TAMIL NADU TEACHER'S EDUCATION UNIVERSITY

CHENNAI – 600 005

Regulations & Syllabus for

DEGREE OF
MASTER OF PHILOSOPHY (M.Phil.)
IN EDUCATION

With effect from

2009-2010

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

DEGREE OF MASTER OF PHILOSOPHY (M.Phil.)

(Effective from the Academic Year 2009 – 2010)

R E G U L A T I O N S

FULL-TIME

1. ELIGIBILITY

(a) Candidates who have qualified for Post-Graduate Degree in Education of this university or any university recognized by the Syndicate as equivalent thereto prior to 1st January 1991, subject to such conditions as may be prescribed there for shall be eligible to register for the Degree of Master of Philosophy (M.Phil) in Education and undergo the prescribed course of study in an approved Institution or Department of the University.

(b) Candidates who have qualified for Post-Graduate Degree in Education mentioned in Regulation 1 (a) supra on or after 1st January 1991, shall be required to have obtained a minimum of 55 % of marks in their Post-Graduate Degree in Education to become eligible to register for the Degree of Master of Philosophy (M.Phil.) in Education and undergo the prescribed course of study in an approved Institution or Department of the University.

(c) Concession of 5% marks for SC/ST.

2. DURATION

The duration of the M.Phil course shall extend over a period of one academic year commencing from 1st September of each year.

3. COURSE OF STUDY:

The course of study for the degree shall consists of (a) Part I comprising three written papers according to the syllabi duly approved by the Chairman of the Board of Research Studies concerned from time to time; and (b) Part II – Dissertation.

Part I shall consists of Paper I – Research Methodology. Paper II – An advanced paper in the main subject and paper III – which shall be a back-ground paper relating to the proposed dissertation conducted internally by the College/Department.

Provided that candidates admitted under inter-disciplinary basis shall be required to take Paper I – Research Methodology and Paper 2 – An advanced paper in the main subject (any one Elective Paper – refer Page 4) and Paper 3 – which shall be in Education or an inter-disciplinary paper relating to the proposed dissertation conducted internally by the College/ Department. The syllabus for the inter-disciplinary paper shall be approved by the Chairman of the Board of Research Studies.

4. SCHEME OF EXAMINATION

Part I – Written Examinations – Papers 1, 2 and 3

The examinations for papers 1, 2 and 3 shall be held in the month of August of the following year.

The duration for each paper shall be 3 hours carrying 100 marks each.

The question paper setters shall be appointed from the standing list of examiners submitted by the respective Chairman of the Board of Research Studies.

The written papers shall be valued by two external examiners.

If both the examiners have given pass marks and the difference is not more than 15 percent, candidates shall be declared to have passed in written paper by taking the average of the two valuations.

If both the examiners have awarded fail marks and the difference is more than 15 percent, the written paper shall be referred to third examiner and the third valuation shall be final.

If one examiner gives pass marks and the other examiner gives fail marks, the written paper may be referred to third examiner irrespective of the difference and the third valuation shall be final.

If both the examiners have awarded fail marks, irrespective of any difference, the candidates shall be declared to have failed in written paper.

Part II - Dissertation

The exact title of the dissertation shall be intimated within one month after the completion of the written examination. Candidates shall submit the dissertation to the University through the Supervisor and Head of the Department/ Principal at the end of one year from the commencement of the course and before 31st October which shall be valued by internal examiner (Supervisor) and one external examiner appointed by the University from a panel of four names sent by the Supervisor through the Head of the Department/Principal at the time of intimating the title of the dissertation.

The examiners who value the dissertation shall report on the merit of the candidate as "Highly commended" or "Commended" or "Not commended".

If one examiner commends the dissertation and the other examiner does not commend the dissertation shall referred to third examiner and the third valuation shall be final.

Submission or re-submission of dissertation shall be once in a year i.e. before 31st October.

5. PASSING MINIMUM:

(i) A candidate shall be declared to have passed Part I of the examination if he/she secures not less than 50% of the marks in each paper, including Paper 3 for which examinations are conducted internally.

