

M.Phil. Degree Course

Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous),

Coimbatore - 641020.

M.Phil. Degree Course (One Year)

First Semester	
Subject Code	Subject Title
MPC001	PAPER I - METHODS OF RESEARCH AND STATISTICS - I
MPC002	PAPER II - CURRICULUM DEVELOPMENT AND EVALUATION
Special Paper (any one)	
MPSP01	PAPER III - GUIDANCE AND COUNSELLING
MPSP02	PAPER III - INTRODUCTION TO LEARNING DISABILITIES
MPSP03	PAPER III - MANAGEMENT OF EDUCATION
Second Semester	
MPC003	PAPER IV - METHODS OF RESEARCH AND STATISTICS - II
Dissertation	

MPC001-PAPER I - METHODS OF RESEARCH AND STATISTICS - I

Objectives:

After the completion of this course student will be able to

1. understand the foundations of Educational Research and describe the philosophical bases of research
2. formulate hypotheses, design of Educational research and to make them understand the different techniques of data collection, analysis and interpretation
3. familiarize with different methods and approaches of Educational Research
4. understand the contemporary developments in Educational Research
5. understand the meaning and application of qualitative research

Unit - 1 : Introduction to Educational Research (10 hours)

- 1.1 Educational Research: Meaning - Type - Scope - Process of acquiring knowledge - Nature of enquiry.
- 1.2 Philosophical bases of research - Positivic and Anti-positivic movements - phenomenology, symbolic interactionsim - ethnography - Epistemology - Ethics of Educational Research.
- 1.3 Normative, Interpretive and Critical Paradigms - Emerging paradigms - Complexity theory.
- 1.4 Scientific basis of research - Steps in scientific methods - Assumption underlying Scientific method - Theory building.

Unit - 2 : Review, Sampling Techniques and Instrumentation (10 hours)

- 2.1 Objectives of Review of Related Studies - Identification of the Related Literature - Organizing the Related Literature under sub titles related to the study.
- 2.2 Hypothesis: Types, Formulation of Hypothesis - Ways of Stating the Hypothesis - Testing of Hypothesis.
- 2.3 Sampling and Population: Sampling Techniques - Sampling Size - Sampling Errors - Unavoidable Errors - Constant Errors of Sampling.
- 2.4 Scales: Nominal, Ordinal, Interval and Ration - Construction of Tools - Item Analysis.
- 2.5 Establishment of Reliability: Methods of Reliability Tests - Test-Retest, Split Half and parallel group - Types and Establishment of Validity: Face, Content, Construct, Concurrent and Factorial

Unit - 3 : Methods of Educational Research (10 hours)

- 3.1 Types of Research in Education: Qualitative Research and Quantitative Research
- 3.2 Experimental Method - Quasi Experimental Method - Factorial Design - Case Study
- 3.3 Survey Method - Historical Method - Action Research and Longitudinal Research
- 3.4 Casual Comparative Method, Documentary Analysis, Ethnographic Research Methods
- 3.5 Tools: Observation, Interview Schedule, Checklist, Questionnaire, Achievement Test and Attitude Scale

Unit - 4: Educational Statistics (10 hours)

- 4.1 Parametric Vs Non Parametric test - Testing the Significance of Difference between means, student's t - test, One way, Two way and Three way ANOVA & ANCOVA.
- 4.2 Use of Post-hoc tests (scheffe, Games-Howell, Tukey, Fisher LSD) for analyzing parametric data.
- 4.3 Non-parametric tests: Chi-square test, Sign test, Median test, Wilcoxon Rank test, Mann-Whitney U Test, Kruskal-Wallis One-Way ANOVA.
- 4.4 Bivariate Analysis: Correlational, Biserial, Point-Biserial, Tetra Choric, Partial Correlation, Multiple Correlation and Regression
- 4.5 Factor Analysis, Path Analysis & Cluster Analysis.

