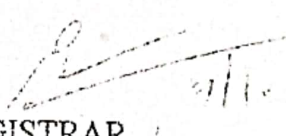


CIRCULAR:-

A reference is invited to the Ordinances, Regulations and Syllabi relating to the M.Phil degree in Education vide Pamphlet No.180 and the Head, University Department of Education and the Principals of the affiliated colleges in Arts and Education are hereby informed that the recommendation made by the Board of Studies in Education at its meeting held on 11th August, 2006 has been accepted by the Academic Council at its meeting held on 18th August, 2006 vide item No.4.37 and that in accordance therewith the syllabus for the M.Phil degree in Education is revised as per Appendix and that the same has been brought into force with effect from the academic year 2006-2007.

MUMBAI-400 032

9th October, 2006


for REGISTRAR

To,

The Head, University Department of Education and the Principals of the affiliated colleges in Arts and Education.

AC/4.37/18.08.2006

No.UG/ 419 -A of 2006, MUMBAI-400 032 9th October, 2006

Copy forwarded with compliments for information to :-

- 1) The Dean, Faculty of Arts
- 2) The Chairman, Board of Studies in Education.


for REGISTRAR

Copy to :-

The Director, Board of College and University Development, the Deputy Registrar (Eligibility and Migration Section), the Director of Students Welfare, the Personal Assistants to the Vice-Chancellor, the Pro-Vice-Chancellor, the Registrar and the Assistant Registrar, Administrative sub-center, Ratnagiri for information.

The Officer on Special Duty-cum- Controller of Examinations (10 copies), the Finance and Accounts Officer (2 copies), Record Section (5 copies), Publications Section (5 copies), the Deputy Registrar, Enrolment, Eligibility and Migration Section (3 copies), the Deputy Registrar, Statistical Unit (2 copies), the Deputy Registrar (Accounts Section), Vidyanagari (2 copies), the Deputy Registrar, Affiliation Section (2 copies), the Director, Institute of Distance Education, (10 copies) the Director University Computer Center (IDE Building), Vidyanagari, (2 copies) the Deputy Registrar (Special Cell), the Deputy Registrar, (PRO) the Assistant Registrar, Academic Authorities Unit (2 copies) and the Assistant Registrar, Executive Authorities Unit (2 copies). They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above Circular and that no separate Action Taken Report will be sent in this connection. the Assistant Registrar Constituent Colleges Unit (2 copies), BUCT (1 copy), the Deputy Account, Unit V (1 copy), the In-charge Director, Centralize Computing Facility (1 copy), the Receptionist (1 copy), the Telephone Operator (1 copy), the Secretary MUASA (1 copy), the Superintendent, Post-Graduate Section (2 copies), the Superintendent, Thesis Section (2 copies).

Ch-21/2006/71006.

18.08.2006

UNIVERSITY OF MUMBAI



***REVISED SYLLABUS
FOR THE
M.PHIL DEGREE
IN
EDUCATION***

(With effect from the academic year 2006-2007)

Scheme of Papers:

Paper I	Research Methods and Techniques	(100 MARKS)
Paper II	Contemporary Issues in Indian Education (Discipline Paper I)	(100 MARKS)
Paper III	Innovations in Education (Discipline Paper II)	(100 MARKS)
Paper IV	Foundations of Education (Interdisciplinary Paper)	(100 MARKS)

DISSERTATION

Scheme of Examination: 80 marks (external examination)
20 marks (internal assessment)
The internal assessment will comprise of the following : (a) one assignment - 10 marks.
(b) either a seminar or a book review –10 Marks
This scheme is applicable to each paper.

- Note : (i) Paper I, II and III will be offered by the students who have passed the M.Ed. degree .
(ii) Paper I, II and IV will be offered by the students who have passed the Master's degree in any other discipline.

M.Phil (Education)

Detailed Syllabus

Paper I RESEARCH METHODS AND TECHNIQUES IN EDUCATION

- Objectives : (1) To develop an understanding of research concepts, procedures, designs and techniques.
(2) To develop an ability to apply research skills at an advanced level.