(ii) A candidate shall be declared to have passed Part II of the examination if his/her dissertation is commended/Highly commended.

(iii)All other candidates shall be declared to have failed in the examinations.

RANGE OF DISSERTATION MARKS

Not commended – 49% and below, commended – 50% to 69% Highly Commended – 70% and above.

6. RESTRICTION IN NUMBER OF CHANCES:

No candidate shall be permitted to re-appear for the written examination in any paper or more than two occasions or to re-submit a dissertation more than once. Candidates shall have to qualify for the degree passing all the written papers, dissertation within a period of three years from the date of commencement of the course.

7. CONFERMENT OF DEGREE

No candidate shall be eligible for conferment of the M.Phil. Degree in Education unless he/she is declared to have passed both the parts of the examination as per the Regulations.

8. QUALIFICATION FOR PERSONS CONDUCTNG THE M.PHIL COURSE.

No teacher shall be recognized as a Supervisor unless he/she possesses a Ph.D. Degree in Education or two years of Post-Graduate teaching experience after qualifying for M.Phil. Degree in Education.

Only the Post-Graduate Departments of affiliated colleges and Departments of the University will be recognized for conducting the M.Phil. Course in Education. However, the Syndicate shall have the power to decide any other Institution of Higher Learning/ Research Institute within the University area for conducting the M.Phil. Course in Education on merits.

PART-TIME

9. ELIGIBILITY

Teacher candidates working in affiliated colleges or in Departments of the University or in Polytechnic approved by the Department of Technical Education or in approved Higher Secondary Schools as well as High Schools under State Board or Central Board or Education Instructors of Indian Armed Force who possess the qualifications prescribed in regulation 1 supra, shall be eligible to register for the degree of Master of Philosophy (M.Phil.) in Education and undergo the prescribed course of study in an approved Institution or Department of this University.

10. DURATION

The course of study shall extend over a period of two academic years commencing from 1st September. The examination for Part I shall be taken in the month of August next year and Part II Dissertation at the end of second year.

11. The Regulation governing the full time M.Phil. Course in Education with regard to course of study, scheme of examination, passing minimum etc., and qualifications of Guide conducting the M.Phil. Course in Education shall apply to part-time candidates also.

12. RESTRICTION IN NUMBER OF CHANCES

No candidate shall be permitted to re-appear for the written examination in any paper or more than two occasions or to re-submit a dissertation more than once. Candidates shall have to qualify for the degree passing all the written papers, dissertation within a period of four years from the date of commencement of the course.

Distribution of Marks

S.No.	Part	Paper	Title	Univ. Marks	Internal Marks	Max. Marks (100)	Univ. Exam Duration
1.	Part – I	Paper - 1	Advanced Research Methodology and Educational Statistics	100	-	100	3 Hrs
2.	Part – I	Paper - 2	Elective 1 – Management of Education	100	-	100	3 Hrs
3.	Part – I	Paper - 2	Elective 2 –Research Data Analysis Using Statistical Software	75*	25	100	3 Hrs
4.	Part – I	Paper - 2	Elective 3 – Curriculum Development	100	-	100	3 Hrs
5.	Part – I	Paper - 2	Elective 4 – Educometry	100	-	100	3 Hrs
6.	Part – I	Paper - 2	Elective 5 – Distance Education	100	-	100	3 Hrs
7.	Part – I	Paper - 2	Elective 6 – Guidance and Counselling	100	-	100	3 Hrs
8.	Part – I	Paper - 2	Elective 7 – Philosophy of Educational Research	100	-	100	3 Hrs
9.	Part – I	Paper - 3	Related to the Proposed Area of Study	-	100	100	3 Hrs
10	Part – II		Dissertation	-	-	-	-

*Question paper will be set for 100 marks and finally it will be converted to 75 marks.

Note: A Student can choose any one of the seven electives depending upon the availability of the same in the college concerned.

Question Paper Pattern

There will be seven questions out of which five questions are to be answered. Question numbers 1 to 6 will have two subdivisions a and b. The seventh question will be compulsory which will have seven short notes questions out of which five are to be answered.

