# DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
## AURANGABAD - 431 004

# FACULTY OF EDUCATION

Syllabus For
**Master of Philosophy in Education**
**(M. Phil. In Education)**

Revised Structure and Syllabus of
# M. Phil. in Education
## Credit Based Grading System
**With Effect from June 2013 Onwards**

(**Note:** Subject to the modifications made from time to time)

# Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
# Faculty of Education

### Syllabus for Master of Philosophy in Education
### (M. Phil. in Education)

**Objectives:**
1) To prepare competent and trained personnel for teacher - training institutions.
2) To train able and enlightened administrators and supervisors for educational Institutions.
3) To train student - teachers for Educational research.
4) To train persons for curriculum development.
5) To train persons for Guidance and counseling to the students.
6) To develop awareness about new trends in Education.

**1) Eligibility for admission:**

A candidate for being eligible for admission to M. Phil. in Education course must have passed the M. Ed. examination (after B. Ed.) of any recognized University will be made on the basis of…

a) Performance of the candidate at the M. Ed. examination and

b) Performance at an Entrance test for regular course conducted by the University and the reservation policy as per the state government of Maharashtra.

c) He must have taken M. Ed. degree with at least 55% marks for open category and 50% marks for reserved category candidates of this university or any other statutory university. Where the grading system is prevalent he should have passed the M. Ed. degree with equivalent cumulative grade point average.

d) Admission of regular batch will be done in June / July every year and for vacation batch in August/September every year.

**2) Duration of the Course:**

The M. Phil. course shall be a full time **regular course** spread over two terms of the Academic year and four terms of two academic years for M. Phil. **vacational course**. Total 50 days in two summer vacation in two winter vacations for vacational M. Phil. Course. The university examination for the M. Phil. theory papers will be conducted once in a year in April/May. A candidate must complete the whole course within a period of **one and half years** (1½) **for regular** and **two and half years** (2½) **for vacational** course from the date of registration.

The duration of the full-time M. Phil. (Education) course shall be 18 months and vacational M. Phil. (Education) course shall be 30 months.

First year – Theory papers & Internal work. (Paper- I, II, III & IV)

Second year – Research work & Dissertation submission. (Paper – V)

**3) Dissertation Submission:**

The dissertation of a candidate will be accepted only after completion of all the requirements of the course such as satisfactory attendance, completion of all internal work, passing in all theory papers etc. A candidate passing theory examination in any attempts shall submit his dissertation within a period of six months after passing the theory examination. A candidate shall submit three copies of his dissertation. One copy to the Guide and two copies to the University (out of which one copy received from external examiner will keep in the department).

**4) Medium of Instruction:**

a) The medium of instruction of this course is either Marathi or English. The candidate appearing for M. Phil. Examination will have the option of answering all papers either in Marathi or English.

b) The examination for the degree of M. Phil. shall be by written Exam of theory papers and by viva-voce of the dissertation, and internal work.

**5) Teaching:**
There will be three lecturing periods of sixty minutes each per week per paper. In each paper 66.7 percent will be devoted for lectures and 33.3 percent for group discussion, seminar and library work. For guiding dissertation there will be two hours time will be allotted for per week.

   **a.** All professors, Associate professors and Assistant Professors working in the university department with holding Ph.D. degree will automatically recognized for teaching the M. Phil. theory course and guiding the M. Phil. dissertation research work.

   **b.** The teachers working in the affiliated recognized institutions and holding Ph. D. degree will be recognized for teaching theory courses and guiding M. Phil. dissertation research work. Those teachers, who do not holds Ph. D. degree but possess 5 years experience of teaching at M. Ed. level is also eligible for teaching at M. Phil.

**5) Standard of Passing:**
A Candidate shall have to complete all internal work, before he/she appears for annual examination. If any Candidate remained his/her internal work incomplete, in such cases, he/she cannot appear in the final exam. If any candidate appears in theory exam without completing internal work, his/her performance of external exam will be **zero**. In such a case the candidate should appear after completion of internal work in the main examination only.