1. **THEORY BUILDING AND RESEARCH** : The scientific and ethical foundations of educational research. The Role of theory in educational research. Structure of theory : theory as (i) concept (ii) conceptual scheme and (iii) communication of explanations. Meaning of laws, assumptions, facts, concepts and constructs. Generating a theory. Use of inductive and deductive reasoning research. Meaning of explanations and generalisations with reference to theory. Criteria of evaluating a theory. Types of theory. Meaning of a model. Types of models : Classificatory, Typological, Contingency, Associative and Functional models.
2. **CRITICAL REVIEW OF RESEARCH METHODS** : Historical, Descriptive and Experimental.
3. **RESEARCH AND DEVELOPMENT** : Meaning, processes and implications for improving the educational system.
4. **GROUNDING THEORY DESIGNS** : Strengths and weaknesses of grounded theory. Types and key characteristics of grounded theory designs. Steps in conducting a grounded theory research. Criteria for evaluating a grounded theory design.
5. **NARRATIVE RESEARCH DESIGNS** : Meaning and key characteristics of narrative research design. Its types. Steps in conducting narrative research design. Strengths weaknesses of narrative research designs. Criteria for evaluating narrative research.
6. **EVALUATION RESEARCH** : Meaning of evaluation research. Purpose and roles of evaluation (with reference to research). Types of evaluation. Approaches to evaluation : (a) objective-oriented (b) decision-oriented (c) consumer-oriented (d) expertise-oriented (e) adversary-oriented and (f) naturalistic and participant-oriented evaluation. Standards for judging the quality of evaluation research.

7. **POLICY RESEARCH** : (A) Meaning of policy analysis. Characteristics of policy analysis methods : focused synthesis, secondary analysis, field experiments, quasi-experiments, large scale experimental and quasi-experimental evaluations. (B) Cost-analysis : Meaning, Modes of cost-analysis. Cost-benefit analysis, Cost-effective analysis, Cost-utility analysis and Cost-feasibility analysis.
8. **MIXED METHOD DESIGNS** : Key characteristics of mixed method designs. Types of mixed method designs : (i) Triangulation, (ii) explanatory and (iii) exploratory designs. Steps in conducting a mixed method study. Strengths and weaknesses of mixed method research.
9. **STATISTICAL TECHNIQUES OF INFERENTIAL DATA ANALYSIS** : Multivariate techniques of data analysis (partial and multiple correlation, two-way ANOVA, canonical correlation, path analysis, Discriminant analysis and factor analysis). Concept, use and interpretation only.
10. **ICT AS A RESEARCH TOOL** : Meaning, Techniques and Applications.

BOOKS RECOMMENDED

1. Best, J. W. and Kahn, J. *Research in Education*. (7th ed.) New Delhi: Prentice Hall of India Ltd. 1997.
2. Berg, B.L. *Qualitative Research Methods*. Boston: Pearson. 2004.
3. Bogdan, R.C. and Biklen, S. K. *Qualitative Research for Education : An Introduction to Theory and Methods*. Boston MA : Allyn and Bacon. 1998.
4. Bryman, A. *Quantity and Quality in Social Science Research*. London: Routledge. 1988.
5. Charles, C.M. and Merton, C.A. *Introduction to Educational Research*. Boston: Allyn and Bacon. 2002
6. Cohen, L and Manion, L. *Research Methods in Education*. London: Routledge. 1994.
7. Creswell, J.W. *Educational Research*. New Jersey: Upper Saddle River. 2002.
8. Creswell, J.W. *Research Design*. London: Sage Publications. 1994.
9. Denzin, N.K. and Lincoln, Y.S. (eds) *Handbook of Qualitative Research*. London : Sage Publications. 1994.
10. Diener, E. and Crandall, R. *Ethics in Social and Behavioural Research*. Chicago: University of Chicago Press. 1978.
11. Dillon, W.R. and Goldstein, M. *Multivariate Analysis Methods and Applications*. New York : John Wiley and Sons. 1984.
12. Gay, L.R. and Airasian, P. *Educational Research*. New Jersey : Upper Saddle River. 2003.
13. Husen, T. and Postlethwaite, T.N. (eds.) *The International Encyclopaedia of Education*. New York : Elsevier Science Ltd. 1994.
14. Keeves J.P. (ed.) *Educational Research, Methodology and Measurement: An International Handbook*. Oxford : Pergamon. 1988.
15. McMillan, J.H. and Schumacher, S. *Research in Education*. New York : Longman. 2001.

Paper II CONTEMPORARY ISSUES IN INDIAN EDUCATION
(Discipline Paper I)

Objective : To undertake a critical analysis of some of the issues in Indian education.

