

Saurashtra University

M.Phil. (Education) Ordinance

M. Phil.(Education) Ordinance 01

Eligibility Criteria for Admission to M.Phil. (Education) Programme.

A candidate who satisfies the following conditions can register for M.Phil(Education) Programme:

- 1.1 He/She must have taken Masters Degree (P.G) in Education with at least 55% marks and must have passed the M. Phil(Education) Entrance Test. Candidates belonging to SC/ST and SEBC categories shall be given a relaxation of 5% marks at the Masters Degree (P.G) eligibility Criterion. If he/she has obtained P.G Degree from this University or any other university in India.
- 1.2 In case of foreign students, the condition of 55% at Masters Degree (PG) Level shall remain mandatory,
- 1.3 In case of foreign students who have obtained P.G. Degree from any university outside India, grade points equivalent to IInd class shall be considered eligible for registration.
- 1.4 Teachers, who were already in-services before 19.9.1991 i.e. when the U.G.C requirement of 55% marks was not made a pre-requisite requirement for appointment in Colleges shall be exempted from the condition of 55% of marks.

M. Phil.(Education) Ordinance 02

Procedure for Admission

- 2.1 The Candidates who desire to register for M. Phil(Education) course shall have to pass the qualifying Entrance Test, which will be based on the following **four** components:
 - a) Research Methodology (weightage 30%)
 - b) Functional English Language (weightage 10%)
 - c) Functional Knowledge of Computer (weightage 20%)
 - d) Respective Subject Content (weightage 40%)Note: Questions will be of MCQ type.
- 2.2 The qualifying Entrance Test shall be conducted once in a year and it shall be held before 31st July every year or later in exceptional cases.
- 2.3 The merit list for admission to M. Phil(Education) Programme of the candidates who have passed Entrance Test with equal marks shall be based on their percentage of marks at the Post Graduate level. Any other controversial matters regarding in the candidates with equal marks in Entrance Test shall be considered by the competent authority, of the said committee.
- 2.4 Selected candidates must attend a regular course of study of one academic year i.e. two semesters. The syllabi for the programme shall be as decided by the University from time to time.
- 2.5 Number of M. Phil(Education) students allotted to an M. Phil(Education) Supervisor / Guide every academic year shall not be more than **five (05)**.
- 2.6 The M. Phil Degree programme shall be conducted in the University Departments only.
- 2.7 Master of Philosophy shall be a full time Degree Programme for one year (Two Semesters).
- 2.8 The candidate registered for M. Phil programme shall not be permitted to join any other programme/course of this or any other university.

M. Phil.(Education) Ordinance 03

Course Work:

3.1 The programme shall be conducted from the month of July to April every year. The candidate shall be required to pass the written examination which will be based on the following course frame work.

Corse Type	Paper Code	Paper Title	Credit	Distribution of Marks				Total
				External	Internal		Internal Exam	
					Seminar	Assignment		
Core	CC-1	Advance Research Methodology in Education	4	70	10	10	10	100
Core	CC-2	Philosophical and Sociological foundations of Education	4	70	10	10	10	100
Elective (Any one)	EC-1	Curriculum development	4	70	10	10	10	100
	EC-2	ICT in Education						
	EC-3	Perspectives in Teacher Education						
	EC-4	Education management						
	EC-5	Innovative Practices in Education						
Research Work	D-1	Dissertation	4	100	0	0	0	100
	D-2	Viva-voce		50	0	0	0	50
	D-3	Preparation of Research Paper(Five)		0	50		50	
		Total	16	360	140		500	

Note :

1. The students are supposed to complete at least three hours per day and maximum sixteen hours of five days week.
2. The papers (CC1, CC2) and any one of Elective Papers will be Spread over two semesters with equal four credits per each paper.
3. Research work will be during the span of two semester (One Year)
4. Viva-voce will be taken at the end of academic year.
5. Research Papers are to be submitted at the end of academic year.