Each theory paper, dissertation, and viva-voce will form a separate head of passing.

For passing the examination the candidate must obtain 40% marks or D grade in each of the theory papers and 50% marks or B grade in internal assessment/work (Part-II).

**6) Assessment Process:**
There will be double valuation for theory papers. Each paper will be examined by one Internal and one External examiner.

The answer-books shall be first sent to the External examiner who shall submit the marks on separate sheets supplied to them directly to the COE of the University, but shall not enter the marks on the answer-books. After evaluation done by an external examiner the answer-books shall send to the internal examiner who shall submit marks on separate sheets to the COE of the University.

For the purpose of result, the average will be calculated out of 80 marks given by each examiner and 20 marks of the internal exam. of each theory paper will be added directly.

The valuations of dissertation Viva-voce will be done by the internal & external referee and submit the marks to the COE in the proforma given along with a valuation report.

The valuation of oral (verification of internal work) will be done by the external referee only.

**7) Scaled Down:**
There should not be difference as 15% or more between the marks obtained in External Exam part - I and internal assessment marks part - II allotted by the College /Department. In case the difference is more than 15%, the internal assessment marks will be scaled down accordingly. Similarly if the difference between the marks given by the internal and the external examiner in the dissertation and the Viva-voce of dissertation (Out of 100 and 60) is more than 15%, the marks will be scaled down.

The assessment of the M. Phil. candidates shall be in the grades on the ten points scale. The candidate should get at least 40% marks & 'D' grade in theory paper and at least 50% Marks & B grade in dissertation, viva-voce, oral, project and seminar separately, and in aggregate he should get 50% Marks & 'B' grade for being eligible for the award of M. Phil. Degree.

If a candidate fails at the M. Phil. examination, he will be allowed to reappear for that examination again, only in those heads of passing (Papers/Dissertation/ Viva-Voce/ Seminars) in

which he has obtained less 50% marks & 'B' grade and he shall be exempted from appearing for the heads of passing (Papers/ Dissertation/ Viva-Voce +oral/Seminars) in which he has obtained 50% marks or 'B' and above grades.  However, the marks of these exempted Heads of passing (Papers/ Dissertation/ Viva-Voce/ Oral/ Project/ Seminars) shall be taken into account for the next process.

The following tables and procedures shall be made applicable for giving   grades.

**8) Grading Scheme:-**

A ten point rating scale shall be used for the evaluation of the performance of the student to provide letter grade for each course and overall grade for the Masters Programme grade points are based on the total number of marks obtained by him/ Her in all the heads of examination of the course. These grade points and their Equivalent range of marks are shown separately in the following table.

**Table - I: GRADING SCHEME**

| Sr. No. | Percentage (%) | Grade Points | Grade | Grade description |
|---------|----------------|--------------|-------|-------------------|
| 01. | 90.00-100 | 9.00-10 | O | Outstanding |
| 02. | 80.00-89.99 | 8.00-8.99 | A ++ | Excellent |
| 03 | 70.00-79.99 | 7.00-7.99 | A + | Exceptional |
| 04 | 60.00-69.99 | 6.00-6.99 | A | Very Good |
| 05 | 55.00-59.99 | 5.50-5.99 | B+ | Good |
| 06 | 50.00-54.99 | 5.00-5.99 | B | Fair |
| 07 | 45.00- 49.99 | 4.50-4.99 | C+ | Average |
| 08 | 40.01-44.99 | 4.01-4.49 | C | Below average |
| 09 | 40 | 4.00 | D | Pass |
| 10 | < 40 | 0.00 | F | Fail |