Model frame of the question paper

Title of the Paper

Time: 3 Hours   Maximum Mark: 100

Instructions:

   Answer any five questions. Qn.No. 7 is compulsory
   All questions carry equal marks

1.a.

1.b.

2.a.

2.b.

3.a.

3.b.

4.a.

4.b.

5.a.

5.b.

6.a.

6.b.

7. Write Short notes on any five of the following.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

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M.Phil. (EDUCATION)
SYLLABUS

PAPER – I (CORE)

ADVANCED RESEARCH METHODOLOGY AND EDUCATIONAL STATISTICS

Objectives:

After the completion of this course student will be able to

1. understand the foundations of Educational Research.
2. identify the sources of research problems and variables.
3. formulate hypotheses, design of Educational research and to make them understand different techniques of data collection.
4. familiarize with different methods and approaches of Educational Research.
5. understand the contemporary developments in Educational Research.
6. define the 'concept' research as acquisition of information.
7. comprehend the methods of acquiring information.
8. analyze the nature of enquiry.
9. describe the philosophical bases of research
10. identify the different paradigms.
11. explain the theory behind statistics.
12. choose appropriate statistical techniques for the analysis of data collected.
13. use and interpret the results on analysis.
14. acquire the skill in using computer for data analysis.
15. illustrate simple statistical analysis using computer.

UNIT I: Research as a process of acquisition of knowledge – Methods of acquiring knowledge – Older methods –Modern Scientific method – Steps in Scientific Methods – Assumption underlying Scientific Method – Theory building – Nature, Type and Functions of theories.

UNIT II: Nature of Enquiry – Search for Truth, Conceptions of Social reality, Positivism – Understanding Natural and Social phenomena – Physical and Social reality – Ontological, Epistemological, Methodological and Human-related assumptions – the Objectivist and Subjectivist polarization.

UNIT III: The Philosophical bases of research – Positivistic and Anti-Positivistic movements – Phenomenology, Symbolic interactionism – Ethno-methodology – Feminist Research – Ethics of Educational Research.

UNIT IV: Normative, Interpretive and Critical Paradigms – Emerging paradigms – Complexity theory.

UNIT V: Scientific Research Methods

        a) Hypotheses for Problem Solving – Construction and Confirmation of Hypothesis - logic of Hypotheses Testing – Null Hypothesis and its significance – Testing Hypothesis of different types.

        b) Experimental research – Designs with and without control – Purpose and Methods of Control – Factors to be controlled designs with minor, partial and rigorous control – Validity of Designs – Internal and External validities – Quasi Experiments – Single Case research.

UNIT VI: Humanistic research Methods: Case Study Method – Critical Theory Model – Ethnographic research methods – History Method.

UNIT VII: Statistical Analysis for Humanistic researches. Participant Observation; Participant Verification Procedure; Triangulation; Analysis of evidence – Qualitative Analysis of Data – Data Reduction, Matrix Display Tactics for drawing conclusions confirming Findings, Summarising and Integrating findings.

        Recent Developments in Educational Research – Internet Uses – Internet based Research in Education. Simulation, Geographical Information Systems (GIS), Needs Analysis and Evidence Based Education.

UNIT VIII: Statistical Analysis for Scientific Researches.

        a) Sampling Procedures: Probability and Non-Probability sampling – Effective Sample Size – Sampling Errors;
        b) Univariate and Bivariate Analysis – Analysis of Variance (ANOVA) between Subjects, One Way, Factorial within Subjects; Parameter Estimation; Association; Correlation; Regression.
        c) Multivariate Analysis: i) Multiple Regression – Multiple R; Canonical R, ii) Group Differences – ANOVA, Factorial ANOVA; One Way ANOVA, Factorial MANOVA; MANCOVA; iii) Prediction of Group Membership – Discriminant function; iv) Structure – Principal Component, Factor Analysis, Path analysis.
        d) Meta Analysis.

