

ST. IGNATIUS COLLEGE OF EDUCATION

(AUTONOMOUS)

(Re-accredited with 'A' Grade by NAAC)

Palayamkottai - 627 002.

Affiliated to

TAMILNADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097.



**Syllabus for Degree of
Master of Philosophy (M.Phil.)**

for the Academic Year

2020 - 2021

M.Phil. Syllabus

ST. IGNATIUS COLLEGE OF EDUCATION(AUTONOMOUS)

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M.Phil Syllabus - Semester I & II

Programme Learning Outcomes

The scholar

- adapts technical competence in the field of specialization
- applies institutional and instructional process to the attainment of functional objectives
- interprets data for educational research investigations and synthesizes solutions
- examines the scope and application of research in the field of education
- identifies the specific areas and techniques of counseling
- develops skills of computing through appropriate statistical techniques
- determines the contribution of teachers to meet the needs of diverse learners.

Eligibility

Candidates with not less than 55% of marks in the degree of Master of Education of any University can seek admission for the degree of M.Phil. in Education.

Duration

The duration of M.Phil.course is of two semesters. The duration of two semesters together consists of 200 working days inclusive of admission (10 days) and examination (10 days) with a minimum of 90 working days per semester.

Mode of Selection

Every year after the publication of M.Ed. results, applications are issued. On receipt of filled-in application forms, candidates are called for interview to ensure the proficiency of

the candidates in undertaking research. The State Government's norms are employed in Reservation of seats.

Details of the Programme

The M. Phil programme on full-time basis will consist of two compulsory papers, each carrying 100 marks for the first semester. The Second Semester includes an Elective paper which carries 100 marks and the dissertation which carries 350 marks, which includes marks for internal, External and Viva-Voce and 100 marks for the Course Work which is spread through the whole year which includes marks for the Syllabus prepared by the respective M.Phil scholar with the help of the guide in their area of research, for the participation in research colloquium, for the presentation and publication of research paper and for internal test in the core area of research.

The internal marks (50) will be awarded based on the syllabus and materials prepared by the

scholars and External (50) will be awarded based on the Examination conducted by the college.

To Pass M.Phil. Examination a student will be required to pass separately in each paper and in dissertation. The dissertation shall be on an educational topic approved by the Research Committee. The students shall submit the topic for the dissertation to the committee with in two months from the date of admission to the course.

The students appearing for M.Phil. Examination should submit their dissertations at the end of the second semester theory Examination and 2 copies of the dissertation shall be submitted along with 1 C.D. copy. The Board appointed by the controller of Examinations in consultation with the Principal will evaluate the Dissertation and the Board members will conduct Viva-Voce for individual candidates.

ST. IGNATIUS COLLEGE OF EDUCATION, PALAYAMKOTTAI

M.PHIL EDUCATION – Distribution of Credits

S.NO.	SEMESTER	PAPER	TITLE OF THE PAPER	CREDITS
1.	Semester - I	Core paper - I	Advanced Educational Research Methodology and Statistical Applications	10
		Core paper - II	Teacher and Exceptional Learners	10
2.	Semester - II	Paper - IV	Elective (Any one)	10
			A) Guidance and Counseling	
			B) Educational Finance and School Administration	
			C) Distance Education D) Higher Education	
		Research Based Activities	Course work	7
		Dissertation	Internal	7
External	7			
Viva - Voce	4			
Total Credits				55

Standard of Passing

To pass M.Phil examination the candidate must obtain at least 50 percent marks in each paper, 50 percent in the dissertation and 50 percent in participation in research colloquium. Class is awarded on the basis of the sum total of marks obtained by the scholar in Theory Papers and Dissertation. The successful candidate who obtains 75 percent or above of the total marks will be placed in the first class with distinction. The candidate who obtains 60 percent or above but less than 75 of the total marks will be placed in the first class. The candidate who obtains 50 percent and above but less than 60 will be placed in the second class. The candidate who secures below 50 percent marks will have to reappear for the paper.

If a candidate passes in the dissertation but fails in the theory papers, marks obtained by him in the dissertation shall be carried over to the subsequent year or years. If a candidate passes in the theory papers and fails in the dissertation, the marks obtained by him in the papers shall be carried over to the subsequent year or years.