3.2 The course work/structure prepared by the University Department Staff Council for the Programme shall be approved by the competent statutory bodies of the University.

3.3 The student shall submit dissertation within a period of 12 months from the date of admission. As the dissertation is considered the fourth component of the course work and which is to be subjected to Examination section of the University, the rules framed by the Controller of Examination regarding **date of submission, late fees for submission** etc. and changes therein shall be applicable from time to time. No candidate shall be considered having completed the programme unless he/she submits the dissertation.

3.4 Extension shall not be granted to any student in any case beyond the period of 18 months since the date of admission. After this period his/her registration shall cease automatically.

M. Phil.(Education) Ordinance 04

Allocation of Supervisor (Guide)

- 4.1 Eligible candidates shall be interviewed by the Departmental M. Phil(Education) Committee.
- 4.2 The Departmental M. Phil(Education) Committee shall consist of the following:-
 - a) Head of Department shall be the Chairman of the Committee.
 - b) All the teachers of the M. Phil(Education) course shall be the members of the said committee.
- 4.3 The Committee shall perform following functions:
 - 1) It shall approve the Admission (Registration)
 - 2) It shall assign supervisor/ guide to students.
 - 3) It shall assign course/papers to the concerned teachers.

M. Phil.(Education) Ordinance 05

Evaluation, Assessment Method and Submission

- 5.1 Every student of M. Phil(Education). programme shall pass theory course examinations at the end of each semester as per the provisions of Examination Department. The student shall submit dissertation by the end of the Second Semester as per the provisions of the Examination Department.
- 5.2 The Dissertation based on research work shall be evaluated separately by (a) the Guide and (b) a External Examiner.
- 5.3 After receiving External Examiner's report, the guide and the Departmental M Phil Committee (vide O-MPhil-5.2) shall conduct the viva-voce examination. The average of marks awarded by the Committee members shall be awarded as marks of the viva-voce. Marks given by the external examiner shall be awarded as the dissertation marks.
- 5.4 No External Examiner shall be given more than five dissertation for assessment in each academic year.
- 5.5 Every candidate shall submit 04 bound copies of dissertation along with a soft copy C.D. in PDF format.
- 5.6 The dissertation shall be presented in accordance with following specifications :
 - a) Printing shall be in standardized format in 1.5 spacing Font Size shall be Times New Roman/Arial/Courier of 12 point size. In case of Gujarati Dissertation, Font Size should be in "Shree-Lipee/ ISM" and size should be 14.
 - b) The other specification shall be based on APA style.

M. Phil.(Education) Ordinance 06

Eligibility of M. Phil.(Education) Teacher and/or Guide

For teaching and/or guiding the dissertation at the M. Phil(Education) Level the concerned teacher must be

- (a) A recognized guide/supervisor for the Ph.D. degree in the same subject.
Or
- (b) A directly appointed teacher in the University Department with Ph. D. degree after the successful completion of his/her probation period.
Or
- (c) A PhD degree holder with seven years of experience and P.G. recognition in the same subject and three research articles published in National/international refereed Journals.
Or
- (d) A P.G. Teacher having 10 years Experience and five research articles published in National/international refereed Journals.

M. Phil.(Education) Ordinance 07**Standards of Passing**

The minimum requirement for passing shall be 50% of marks in each course/paper and in the dissertation (including viva-voce on dissertation and preparation of Research Papers).

M. Phil.(Education) Ordinance 08**Validity of Registration**

The candidate once registered for M. Phil(Education) programme shall be allowed maximum extension of six months for submission of dissertation after his/her successful completion of stipulated two semesters. After that his/her admission along with registration shall be canceled.