UNIT IX: Computer and Data Analysis – i) About Data Base Packages – MS Excel, FOXPRO, Visual FOXPRO. Use of MS Excel for Data Entry: Variables – Import and Export of files – Data Manipulation – Data Transformation – Performing Simple Statistical Analyses like Measures of Central Tendency, Measures of Variability, Percentiles, Correlation, t – Value etc. ii) About Statistical Packages – SPSS – STATISTICA – OPENSTAT4 – NCSS – STATPAC – SAS – MINITAB – VISTA – STRATA – R-Statistics, Q-Plus etc. iii) Review of Packages and their Uses in Educational Research.

Note: What is expected is an understanding of the assumptions, objectives, principles and theory behind the Statistics, their uses and Interpretation and not the actual computations.

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M.Phil. (EDUCATION)
SYLLABUS

PAPER – II (Elective 1) – MANAGEMENT OF EDUCATION

Objectives:-

After the completion of this course student will be able to

1. understand the basic concepts of Educational Administration and Management.
2. understand the various approaches to the management theory.
3. acquire necessary knowledge and expertise of the principles and procedures of Educational Administration and Management.
4. develop an understanding and appreciation of the role of different agencies of Educational Administration.
5. develop the requisite knowledge and skills for educational planning and institutional planning.
6. understand contemporary developments in Educational Management, Planning and Finance.
7. comprehend the concept and principles of Management,
8. acquire knowledge and skills for Educational and Institutional Planning
9. develop the ability to apply the modern management techniques in the frame work of existing educational system.
10. explain the functions of leadership role as change agent.
11. develop the skills to resolve conflicts.
12. optimize student participation in curricular and co- curricular activities.
13. manage the institutional and instructional processes towards the attainment of the functional objectives.
14. develop the skill in resource Management/ maximize the use of available resources.

UNIT I: Educational Management: Definition and Scope of Management – Functions of Management – Management and ideology – Management and decision making – Management and Administration– The problem of definition – The need to modernize educational administration.

UNIT II: Major approaches to Management Theory: The Engineering or production approach.

UNIT III: Educational Planning : The concept of Educational Planning – a brief Historical Review – Approaches to Educational Planning – Planning, Programming, Budgeting and Control.

UNIT IV: Institutional Planning- the concept, scope and objective of Institutional Planning – the need for Institutional Planning – Basic characteristics of Institutional Planning – steps involved in the preparation, implementation and evaluation of institutional planning.

Educational Supervision and Inspection practices with respect to Curriculum planning, implementation and evaluation.

UNIT V: Application of modern management techniques to educational administration – Decision making and problems solving – Systems approach to educational change.

UNIT VI: Educational Manager as a change agent and as a leader –Facilitator of Change – Factors affecting change. Management as communication system – decision making process – Motivation and participation.

UNIT VII: Resource management - Management of Human, Material and Financial resources - Management of Personnel – teaching and non teaching in organization – Institutional climate – group dynamics.

Management of students – admission – Participation in curricular and co-curricular activities –Management of student conflicts – disciplinary problems.

Management of learning process – learning resources – time tabling – classroom management – class room climate – management of examination.

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M.Phil. (EDUCATION)
SYLLABUS

PAPER – II (Elective 2) – RESEARCH DATA ANALYSIS USING COMPUTER SOFTWARE

Objectives

After the completion of this course student will be able to

1. access and prepare data.
2. define data.
3. label variables.
4. develop skill in data transformation.
5. identify and use the different steps for descriptive statistics.
6. use the computer software for the calculation of bi-variate statistics.
7. apply the computer software for the differential, relational and non parametric analysis and interpret the results.
8. enrich the knowledge base to identify and make prediction using the computer output.
9. develop the skill in use of appropriate statistical techniques
10. develop the skill of drawing charts and scatter plots using computer software.
11. instill confidence in using the statistical software.
12. acquaint strong statistical base.
13. analyse the differences in assumptions of different statistical techniques.
14. interpret the statistical results accurately and appropriately.

