

**SWAMI VIVEKANAND
SUBHARTI
UNIVERSITY, MEERUT**



Syllabus

**Master of Philosophy Education (M.Phil. Education)
Session 2018-19 onwards**

**Department of Education
(Faculty of Education)**

Semester – I
M.Phil (Education) I Paper
Philosophical Foundation of Education
M.Phil.(Edu.)-101

Credit – 4

Course objective:

After the completion of this course students will be enabled to:

- understand the nature and functions of philosophy of education.
- comprehend the various concepts, philosophical assumptions and issues about educational phenomena.
- apply the various Indian schools of philosophy and their educational implications.
- respond the contribution to Indian prominent educational thinkers.
- understand the historical development of major philosophical ideas.
- analyze the modern concept of Philosophy.
- analyze the various Indian Philosophers and ancient concept of philosophy.

Course Outcomes

After the completion of this course the students will be able to -

- explain the nature and functions of philosophy of education.
- compare various concepts, philosophical assumptions and issues about educational phenomena.
- assess and predict about various Indian schools of philosophy and their educational implications.
- appreciate the contribution to Indian prominent educational thinkers.
- compare and describe the historical development of major philosophical ideas.
- explain the modern concept of Philosophy.
- compare the various Indian Philosophers and ancient concepts of philosophy.

Course Content:

Unit 1: Philosophy Base Education

- Meaning of Philosophy and Darshan, Philosophy of Education.
- Metaphysics, Epistemology and axiology of Indian & Western Philosophy in Education.
- Logic and Education.

Unit 2: Western Philosophy

- Relationship of Education and Philosophy
- Western Schools of Philosophy: Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

Unit 3: Indian Philosophy

- Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic tradition) with special reference to the concept of knowledge, reality and values and their educational implications.

Unit 4: Indian Thinkers

- Contribution of Vivekananda, Tagore, Gandhi and Aurbindo to educational thinking.
- National values as enshrined in the Indian Constitution, and their educational implication.

Unit 5: Modern Concept of Philosophy

- Modern concept of Philosophy: analysis – Logical analysis, Logical empiricism and Positive relativism – Morris L. Prigge.

M.Phil (Education) II Paper
Advance Methodology of Educational Research
M.Phil.(Edu.)--102

Credit - 4

Course Objectives:

After completion of this course the students will be enabled to -

- understand the meaning, scope, nature & types of research.
- apply the various tools and techniques of research.
- analyze the major approaches to research.
- comprehend the various type of hypothesis
- understand the concept of population sampling methods and types of error.
- apply the knowledge of the sampling method to collect data from population.
- analyze the various type of research.

Course Outcomes:-

After studying this course the students will be able to -

- explain the meaning, types, nature and scope of research.
- describe and apply the various tools and techniques of research.
- compare the major approaches to research.
- formulate and the various type of hypothesis
- define and explain the concept of population sampling methods and types of error.
- assess the sampling method to collect data from population.
- compare and conduct the various type of research.

Unit 1: Educational Research

- Nature and Scope of Educational Research: Meaning and Nature.
- Need and Purpose
- Criteria and sources for identify the problem
- Delineating and Operationalizing variables,
- Scientific Inquiry and Theory Development – some emerging trends in research fundamental – applied and action research
- Formation of research problem

Unit 2: Research Tools & Techniques

- Tools and techniques
- Characteristics of a good research tool
- Tools: Questionnaire, Observation and Interview as Tools of Data Collection, Tests and Scales.
- Types of research tools and techniques and their uses
- Questionnaire – interviews – observations
- Tests and scales, projective and sociometric techniques
- Major Approaches to Research: Descriptive Research, Ex-post facto Research, Laboratory Experiment, Field Experiment, Field studies, Historical Research.

Unit 3: Research Hypothesis

- Hypothesis: Concept, difference with assumptions, Source, various types of Hypothesis.
- Development assumptions and Hypothesis in various types of Research.
- Sample: Concept of population and Sample, various methods of sampling.
- Type 1 & Type 2 Error, S-Type & E-Type Error.
- Checked by One Tailed and Two Tailed Hypothesis.