Details of Passing minimum and Award of Class:

For each theory paper the minimum marks required for a pass is 50%. of the aggregate of internal and external marks. (For each paper the minimum marks for pass in the external examinations is 45%). For Practical activities also the required minimum for pass is 50%. The pass marks in dissertation is 50%. Class is awarded on the basis of the Total Marks by the candidate in Theory Papers and Practical's.

75% and above	-	Distinction
60% and above but less than 75%	-	First Class
50% and above but less than 60%	-	Second Class
Less than 50%	-	Reappear

M.Phil SCHEME OF EXAMINATION – 2020 - 2021

First Semester

Sl. No	Subjects	Credits	Duration	Internal Marks	External Marks	Total Marks
1.	Advanced Educational Research Methodology and Statistical Applications	10	3 Hours	30	70	100
2.	Teacher and Exceptional Learners	10	3 Hours	30	70	100
Total Credits		20	Total Mars			200

Second Semester

Sl. No.	Subjects	Credits	Duration	Internal Marks	External Marks	Total Marks
1.	Elective (Any one) A) Guidance and Counseling B) Educational Finance and School Administration C) Distance Education D) Higher Education	10	3 Hours	30	70	100
2.	Research Based Activities Dissertation Internal External	7 7	-	100	100	200
3.	Viva-Voce External Examination	4		-	50	50
4.	Course Work	7		50	50	100
Total Credits		35	Total Mars			450

Total I Semester 200 + II Semester 100 + Dissertation 350 = 650 Marks

M.Phil Scheme of Internal Examination			
Time :- 1 1/2 Hours		Maxi:- 45 Marks	
Part	Type of Questions	Marks	Total Marks
A	Short Eassy Type (250 words each) 5 Questions	05	25
B	Long Essay Type (750 Words each) 2 Questions	10	20
Total Marks			45

M.Phil Scheme of External Examination			
Time :- 3 Hours		Max:- 70 Marks	
Part	Type of Questions	Marks	Total Marks
A	Short Eassy Type (250 words each) 5 questions out of 7	05	25
B	Long Essay Type (750 Words each) 3 with internal choice questions	15	45
Total Marks			70

Internal Assessment (Theory) for 30 marks:-

The student teachers are evaluated according to their performance in

Internal test	: 15 Marks
Seminar	: 5 Marks
Assignment	: 5 Marks
Task Assessment	: <u>5 Marks</u>
	30 marks

Content

S.NO.	SEMESTER	TITLE OF THE PAPER
1.	Semester - I	Advanced Educational Research Methodology and Statistical Applications
		Teacher and Exceptional Learners
2.	Semester - II	Elective (Any one)
		A) Guidance and Counseling
		B) Educational Finance and School Administration
		C) Distance Education
		D) Higher Education
		Course work
		Internal
		External
Viva - Voce		

PAPER – I – ADVANCED EDUCATIONAL RESEARCH
METHODOLOGY AND STATISTICAL APPLICATIONS
[SEMESTER – I]

Sub Code : RC1-F

Course Learning Outcomes (CLOs)

The scholar

- acquires knowledge of research paradigms (L1)
- identifies the research ethics (L2)
- applies for funding agencies in Educational Research (L3)
- chooses appropriate statistical techniques for the analysis of data collected (L4)
- discriminates the different funding agencies (L5)
- develops competency in statistical inference in different phases of research (L6)

Unit I Research paradigm

Research paradigm meaning-Ontology- Epistemology - methodology- -
Major paradigms & perspectives : Dominant paradigms of qualitative research -
Positivism - Interpretivism- Constructivism -Properties of constructions -
Constructivism: Sub paradigms -Criticisms of interpretivism & constructivism -
Pragmatic thinking - feministic research.

Unit II Research Ethics

Research Ethics meaning- Role of Ethics - Advancements in Ethics including
rules regulations and legislations- Ethical communication- organization/ NGO copy
rights -royalty intellectual property rights- reproduction of published material-
plagiarism- Testing Plagiarism with the help of Software- acknowledgement,

reproductivity and accountability.

