



MASTER OF PHILOSOPHY IN EDUCATION SYLLABUS SESSION 2013-14

CURRICULUM

S. No	Code	Papers	Max. Marks	Ex. Hrs.
1	MPED 101	Research Methodology	100	3
2	MPED 102	Methods of Educational Enquiry	100	3
3	MPED 103	Cognitive Perspectives	100	3
4	MPED 104	Specialization	100	3
5	MPED 105	Thesis	100	-

RESEARCH METHODOLOGY THEORY AND TECHNIQUES

MPED 101

(Bio Technology, Biochemistry, Botany, Chemistry, Commerce, Computer Science, Corporate Secretaryship, Education, Education, Electronics, Information Technology, Microbiology, Home Science, Hotel Management, Hotel Management, Library Science, Management, Physics, Population Studies, Psychology, Public Administration, Sociology, Tourism Management, Zoology)

Unit - I

Research: Definition – Importance and Meaning of research – Characteristics of research – Types of Research – Steps in research – Identification, Selection and formulation of research problem – Research questions – Research design – Formulation of Hypothesis – Review of Literature.

Unit – II

Sampling techniques: Sampling theory – types of sampling – Steps in sampling – Sampling and Non-sampling error – Sample size – Advantages and limitations of sampling. Collection of Data : Primary Data – Meaning – Data Collection methods – Secondary data – Meaning – Relevances, limitations and cautions.



Unit – III

Statistics in Research: Measure of Central tendency – Dispersion – Skewness and Kurtosis in research.

Hypothesis – Fundamentals of Hypothesis testing – Standard Error – Point and Interval estimates – Important Non-Parametric tests : Sign, Run, Kruskal – Wallis tests and Mann-Whitney test.

Unit – IV

Para metric tests: Testing of significance – mean, Proportion, Variance and Correlation – testing for Significance of difference between means, proportions, variances and correlation coefficient. Chi-square tests – ANOVA – One-way and Two-way

Unit – V

Research Report: Types of reports – contents – styles of reporting – Steps in drafting reports – Editing the final draft – Evaluating the final draft.

Reference Books:

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| 1. Statistical Methods | S.P. Gupta |
| 2. Research Methodology Methods and Techniques | C.R. Kothari |
| 3. Statistics (Theory and Practice) | B.N. Gupta |

METHODS OF EDUCATIONAL ENQUIRY MPED 102

Unit – I

Concept of research: Definition – Scientific basis of research – Research paradigms – Positives – Interpretive – Critical – Need for research – Characteristics – Types of research – Thrust areas – Emerging trends – Problems encountered in research. Research Founding agencies – Research Ethics.

Unit – II

Problem selection and problems statement: Choosing a problem – Sources – Criteria for Selection – significance Justifying problem selection – problem and delimitation – Need for literature review – Hypothesis : Meaning – Importance – Sources – Types : Hypothesis



formulation type – I and Type – II – Errors – Sampling : Meaning – Importance Characteristics – Techniques – Choosing a sample size.

Unit – III

Methods of investigation: Positivist – Empirical – Rational (Quantitative) – Enquiry – Naturalistic Qualitative enquiry – Historical survey – Experimental – Case Study – content analysis – Triangulation : Need for integrated methodological approach.

Unit – IV

Tools of research: Questionnaires – Observation – Interviews – Construction of tools objectivity – Reliability – Validity – Norms – Standardization process.

Unit – V

PART – A:

Analysis of Research Data: Importance of statistics – Properties of normal probability Curve – Statistical assumptions – ‘F’ and ‘t’ tests – Introduction to analysis of covariance – Multivariate analysis – Multiple regression – canonical correlation – path analysis – Factor analysis – Discriminant Function analysis – profit analysis.

PART – B:

Non-Parametric Techniques: Need for non-parametric techniques – Binominal test – chisquare – Goodness of Fit-Test of independence – Menemor change test – Fisher exact test – Kolmogrok Smirnov sample test – Change point test – Sign test – Kruska wallis test – wicoxon signed rank test – Median test – Mann whitney ‘U’ test – Robust rank order best – Siegal Turkey test for scale differences.

Unit – VI

Writing of research report: Format of Research Report, Effective Synthesis of conceptual, methodological, analytical and communicative perspectives – Operationalization of research findings and their contribution of knowledge – writing a research report : Style, correct u wage, typography – Bibliography and footnote form – Headings – paginations – Tables, Figures and graphs – Evaluating a research report.



Unit – VII

Computer application to research: Computer application in different stages of research : problem selection – Literature review – Multivariate Statistical analysis through SPSS Package – Research report preparation – role of internet to educational research.

Reference Books:

1. Thomas R Black, Understanding Social Scientific Research, Sage, New Delhi, 2001.
2. Nitgel Gilber, Researching Social Life, Sage, New Delhi, 2001.
3. Stehanie Taylor, Ethnographic Research, Sage, New Delhi, 2001.
4. Jabder F Gubriusm & James A Holstein, Handbook of Interview Research, Sage, New Delhi, 2001.
5. Edward F Fern, Advanced Focus, Group Research, Sage, New Delhi, 2001.
6. Venkatiah S Education in information Age, Daya, New Delhi, 2001.
7. Venkatiah S Education Via internet, Daya, New Delhi, 2001.
8. Sinha BL, Encyclopaedia of Statistics Psychology and Education in 4 Vols, Daya, New Delhi, 2000.
9. Agarwal, Rashmi, Educational Technology and conceptual Understanding, Daya, New Delhi, 2000.

COGNITIVE PERSPECTIVES MPED 103

Unit – I

Origin of Congnition: Foundation of cognition – Biological – Physiological, sociological, - Psychopharmacological implication of cognition – Cognitive processing.

Unit – II

Multisensory integration and activations: Sensory integration – Attention – Span of attention – Selective attention – Perception – perceptual process – perceptual theories : classical, Gestalt – Modern sensory physiology, Perceptual development – Distortion in perception – Perceptual system – Organization style and transactionalism – Learning Process – Memory Process – Memory activation strategies – Information processing approaches.

Unit – III

Thinking: types, aspects, thought processes, factors and determinants of thinking – Effect of bio, socio, psycho deterministic factors of thinking – Levels of thinking – Tools of ideational



thinking – Reflective thinking – Critical and Creative thinking – Role of thinking in problem Solving.

Unit – IV

Language processing: Language acquisition – Comprehension of language skills – Psycho, Socio, linguistic intervention on language development – Derivational factors in language development.

Unit – V

Meta cognition: Concept, Features, determinates and structure of meta – Cognition – Executive Control processes – Conscious and non-Conscious Consideration of automatic cognitive processes – Models of meta – cognition – principles of meta – cognitive instructions and regulation – Effect of unlevelled and multilevel meta – Cognitive training in educational environment.

Reference Books:

1. Stephen E Little, Paul Quintas & Tim Ray, managing knowledge, sage, New Delhi, 2001.
2. Sapra, Rekha, Beyond cognition : Implications for Education, Sage New Delhi 2001.
3. Robert Westwood, The Language of Organization, Sage New Delhi, 2001.
4. Vygotsky LS, Educational Psychology, Daya, New Delhi, 1999.
5. Sharma, vimallesh, Cognitive Styles and Language Comprehension of the Blind, Daya, New Delhi, 2001.
6. Nagpal, Shakuntla, Effective Instrumental Strategies for cognitive Development, Daya, New Delhi, 2000.
7. Dandapani, S.A. Textbook of Advanced Educational Psychology, Daya, New Delhi, 2000.