

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



**ST. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)**

[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA : 3.67]
Palayamkottai - 627 002, Tirunelveli,
Tamilnadu

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M.Phil. Syllabus

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SEMESTER I

Paper I: Advanced Educational Research and Statistics

M.Phil. : Sem. I

Sub. Code : MPH1

Objectives :

The scholar

1. understands the foundations, the sources of research problems and variables of educational research.
2. formulates hypotheses, designs Educational research and understands the modern development in educational research.
3. gains knowledge about analyzing the nature of enquiry.
4. explains theory behind statistics and chooses appropriate statistical techniques for the analysis.
5. acquires the skill in using computer for data analysis.

Unit I: Foundations and Perspectives of Educational Research

Educational research: Meaning, definition, need, scope and Characteristics - Scientific methods - Eight-stage model of the scientific method - Objectivist and subjectivist conceptions of social reality - Different approaches and types of research and research processes - Objectivity and ethical concerns in educational research - Approaches: Positivism, Empiricism, Realism, Phenomenology, Ethnography and Symbolic interactionism - Grounded theory

Unit II: Research Methods

Hypothesis for problem solving - Construction and confirmation of hypothesis - Logic of hypothesis testing - Null hypothesis and its significance - Experimental design: Basic principles and its types - Internet based experiments - Survey research and its types - Different types of tools of survey - Evaluating website - Computer simulations - Sampling techniques: Need and purpose - Meta analysis

Unit III: Quantitative Analysis

Regression and correlation analysis: Simple, partial and multiple - Parametric tests - Comparing two means: t-test -

Comparing more than two means: F-test - Two and three way analysis of variance - Analysis of covariance - Non-parametric tests: Chi-square test - Median test - Mann Whitney 'U'-test - Multivariate analysis: Characteristics and applications - Factor analysis - Discriminant analysis - Cluster analysis - Item analysis - Reliability and validity

Unit IV: Qualitative Approaches

Qualitative research in education: Nature, definition and design - In-depth interview - Participant observation - Approaches to qualitative data analysis, conversation analysis, discourse analysis and semeiotic analysis - Grounded theory

Unit V: Computer Based Data Analysis and Research Report

Data base packages: MS Excel, use of MS Excel for Data entry variables - Import and export of files - Data manipulation - Data transformation - Performing simple statistical analyses: Measures of central tendency, measures of variability, percentiles, correlation and t-Value: Statistical packages - SPSS - Research proposal - Research report in APA format - Style of writing the report - References and bibliography - Evaluation of research - Criteria of evaluation

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Paper II: Education of Special Children

M.Phil. : Sem. I

Sub. Code : MPH2

Objectives:

The scholar

1. recognizes the need of special education.
2. knows about commissions, policies and educational agencies regarding special education.
3. understands the problems of academically and physically disabled.
4. identifies the problems of socially disadvantaged children.
5. familiarizes with various teaching strategies for enhancing the education of disabled.

Unit I: Special Education

Meaning and definition of impairment, disability and handicap - Characteristics and needs of persons with disabilities - Definition, aims and objectives of special education - Principles and functions of special education - Historical perspective of special education - Approaches of special education: Special schools, Integrated schools, Inclusion and Normalization - Universalization of education and education of special education.

Unit II: Commissions, Acts, Policies and Educational Agencies

University Education Commission (1948-49) - Secondary Education Commission (1952-53) - Indian Education Commission (1964-66) - National Policy on Education (1986) - Programme of Action (1992) - SSA - RMSA - Rehabilitation Council of India (RCI) - Integrated Education for Disabled Persons (IEDS) - Persons with Disability Act (1995) - National Trust Act (1999) - Biwako Millennium Framework (BMF) - International Year of Disabled Person (IYDP) - United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) - Framework and implications to Special Education - Role of home, community, school, society, and mass media - Educational Agencies: NCERT, SCERT and NCTE - International organizations: UNO and International

Non-Governmental Organizations (INGOs): UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM - National Institutes for Handicapped - Resource mobilization through funding agencies and concessions/facilities for the disabled.

Unit III: Education of Academically and Physically Disabled

Academically Disabled: Gifted, slow learners, mentally retarded, dyslexia, dysgraphia, dyscalculia, dysgraphia and children with Autism and their identification, characteristics, problems and needs and educational provisions - Physically Disabled: Orthopedically disabled, visually challenged, hearing impaired and leprosy and their identification, characteristics, problems and needs and educational provisions

Unit IV: Challenges for Socially Disadvantaged Children

Socially challenged children: Meaning, definition, types, characteristics - Challenges for street, tribal/scheduled caste, minorities, girl, transgender, orphans, working , economically poor and single parent children in terms of access, enrolment, participation and learning achievements

Unit V : Teaching Strategies and Co-curricular Activities

Principles of Teaching in Special Education - Teaching Approaches: Multi-Sensory Approach, VAKT, Behavioral Approach: Task Analysis, Chaining, Modeling, Shaping, Prompting and fading Reinforcement, Cognitive Approach - Cognitive-behavior Modification - Other Instructional Methods: Role play, Music, Art, Drama, Field trips - Teaching strategies for Severe and Profound Mentally Retarded: Task analysis, Positioning and handling - Adaptation of teaching learning materials - Re-structuring of the learning environment - Use of Alternative and Augmentative devices - Co-curricular activities: Visual Arts, Performing arts, Physical Education, Yoga, play, sports and games, Leisure skills and recreational activities - Emerging trends and activities: Special Olympics, special arts, special youth festivals, special national and international days.

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SEMESTER II

Paper III: Educational Policy - Planning and Management

M.Phil. : Sem. II

Sub. Code : MPH3

Objectives :

The scholar

1. understands the basic concepts, approaches, procedures to management theory in educational administration and management.
2. acquires knowledge and skills for educational, institutional and financial planning.
3. explains the functions of leadership role as changing agent.
4. optimizes student participation in curricular and co-curricular activities.
5. manages the institutional and instructional processes towards the attainment of the functional objectives.

Unit I: National Policy on Education

Centre and State relation in education - Recommendations of various Commissions in the context of universalization of elementary education - Secondary education - Higher education - Recent changes in economic policy for education at national and state levels

Unit II: Educational Management

Definition and scope of management - Functions of management - Principles of management - Management and decision making - Management and administration - Need to modernize educational administration - Major approaches to management theory: Mc Gregor's X - Y theory and Taylorism

Unit III: Educational and Institutional Planning

Concept of educational planning - Approaches to educational planning - Planning, programming, budgeting and control. The concept, scope and objectives 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 IV: Modern Educational Management Techniques

MBO, PERT, PPBS and MIS - Application of modern management techniques to educational administration - Decision making and problem solving - Team building - Capacity building - Systems approach to educational change - Educational manager as a change agent and as a leader - Facilitator of change - Factors affecting change - Management as communication system - Motivation and participation - TQM in higher education - NAAC - QCI - NIRF

Unit V: Resource management

Management of human, material and financial resources - Management of personnels: Teaching and non teaching in organization - Institutional climate - Group dynamics - Management of learning process - Learning resources - Time management - Finance management: Principles of educational finance - methods of financing education - Sources of income (Government and Private) - Cost benefit analysis

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