ANNEXURE-1
Component for M.Phi.(Education) Entrant Test

Component A : Research Methodology

The main objective is to assess the research capabilities of the candidates. Therefore the test is aimed at assessing research aptitude. They are expected to possess and exhibit cognitive abilities. Cognitive abilities include comprehension, analysis, evaluation, understanding the structure of arguments and deductive reasoning. Candidates are expected to possess general awareness and knowledge regarding sources of information and basic quantitative techniques employed in research. Following are the broad components those are to be tested:

I. Research Aptitude

- Research : Meaning, characteristics and types;
- Step of research;
- Method of research;
- Research Ethics;
- Paper, article, workshop, seminar, conference and symposium;
- Thesis writing: its characteristics and format.
- Nature of research problem: *theoretical research, experimental research, case study, survey*

II. Data Interpretation

- Sources, acquisition and interpretation of data;
- Quantitative and qualitative data;
- Graphical representation and mapping of data.

III. Basic Statistical Techniques

- Uni-variate Analysis : Mean, Mode, Median, Standard Deviation
- Bivariate / Multivariate analysis: Correlation, Regression
- Probability and Probability distributions

Component B : Functional Knowledge of Computer

Sr.No.	Topic name
1	Software
	<ul style="list-style-type: none"> • Types of software: System software, Application software. • Operating system software: Functions of OS and brief introduction of some OS. Batch, multi-programming, time sharing, multiprocessing, PC operating system, network operating system, on-line and real time operating system. • Application software: Common Application software such as: Word processing, spreadsheet, database, Web browsing, desktop publishing, • Programming paradigms and languages: classification, machine code, assembly language, Programming paradigms and higher level languages.
2	Office Application
	<ul style="list-style-type: none"> • MSOFFICE application like Word, PowerPoint, Excel etc.

Component C : Functional Knowledge of English Language

- **Parts of Speech and their Usages**
- **Words and Word-formation Processes**
 1. Prefixes
 2. Suffixes
 3. Infixes
 4. Inflections
 5. Derivation processes (from one category to another)
- **Elements of Sentence (SVOCA)**
 1. Subject
 2. Verb
 3. Object
 4. Complement
 5. Adverbial
- **Usages of Tenses in English**
 1. Present tense (Simple, Progressive and Perfective aspects)
 2. Past tense(Simple, Progressive and Perfective aspects)
 3. Expression of futurity

Anexure-2

Detailed syllabus of Theory Papers

Core Course : 1 Advanced Research Methodology in Education

Sem-1

1. Conceptual Aspects of Research Methodology

- 1.1 The rationale of studying Research Methodology
- 1.2 The Scientific Approach
- 1.3 Theories and Research
- 1.4 Measurement: Importance, Reliability, Validity
- 1.5 The Observational Approach
- 1.6 The Correlational Approach
- 1.7 The Experimental Method: Pre, Quasi, True
- 1.8 Mixed Method

2. Concept of Analysis in Parametric Test

- 2.1 T-Test
- 2.2 F-Test
- 2.3 ANCOVA
- 2.4 Co-relation
- 2.5 Factorial (2×2, 2×3)
- 2.6 Regression
- 2.7 Factor Analysis

Sem-2

3. Concept of Analysis in Non-Parametric Test

- 3.1 Chi Square
- 3.2 Wilcoxon
- 3.3 Mahan Whitney
- 3.4 Sign Test
- 3.5 Median Test
- 3.6 Curskal Wallis
- 3.7 One way analysis
- 3.8 Meta Analysis

4. Communication of Research

- 4.1 Communication in Research
- 4.2 Communication of Research
- 4.3 Qualitative Research Proposal
- 4.4 Quantitative Research Proposal
- 4.5 Preparation & Criticism of a proposal
- 4.6 Research Paper
- 4.7 Research Article

References :