Unit 4: Types of Research Method

- Collection of data concept of population and sample various methods of sampling characteristics of a good sample.
- Descriptive Research, Ex-post facto Research, Survey Research, Historical Research.
- Qualitative Research: Phenomenological Research, Ethno-methodical and Naturalistic Inquiry.

Course Objectives-

After the completion of the course students will be enabled to:

- identify the concept, scope and schools of educational psychology.
- apply the knowledge of the concept and principles of development and characteristics of sequential stages of development.
- comprehend the development of concept formation of creative thinking, logical reasoning and language development.
- comprehend individual differences, heredity and environment with examples and conduct the educational programs on it.
- analyze the concept, kinds, levels and factor affecting learning and analyze the implication of various theories of learning.
- apply the knowledge of transfer of learning and its theories.
- analyze various type of exceptional children on the basis of their psychology to choose for them system of education.

Course Outcomes-

After the completion of the course students will be able to:

- explain the concept, scope and schools of educational psychology.
- describe the concept and principles of development and characteristics of sequential stages of development.
- explain the development of concept formation of creative thinking, logical reasoning and language development.
- illustrate individual differences, heredity and environment with examples and conduct the educational programs on it.
- explain and compare the concept, kinds, levels and factor affecting learning and analyze the implication of various theories of learning.
- explain transfer of learning and its theories.
- discriminate in various type of exceptional children on the basis of their psychology to choose for them system of education.

Course Content:

Unit 1: Psychological Foundation of Education

- Relationship of Education and Psychology
- Process of Growth and Development
- Physical, Social, Emotional and Intellectual.

Unit 2: Individual Difference

- Development of concept formation, logical reasoning, problem solving and creative thinking; language development
- Individual differences – determinants; role of heredity and environment; implications of individual differences for organizing educational programs.

Unit 3: Theory & Measurement

- Learning and Motivation: Theories of learning – Thorndike is connectionism; Pavlov’s classical and Skinner’s operant conditioning; Learning by insight; Hull’s reinforcement
- Theory and Tolman’s theory of learning; Lewin’s – Field theory.
- Gagne’s Hierarchy of Learning
- Factors influencing Learning
- Intelligence – its theories and measurement
- Personality – type and trait theories – measurement of personality

Unit 4: Psychology Education for Exceptional Children

- Transfer of learning and its theories
- Psychology and education of exceptional children – creative, gifted, backward, learning disabled and mentally retarded.

Computer Application

M.Phil.(Edu.)-104

Credit-4

Course Objectives: After completing this course, the students will be enabled to:

- analyze the concept of computers, its accessories and software.
- develop the skills of operating a computer in multifarious activities pertaining to teaching.
- understand the Operating System.
- comprehend features of MS Office and their Operations.
- apply the knowledge of skills in using skilled in using MS-Word, PowerPoint and Spread sheets.
- use the knowledge and skill in assessing World Wide Web and Internet and global accessing of information.

Course Outcomes:

After completing this course, the students will be able to:

- define, Explain, classify & analyze the concept of computers, its accessories and software.
- acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- explain the Operating System.
- describe features of MS Office and their Operations.
- make skilled in using MS-Word, PowerPoint and Spread sheets.
- make skilled in accessing World Wide Web and Internet and global accessing of information

Course contents-

Unit-I: Meaning, Definition and Historical Perspective of Computer

- Meaning and definition of computer.
- Historical perspective
- Computer generations and its classification
- Block diagram of a computer peripherals and working of a computer.

Unit-II: Computer Hardware

- Input Devices: Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.
- Output Devices: monitor, printer (line, serial, dot matrix, inkjet and laser).
- Primary Storage Devices: RAM, ROM and its types

Unit-III: Operating System

- Operating System, Functions of an OS.
- OS as a resource manager, types of OS, Features of OS, Concepts of warm and cold booting, swapping, spooling and buffering.
- **MS Windows:** Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, Notepad.