**R.174-**  The following shall be the syllabus prescribed for M.Ed. Examination.

**Structure of the M. Phil. one and half Year Course (With effect from June 2014)**

**First Year –**

| Sr. No. | Paper code | Paper Title | Int. Marks 2 Assignments-10 2 Tests - 10 | Ext. Marks | Total Marks | Total Hours | Credits |
|---------|-----------|-------------|------|------|------|------|------|
| Part - I   Theory Papers  (Compulsory) | | | | | | | |
| 1 | EDUTHC-1 | RESEARCH IN EDUCATION | 20 | 80 | 100 | 60+30 | 5 |
| 2 | EDUTHC-2 | NEW FRONTIERS IN EDUCATION | 20 | 80 | 100 | 60+30 | 5 |
| Part - I   Theory Papers (Optional) | | | | | | | |
| 3 | EDUTHC-3 (Optional) | a) CURRENT TRENDS IN EDUCATION  b) INFORMATION & COMMUNICATION    TECHNOLOGY  c) TOTAL QUALITY MANAGEMENT    IN EDUCATION | 20 | 80 | 100 | 60+30 | 5 |
| Part : II  -  Internal Assessment | | | | | | | |
| 4 | EDUPRC-4 | 1)   Project related to all Papers | 50 | - | 50 | 120 | 4 |
| | | 2)   Seminar | 50 | - | 50 | 60 | 2 |
| | | **Total of Part - II** | **100** | **-** | **100** | **180** | **6** |
| | | **Grand Total ( Part - I + Part - II )** | **160** | **240** | **400** | **450** | **21** |

**Second Year –**

| Part – III : Research Work | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5 | EDUPRC-5 | a) Dissertation Report Dissertation Work (Guidance + Contact hours = Total Work) | - | 100 | 100 | 330 | 11 |
| | | b) Viva-Voce For Dissertation | - | 60 | 60 | 60 | 2 |
| | | c) Oral for Verification of Internal Work (only Ex. Examiner) | - | 40 | 40 | 30 | 1 |
| | | Total of Paper - 4 (**EDUPRC-5**) | - | **200** | **200** | **420** | **14** |
| | | **Grand Total ( Part - I + II + III )** | **160** | **440** | **600** | **870** | **35** |

**Total Working Days – 300 [**Working Days **- 200 + 100** (for Dissertation Work)]
**1 Period - 60 Minutes**
**Credits in hours -      1 Credit = 15 hours for theory periods.**
                            **1 Credit = 30 hours for practical.**

## EXAM PATTERN OF THEORY PAPERS

      **Exam Time - 3 Hours** (Each Theory Paper Exam)

      **Total Marks-80** (University Exam of each Theory Paper)

   **Note-** 1) Only one Answer Book of 32 pages will be supplied.

       2) No supplement will be provided.

| Sr. No. | Type of Question | Total Number of Question | Nature of Answer | Marks per Question | Total Marks |
|---|---|---|---|---|---|
| 1. | Content Based short Answer Type Questions | 04 | Answer in 200-250 words | 05 | 20 |
| 3. | Content based Long Answer Type Questions | 04 | Answer in 300-400 words | 10 | 40 |
| 4. | Application based Question | 01 | Detail answer with application | 20 | 20 |
| | | | | **Total Marks** | **80** |

### For Example (Theory Papers)

| Sr. No. | Paper | Internal (out of 80) | External (out of 80) | Average (out of 80) | Sessional (out of 20 only) | Max. | Min. | Obtained (80 + 20 ) | Grade |
|---|---|---|---|---|---|---|---|---|---|
| 1 | I | 60 | 55 | 115/2 = 57.5 (58) | 18 | 100 | 40 | 76 | A+ |
| 2 | II | 65 | 53 | 118/2 = 59 | 17 | 100 | 40 | 76 | A+ |
| 3 | III | 62 | 60 | 122/2 = 61 | 19 | 100 | 40 | 80 | A++ |

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# Paper - I (Compulsory)
# RESEARCH IN EDUCATION

**Objectives:**

To enable the learners to understand and to develop skill about-

1) Contemporary debates on the status of scientific inquiry.
2) Various perspectives of research problems in various fields and stages of education.
3) Identification of the research problems in various fields and stages of education
4) Preparation of Research Proposal & design with budget.
5) To conduct the research work in Education
6) Application of advanced statistical techniques
7) Preparation of Research Report.