Unit - 5: Qualitative Research (10 hours)

- 5.1 Nature of Qualitative research - meaning, characteristics, assumptions
- 5.2 Steps in qualitative research - Generalization and internal validity
- 5.3 Statistical Analysis for Humanistic researches - Participant Observation, Participant Verification Procedure; Triangulation; Analysis of evidence
- 5.4 Ethnographic Research - Meaning - Sampling - Data Collection - Advantages and Disadvantages.
- 5.5 Qualitative Analysis of Data - Data Reduction, Matrix Display Tactics for drawing conclusions confirming Findings, Summarizing and Integrating findings

References:

- 1. Kerlinger H. Fred, (1964), Foundations of Behavioural Research, Educational Psychological Inquiry
- 2. John, W.B. (2006) Research in Education, Dorling Kindersley (India), New Delhi
- 3. Khan J.A. (2007), Research Methodology, A.P.K. Publishing Corporation, New Delhi
- 4. Ravi. P, (2007), Historical Research in Education, Common Wealth Publishers, New Delhi.
- 5. Fraenkel, J.R, (2007), How to Design and Evaluate Research in Education, McGraw-Hill Companies, New York.
- 6. Sharma. S.R, (2008), Methods of Educational Research, Anmol Publication, New Delhi
- 7. Sharma, S.R, (2008), Statistical Methods in Educational Research, Anmol Publication, New Delhi
- 8. Sharma, S.R, (2008), Teacher Training and Educational Research, Anmol Publication, New Delhi
- 9. Rao, Sajeevan. A, Deepak. T (2009), Research Methodology with SPSS, Shree Nivas Publication, Jaipur, Rajasthan.
- 10. Khan, M.S. (2009), Educational Research, A.P.H. Publishing Corporation, New Delhi

MPC002 - PAPER - II - CURRICULUM DEVELOPMENT AND EVALUATION

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. implement evaluation model/ strategies for curriculum evaluation.
7. identify and formulate curriculum for specific purposes.
8. develop technology-based curriculum for education.

Unit - 1 : Introduction to Curriculum (10 hours)

Curriculum as a field of study - meaning and definitions of curriculum - Curriculum rationales from differing philosophical perspectives - 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 - 2 : Curriculum Approaches (10 hours)

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 - 3 : Curriculum Process (10 hours)

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 Implémentation.

Unit - 4 : Curriculum Evaluation (10 hours)

Curriculum Evaluation - Programme evaluation. Formative and Summative Evaluation Approaches to Curriculum Evaluation - use of Evaluation Models/ Strategies of Curriculum Evaluation - Construction and standardization of tests - Principles used for constructing various types of objective tests.

Unit - 5 : Curriculum for Special Areas (10 hours)

Special Education, Distance Education, Women's Education, Non - formal Education, Inclusive Education.

Unit - 6 : Educational Technology and Curriculum (10 hours)

Application of latest Educational Technology - Curriculum Research and new trends - interdisciplinary approach in curriculum - need, scope and utility value.

References:

1. Aneh, L, (1991). The International Encyclopedia of Curriculum. Oxford. New York: Pergamon Press.
2. Albert, I.O, (1977). A Guide to Problems, Principles and Process. London: Harper&Row Publishers.
3. Allan, O.C and Francis, H.P, (1978). Curriculum Foundations, Principles and Issues.
4. Galen, S.J, Arthur, L.J and William, A.M, (1981). Curriculum Planning for Better Teaching and Learning. Library of Congress Cataloging in Publication Data.
5. Satish, S.C. (1989). Future Scan and Anticipatory Management. New Delhi: Centre for Anticipatory Management (CAM) Recorder ran Private Limited., D-27, NDSE, Part-I.
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8. NCTE, (2010), National Curriculum Framework for Teacher Education, NCTE Publications, New Delhi.
9. Huber S.G, (2010), School Leadership - International Perspectives, Springer, New York.
10. Bhati. A, (2012), "Curriculum Technology and Learning", Anmol, New Delhi.