UNIT I: Data access, Data preparation and Transformations

1. Excel interface
2. Data editor
3. Data import
4. Define Variables Properties tool
5. Identify Duplicate cases tool
6. Copy Data Properties tool
7. Compute new variables using arithmetic, Cross–case, date and time, logical, Missing-value, random-number, and Statistical or string functions
8. Recode string or numeric values
9. Recode values into consecutive integers
10. Create conditional transformations
11. Using "Do if," "Else if" "Else" and "End if" statements
12. Data Transformation functions

UNIT II: Descriptive statistics

1. Cross tabulations
2. Frequencies
3. Descriptive
4. Explore

UNIT III: Bivariate statistics

1. Means
2. t- tests (Two-Sample Tests)

UNIT IV: Correlation
1. Bivariate
2. Partial

UNIT V: Non-Parametric tests

1. Tests for one sample
2. Tests for two related samples
3. Tests for two independent samples
   (Chi-Square, Contingency, Kendall's Coefficient, Kendall's Tau, Sign Test, Runs Test, Sample K-S, Mann-Whitney U Test, Kruskal-Wallis One Way ANOVA, Friedman Two Way ANOVA, Wilcoxon Test, Rank Correlation).

UNIT VI: Prediction for numerical outcomes and identifying groups

1. Analysis of variance (ANOVA) – One Way, Two Way and Three Way
2. Linear regression
3. Logistic Regression
4. Principal components Analysis
5. Factor analysis
6. Cluster analysis – K-Means – Hierarchical
7. Discriminant Analysis
8. Reliability Analysis

UNIT VII: Reporting

1. **Categorical charts**
           - Bar – Line - Area – Pie - Box plot – Stem-Leaf
2. **Scatter plots**
           - Simple, grouped, scatter plot matrix - Fit lines - Dot charts
           - Histograms - Multiple use charts

Practicum

Each Unit has to be discussed/ taught with demonstration followed by student practical. At the end of the course a Report should be submitted by each student showing the evidence of practical done. The report has to be internally valued for the maximum of 25 marks. The theory examination (External) has to be valued for 75 marks.

Note:
1. The Research Data Analysis may be taught by using the statistical packages available in the Department/ College. To mention a few SPSS, STATISTICA, OPENSTAT4, NCSS, STATPAC, MINITAB, VISTA etc.

2. Some of the free statistical packages can be downloaded from the website: www.freestatistics.tk or http://freestatistics.altervista.org/stat.php. The statistical package, OPENSTAT4 is one among them. This package is free for personal use. The operating manual and statistics book are also available free of cost. (Courtesy Prof. William G. Miller, Program originally developed by him, whose E-mail address is: openstat@msn.com).

3. All the statistical packages have their own manual and Built-in Statistical Modules/ Tutorial/ Book for quick reference.

References:

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M.Phil. (EDUCATION)
SYLLABUS

PAPER – II (Elective 3) - CURRICULUM DEVELOPMENT

Objectives:

After the completion of this course student will be able to

1. develop a broad perspective of the theory of curriculum development and foundations of curriculum construction.
2. develop the conceptual bases relating to curriculum planning and organization.
3. develop futuristic orientation towards the needs of the society with regard to types of curricula and research in curriculum.
4. develop an understanding of different models of evaluation.
5. understand contemporary developments in curriculum development.
6. define curriculum and identify curriculum rationale.
7. comprehend curriculum theories.
8. analyze and apply curriculum process.
9. implement evaluation model/ strategies for curriculum evaluation.
10. identify and formulate curriculum for specific purposes.
11. develop technology-based curriculum for education.
12. instill confidence in designing curriculum.

UNIT I   Curriculum as a field of study – meaning and definitions of curriculum – Curriculum rationales from differing philosophical perspectives

UNIT II   The Domain of Curriculum Studies – Curriculum Theories – Conceptual Models, legitimization theories, process theories and structural theories.

Curriculum study Areas – Factors affecting Curriculum-Knowledge and Curriculum. Cognitive Psychology and Curriculum, Curriculum Policies, Types of curriculum.