### Unit No. 1: Types of Research

1.1 Fundamental Research
1.2 Applied Research
1.3 Operational Research
1.4 Action Research
1.5 Qualitative Research
1.6 Quantitative Research
1.7 Inter – disciplinary Research

### Unit No. 2: Preparation of Research Proposal

2.1 Realization and Selection of Research Problem in the field of Education.
2.2 Procedural Steps of Research proposal ( prescribed by the University)
2.3 Making proposal of Minor/Major Research projects.
2.4 Funding agencies for Educational Research, e.g. UGC, ICSSR, NCERT, SCERT, UNICEF, DST

### Unit No. 3 : Review of Pre Researches & Related Literature

3.1 Need & importance of Review
3.2 Sources for Review.
3.3 Use of e-library and e-resources in taking reviews.

### Unit No. 4 : Types of Research Methods – Nature and Procedure

4.1 Documentary Analysis Method.
4.2 Survey method.
4.3 Genetic method & Case Study.
4.4 Causal Comparative analysis and Ex post Facto Analysis.
4.5 Pure experimental and quasi experimental method.
4.6 Factorial Research Design
4.7 Justification of the Selected Research Method.

**Unit No. 5: Sampling & Tools for Data Collection**

5.1  Universe Population and Target Population

5.2  Methods of the sampling & its justification

5.3  Types of sample & its selection, need and purpose of sampling

5.4  Size of Sample and its Representativeness

5.5  Types of Research Tools

5.6  Selection & Preparation of Research Tools

5.7  Pilot Study for Finalization of Research tool.

5.8  Tools for quantitative research

5.9  Standardization of Research Tools

5.10 Types of different  Tests and their Implications

5.11 Procedure & difficulties in data collection

**Unit No. 6 : Advanced Statistical Techniques for Data Analysis**

6.1  Concepts -Degree of freedom, Level of confidence/ Level of significance, Standard Error, I and II type of Error, One tailed and two tailed test.

6.2  Critical Ratio, Student's t–test.

6.3  Analysis of variance – ANOVA

6.4  F test

6.5  Multi-variant Analysis of variance – MANOVA

6.6  Analysis of Co-variance – ANCOVA

6.7  Parametric and Non-Parametric Tests

6.8  Chi Square Test- $X^2$

6.9  Kruskal - Wallis or H-test

6.10  Selection of Statistical Techniques for data analysis and testing of hypothesis

**Unit No. 7 :  Use of Computer in Research**

7.1  MS Word, power Point

7.2  Software for Data Analysis - MS Excel, SPSS (Statistical Package for the Social Sciences).

7.3  Online analysis services, Web-based analysis search.

**Unit No. 8 :  Report Writing & Evaluation of Report**

8.1  Structure & Chapter Arrangement in Research Report(Prescribed by the University)

8.2   Technical Information for Report Writing (Spacing, Margin, Paging, Font & Font-size etc. -Prescribed by the University)

8.3  Preparation of ppt & Presentation of Report

8.4  Synopsis  of the Research Report

8.5  Criteria For Evaluation of the Report - Title, Functional definitions, Assumptions, Objectives, hypothesis, Variables(if any), Method, Tools, Sample, Data Analysis, Findings and Conclusions.

8.6  Precautions in preparing the Research Report.

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37. दुनाखे अरविंद (२००६) शैक्षणिक व व्यवसायिक मार्गदर्शन आणि समुपदेशन, पुणे : नित्यनूतन प्रकाशन.