MPSP01 - PAPER - III - 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 - 1 : Guidance and Counselling (10 hours)

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

Unit - 2 : Psychological Bases of Counselling (10 hours)

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 - 3 : Approaches to Counselling (10 hours)

- 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 - 4 : Educational Counselling (10 hours)

- 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 - 5 : Vocational Counselling (10 hours)

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 plateau and burnout - Conflicts in work environment.

Unit - 6 : Family and Marital Counselling

(10 hours)

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 - 7 : Health and Old Age Counselling

(10 hours)

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.

References:

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MPSP02 - PAPER III - INTRODUCTON TO LEARNING DISABILITIES

Objectives:

After studying this paper, the student will be able to

1. understand the nature, concept and needs of learning disabilities (LD)
2. explain theories used in the understanding of LD.
3. understand the causes of learning disabilities
4. list types of common learning disabilities found among children.
5. diagnose and identify the learning difficulties of children

Unit - 1 : Defining Learning Disabilities (10 hours)

- 1.1 Nature, Concept, Definition, Prevalence of learning disabilities
- 1.2 Brief history of learning disabilities
- 1.3 Contribution of different fields and learning disabilities
- 1.4 Issues related to labeling and defining learning disabilities
- 1.5 Services for learning disabilities - National and International scenario

Unit - 2 : Etiology of Learning Disabilities (10 hours)

- 2.1 Genetics or heredity causes of learning disabilities
- 2.2 Social and psycho-neurological causes of learning disabilities
- 2.3 Biochemical causes of learning disabilities
- 2.4 Environmental causes of learning disabilities
- 2.5 Learning Disabilities and associated conditions

Unit - 3 : Types and Characteristics of Learning Disabilities (10 hours)

- 3.1 Types of learning disabilities: dyslexia, dysgraphia, dyscalculia
- 3.2 Characteristics of children with learning disabilities
- 3.3 Specific problems encountered by children with learning disabilities
- 3.4 Learning and attention problems of children with learning disabilities
- 3.5 Socio-emotional problems of Children with learning disabilities

Unit - 4 : Assessment and Identification of Learning Disabilities (10 hours)

- 4.1 Tools used for Assessment and diagnosis of learning disabilities
- 4.2 Assessment and Identification strategies of learning disabilities
- 4.3 Functional assessment strategies of learning disabilities
- 4.4 Assessment decisions and possible placement of LD children in suitable programmes
- 4.5 Maintenance of records and reports

Unit - 5 : Educational Provisions for learning Disabilities (10 hours)

- 5.1 Formal, Informal and Non-formal Education for learning disabilities
- 5.2 Functional literacy, continuous and Life Long Education for learning disabilities
- 5.3 Open Learning, Distance Education for learning disabilities
- 5.4 Role of Governmental and non-governmental agencies for educating learning disabilities
- 5.5 International and national legislation including UNCRPD for learning disabilities

References:

1. Bender, W. N, (1995), Learning Disabilities, Characteristics, Identification and Teaching Strategies.
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MPSP03 - PAPER III - MANAGEMENT OF EDUCATION

Objectives :

1. To understand the basic concepts of Educational Administration and Management, various approaches to the management theory.
2. To develop the requisite knowledge and skills for educational planning and institutional planning.
3. To acquire knowledge and skills for better Communication and leadership
4. To understand the availability of resources in education.
5. To develop the ability to apply the knowledge in the management techniques in the frame work of existing educational system.

Unit - 1 : Educational Management: Meaning and Scope (10 hours)

- 1.1 Educational Management: Definition and Scope of Management - Functions of Management - Management and decision making - Management and Administration.
- 1.2 Management of School Education - Principles of Democratic School management - Practical measures for democratic school management.
- 1.3 Modern educational administration.- Major approaches to Modern Management : Application of modern management techniques to educational administration .
- 1.4 Decision making and problems solving - Systems approach to educational change.
- 1.5 Education and Investment - Sources of finance - Budgeting of Education.