Curriculum Components – Aims and Objectives, Forms of Subject matter, Modes of Transaction, Evaluation of curriculum.

UNIT III   Curriculum Approaches and Methods – Curriculum Planning, Methods of organizing knowledge – Subject matter approach, Integrated approach, Module approach, Methods of organizing Instruction and learning activities. Flexible scheduling, individualizing instruction, independent study, experimental learning, Modern approaches to Curriculum planning and developing.

UNIT IV   Curriculum Process – Curriculum Development – resources - participants' curriculum decisions and   perspectives. Curriculum Reform – rationale and process. Curriculum change – nature and process. Dimensions of curriculum change-Substantive, Instructional and organizational dimensions – Curriculum Implementation.

UNIT V   Curriculum Evaluation- Programme evaluation. Formative and Summative Evaluation Approaches to Curriculum Evaluation – use of Evaluation Models/ Strategies of Curriculum Evaluation.

UNIT VI   Curriculum for Special Purposes - Special Education, Distance Education, Women's Education, Non – formal Education, Inclusive Education.

UNIT VII   Educational Technology and Curriculum. Curriculum Research – need, scope, types and contributions.

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M.Phil. (EDUCATION)
SYLLABUS
PAPER – II (Elective 4) - EDUCOMETRY

Objectives

After the completion of this course student will be able to

1. define and explain the concept of measurement, scales and index numbers.
2. analyse the role of test and measurement in education.
3. list the various mathematical functions
4. fit data to straight line/curve.
5. test goodness of fit.
6. compute co efficient of correlation, coefficient of determination, standard error of estimate and scale values.
7. find estimates of population.
8. describe the method of paired comparison.
9. explain scaling theories.
10. describe the steps involved in constructing an achievement test.
11. illustrate how the design and blue print of an achievement test. are prepared.
12. write a variety of questions –objective type, short type and essay type.
13. describe how an achievement test should be administered.
14. score an achievement test and interpret tests scores
15. identify good test items (Item analysis).
16. explain the steps involved in standardization of a test
17. describe the tools used to measure psychological variables like intelligence, personality, attitudes, aptitude, interest etc.
18. appreciate the recent developments in educational measurement.

UNIT I   Theory of measurement – numbers and their nature – scales- Transformation and Invariance of scale values – Index numbers – Role of measurement in education.

UNIT II   Mathematical functions – Linear, nonlinear, exponential, logarithmic. Curve fitting – transformations - relationships – fitting data to straight line. Testing goodness of fit – Standard error of estimate, coefficient of correlation, coefficient of determination- Estimates of population.

UNIT III.   The method of paired comparison – Rationale for the scaling of comparative judgment. Computation of scale values: scaling.

UNIT IV   The method of Rank order – Rank and rank values, use of means and medians in rank values, normalized rank method – the method of first choices.

UNIT V   Scaling from interval and ratio judgments – equal sense distances, a test of interval consistencies, method of equal appearing intervals – methods based on ratio judgments – the method of multiple stimuli, constant sum method.

The method of successive categories – scaling theory for successive categories; determining scale values and variabilities for stimuli – a test of internal consistency an evaluation of multi dimensional scaling objectivity of judgments – approaches to objectivity.

UNIT VI   Construction and Standardization of Achievement Tests.

Planning the Test

a) Objective type test; simple forms, multiple choice
b) Interpretive exercise; recognition, application, generalization, Inferences – interpreting pictures, graphs
c) Essay.

Administering and appraising class room tests.

a) Test administration principles-
b) Scoring Test items, correction for guessing;
c) Checklist for evaluating classroom test
d) Item effectiveness – item analysis for norm referenced and criterion referenced tests.

Standardization of Test

a) Establishment of Reliability and validity of the test.
b) Establishment of Norm and Percentile Scores.