Unit III Funding agencies

University Grand Commission- All India Council for technical Education (AICTE) - Department of Atomic Energy (DAE) - Ministry of Communications & Information Technology (MOCIT) - Ministry of Environment and Forests (MOEF) - Ministry of Non conventional Energy Sources (MNES) - Indian Council of Social Science Research (ICSSR) - Education Resources Information Center (ERIC) -Indian Council of Philosophical Research (ICPR) - Indian Council of Historical Research (ICHR)- International Funding Agencies - American Academy in Rome - Association of Commonwealth Universities (ACU) - The British Institute in Eastern Africa- Canon Foundation Fellowships - Commonwealth Foundation- CO-REACH Social Science Collaborative Research between Europe and China- Daiwa Anglo-Japanese Foundation - Fulbright Commission- Harry Ransom Humanities Research Center Research fellowships- Horowitz Foundation for Social Policy- International Federation of University Women- Social Science Research Council(SSRC)- The Social Sciences and Humanities Research Council (SSHRC)

Unit IV Statistical Analysis

Association of attributes - Classification, Determination of frequency - Frequency method - Comparison of proportion - Co efficient of contingency - Analysis of time series - Method of estimating trend - Free hand method, Selection point method, Semi average method, Moving average method, Least square method - biserial correlation - point biserial correlation - Tetra choric correlation - Multiple regression - Stepwise regression - Factor analysis - Factor loading - Path analysis - Error analysis.

Unit V Statistical Inference

Non - parametric tests : Chi -Square test - Mann Whitney U test - Kruskalwallis H test - Wilcoxon test - Post Anova : Wall Duncans - Opening a Data File in SPSS - SPSS Data Editor - Editing SPSS output - Copying SPSS output - Printing from SPSS -

closing SPSS – Tutorial in SPSS – Use of SPSS.

Practicum (Any three)

1. Write a criticism of interpretivism & constructivism for a research topic
2. Prepare a research article and test it for plagiarism
3. Apply for any funding agency to avail a research project.
4. Fit a straight line trend by the method of least squares for the given data.
5. Test any one hypothesis from your research problem using SPSS

References:

- Ajay Das, (2011). *Educational research*. New Delhi: Swastik Publications.
- Fred Kerlinger, (2007). *Foundations of behavioural research*. New Delhi: Surjeet Publications.
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- Gurumani, N. (2007). *Scientific thesis writing and paper presentation*. Chennai: MJP Printers.
- John W.Best, James U.Kahn : *Research in Education – Tenth Edition*, Phi Learning Private Limited, New Delhi – 110 001
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- Krishnaswami & Ranganathan. (2010). *Methodology of research in social Sciences*. Mumbai: Himalaya Publications.
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Manoharan, M. (2010). *Statistical methods*. Palani: Paramount Publications.

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Panneer Selvam, (2011). *Research methodology*. New Delhi: PH1 learning Publications.

Pillai Bagavathi, R. (2002). *Practical statistics*. New Delhi : S.chand & Company Publications.

Rachod, Antonius : *Interpreting Quantitative Data with SPSS* (Sage Publication)

Radha Mohan, (2010). *Teacher education*. New Delhi: Neelkamal Publications.

Renata Phelps, Kath Fisher and Allan Ellis : *Organizing and Managing your Research A Practical Guide for Post Graduates* (Sage Publication)

Sharma, (2010). *Essentials of scientific behavioral research*. Meerut: Lall Book Depot.

Shefali Pandya, (2011). *Educational research*. New Delhi : A.P.H. Publications.

Rajathi, A and Chandran, P (2016) *SPSS for you* . Chennai : MJP Publishers

Suranjan Saha, (2006). *Mathematics and statistics*. Kolkata : New Cantral Book Publications.

Subramaniam, N. (2009). *Statistics and numerical methods*. Erode : SCM Publications.

Sharma, A. (2008). *Advanced statistics in educational and psychology*. Meerut: Lall Book Depot.

Yogesh Kumar Singh, (2007). *Research methodology*. New Delhi: A.P.H. Publications.