38. मस्के डॉ.टी.ए.- शै.संख्याशास्त्र, पुण ेः प्रज्ञा प्रकाशन

39. भिंतांडे. डॉ.वि.रा. - शैक्षणिक संशोधन

40. भापट डॉ.भा.गो.- मूल्यमापन आणि संख्याशास्त्र, पुणे. व्हिनस प्रकाशन.

41. म.राज्य पाठयपुस्तक निर्मिती व संशोधन मंडळ बालभारती - कृती संशोधन, सेनापती बापट मार्ग, पुणे.

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# Paper - II (Compulsory)
# NEW FRONTIERS IN EDUCATION

**Objectives:**

**1).** To understand the different approaches in Education.

**2).** To understand the Global scenario in Education.

**3).** To understand the curriculum construction and framing in Education.

**4).** To understand the use of Information and Communication Technology in Education.

**5).** To understand the use of Computer in Education.

## UNIT 1 – Globalization and Higher Education

1.1 Meaning of Globalization.

1.2 Globalization – A challenge or opportunity in Higher education.

1.3 Impact of Globalization on Education in India.

1.4 India's plus points (strength) in educational field.

## UNIT 2 – Process of Curriculum Construction

2.1 Basic Principles of Curriculum.

2.2 Patterns of Organization of Curriculum core Courses/ Subject, Electives, Activities

2.3 Curriculum as an accumulation of Values.

2.4 Curriculum as a tool for individual, Cultural, Social and National Development.

2.5 Process of Curriculum Development.

## UNIT 3 - Collaborating Parents in the Process of education

3.1 Concepts of Parent Education – Need and Significance of Parent Education- Impact of Emerging Indian Society on Child Rearing.

3.2 Collaborative Content Curricula for Parents.

3.3 Techniques and Approaches of Parent Education.

3.4 Realization of Parent's right.

3.5 Parents – Teacher's Association – Nature, Importance & Role in developing Educational Environment for the child.

## UNIT 4 – Use of ICT in Education

4.1 Computer assisted Teaching

4.2 Computer assisted learning

4.3 Online Teaching Tools

4.4 Web Based Learning.

4.5 Application of Computer in Evaluation.

4.6 Use of Internet and Electronic Communication for Education.

## UNIT 5 – Interdisciplinary approach to Problems of Education

5.1 Sociological Approach for solving Educational problems.

5.2 Political Approach for solving Educational problems.

5.3 Economic Approach for solving Educational problems.

**UNIT 6 – Distance, Non-Formal Education and Alternative Schooling.**
6.1 Distance Education- Objectives, Role and importance of Distance Education.
6.2 Non-Formal Education – Importance, status and Organization of NFE and different
     approaches to NFE.
6.3 Alternative schooling – Definition, Scope, Beneficiaries and Status of Alternative Schooling.

**UNIT 7 – Innovations in Education**
7.1 Concept of innovation
7.2 Purpose of innovation in teacher education
7.3 Different approaches towards innovations
7.4 Implications of innovations in teacher education
7.5 Innovations and intellectual property rights

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# Paper - III [Optional Papers (Any one)]
## A: CURRENT TRENDS IN EDUCATION

**Objectives:**
1) To understand the different approaches in Education.
2) To understand the Global scenario in Education.
3) To understand the curriculum construction and framing in Education.
4) To understand the use of Information and Communication Technology in Education.
5) To understand the use of Computer in Education.

### Unit 1. Environmental Education
1.1 Marine Ecology and Oceanographic environment.
1.2 Natural resources: Conservation, Management and nuclear source of energy.
1.3 Disaster Management-
   a) Concept, type, causes & effects of disaster.
   b) Role of teacher educator in disaster management.
1.4 Govt. Projects and different Acts for conservation & protection of environment.
1.5 Global warming-Cause and effect.
1.6 Eco-Philosophy and Eco-Dharma
1.7 Water management.
1.8 Forest Rule.