1. **TEACHER IN HIGHER EDUCATION** : Role of a teacher. Managing one's career in higher education. Dealing with changes in the system of higher education. Being a reflective teacher. Encouraging students to reflect The process of analytical reflection. Evaluative reflection. Adapting ideas from others' teaching. Teachers' status, professional ethics, academic freedom and social responsibility.
2. **ACCOUNTABILITY IN HIGHER EDUCATION** : Concept, rationale and forms of accountability. Types of accountability (macro v/s micro accountability, administrative, academic and financial accountability) Lessinger's concept of system, accountability (instructional system, management system and public support system. Characteristics of accountability in education. Meaning and nature of student responsibility.
3. **AUTONOMY IN HIGHER EDUCATION** : Objectives of higher education institutions. Performance indicators in higher education. Drawbacks of affiliating university system. Meaning of autonomy to colleges. Purpose of autonomy.
4. **QUALITY IN HIGHER EDUCATION** : Benchmarking academic standards. Internal audit. Information on quality of standards in higher education. Managing quality enhancement.
5. **EDUCATION FOR ALL** : Equality of educational opportunity. The concept of affirmative action and compensatory education. Literacy and universalization of education. The meaning and nature of inclusive education.
6. **PRIVATISATION OF HIGHER EDUCATION** : Policy on private sector involvement in higher education. Role of regulatory bodies. Factors responsible for privatisation of higher education. Socio-economic implications of privatisation in higher education. Privatisation and quality imperatives. Privatisation of support services. Models of self-financing: (i) The Manipal Model (ii) The Marketing Model (iii) The Sponsoring Model (iv) The Franchising Model.
7. **SELF-RELIANCE IN HIGHER EDUCATION** : Long-term, medium-term and short term strategies of financial self reliance. Strategies for continuous avenues of income. Strategies for cost-effectiveness.
8. **MILLENNIUM DEVELOPMENT GOALS** : Goals, indicators, planning and implementation with special reference to higher education. Unemployment and vocationalisation of higher education.

BOOKS RECOMMENDED

1. Association of Indian Universities : *Accountability and Autonomy in Higher Education*. 1998.
2. Association of Indian Universities : *Effectiveness and Quality in Higher Education*. 1999.
3. Association of Indian Universities : *Excellence Achieving Social Relevance in Higher Education*. 1993.
4. Association of Indian Universities : *Privatisation of Higher Education*. 2003.
5. Bourns, R. (ed) *Universities and Development*. Association of Commonwealth Universities. 2000.
4. Kahn, P. and Baume, D. (eds) *A Guide to Staff and Educational Development*. London : Kagan Page. 2003.
5. Knight, P.T. *Being a Teacher in Higher Education*. SRHE and Open University Press. 2003.
6. Mehta, R. *Crisis in Higher Education*. Delhi : Kalpaz Publications. 2004.
7. Naik, C. et al (eds) *Higher Education Challenges and Vision*. Pune: University of Pune. 1999.
8. Narkhede, S. *Challenges of Higher Education in India*. New Delhi : Sarup and Sons. 2001.
9. Pathan, S.N. *Quality Improvement Programme in Higher Education Through NAAC*. Bhopal : Intellectual Book Bureau. 2005.
10. Powar, K.B. and Johar, K.L. (eds.) *Private Initiatives in Higher Education*. New Delhi : Sneh Prakashan and Amity Foundation for Higher Learning. 2004.
11. Radford, J. et al. *Quantity and Quality in Higher Education*. London : Jessica Kingsley Publishers. 1997.
12. Salmi, J. and Verspoor, A.M. (eds.) *Revitalising Higher Education*. Pergamon. 1994.

Paper III INNOVATIONS IN EDUCATION (Discipline Paper II)

Objective: To acquaint persons with latest developments and their application in the field of education.

1. **CONSTRUCTIVISM** : Definition, Guiding Principles. Impact on (i) Curriculum, (ii) Instruction and (iii) Assessment. Approaches to Constructivism : (i) Cognitive Constructivism (Ausubel, Bruner and Piaget's theories) and (ii) Social Constructivism (Vygotsky's theory). Constructivist learning strategies and the use of information technology. Constructivist teaching strategies. Benefits of Constructivism.
2. **EXPERIENTIAL LEARNING** : Meaning. Experiential Learning Cycle by Kolb. Assumptions of experiential learning. Foundations of experiential learning. Designing of experiential learning programme. Impact of experiential learning on psychological, social and intellectual development of students. Experiential learning in teacher education.