Unit - 2 : Educational Planning (10 hours)

- 2.1 Institutional Planning- the concept, scope and objective of Institutional Planning - the need for Institutional Planning.
- 2.2 Basic characteristics of Institutional Planning - steps involved in the preparation, implementation and evaluation of institutional planning.
- 2.3 Educational Supervision and Inspection practices with respect to Curriculum planning, implementation and evaluation.
- 2.4 Educational Planning : The concept of Educational Planning - a brief Historical Review - Approaches to Educational Planning.
- 2.5 Educational Planning : National, State, District and Institutional levels.

Unit - 3 : Communication and Leadership (10 hours)

- 3.1 Communication - meaning, characteristics, process and types of Communication
- 3.2 Classroom Communication - Barriers of Classroom Communication
- 3.3 Classroom management - Principles of classroom management - factors influencing classroom management.
- 3.4 Leadership - Characteristics of an ideal teacher - Types: Autocratic, Democratic and Laissez faire styles.
- 3.5 Decision making - concept, definition, characteristics of decision making - role of educational managers and impact of decision making in an organization.

Unit - 4 : Resource Management (10 hours)

- 4.1 Management of Human, Material and Financial resources - Management of Personnel – teaching and non teaching in an organization.
- 4.2 Institutional climate – group dynamics - Management of students – admission – Participation in curricular and co- curricular activities.
- 4.3 Management of student conflicts – disciplinary problems.
- 4.4 Management of learning process – learning resources – time table: Preparation and its importance
- 4.5 Records and registers –need and importance of maintaining records - types of records and other documents.

Unit - 5 : Recent Trends in Educational Management in India (10 hours)

- 5.1 Quality: criterion and dimensions of quality - Quality Control, Quality assurance and indicators
- 5.2 Quality Education: Ideas of Quality – Tools of Management
- 5.3 Quality improvement – strategies and role of different agencies.
- 5.4 Total Quality Management in Education – Concept and approaches.
- 5.5 Quality concerns issues for research – status of research in educational management.

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- 2 Ananda, W.P. and Guruge. (1984). General Principles of Management for Educational Planners and Administrators. Paris: UNESCO.
- 3 Bell, Les. (1988). Management Skills in Primary Schools, London: Routledge.
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MPC003 - PAPER IV - METHODS OF RESEARCH AND STATISTICS - II

Objectives:

After the completion of this course student will be able to

1. understand various types of action researches
2. differentiate action research from other researches
3. understand the special measures in controlling internal validity of different types of research
4. know the meaning and steps involved
5. explain the advantages and limitations of Computer Application

Unit - 1 : Research by Practitioners (10 hours)

- 1.1. Action Research and its types
- 1.2. Similarities and differences – action research and formal quantitative and qualitative research
- 1.3. Hypothetical examples of practical action research
- 1.4. Research reporting

Unit - 2 : Special Measures to Enhance Internal Validity in Research (10 hours)

- 2.1. Threats to internal validity
Experimental Research – Correlation Research – Causal-Comparative Research – Survey Research
- 2.2. Control of Threats to internal validity
Experimental Research – Correlation Research – Causal-Comparative Research – Survey Research

Unit - 3 : Content Analysis (10 hours)

- 3.1. Meaning, Uses and Applications
- 3.2. Categorizations and Steps involved
- 3.3. An illustration of Content Analysis study
- 3.4. Advantages and Limitations
- 3.5. Research Report

Unit - 4 : Computer Application and Interdisciplinary Approach (10 hours)

- 4.1. Computer Application: Statistical Package for Social Sciences (SPSS)
- 4.2. Computer Data Processing: Data entry & Applying statistical analysis
- 4.3. Computer Graphs – Preparation of Research Documents
- 4.4. Preparation of Research Proposal – Writing the Report of Research Studies
- 4.5. Inter Disciplinary Approach: Need-Problems - Processing

**Unit - 5 : Funding and Other Provisions Available for Conducting Research
(10 hours)**

- 5.1. Role of National Level Organizations funding for educational research.
- 5.2. Schemes, scholarship and fellowship for research studies in India.
- 5.3. Sources of accessing research reports and abstracts.
- 5.4. Perspectives of educational policies and plans on educational research.
- 5.5. Current trends in educational research in India.

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