

M.Phil. (Education) Programme

Course Outline

SEMESTER I

Course	Name of the paper	Course Code	Evaluation Pattern & Marks		Total
			IA	EA	
I	Research Methodology in Behavioural Sciences		20	80	100
II	Study and Development of Research Tools		20	80	100

SEMESTER II

Course	Name of the paper	Course Code	Evaluation Pattern & Marks		Total
			IA	EA	
III	Teacher Education: Principles and Practices		20	80	100
IV	Technology of Teaching		20	80	100
	Project Work				

SEMESTER I

Course- I: Research Methodology in Behavioural Sciences

Total Marks	Internal assessment	External assessment
100	20	80

UNIT I Research Procedure

- Meaning and objectives of educational research
- Selection of problem
- Review of literature
- Research design, population and sampling
- Tools and data collection
- Statistical analysis of data
- Formulation of conclusions and generalization

UNIT II Research Methods

- Philosophical research
- Historical research
- Descriptive research
- Survey research
- Development research
- Ex-post Facto research

UNIT III Experimental Designs

- Meaning and purpose of basic experimental design and basic types of errors
- Difference between research design and experimental design
- Types of experimental design
 - Simple Random design
 - Levels of treatment design
 - Level & Subject design
 - Random Replication design
 - Group with in treatment design
 - Factorial design

UNIT IV Parametric Tests

- Meaning and purpose of parametric test and non-parametric test
- “H” test, its meaning, purpose; assumptions and uses
- Analysis of variance technique of “F” test
- Analysis of co-variance technique
- Regression, step regression

UNIT V Advanced Technique of Correlation

- Meaning and purpose of correlation
- Person’s correlation technique
- Multiple-correlation technique
- Factor-Analysis Technique with special reference to centroid method

UNIT VI Non Parametric Tests

- Difference between parametric and non-parametric test
- χ^2 -test, its purpose and use
- Median test and sign test
- Correlational technique, contingency, Phi-correlation etc.

UNIT VII Writing Research

- Need for writing research report
- Preparing research synopsis
- Format of research report
- Technical aspects of report
- Writing research report
- Writing research abstract
- Writing research paper

SEMESTER I

Course-II: Study and Development of Research Tools

Total Marks	Internal assessment	External assessment
100	20	80

UNIT I Research Tools

- Need of research tools
- Nature of data gathering through various types of tools
- Characteristics of good research tools

UNIT II Test Construction

- Theory of test construction
- Nature of four types of errors in measurement (variable), constant, personal and interpretative errors

UNIT III Research Tools

- Principles and step of construction of research tools
- Intelligence, Aptitude, Achievement, Diagnostic, Attitude, Interest, Values and personality tests and their uses in research

UNIT IV Item Analysis

- Item analysis : difficulty value and discriminative power
- Methods of item analysis
- Criteria of selecting and rejecting items including Davis and Stanley methods of item analysis

UNIT V Reliability

- Concept of reliability
- Methods of reliability including Hoyt's analysis of variance method
- Factors affecting reliability indices
- Reliability indices for various types of research tools

UNIT VI Validity

- Concept of validity
- Types of validity
- Methods of estimating validity indices
- Factors influencing validity index relationship with reliability
- Cross-validation and cut-of scores

UNIT VII Standardization of Research Tools

- Concept of norm or standardization of research tools
- Need of standardization or developing norms
- Types of Norms computation and interpretation
- Test manual and its need

UNIT VIII Study of Research Tools

- Study of research tools relating to the area of specialization opted

- Important tests of intelligence, aptitudes, interests, creativity and personality in addition to tests of organizational climate and environmental climate

SEMESTER II

Course-III: Teacher Education: Principles and Practices

Total Marks	Internal assessment	External assessment
100	20	80

UNIT I Introduction of Teacher Education

- Meaning of Teacher Education and teacher training
- Need of Teacher-education and its scope
- Objectives of teacher-education
- Structure, Models, Course of Teacher education

UNIT II Student Teaching

- Concept, purpose, and scope of student teaching
- Lesson-Planning
- Demonstration and observation of lesson
- Organization and supervision of student teaching
- Evaluation of student teaching
- Problems related to student teaching and solutions

UNIT III Training Technology

- Meaning and scope of training technology Designs and mode
- Training psychology model
- Cybernetic model.
- System analysis model
- Teacher-behaviour modification theory and technique.

UNIT IV In-service education of Teachers

- Need and Purpose of in-service education
- Historical Development
- Existing structures and models
- Current problems
- Critical evaluation of existing

UNIT V Innovative Practices in Teacher Education

- Meaning of feedback, device and purpose
- Micro Teaching
- Simulated Social skills training
- T-Group Training
- Interaction analysis technique

UNIT VI Research in Teacher Education

- Researches and areas of class room verbal and non-verbal interaction
- Research on teaching
- Research on student teaching
- Research on teacher effectiveness
- Research on learning growth as teacher

SEMESTER II

Course-IV: Technology of Teaching

Total Marks	Internal assessment	External assessment
100	20	80

UNIT I Educational Technology

- Educational Technology: origin, meaning and definition, objectives, types and its need in our country

UNIT II Teaching

- Concept of teaching: definition of teaching, theories of teaching
- Relationship between teaching and learning

UNIT III Planning of Teaching

- Planning of teaching: analyzing the task
- Bases for the classification of objectives
- Objectives in the cognitive, affective and psychomotor domains
- Taxonomy of objectives and writing objectives

UNIT IV Organizing Teaching

- Organizing teaching: principles of organization of teaching at different levels
- Memory, understanding and reflective levels of teaching
- Models of teaching
- Theories of teaching
- Selecting appropriate communication strategies and tactics of teaching and audio-visual aids.

UNIT V Analyzing Teaching

- Analyzing teaching: the observational system for instructional analysis
- The classification of behavior, summarizing behavior and interpreting the institution

UNIT VI Mechanism of Feedback

- Mechanism of feedback devised for improving teaching:
 - Micro-teaching
 - simulated social skill teaching
 - interaction analysis technique
 - T Group training

UNIT VII Instructional Design

- Instructional design : training psychology approach
- cybernetic principle of teaching and learning
- Educational system analysis

UNIT VIII Review of Research

- A review of research studies in the area of teaching and teacher behavior

UNIT IX New Innovations

- New innovations in Educational Technology.