3. **MULTIPLE INTELLIGENCES** : Meaning. Types of Multiple Intelligences. Characteristics of people with different dominant Intelligences. Activities for developing different intelligences. Multiple Intelligences and technology. Career areas and Multiple Intelligences
4. **MULTICULTURAL EDUCATION** : Meaning. Purpose of Multicultural Education. Essential Principles for Teaching and learning in a multicultural society. Typology of Multicultural Education : (i) Content – oriented Programmes, (ii) Student-oriented Programmes and (iii) Socially-oriented Programmes. Teaching with a multicultural perspective. Curriculum for Multicultural Education.
5. **HUMAN RIGHTS EDUCATION** : Meaning. Models of Human Rights Education: (i) Values and Awareness, (ii) Accountability and (iii) Transformational. Issues in Human Rights Education. Universal Declaration of Human Rights.
6. **CRITICAL THINKING SKILLS** : Meaning. Elements of Reasoning : Purpose, Questions, Reference, Data, Theories, Assumptions, Implications and Consequences, Inferences and Conclusions. Critical Thinking Skills: (i) Affective Strategies and (ii) Cognitive Strategies : (a) Macro – abilities and (b) Micro- Skills. Difference between Critical Thinking Approach to teaching and Didactic teaching. Student Activities for Critical Thinking.
7. **EXCELLENCE IN EDUCATION** : Meaning and Elements of educational excellence. Vision, Academic Programmes, Faculty, Educational Environment, Resources for educational excellence.

BOOKS RECOMMENDED

1. Banks, J.W. and Banks, C.A. *Handbook of Research on Multicultural Education*. New York: Macmillan. 1995.
2. Bartlett, L.D., Weisenstein, G.R. and Etscheid, S. *Successful Inclusion for Educational Leaders*. New Jersey : Upper Saddle River . 2002.
3. Bennett, C.L. *Comprehensive Multicultural Education*. Boston : Pearson Education Inc. 2003.
4. Craft, M. (ed.) *Education and Cultural Pluralism*. London : The Falmer Press. 1984.
5. Desforges, C. and Fox, R. *Teaching and Learning*. UK : Blackwell Publishing .2002.
6. Goleman, D. *Working With Emotional Intelligence*. New York : Bantam Book .1998.
7. Hesbet, S. *Fundamental Rights as Human Rights*. Mumbai : Sabrang Communications and Publishing Pvt. Ltd. 2003.
8. Lewis, R.G. and Smith, D. *Total Quality in Higher Education*. New Delhi: Vanity Books International .1998.
9. Pollard, A. *Reflective Teaching*. London : Continuum..2002.
10. Wallace, R.C. *From Vision to Practice*. California: Corwin Press Inc. 1996.
11. Wilson, J. *Key Issues in Education and Teaching*. London : Cassell. 2000

Paper IV Foundations of Education (Interdisciplinary Paper)

Objective : To acquaint persons coming from other disciplines with some basic concepts of education.

1. Philosophical aspects of education : Aims of education and educational thoughts under different schools of philosophy.
2. Sociological aspects of education : Education as a means of social change. Inter-relationship between education and society.
3. Psychological aspects of education : Process of learning, Motivation and personality.
4. Development of education in India during 20th century.
5. Adjustment, defense mechanisms and guidance of students.
6. Curriculum development : Principles, types and evaluation
7. Administration of education.

BOOKS RECOMMENDED

1. Benjafield, J.G. *Cognition*. New Jersey: Prentice Hall, 1997.
2. Brent, A. *Philosophy and Educational Foundations*. London : George Allen and Unwin, 1983.
3. Challam, K.S. *Education and Weaker Sections*. New Delhi : Inter-India Publications, 1988.
4. Chitnis, S. and Altbach, P.G. *Higher Education Reform in India : Experience and Perspectives*. New Delhi : Sage, 1993.
5. Coleman, J. *Psychology and the Effective Behaviour*. Bombay : D.R. Taraporewala and Sons Pvt. Ltd. 1971.
6. Hamilton, D. *Curriculum Evaluation*. London : Open Books, 1976.
7. Hilgard, H.R. and Atkinson, R. *Introduction to Psychology*. New York : Harcourt Brace and World Publishers, 1987.
8. Mohanty, J. *Educational Administration : Supervision and School Management*. New Delhi : Deep and Deep Publication, 1990.
9. Verma, S. *University Management and Administration*. New Delhi : Deep and Deep Publication 1990.
10. Waters, M. *Introduction to Personality*. Philadelphia: Harcourt, Brace College Publishers, 1991.