### Unit 2. Special Education
2.1 Concept and purpose of special education
2.2 Approaches to curriculum for special education
2.3 Individualized Education Programme (IEP)
2.4 Integrated Education
2.5 Inclusive Education
2.6 Community based Instruction (Ecological)

### Unit 3. Education for Deprived
3.1 Policy & Planning for deprived
3.2 Various Schemes of Government
3.3 Role of Different Agencies
3.4 Sarva Shiksha Abhiyan.

### Unit 4. Guidance and Counseling
4.1 Concept and Area of Guidance
4.2 Concept and principles of counseling
4.3 Theories of counseling-Trait factor Theory, Client-centered theory and Psychoanalytic theory.
4.4 Counseling approaches.
4.5 Directive counseling.
4.6 Non-Directive counseling.
4.7 Principles of Personality Counseling – An Eclectic view point .

4.8 Ethical issues in Guidance and Counseling, professional ethics for Counselor, Qualities of a good counselor.

4.9 Research in Guidance and Counseling.

### Unit 5. Value Education and Professional Ethics in Education

5.1 Meaning of Values, Morality and Professional Ethics in Education.

5.2 Need of value education, Morality and Professional Ethics in Education.

5.3 Values in Contemporary History of India: Vedic, Buddhist, Muslim, British and Post Independence Period.

5.4 Value Education and Professional Ethics in Education: Comparison.

5.5 Value Based administration.

### Unit 6. Constitutional Rights & Education

6.1 Basic Principles of Indian Constitution.

6.2 Fundamental Rights in Indian Constitution.

6.3 Right to Information Act.

6.4 Consumer Protection Act.

6.5 Citizenship & Nationality.

6.6 Responsibilities, Duties and Rights of Citizen.

6.7 Right to Education – 2009.

### Unit 7. Population Education

7.1 Concept of Population Education.

7.2 Awareness among Teacher Educators towards Population Education.

7.3 Growth of Population & its impact.

7.4 Role of Various Agencies in Population Education Programme.

7.5 Project for creating Awareness towards Population education.

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89) मूल्यशिक्षण, डॉ.सुरेश करंदीकर, फडके प्रकाशन, कोल्हापूर.
90) नैतिक मूल्याचे शिक्षण एस.एस.माने, चित्रभारती प्रकाशन, गीतांजली मार्केट मेन रोड लातूर.
91) नैतिक व सामाजिक तत्वज्ञान, सु.सा.बरवले, विद्या प्रकाशन, पुणे.
92) मूल्यशिक्षण - श्री व सौ.ठोबरे नुतन प्रकाशन, पुणे.
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94) नितिमूल्य व शिक्षण - डॉ.विद्या ठोंबरे नुतन प्रकाशन पुणे.
95) मूल्यशिक्षण - गुप्ता नथ्थुलाल - जयकृष्ण अग्रवाल, कृष्ण ब्रदर्स, महात्मा गांधी मार्ग, अजमेर, प्रथम संस्करण १९८७
96) पत्की श्री.मा.व्यवसाय मार्गदर्शन आणि सल्ला कार्य - मिलींद प्रकाशन औरंगाबाद.
97) पिंपळखरे मो.ह.शैक्षणिक आणि व्यावसायीक मार्गदर्शन पुणे विद्यार्थी ग्रह प्रकाशन पुणे.
98) व्यवसाय मार्गदर्शन - पब्लीकेशन प्रायव्हेट दादर मुंबई

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# B: INFORMATION & COMMUNICATION TECHNOLOGY

**Objectives:**

A. To enable the learners to understand
   a. Basic concepts and nature of information and communication Technology.
   b. The Sources and Types of Information and its classification and management.
   c. Communication Cycle, process, types, media & channel.
   d. Models of Communication.
B. To develop the skill among the learners about –
   a. Use of technical equipments & Tools.
   b. Hardware and software: Basic Knowledge.
   c. Implementation of electronic media in instructional development.
   d. Uses of technical equipments & Tools in self learning process.
   e. Uses of Technical equipments in admission, administration, teaching-learning evaluation, and result process.
C. To enable the learners to know about-
   a. E-learning and m-learning
   b. Video-conference
   c. Online Teaching-Learning and Examination.

