
- Importance for planning and organization of guidance programs in schools
- Resources for organizing guidance services
- Tools and techniques of psychological testing and Non Testing

Units-III: Fundamentals of Counselling

- Meaning, Nature, Types and Principles of counselling
- Qualities of an effective counsellor
- Issues, concerns and problems of childhood and adolescence stage and the role of Counsellor
- Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups
- Peer counselling: concept and relevance to the Indian situation

Units-IV: Guidance & Counselling for students with special abilities and Needs

- Guidance and Counselling for gifted and creative students, socially and economically disadvantaged and delinquent students

- Guidance and Counselling for students with physical and cognitive impairment
- Nature and causes of behavioural problems; guidance of students with behavioural problems, Guiding underachievers

Units-V: School based Guidance & Counselling services

- School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.
- Stress: nature, causes and consequences; types of coping skills and developing coping skills
- Promoting psychological well-being and peace through school based guidance and counseling programmes.

References:

- Anand, S.P (2007). *Guidance in school*. Bhubaneswar: Global Printers,
- Bhatnagar, Asha and Gupta, Nirmala(Eds.) (1999). *Guidance and counselling: A theoretical prospective* (Vols.I & II). New Delhi: Vikas.
- Brown, D. and Brook L.,(Eds).(1990). *Career choice and development*. San Francisco: Jossey Bass.
- Gibson, R.L. and Mitchell, M.H. (1986). *Introduction to guidance*. New York: Macmillan.
- Gladding, Samuel T. (1996). *Counselling: A comprehensive profession*, Prentice Hall Inc. of India.
- Nayak, A.K. (1997). *Guidance and counseling*. New Delhi. APH Publishing House.
- Sharma, R.N. and Rachana Sharma(2004). *Guidance and counseling in India*. New Delhi: Atlantic Publishers and Distributors.
- Corey, G. (1986). *Theory and Practice of Counselling and Psychotherapy*, 3rd Ed. Belmont: Calif-Brooks.
- Cole. Cormier L.& Hackney, H. (1987). *The professional counsellor*. Englewood Cliffs, New Jersey: Prentice Hall.
- Dave, Indu (1984). *The basic essentials of counselling*. New Delhi: Sterling Pvt. Ltd.
- Egan, Gerard (1994). *The skilled helper* (5thEd.) California: Brookes Cole Publishing Co.
- Gazda George R.M.(1989). *Group counselling: A development approach*. London: Allyn and Bacon.
- Gladding, Samuel, T. (1996). *Counselling: A comprehensive profession*. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Mallon, Brenda (1987). *An introduction to counseling skills for special educational needs: Participants manual*. Manchester: Manchester University Press.
- Nugent, Frank A. (1990). *An introduction to the profession of counseling*. Columbus: Merrill Publishing Co.

MPEDN-2: THEME AREA SPECIALISATIONS: (d) INCLUSIVE EDUCATION

MAX. MARK-(40 Internal+60 End term)-100

Credit-04

Objective and Outcome:

The learners will be able to:

- Define and differentiate between Special education, Integrated education and Inclusive education
- State the historical backdrop of Inclusive education
- Describe different types of physically challenged learners, their needs and educational provisions for them
- Describe different types of socially and mentally diverse learners, their needs and educational provisions for them
- Think up inclusion with reference to tribal learners
- Describe the importance of MLE

Unit-I: Meaning, Genesis and Scope Inclusive Education

- Diversity and inclusion in education: Concept and Needs
- Special education, Integrated education and Inclusive education
- Factors of exclusion with reference to Physical, Mental, Sociological and Linguistics

Unit-II: Inclusion from Physical Perspectives

- Diversity from physical point of view: Concept
- Types of Physical disability- blindness, hearing impaired, orthopedically handicapped
- Problems and needs of the students with Physical deformity
- Teaching Learning and Assessment strategies to include Physically deformed learners