<https://valueresearchonline.com>

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<https://researchphoenix.edu>

PAPER – II - TEACHER AND EXCEPTIONAL LEARNERS

[SEMESTER – I]

Sub Code : RC2-F

Course Learning Outcomes (CLOs)

The scholar

- identifies education as a means of improving the life of socially challenged children (L1)
- categorizes exceptional children (L2)
- interprets the significance of educating exceptional children (L3)
- realizes the specific policies and legislations regarding exceptional learners (L4)
- evaluates the recent trends in the education of exceptional children (L5)
- integrates the principles of special education to educational research (L6)

Unit I Exceptional Children

Meaning and definition of Exceptional children, Types of Exceptional Children – Intellectually Exceptional, Physically Exceptional, Emotionally exceptional - Need and significance of education of exceptional - Inclusive integrated education.

Unit II Education of Exceptional Learners

Meaning, nature and characteristics of **Intellectually Exceptional**:gifted, creative, backward and mentally retarded- Identification, needs, problems and educational provisions. Meaning of physical disability – Causes and Educational Provisions for Visually impaired and hearing impaired children. Children with learning disabilities– dyslexia, dyscalculia, dysgraphia. Meaning of emotionally exceptional – Causes, Prevention and provisions.

Unit III Education and Socially Challenged Children

Socially Challenged Children: Meaning, types, characteristics – Challenges for

street, tribal, minorities, transgender, orphans, child labour, economically poor and single parent children: access, enrolment, participation and learning.

Unit IV Trends in the Education of Exceptional Children

Need based and skill oriented education, Role of Educational Technology - Use of Computer assisted instruction: Tutorial, self study and Distance learning- Role of white boards, smart boards and assistive technology in special education – Principles of teaching in special education: Multi sensory approach, Chaining and Shaping, Cognitive behaviour modification.

Unit V Policies and Legislations

National policy on Education with reference to Education of the exceptional learners, Government schemes and provisions for children with special needs - Services and programmes for the disabled – Rehabilitation Council Of India(RCI), Integrated Education for Disabled persons(IEDS), Persons with disability Act(1995), United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)- National Institutes for Different Disabilities - Research in Special Education.

Practicum: (Any Three)

1. Conduct a field study of an institution offering Inclusive Education and submit a report.
2. Prepare a plan of action to satisfy the educational needs of an intellectually exceptional child.
3. Identify a child with a learning disability and record the issues and remedial provisions.
4. Prepare an e-content which could serve as an assistive technology in special education.
5. Conduct a detailed study on the successful implementation of government schemes for children with special needs in your locality.

References :

- Alice Rajkumar, Rita Suguna Sundari & Digumarti Bhaskara Rao. (2004). *Special Education*. New Delhi: Discovery Publications.
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SEMESTER – II

ELECTIVE – GUIDANCE AND COUNSELLING [SEMESTER –II]

Sub Code: REG - S

Course Learning Outcomes (CLOs)

The Scholar

- recognizes the strategies of guidance and therapy (L1)
- interprets the principles of guidance and counselling (L2)
- experiments the role of teachers in educational counselling (L3)
- analyses the significance of vocational choice (L4)
- justifies the need for family counseling (L5)
- proposes a plan for counseling parents of deviant children (L6)

Unit I Strategies of Guidance and Therapy Device

Strategies of guidance - Area of guidance -Counselling and teaching - Counselling and Psychotherapy - Therapeutic Methods - Direct form of Therapy - - Group Psycho Therapy - Verbal Group Therapy - Activity Group Therapy - Occupational Therapy - Play Therapy - Environmental Therapy - Qualities of the successful Therapist.

Unit II Bases of Guidance

Bases of Guidance - Philosophical, Psychological, Sociological, Logical and Pedagogical - Foundations of Counselling: Psychological Bases - Political Bases - Assumption of Guidance - Functions of Guidance - Organization of Guidance Services in Higher Education Institution - Social nature of human beings, Nature of human relationships.

Unit III Educational Counselling

Educational counselling: Need for Educational counselling - Role of teachers in counselling at different levels: Elementary school, High School, College - Teacher and Counsellor - Teacher and Counsellee - Children with special needs : The Gifted - Physically

Challenged, Mentally, Challenged, Emotional and Behaviour problems of adolescents - Learning difficulties - Alcoholism, Drug abuse and Sex related problems - Guidance oriented Education - Educational Counselling and Curriculum - Counselling and Home.

Unit IV Vocational Counselling

Need for Vocational Counselling - Theories of career Development and Decision making - Techniques for Career Planning and Decision Making - Computerized Career Assistance System - Theories of Vocational Choice : Ginzberg theory, Holland's theory, Super Vocational theory, Havinghurst theory, Structural theory.

