

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



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

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

**2018 - 2019**

# M.Phil. Syllabus

## M.Phil. Syllabus

S. No.	Content	Pg. No.
--------	---------	---------

### Semester I

- |             |  |   |
|-------------|--|---|
| 1. Paper I  | : Advanced Educational Research and Statistics | 4 |
| 2. Paper II | : Education of the Special Group Children      | 8 |

### Semester II

- |              |  |    |
|--------------|--|----|
| 5. Paper III | : Educational Policy Planning and Management | 12 |
|--------------|--|----|

## 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

#### **References**

1. Antonius Richard. (2013). *Interpreting Quantitative Data*. New Delhi: SAGE Publications.
2. Balasubramanian, P.S. (1986). *Quantitative and Qualitative Approaches to Educational Research in Journal of the Madras University Vol.LVIII, No:1&2*.
3. Basavayya, D. (2016). *Essence of Educational Research Methodology Volume 1*. Hyderabad: Neelkamal Publications.
4. Borg, W.R. & Gall, M.D. (1979). *Educational Research: An Introduction*. (3rd Edition). New York: Longman Inc.
5. Boudah, D.J. (2011) *Conducting Educational Research*. New Delhi: SAGE Publications.
6. Burgen, Robert, G. (Ed.). (1985). *Issues in Educational Research: Qualitative Methods*. London: The Falmer Press.

7. Burroughs, G.E.R. (1975). *Design and Analysis in Educational Research*. (2nd Edition). Oxford: Alden & Mowbray.
8. Chamberlin, J.G. (1969). *Toward a Phenomenology of Education*. Philadelphia: West Minister Press.
9. Cohen, Brenda. (1983). *Means and Ends in Education*. London: George Allen & Unwin.
10. Cohen, Louis. (2008). *Research Methods in Education*. London: Routledge.
11. Denzin, Norman, K. & Lincoln, Yvonna, S. (1994). *Hand Book of Qualitative Research*. New Delhi: Sage Publications.
12. Eelko Huizingh. (2007). *Applied Statistics With SPSS 1*. New Delhi: SAGE Publications.
13. Festinger, U. & Katz. (1972). *Research Methods in Behavioural Sciences*. New York: Bold Dryden.
14. Freire, P. (1973). *Pedagogy of the Oppressed*. New York: Seabary.
15. Golten, C. & Manion, L. (1985). *Research Methods in Education*. London: Routledge.
16. Golten, C. & Manion, L. (1981). *Perspectives on Classrooms and Schools*. London: Holt, Rinehart and Winston.
17. Gupta, S L. (2013). *SPSS 17.0 for Researchers*. New Delhi: International Publications.
18. Hadin, Catherine. (1987). *Research Design: Strategies and Choices in the design of Social Research*. London: Allen and Unwin.
19. Hahn Christopher. (2008). *Doing Qualitative Research*. New Delhi: SAGE Publications.
20. Hair, Joseph, F. (1996). *Multivariate Data Analysis*. (5<sup>th</sup> Edition.). New Jersey: Prentice-Hall International Inc.
21. Kothari, C.R. (2015). *Research Methodology*. New Delhi: New Age Publications.

22. Mangal, S.K. (2016). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.
23. Ornstein Michael, A. (2013). *Companion to Survey Research*. New Delhi: SAGE Publications.
24. Rajathi, A. (2016). *SPSS for You 1*. Chennai: MJP Publications.

\*\*\*\*\*

## **Paper II: Education of the Special Group 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.

## References

1. Basu, Durga Das. (1993). *Introduction to the Constitution of India*. New Delhi: Prentice Hall.
2. Daniel P. Hallahan. & James M. Kauffman. (1991). *Exceptional Children: Introduction to Special Education*. London: Allyn and Bacon - Boston.
3. Deborah Deutsch Smith. (1998). *Introduction to Special Education*. London: Allyn and Bacon - Boston.
4. Dimitriadi Sophia. (2015). *Diversity, Special Needs, and Inclusion in Early Years Education*. New Delhi: SAGE Publications.
5. Frerie, P. (1972). *Pedagogy of the Oppressed*. New Delhi: Penguin.
6. Government of India. (1986). *National Policy on Education*. New Delhi: Ministry of Human Resource Development.
7. Government of India. (1986). *Programme of Action*. New Delhi: Ministry of Human Resource Development.
8. Govt. of Andhra Pradesh. (1995). *Reforming School Education in Andhra Pradesh*. Hyderabad: Ramakrishna Rao Committee Report.
9. Panda, K.C. (1999). *Socially Disadvantaged Children*. New Delhi: Mittler Publications.
10. Riessman, F. (1962). *The Culturally Deprived Child*. New York: Herper and Row.
11. Rosenberg, M.S. & Edward - Rosenberg, I. (1994). *The Special Education Source Book: A Teacher's Guide to Programmes, Material and Information Source*. Rockville: M.D. Woodbine House.
12. Sumana Paul. (2015). *Inclusive Education*. New Delhi: Lakshmi Publications.
13. *Teacher Education for Disadvantaged Children - Report of National Workshop on Reforms in Teacher Education October 3-12, 1989, Sponsored by UNESCOPROAP, Bangkok -*

National Council of Educational Research & Training, Regional  
College of Education, Bhopal, India.