UNIT VII   Measurement of intelligence, personality, aptitude, attitudes and interest. Recent developments in Educational measurement

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M.Phil. (EDUCATION)
SYLLABUS

PAPER – II (Elective 5) - DISTANCE EDUCATION

Objectives

After the completion of this course student will be able to

1. define the concept of distance education.
2. list the objectives and principles of distance education.
3. distinguish between traditional correspondence education and open education.
4. appreciate the growth and development of distance education in general and in India in particular.
5. describe the procedure to be adhered to in developing courseware for distance education
6. explain the teaching methodology used in distance education and their relative merits
7. list basic issues of educational evaluation in distance education
8. delineate the criteria for evaluation in distance education
9. explain how to establish distance education Institutes in Universities.
10. appreciate the need for Regional centers and counselling services in Distance education
11. familiarize with technology in distance education.
12. develop the skill of writing Self Instructional Modules.

UNIT I Distance Education- Philosophy, Theories, Objectives and principles – Comparison between traditional correspondence and open Education. – Present Status - Growth and Development of Distance Education in India.

UNIT II Developing courseware for Distance Education –
   1. Developing a Curriculum – Assessing Educational needs –
   2. Course planning – organizing the content – Models of presenting the content – assessment and Feedback.

UNIT III Distance Education Teaching Methodology – the Methods – the multi-media approach – Teacher – Students interaction – Role of Distance Education - Tutor and Tutor comments.

UNIT IV Evaluation in Distance Teaching – basic issues of educational evaluation – tests Construction – grading and question banking. Assignments, Projects – Guidance and evaluation – Criteria for Evaluation.

UNIT V Establishing Distance education Institutes in Universities- the prerequisites – target group courses.

UNIT VI Organization of student support services in Distance Education.

   1. Regional study Centres – Models and operation.
   2. Counselling services.

UNIT VII   Technology in Distance Education – the role of Media, Online Courses, Internet and Web Resources, Virtual Classroom and Virtual University. Research in Distance Education – Past, Present and Future perspective.

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M.Phil. (EDUCATION)
SYLLABUS
PAPER – II (Elective 6) – GUIDANCE AND COUNSELLING

Objectives:

After the completion of this course student will be able to

1. understand concept, need, importance of Guidance and Counselling.
2. understand the principles of Guidance and Counselling programme.
3. understand the concept and process of Counselling.
4. understand need for Guidance to the children with special needs.
5. acquaint with various procedures of organizing various Guidance services.
6. lists the principles and objectives of Guidance and Counselling.
7. explain the psychological and sociological foundations of Guidance and Counselling.
8. describe various approaches to Guidance and Counselling.
9. discuss the different types of therapy/ training.
10. describe the role of teachers in counselling situations.
11. identify the role of family, school, community in guidance and counselling
12. explain various theories of vocational development.
13. describe the process of vocational guidance
14. identify the specific areas warranting counselling.

UNIT I Guidance and Counselling: Concept, Definition and Principles, Background, Scope, Current Status in India and Abroad – Objectives of Counselling – Counselling Skills; Counselling standards: Ethical and Legal.

UNIT II Psychological Bases of Counselling: Human behaviour and Individual differences – Defense Mechanisms – Maladjustment – Mental health – Integrated Personality. Sociological bases: Social Nature of Human beings – Nature of Human relationships – Increasing complexity of today's world – Conflict of Values.

UNIT III Approaches to Counselling:

   i) Directive and Authoritarian – Psycho-Analytic - Behaviouristic – Humanistic – Eclectic – Group Counselling.
   ii) Counselling as helping – Concept of Stress – Types of Stress – Counsellor and Client matching – Coping and Adjustment strategies of Controlling Stress as an experience – Transactional Analysis – Relaxation Techniques.
   iii) Structured Learning Therapy: The tasks of the Counsellor in social skill training – Irrational beliefs and problems – promoting rational thinking – Cognitive Behaviour Therapy – Desensitization – Assertiveness training.

UNIT IV   Educational Counselling:

    i)   Need for Educational Counselling – Role of teachers in Counselling situations: a) Elementary school, b) high school, c) college – Teacher and Counsellor – Teacher and Counsellee.
    ii)   Children with special needs – The gifted – Physically Handicapped – Mentally Handicapped – Emotional and Behavioural problems of adolescents – Examinations anxiety – Learning difficulties – Alcoholism and Drug abuse – Truancy among the Adolescents –Sex related problems.
    iii)   Guidance Oriented Education: Educational Counselling & Curriculum – Counselling & Home – Counselling unit in educational institutions.