Process of Vocational counselling : Procedure for organising placement programme - Agencies of Occupational information - Job Analysis and Job Description - Conflicts in work environment - Guidance Services in Higher Education - Organization of University Bureau.

Unit V Family and Marital counselling

Need for family counselling - Family system -Nuclear Family - Joint Family problems - Parental Counselling - Role of parents in dealing with children's problems - Need for marital counselling - Marital problems - Socio - Economic factors - Finance - Social life, Religious and other values - Occupational Demands. Counselling the parents of Challenged and Deviant Children - Genetic Counselling and its importance - **Clinical Counselling and its Steps & Importance.**

Practicum: (Any Three)

1. Conduct an interview with a Counsellor or a Psychotherapist and bring out the practical problems in their service and the means to overcome them.
2. Introspect yourself and submit a self analysis report on your personality.
3. Conduct a case study of an adolescent with behavior problems and suggest remedial measures.
4. Prepare an e-content which could serve as a tool for career counseling for students who have successfully completed higher secondary course.

5. Consider yourself as a family counselor and prepare a plan of action for the parents of a deviant child.

References :

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**ELECTIVE – EDUCATIONAL FINANCE AND SCHOOL
ADMINISTRATION [SEMESTER – II]**

Sub Code : REF-S

Course Learning Outcomes (CLOs)

The Scholar

- recalls the meaning and scope of educational administration (L1)
- explains the theories of leadership (L2)
- demonstrates the different leadership styles (L3)
- categorizes the management of finance resources (L4)
- reviews the problems in educational finance in India (L5)
- formulates a budget for educational finance for an academic year (L6)

Unit I Scope of Educational Administration

Meaning and Scope of Educational Administration – Development of modern concept of Educational Administration – Administration Vs Management – Taylorism – Administration as a process – Administration as a bureaucracy – Human Relations Approach to Administration – System Approach – Specific trends in Educational Administration – Decision making – Organizational Compliance – Organizational Development – Modern Trends in Educational Management – PERT and SWOT Analysis.

Unit II Leadership and Administration

Leadership in Educational Administration – Meaning and Nature of leadership – Theories of leadership – Trait Theory – Type theory – Behavioural theory – Situational theory – Group theory – Path goal.

Unit III Leadership styles

Styles of leadership – System evaluation – Programme evaluation and Evaluation of functionaries – Measurement of leadership – The administrator – his role and

qualities

Unit IV Educational Finance

Educational finance – Nature and Scope of Educational Finance – Its importance – State responsibility – Sources, Procurement and Allocation of funds – Mobilization of local resources, private and self financing of Educational institution – Cost benefit Analysis – Individual, Social, Institutional and Unit Cost.

Unit V Management of Financing

Financing education in India, Cost of Education – Education as investment and expenditure – Role of the Central Government – Administration of Education Finance – Basic Principles of Provision, budgeting, sanction, utilization – State finance and institutional finance.

Task Assessment (Any three)

1. Conduct a case study of the norms, standards, rules and regulations of maintenance of any one school / college and submit a report
2. Visit a school and observe scheme documentation for assessment of implementation of government schemes of financial assistance for education
3. Draft a report on the educational administration at your District level
4. Critically analyse the role of an administrator of a school in your locality.
5. Submit a model budget for educational finance for one academic year for a high school.

References :

- Amrisha Kumar Ahuja, (2007). *Educational management planning and Finance* Delhi : Authors Publications.
- Bhatnagar & Vidya Aggarwal, (2010). *Educational administration supervision planning financing* New Delhi : Kanishka Publications.
- Biranchi Narayan Dash, (2008). *School organisation Administration and management* Hyderabad : Neelkamal Publications.
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ELECTIVE - DISTANCE EDUCATION [SEMESTER – II]

Sub Code : RDE-S

Course Learning Outcomes (CLOs)

The Scholar

- retrieves the concept and scope of distance education (L1)
- illustrates the use of innovative technology in distance education (L2)
- executes the course ware multimedia approach and modes of distance education institutions (L3)
- detects the basic issues of educational evaluation in distance education (L4)
- assesses the significance of student support services (L5)
- integrates the technological strategies of self-learning (L6)

Unit I Growth of Distance Education

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

Media and Technology in Distance Education - Selection of Methods and Media Design - Preparation of Self - Instructional Materials - The role of Media, Online Courses, Internet and Web Resources, Virtual classroom and Virtual University - Research in Distance Education - Past, Present and Future perspective - Developing courseware for Distance Education - Developing a Curriculum - Assessing Educational needs - Course planning - Organizing the content - Models of presenting the content - assessment and feedback.