14. Ved Prakash. (1993). *School Education in Rural India*. New Delhi: Mittal Publications.
15. Warncock, M.C. (1978). *Special Educational Needs: Report of the Committee of Enquiry into the Education of Handicapped Children and Young People*. London: Her Majesty's Stationery Office.
16. Werner David. (1994). *Disabled Village Children - A Guide for Community Health Workers, Rehabilitation Workers and Families*. New Delhi: Voluntary Health Association of India.

\*\*\*\*\*

## 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

#### **References**

1. Ananda, W.P. & Guruge. (1984). *General Principles of Management for Educational Planners and Administrators*. Paris: UNESCO.
2. Arulsamy, S. (2011). *Educational Innovations and Management*. Hyderabad: Neelkamal Publications.
3. Bhatt, D.P. (2016). *Educational Technology and Management*. Hyderabad: Neelkamal Publications.
4. Bell, Les. (1988). *Management Skills in Primary Schools*. London: Routledge.
5. Blake, R.R., Mouton, J.S. & Williams, M.S. (1981). *The Administrator Grid*. London: Jossey-Bass Publishers.

6. Brent, Davies. (1990). *Educational Management for the 1990s*. England: Longman Group.
7. Bush, Tony. & Burnham, John West. (Ed). (1994). *The Principles of Educational Management*. England: Longman Group.
8. Cooke, Steve. & Slack, Nigel. (1984). *Making Management Decisions*. New Delhi: Prentice Hall.
9. Dash Biranchi Naraya. (2014). *School Organisation Administration and Management*. Hyderabad: Neelkamal Publications.
10. English Fenwick, W. E. (2009). *Educational Leadership and Administration*. New Delhi: SAGE Publications.
11. George, G.M. & Jones, G.R. (1996). *Understanding and Managing Organizational Behaviour*. New Delhi: Addison-Wesley Publishing Company.
12. Kiranmayi, Y.S. (1989). *Management of Higher Education in India*. New Delhi: Crown Publications.
13. Koontz Harold & Weistrich Heinz. (1990). *Essentials of Management*. New York: McGraw Hill International Edition.
14. Koontz Harold & Weistrich Heinz.(1988). *Management*. New York: McGraw Hill International Edition.
15. Koontz O'Donnel & Weihrich. (1982). *Essentials of Management*. New Delhi: Tata McGrawhill Publishers.
16. Krishnamacharyulu, V. (2005). *School Management and Systems of Education*. Hyderabad: Neelkamal Publications.
17. Krishnamacharyulu, V. (2007). *Classroom Dynamics*. Hyderabad: Neelkamal Publications.
18. Luthans, Fred. (1998). *Organizational Behaviour*. Boston: Irwin, McGraw Hill.
19. Manroe Paul. (2002). *Encyclopaedia of Educational Administration*. NewDelhi: Cosmo Publications.
20. Meredydd, Hughes. (Eds.) (1985). *Managing Education*. London: Holt Rinehart and Winston.

21. Mohanty Jegannath. (2007). *Educational Management Supervision School Organisation*. Hyderabad: Neelkamal Publications.
22. Narayan Dash, Biranchi. (2004). *School Organization, Administration and Management*. Hyderabad: Neelkamal Publications.
23. NIEPA. (1986). *Educational Management in India*. New Delhi: NIEPA.
24. Pareek, Udai. (1988). *Organizational Behaviour Process*. Jaipur: Rawat Publications.
25. Prasad, Lallan. & Bannerjee, A.M. (1990). *Management of Human Resources*. New Delhi: Sterling Publishing.
26. Rao, V.S.P. & Narayana. (1987). *Principles and Practice of Management*. Delhi: Konark Publishers.
27. Sharma, R.C. (1983). *School Management*. Delhi: Sarita Prakashan.
28. Singh, H.M. (Ed.). (1995). *Fundamentals of Educational Management*. New Delhi: Vikas Publishing House.
29. Tandon, Sandhya. (1985). *Executive Decision Making*. New Delhi: National Publishing House.
30. Ubben, G.C. & Hughes, L.W. (1987). *The Principal-Creative Leadership for Effective Schools*. Boston: Allyn and Bacon, Inc.

\*\*\*\*\*