UNIT V   Vocational Counselling:

Need for Vocational Counselling.

    i)   Theories of Vocational Development – Vocational Choice: after a) Primary education, b) High School Education, C) Higher Secondary and d) Professional course.
    ii)   Process of Vocational Counselling – Vocational Guidance – Adolescent values - Job and Family – Perception of Sex roles – Occupation information – Job Analysis and Job description – Career Counselling – Information service and Guidance – Vocational Stress Counselling – overcoming platue and burnout – Conflicts in work environment.

UNIT VI   Family and Marital Counselling:

Need for Family Counselling

    i)   Family systems – Nuclear Family – Joint Family problems.
    ii)   Child Guidance – Counselling the parents-child relationship problems – rejection – favouritism – other problems.
   iii) Parental Counselling – role of parents in dealing with children's problems.

Need for Marital Counselling

    i)   Marital problems – socio-economic factors – finance – social life – religious and other values – occupational demands.
    ii)   Counselling the Unwed Mothers, Divorcees and the Separated – Parents of Handicapped and deviant Children.
   iii) Genetic Counselling and its importance – before and after marriage.

UNIT VII   Health and Old Age Counselling:

Need for Health and Old Age/ Retirement Counselling.

i) Problems of Aging – Psycho-somatic disorders – Ageing and its impact on health – Geriatric Counselling – Counselling the rehabilitated. Problems of Social Relations. Emotional problems, feeling of neglect and unworthiness, Psychological Seclusion, Social exclusion and need for inclusiveness.
ii) Mental health – Psycho-neurosis – Psychosis – Psycho-therapy.
iii) Loss of Spouse, Health problems; Planning for Health – Health insurance.
iv) Financial Problems – Employed, Retired Pensioners, Retired Non Pensioners, Planning for old age/ retired life.

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M.Phil. (EDUCATION)
SYLLABUS

PAPER – II (Elective 7) - PHILOSOPHY OF EDUCATIONAL RESEARCH

Objectives:

After the completion of this course student will be able to

1. explain the concept of Philosophy and Methods of philosophizing Educational Research.
2. analyse the role of philosophy in educational research
3. define the general concept of knowledge, sociology of knowledge and Indian conception of knowledge
4. explain the theories of development of knowledge
5. explain the social science approach to educational research.
6. analyse the influence of social science approaches on educational research.
7. explore the researches undertaken in India on knowledge and Knowledge utilization.
8. familiarise with how to develop an appropriate approach.

UNIT I   Philosophy – concept and meaning, Methods of philosophising; speculative, descriptive – Analytical, prescriptive, evaluative. Role of philosophy in educational research; ways of conceptualising the relation between philosophy and education, philosophy of education and philosophy of educational research – need for new paradigms in educational research – assignments.

UNIT II   Knowledge – creation of knowledge. Misconceptions, the knower and the known (Subject-object) relationship – experience the framework, the interpretation – the logic of knowledge acquisition – the sociology of knowledge – The Indian conception of knowledge.

UNIT III   Theory – Theories and development of knowledge; theory building – theory and methods, abstraction, structure, cause, system, implications – Theory testing – falsification, verification.

UNIT IV   The social science approach to Educational research – Assumptions of social sciences; ontological, epistemological and models of man – The positivism Vs anti positivism divide- The contemporary Approaches.

UNIT V   The influence of Social Science – Approaches on Educational Research- Empiricism – Scientism –Operationalism – Macro-systems approach – The quantitative (Statistical) Approach- Learning resources Approach – Teacher accountability approach.

UNIT VI   Educational research in India – Tradition, Domains and Trends – Entrainments in unproductive paradigms.

UNIT VII Developing an appropriate approach – examining underlying assumptions – the need to break with tradition – scanning emerging paradigms in other disciplines.

References:

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