**Unit 1 Concept of Information & communication Technology**
   1.1 Types, Sources and nature of information.
   1.2 Classification and Management of information.
   1.3 Communication Process, Cycle, Types, Mode, Media and Channel.
   1.4 Models of Communication.

**Unit 2 Technical Equipments and Tools**
   2.1 Computer hardware & Software: Concept.
   2.2 Camera-Video camera, handy camera, web camera, video recording.
   2.3 Mobile Phone, Fax, Printer, Scanner.
   2.4 Language Library.
   2.5 Research Laboratory.

**Unit 3 Programmed Learning**
   3.1 Concept & Types of Programmes Learning.
   3.2 Programmed Learning through computer, video games, or CD player.
   3.3 Process of software development for various subjects at various levels of Education.

**Unit 4 Practical Approach to Instructional system**
   4.1 Edger Dail's Cone of Experiences.
   4.2 Flander's Classroom Interaction Analyses.
   4.3 Models of Teaching for Various Subjects of Schools & Colleges.
   4.4 Specification of Models for different levels of education.

**Unit 5 Teaching Methods, Techniques & Role of Teacher**

      5.1 Team Teaching.

      5.2 Multi-class teaching technique.

      5.3 Need of LCD Projector and Electronic Board in Teaching.

**Unit 6 Uses of computer in Educational Process**

      6.1 Admission Process.

      6.2 Administration Process.

      6.3 Teaching Process.

      6.4 Learning Process.

      6.5 Results & its interpretation.

      6.6 Research Work.

      6.7 Concept : Animation, Photo shop, M S Word, M S Excel, Power Point, Page Maker, SPSS

**Unit 7 On-line Instructional Communication**

      7.1 Telephone, Fax, Internet, e-learning, m-education.

      7.2 Video Conference, Satellite Communication.

      7.3 Role of electronic media in Instructional Communication and mass communication

      7.4 Online admission, learning, examination results.

      7.5 Country wide Class Room.

      7.6 Distance Education, Open School & University.

**Unet 8 Instructional System Design**

      8.1 Concept of Instructional System Design.

      8.2 Instructional System Design: Practical Approach.

      8.3 Audio Video Scripts: Principles & Structure.

      8.4 A Role of Teacher-Educator in Mass education and Quality Education.

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37. जोशी   डॉ.अ.न., सूक्ष्म अध्यापन - महाराष्ट्र सूक्ष्म अध्यापन कौशल्ये मालिका क.१ ते ९ संपादक डॉ.अ.न.जोशी य.च.म.मूक्त विद्यापीठ, नाशिक.

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41. देशपांडे व करंदीकर, सूक्ष्म अध्यापन - नूतन प्रकाशन पूणे.

42. शेटकर डॉ.गणेश,जोशी डॉ.शोभना,(२०००),पाठ नियोजन,औरंगाबाद,मृण्मयी प्रकाशन.

43. सूक्ष्म अध्यापन - श्री वाशीकर.

44. श्री भोसले व श्री शेंडे, क्रमान्वित अध्ययन

45. वासंती फडके. अध्यापनाची प्रतिमाने -

46. ओक सुमन - प्रगत शैक्षणिक तंत्रविज्ञान -

47. बरवे डॉ.मिनाक्षी, संगणक शिक्षण व शिक्षक नूतन प्रकाशन पुणे.

48. राव उषा, शैक्षणिक तंत्रविज्ञान महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्मिती मंडळ, नागपूर.

49. जगताप ह.ना., शिक्षणातील आधुनिक विचारप्रवाह -नूतन प्रकाशन पुणे ३०.