1. Keevas, John P. : *Educational Research Methodology & Measurement –An International Handbook*, New York: Pargamon press, 1988.
2. Best, J.W. & James V. Kahn : *Research in Education* (6th edition) New Delhi: Prentice Hall, 1989.
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8. . Hall, Walton : *Research Design* (Block s A & B), Open University, 1981.
9. Hall, Walton : *Data Collection Procedure* (Block 4), Open University, 1981
10. Hall, Walton : *Making Sense of Data* (Block 6), Open University, 1981.
11. Hall, Walton : *Variety in Social Science Research* (Block 1) , Open University, 1981.
12. Cherpulnik P.D. : *Behavioural Research : Assessing the validity of Research findings in psychology*, New York, Harper & Row, 1983.
13. Baynner, John Hall Waltan : *Issues in Methodology*, Open University, 1981.
14. Aggarwal : *Researches in Emerging Field of Education*, New Delhi : Sterling Press, 1988.
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16. Winer B.J. : *Statistical Principles of Behavioural Research*
17. Dayton, Mitchill. C : *Experimental Designs of Education Research*
18. James H McMillan & Sally Schumacher : *Research in Education*, Scott, Foresman and Company, USA
19. John W Creswell & Vickil Plano Clark : *Designing and conduction mixed Methods Research*, Sage Publication, India
20. Sidney Siegel: *Non Parametric Statistics for the behavioral Science* ,McGraw Hill Book Company inc., Japan

Core Course : 2 Philosophical and Sociological foundations of Education

Sem-1

Unit :1 The Philosophic alternatives in Philosophy of Education

- 1.1 The metaphysical Bases : 1.2 The Epistemological Bases :
1.3 Axiological Bases :

Unit : 2 Perspectives of Education

- 2.1 Anthropological perspective of education 2.2 Social perspectives of education
2.3 Cultural perspective of education

Sem-2

Unit : 3 Indian Philosophy

- 3.1 Building a Philosophy of Indian Education
3.2 The Gandhian philosophy of education- its relevance to international path for peace and prosperity
3.3 Critical review of philosophical aspects of prevailing national policy of education.

Unit : 4 Sociological Foundation

- 4.1 Concept of Social Stratifications 4.2 Impact of Social Stratifications on Education
4.3 Concept of Social Class 4.4 Impact of Social Class on Education

References :

1. Dave R.H. : *Foundation of lifelong Education*, Paris: 1976.
2. Ghush Tatna & Zaachalial Mathew : *Education & the process of change*.
3. Kishore Satyendra : *National Integration in India*, New Delhi : Sterling Publishers, 1987.
4. N.C.E.R.T. : *The Teacher in Emerging Indian Society*, Delhi.
5. Sing R. P. : *Non-formal Education*, New Delhi : Sterling Publishers, 1987.
6. Ramesh G. : *Aesthetics And Education*, 1988.
7. Buhela, S.P. : *Human Values And Education*, New Delhi : New Delhi : Sterling Publishers.
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15. Humayun, Kabir : *Indian Philosophy of Education*, New Delhi, Asia Publishing House, 1965.
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17. Rawal P.L. : *History of Indian Education*, Agra : Ramprasad & Sons.
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19. H. Chaube S.P. : *Some Foundation And Guidelines of Modern Education*, Agra : Ramprasad & Sons.
20. Sharma R. P. : *Education Theories And Modern Trends*, Agra : Ramprasad & Sons.
21. Kambe, K.S. : *Yoga : Depth And Para psychology*, Lonavala : Kaivalyadhama.
22. Grewal A. Sharma & Gupta : *Working with community And Teacher Education* , Agra: Ramprasad & Sons.

Elective Course -1

CURRICULUM DEVELOPMENT

Sem-1

1. Curriculum Basics

- 1.1 Curriculum : Concept , Place in teaching process
- 1.2 Bases of Curriculum Construction
- 1.3 Aims of Curriculum

2. Curriculum Improvement

- 2.1 Principals of Curriculum Construction
- 2.2 Components of Curriculum
- 2.3 Characteristics of Curriculum

Sem-2

1. Curriculum Planning

- 1.1 Factors of Curriculum Construction
- 1.2 Educational Technology and Curriculum
- 1.3 Planning and Curriculum

2. Curriculum Practises

- 2.1 Curriculum Evaluation
- 2.2 Modern Curriculum
- 2.3 Criticism of Present Curriculum

References :