Unit-III: Inclusion from Linguistic Perspectives

- Concept and Policies of Multilingual Education programme
- Problems of implementing Multilingual Education (Multilingual Education)
- Pedagogical practices in Multilingual setup

Unit-IV: Inclusion from Social Perspectives

- Concept and types of Social Exclusion with special focus to caste and socio- economic background
- Problems and needs of socially deprived learners
- Teaching Learning and Assessment strategies to include socially deprived learners

Unit-V: Inclusion from Mental Perspectives

- Concept and types of Mental Exclusion with special focus to gifted learners, slow learners
- Problems and needs of mentally divers learners
- Teaching Learning and Assessment strategies to include mental exclusions

References:

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- Choate, J. S. (1997). *Successful inclusive teaching*. Allyn and Bacon.
- Daniels, H. (1999) . *Inclusive education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*. Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press:Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarty, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*. Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*. California: Singular Publications.
- Kluth, P. (2003). *"You are going to love this kid!" Teaching students with autism in the inclusive classroom*. Baltimore: Paul Brookes.

- Kluth, P. (2009). *The autism checklist: A practical reference for parents and teachers*. San Francisco, CA: Jossey-Bass.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- MHRD (2020). National Education Policy. Ministry of Human Resource Development, Govt. of India.
- Mishra, M. K., (2009). *Multilingual Education and Other Initiatives in Orissa for SC/ST and Minority Education*. Proceedings, 8th International Conference on Language and Development, Bangladesh.
- Panda, K.C. (2000). *Education of Exceptional Children*.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall, Inc
- Valle, J. W. & Connor, D. J. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. New York, NY: McGraw Hill.

<http://opepa.odisha.gov.in/website/SCSTedu3.aspx>

<https://www.epw.in/journal/2017/7/perspectives/education-mother-tongue.html>

MPEDN-3: RESEARCH METHODOLOGY AND COMPUTER APPLICATIONS
MAX. MARK-(40 Internal+60 End term)-100

Credit-04

Objective and Outcome

On completion of the course, the students shall be able to:

- State the characteristics of quantitative, qualitative and mixed research.
- Select and explain an appropriate method for a research study
- Formulate hypotheses in relation to the objectives of the study
- Conduct review of related literature and prepare research proposals and research report
- Select appropriate tools and techniques for the collection of data.
- Understand and apply various methods of sampling
- Understand ethic in conducting research, writing research reporting, citing sources etc.
- Acquaint with the use of different software for searching related literature and tools, data collections and data analysis.

Course Outline

UNIT-I: *Planning Educational Research*

- Educational Research: Concepts and Characteristics
- Types of Educational Research: Basic, Applied and Action
- Variables and Hypotheses: Concepts and types
- Review of related literature: Concepts and Steps

UNIT-II: *Research Methods and Procedure*

- Descriptive method: Meaning, purposes, types and processes
- Experimental method: Meaning, characteristics, designs, internal and external validity
- Causal comparative method: Meaning and purpose and processes
- Case Study: Concepts and types

UNIT-III: *Sampling procedures and Tools and Techniques of Data collection*

- Sampling: Meaning, types- Probability & Non-Probability
- Tools and Techniques of data collection:
 - Interview Schedule: Purpose and techniques of interview
 - Observation: Concepts and techniques of observation.
 - Questionnaire: Purpose and principles of preparation.

UNIT-IV: Computer Applications

- Use of computers in: Data processing; and Graphical processing
- Use of web for researches with reference to searching review, analysis and interpretation of data

UNIT-V: Preparing Research proposal and Report Writing

- Research Proposal: Concepts and components
- Research Report: Needs and format
- References and Bibliographies with reference to APA manual.