50. माथूर डॉ.एस.एस. शैक्षणिक तकनीकी -

51. शैलेद्र भूषण, डॉ.अनिलकूमार वार्ष्णीय शैक्षिक तकनीकी

52. कूलश्रेष्ठ डॉ.एस.पी., शैक्षिक तकनीकी के मूल आधार विनोद मंदिर आग्रा २

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# C: TOTAL QUALITY MANAGEMENT IN EDUCATION

**Objectives:**
1) To explain the concept of quality and to compare and contrast the western and Indian perspective of Quality in Education.
2) To explain the concept of TQM in Education.
3) To understand the importance and necessity of TQM in Education.
4) To identify internal and External Customers in Education.
5) To acquaint them with the parameters, tools and qualitative methods of the assessment of institutions.
6) To explain the importance and necessity of participating management and team work.
7) To explain the concept of Leadership and its importance in TQM institutions.
8) To explain the importance and HRD strategies for TQM.
9) To explain the process of strategic planning for TQM.
10) To explain the ways and means of implementing TQM

**Unit - 1.  Quality: The Concept and Issues**
1.1   Quality Management Issues.
1.2   Quality Management.
1.3   Quality in Education : The Western Viewpoint.
1.4   Quality Management in Education : Indian Perspective.

**Unit - 2.  Total Quality Management in Education**
2.1   TQM in Education: Concept and development.
2.2   Adaptation of TQM in Education.
2.3   TQM in India Schools.
2.4   Educational Institution as a system
2.5   Subsystems.

**Unit - 3.  Customer Focus**
3.1   The customer (in Education) : Internal and External
3.2   Supplier – Receiver Chain

**Unit - 4.  Assessment of Institution**
4.1   Parameters of Assessment.
4.2   Tools of Assessment.
4.3   Qualitative Methods: SWOT Analysis.
4.4   Participants in Institutional Assessment.
4.5   Administering the Tools.
4.6   Quantitative Versus Qualitative Analyses.
4.7   Use of Assessment Data.

**Unit - 5.  Participating Management and Team Work**
  5.1   Participating Management.
  5.2   Participating Management and Team Building.
  5.3   Diversity of Roles in Teams.
  5.4   Development of Teams
  5.5   Maturity and self direction.
  5.6   Training.
  5.7   Effective and Ineffective Teams.

**Unit - 6.  Leading Quality Institution**
  1.1   Concept of leadership.
  1.2   Leadership in TQM Institutions.

**Unit - 7.  Data, Information Systems and Decision Making**
  7.1   Decision of Files.
  7.2   Decision Situations.
  7.3   Rational Decision Making.
  7.4   Decision on Facts in School.
  7.5   Steps in Creating Data.
  7.6   Data Culture and Skills.

**Unit - 8.**  Human Resource Development for TQM
  8.1   Understanding others.
  8.2   Can-do-will-do Attributes
  8.3   HRD strategies for TQM
  8.4   Induction
  8.5   On the job Training.
  8.6   Face-to Face Training.
  8.7   Open and Distance Education.

**Unit - 9.**  Strategic Planning for TQM
  9.1   Strategic Planning and Plan Models.
  9.2   Proposed Model.
  9.3   Belief, Vision, Mission and Goals
  9.4   Learner Need Assessment and Client Education.
  9.5   Institutional Assessment and SWOT Analysis.
  9.6   Quality Policy and Intervention Plan
  9.7   Kaizen
  9.8   Cost of Quality
  9.9   Planning for Implementation.
  9.10 Evaluation and feedback.

**Unit - 10.**  Implementing Total Quality Management
  1.1   Managing Change
  1.2   Stages of Adoption of Innovation.

1.3    Categories of Adopters.

1.4    Resistance to change.

1.5    TQM and Management of change.

1.6    Road Map and prepare the ground.

1.7    Define the Baseline.

1.8    Set Targets.

1.9    Planning for Implementation.

1.10    Implementation

1.11    Revise Baseline and Take-off

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