1. Anderson, & Vernon, : *Principles and Procedures of Curriculum Improvement*, Ronald Press Company, New York, 1956.
2. Cay, Donald , F. : *Curriculum Design for Learning*, Bobbs Merrill Coy, Inc. , Indiana, 1965.
3. Chary, Ryland, W., : *Humanizing the School Curriculum Development and Theory*, Random House, New York, 1969.
4. Denis Lawton and et. al. : *Theory and Practice of Curriculum Studies*,Routledge and Kegan Paul, London, 1978.
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Elective Course -2

ICTs And Teacher Education

Sem -1

Unit :1 ICTs in Education

- 1.1 Environments for Open Learning
- 1.2 Nonformal Education
- 1.3 Impact of ICT on Education
- 1.4 Quality of Learning
- 1.5 Empowerment of Teacher Education
- 1.6 Components of ICTs in Teacher Education. The Process of Learning
- 1.7 ICTs and Teacher Education.

Unit :2 Planning and Development of Teacher Education

- 2.1 ICT Curriculum for Teacher Education
- 2.2 Online Resources for Teacher Education
- 2.3 Quality Assurance in Teacher Education
- 2.4 Professional Development for Teacher Education
- 2.5 Development Stages for ICT.

Sem-2

Unit :3 Technology Use in Teacher Proficiency

- 3.1 Professional Development Programmes
- 3.2 Online Professional Development
- 3.3 Advantages of Technology Use
- 3.4 E-learning • Multimedia Development
- 3.5 Nature of Multimedia »Teacher Developers and Collaborative Efforts
- 3.6 Environment for Multimedia Development
- 3.7 Quality Multimedia
- 3.8 Development of the Technology Plan
- 3.9 Assessment Tools for Teacher Education
- 3.10 Vision of ICTs in Teacher Education
- 3.11 Integration of ICT and Teacher Education
- 3.12 Professional Development Stages for ICT.

4. Lifelong Learning

- 4.1 In Service Training Programmes
- 4.2 The Context
- 4.3 The Programme
- 4.4 Media and Technology
- 4.5 Funding and Costs
- 4.6 Quality, Effectiveness and Outcomes
- 4.7 ICT and Teacher Education: Images of Teacher Education- Educational Designers, Technologists, Technical Assistants

References :

1. Cuban, Oversold and Underused : *Computers in the Class room*, London: Harvard University Press, 2001.
2. Becker, H. J.: *How Exemplary Computer- Using Teachers Differ from Other Teacher : Implications for Realizing the potential of Computer in Schools* ,Journal of Research on Computing in Education, 25, 291-320., 1994.
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Elective Course -3 Perspectives in Teacher Education

Sem-1

Unit : 1 Teacher Education

- 1.1 Concept – Normative View
- 1.2 Objectives
- 1.3 Importance

Unit : 2 Historical Development of Teacher Education

- 2.1 In India
- 2.2 Abroad

Sem-2

Unit : 3 Role & Responsibilities of Teacher Educators

- 3.1 Concept of role of the teacher
- 3.2 The social position of the teacher
- 3.3 Expected Role of the Teacher

Unit : 4 Major Issues and problems of Teacher Education

- 4.1 Admission Policies and Procedures
- 4.2 Isolation of Teacher Education Institutions
- 4.3 Preparation of Teachers for special fields such as teachers for special education, teachers for Arts, Crafts, Physical Education etc.
- 4.4 Issues pertaining to the opportunities for professional development of teacher educators pre – service and in-service programmes.
- 4.5 Issues and problems cited in national policy of Education, 1992.

Reference:

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3. Dent : *To be a teacher*, London : Uni. of London Press.
4. Flethcer B.A. : *A Philosophy for the teacher* , Oxford: Oxford Uni. Press.
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22. Govt. of India : *National Policy of Education, Programme of Action*, New Delhi: Ministry of H.R.D., Govt. of India, 1986.