Unit III Methodology

Distance Learners, Self - Learning, Skills for Self - Learning, Role of Communication Technology in Self - Learning - Distance Education teaching methodology - the Methods

and the multimedia approach – Teacher – Students interaction – Role of Distance Education – Tutor and Tutor comments.

Unit IV Evaluation

Characteristics of Learning Material - Counselling in Distance Education - Evaluation in Distance Teaching – basic issues of educational evaluation – tests Construction – grading and question banking – Assignments and Projects – Guidance and evaluation – Criteria for Evaluation.

Unit V Student Supports Services

Student Supports Services - Significance of Personal contact Programmes - Regional study Centres – Models and operation - Counselling services.

Task Assessment (Any three)

1. Submit a report on the merits and demerits of Open University system in the present social scenario.
2. Prepare an e-content to explain virtual classroom and virtual University.
3. Interact with distance learners and submit a report on the different skills for self learning.
4. Visit a school and analyse the basic issues of educational evaluation faced in reality.
5. Mention the different student support services available for students studying through distance mode.

References :

- Hary, (1982). *The Distance Teaching Universities*. London: Croom Helm Publications.
- IGNOU, (2006), *Distance Education (Block 1,2,3, &4)*. New Delhi : IGNOU
- Keegan, D. (1986). *The Foundations of Distance Education*. London: Croom Helm Publications.
- Mary Burns, (2011). *Distance Education for Teacher Training Education* Washington: Development center.
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Rumble, G. (1986). *Planning and Management of Distance Education*. London: Croom Helm.

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ELECTIVE - HIGHER EDUCATION [SEMESTER – II]

Sub Code : REH-S

Course Learning Outcomes (CLOs)

The scholar

- states the concept and development of Higher Education (L1)
- distinguishes the innovative practices in Higher Education (L2)
- applies dynamism to Curriculum planning and development (L3)
- categorizes the different methods of classroom management (L4)
- assesses the quality of higher education (L5)
- integrates the educational policies with quality education (L6)

Unit I Concept and aims of Higher Education

Concept and aims of Higher Education - development of Higher Education in India - Social Relevance - Human Resource development - Constitution provisions - Five year plans.

Unit II Innovations in Higher Education

Innovations in Higher Education - CBCS - Mentorship - Adjunct Faculty - Scholars in Residence - ICT enabled Education - Globalization and Privatization in Higher Education - Prospects, Problems, Strategies - TQM.

Unit III Curriculum Planning

Principles of Planning Curriculum - Structure of the Curriculum - Changing concepts of Curriculum - Curriculum development as a dynamic process - Curriculum construction according to needs - integrated curriculum - Core curriculum - work centred curriculum

Unit IV Teacher Competence

Teacher Competence in Higher Education – Communication and Managerial skills - Class room management – Teaching Learning process in tertiary Education - Understanding Adolescence : Development, Changes, Characteristics and Conflicts.

Unit V Educational Policies in Monitoring Higher Education

National Education Commissions – Mudaliar Commission (1954) – Kothari Commission (1964 – 66) – National Policy on Education (1986) – Ramamoorthy revised Education Policy – POA – 1992, Statutory Bodies – MHRD – UGC – UNESCO – NCTE – NCERT – NAAC – IQAC – NCF.

Colleges – Universities – Higher Education agencies – Teaching, Research, Extension and Consultancy – Performance appraisal – self-study – students evaluation – national bodies – monitoring and supervision – Need and Role of Soft Skills in Higher Education.

Task Assessment (Any three)

1. List the constitutions provisions of higher education in India
2. Discuss the problem regarding privatization of higher education and submit a report
3. Conduct a debate on “Work centred Curriculum”
4. Identify the conflicts that arise during adolescence
5. Prepare a powerpoint on educational policies in monitoring higher education.

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