References:

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Edn.). Washington,DC: American Psychological Association
- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education* (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Best, J.W., & Kahn, J.V. (2009). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bhandarkar, P.L. and Wilkinson, T.S. (2010). *Methodology and techniques of social research*. Himalaya Publishing House, New Delhi.
- Borg, W.R. & Gall, M.D. (1989). *Educational research: An introduction*. New York: Longman.
- Corey, S. M. (1953), *Action research to improve school practice*, New York: Teachers College Press
- Creswell, J.W. (2014). *Educational research-planning, conducting and evaluating quantitative and qualitative research* (4th Ed.). New Jersey, USA: Pearson Education Inc. (Indian Reprint available at PHI Learning Pvt.Ptd.)
- Flick, U. (2012). *An introduction to qualitative research*. London: Sage Publication.
- Fox, D.J. (1969). *The Research process in education*. New York: Holt Rinehart and Winston Inc.
- Gay, L.R. (1990). *Educational research-competencies for analysis and application* (3rd Ed.), Macmillan Publishing Company, New York.
- Gay, L.R., Mills, G.E., and Airasian, P. (2009). *Educational research. competencies for analysis and applications*. New Jersey: Merrill and Pearson.
- Johnson, B. & Christensen, L. (2008). *Educational research: quantitative, qualitative, and mixed approaches*. London: Sage Publication
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publication

- Kerlinger, Fred N., Lee, Howard B. (2000). *Foundations of behavioural research*. New York: Thomson Learning.
- Lichmen, M (2006). *Qualitative research in education*. London: Sage Publication
- McMillan, J.H. & Schumacher, S. (1989). *Research in Education- a Conceptual Introduction*. New York: Harper Collins.
- Mertler, C.A. (2006). *Action research: teachers as researchers in the classroom*. London: Sage Publication
- Rao, U. (2007). *Action research*. Himalaya Publishing House, New Delhi.
- Singh, K.(2001).*Methodology and techniques of social research*. New Delhi: Kanishka publishers.
- Travers, R.M.(1969).*Introduction to educational research*. London: Macmillan Publishing co.

Semester-II

MPEDN-4: Review of Related Literatures and Seminar

MAX. MARK-50+50=100 marks (Assessed Internally)

Credit-4

Section- A: Review of Related Literatures: 50 marks (Presentation-10+ Record-30 + Viva-10)

Each scholar has to present a review of published research work (at least 10 national and 10 international) in the relevant field of the proposed area of research along with the references of minimum 1,500 words to be submitted in bounded form (printed on A4 size paper, Times New Roman font, font size 12, 1.5 line spacing) and in a soft copy in CD Drive. Soft copy of the aforesaid review of published research work submitted in CD Drive will be subjected to a through verification by the Department to detect plagiarism. A plagiarized review of published research will be rejected, and the candidate will have no claim, whatsoever, against the University

The report will be presented through power-point. There will be an open Viva-voce. Marks shall be awarded to each student on the basis of relevance of the review, standard and quality of the review, style of presentation and clarification of doubts raised by the participants.

Section- B: Seminars: 50 marks (Presentation-10+ Record-30 + Viva-10)

Each scholar has to prepare and present two seminars on any burning topics on education, consultation with his/her respective supervisor and submit the same to the department.

MPEDN-5: Research Proposal

MAX. MARK-100 marks (Internal and external)

Credit-4

Each scholar has to prepare and present a Research Proposal, consultation with his/her respective supervisor and required to submit it (2 hard copies printed on A4 size paper, Times New Roman font, font size 12, 1.5 line spacing).

Evaluation Criteria for Research Proposal

(Evaluation by External and Internal Examiners)

1)	Report	60 Marks
2)	Presentation Style	20 Marks
3)	Viva	20 Marks
	Total	100 Marks

MPEDN-6: Dissertation

MAX. MARK-100 marks

Credit-4

Each scholar has to prepare a dissertation and required to submit it (3hard copies printed on A4 size paper, Times New Roman font, font size 12, 1.5 line spacing) and in a soft copy in CD Drive.

Evaluation Criteria for Dissertation

(Evaluation by External and Internal Examiners)

4)	Report	60 Marks
5)	Presentation Style	20 Marks
6)	Viva	20 Marks
	Total	100 Marks