Elective Course - 4

Educational Management

Sem-1

Unit - 1 : Conceptual Management

- 1.1 Definition of management
- 1.2 Concept of management
- 1.3 Concept of educational management
- 1.4 Functions and activities of educational managers
- 1.5 POSDCORB (Planning, Organising, Staffing, Directing, Co-ordination, Reporting, Budgeting) and PODC (Planning, Organisation, Direction, Control) approaches.
- 1.6 Leadership style and educational management
- 1.7 The characteristics of leadership of educational management
- 1.8 The present trends in educational management
- 1.9 Research relating to educational management
- 1.10 Organisational context of management

Unit - 2 : Administrative Aspects Of Educational Management

- 2.1 Educational administration and management
- 2.2 Principles of educational administration
- 2.3 Processes of educational administration
- 2.4 Educational administration at various levels

Sem-2

Unit - 3 : Supervision In Education

- 3.1 Definition of supervision
- 3.2 Meaning of supervision
- 3.3 Modern concept of supervision
- 3.4 Aims and objectives of modern supervision
- 3.5 Supervision as a process :
- 3.6 Supervision as function
- 3.7 Supervision as leadership : providing guidance
- 3.8 Different types of supervision
- 3.9 Methods and techniques of supervision

Unit - 4 : Communication And Motivation In Human Relations

- 4.1 Meaning of communication
- 4.2 Importance of communication in effective management
- 4.3 Barriers of communication in educational management and administration
- 4.4 Meaning of human relations in education
- 4.5 Need and importance of human relations in educational administration
- 4.6 Principles and values of human relations in educational administration
- 4.7 Human relations among principal, supervisors, teaching-staff, non- teaching-staff, students, school-management, guardians and education-officers.
- 4.8 Human relations and motivation

Reference:

1. Barkey, John A., *Supervision as Human Relations*. Health and Company, Boston, 1957.
2. Brown, Andrew M., *Management development and Management by Objectives for the Line Manager*. Somaiya Publications Pvt. Ltd., Bombay, 1970.
3. Chandrasekaran, Premila, *Educational Planning and Management*. Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi - 100 016, 1997.
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Elective Course - 5

Innovative Practices in Education

Sem-1

Unit -1 : Innovation : Definition And Concept.

- 1.1 Meaning, concept and need of Innovations in Education
- 1.2 The stages of Innovation
- 1.3 The characteristics of Innovative teacher in education.
- 1.4 Barriers to educational Innovations

Unit -2 : Innovation In Different Areas Of Education :

- 2.1 Innovation in curriculum
- 2.2 Innovation in educational administration
- 2.3 Innovation in educational evaluation
- 2.4 Innovation in educational technology
- 2.5 Innovation in teacher education

Sem-2

Unit - 3 : Educational Change

- 3.1 The foundations of change :
- 3.2 The process of change :
- 3.3 The agents of change :
- 3.4 Education and social change
- 3.5 Social change and leadership
- 3.6 Functions of ERIC(Educational Research and Innovation Committee)

Unit - 4 : Innovation : Strategies And Practices.

- 4.1 Innovative areas in secondary- higher secondary schools
- 4.2 Innovative Practices :

Reference:

1. Beard, R. M., (Ed.) *Innovation and Experiment in University teacher methods, society for Research in Higher Education*, London, 1963.
2. Gallahan, J. F., Clark, L. H. *Innovations and Issues in education*. McMillan Pub. Co., Inc. New York, 1977.
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ANNEXURE-3

Paper format for Theory Papers

Note :

1. The question paper consist of maximum of 70 marks
2. All questions are compulsory
3. Timing for each theory question paper will be 2½ Hours.
4. Write your Answers to the point, Marks will be deducted for irrelevant writing

	Marks
Q.1 Answer any one in About 700 words (Out of 2)	16
Q.2 Answer any two in About 400 words (Out of 3)	16
Q.3 Answer any four in About 300 words (Out of 6)	20
Q.4 Answer briefly (9 out of 9)	18