Unit IV: Application Software

- **MS Word:** Concept of word processing, Entering Text, Selecting and Inserting text, editing text, making paragraph, getting help, moving and copying, searching and replacing, formatting character paragraph, handling multiple documents, Manipulation of tables and foot notes, table of contents and index, sorting, formatting sections and documents.
- **MS Excel:** Basics of Spreadsheet, creating and saving a worksheet, manipulation of cells, columns and rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort and filter.
- **MS PowerPoint:** Basics of PowerPoint, creating a presentation, the slide manager, preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.
- **Internet:** The World Wide Web, Websites and web browsers, Internet connectivity, browsing software, URL addresses, Search engines, Exploring websites and downloading materials form websites, E-mail- Sending, receiving and storing mail, handle attachments.

ELECTIVE SUBJECT (Any two of the following)

M.Phil (Education) optional Paper

Planning and Management of Education

M.Phil.(Edu.)-105

Course Objectives: After completing this syllabus students will enabled to:

- understand the modern concept, process and approach to administration.
- develop knowledge of psychology and its need for psychological need of employees and specific trends in educational administration.
- synthesize and evaluate the meaning, nature, theories, styles and measurement of Leadership in Educational Administration.
- comprehend meaning, nature, approaches and types of planning.
- analyze the various type of supervision
- synthesize the various supervisory program in educational institutions.

Course Outcomes:

After completing this syllabus students will able to:

- interpret the modern concept, process and approach to administration.
- recognize the psychological need for employees and specific trends in educational administration.
- explain and summarize meaning, nature, theories, styles and measurement of Leadership in Educational Administration.
- explain and compare meaning, nature, approaches and types of planning.
- describe and distinguish various type of supervision
- organize supervisory program in educational institutions

Course Content:

Unit 1: Modern Concept of Education Administration

- Development of Modern Concept of Educational Administration From 1900 to present day.
- Taylorism, Administration as a process, Administration as bureaucracy, Human Relations Approach to Administration.

Unit 2: Psychological Need of Employees

- Meeting the Psychological needs of employees, system approach specific trends in Educational Administration such as:
 - a) Decision Making
 - b) Organizational Compliance
 - c) Organizational Development
 - d) PERT
 - e) Modern Trends in Educational Management

Unit 3: Leadership in Educational Administration

- Leadership in Educational Administration: Meaning and Nature of Leadership, Theories of Leadership, Styles of Leadership, Measurements of Leadership.

Unit 4: Educational Planning

- Educational Planning: Meaning and Nature, Approaches to Educational Planning, Perspective Planning, Institutional Planning.

Unit 5: Educational Supervision

- Educational Supervision: Meaning and Nature, Supervision as service activity, Supervision as a process, Supervision as functions, Supervision as Educational Leadership, Modern Supervision, Functions of Supervision, Planning the Supervisory Program, Organizing Supervisory program, Implementing Supervisory program.

**M.Phil (Education) optional Paper
Gender Studies
M.Phil.(Edu.)-106**

Course Objectives:

After completion of this syllabus the students will be enabled to -

- comprehend the critical perspective of society towards women.
- comprehend social psychology of gender and its role in society.
- apply the knowledge of choosing their perspective in preparing policy frameworks for gender concerns in education and women's empowerment.
- apply the knowledge of gender inclusive education systems
- evaluate legal measurement for empowering of women.

Course Outcomes:

After studying this syllabus the students will be able to-

- identify the critical perspective of society towards women.
- illustrate social psychology of gender and its role in society.
- choose their perspective in preparing policy frameworks for gender concerns in education and women's empowerment.
- assess gender inclusive education systems
- reproduce of legal measurement for empowering of women.

Unit I- Women and the society: A critical perspective

- Women across India: multi cultural perspectiv
- Understanding patriarchy
- Women in India: Colonial and post colonial periods

Unit II- Social psychology of gender roles

- Gender as a social category
- Gender differences and socialization
- Changing roles and socialization
- Media images of women

Unit III- Policy frameworks for gender concerns in education and women's empowerment – A critical perspective

- Concepts, Dimensions and Parameters
- National policies and approach to Five Year Plans
- Different committees and commissions in education set up by the GOI in the post independence period
- Projects, programmes and schemes to bridge gender gaps in education and women's empowerment

Unit IV- Towards building gender inclusive education systems

- Gender inclusiveness in curriculum, its presentation and transactions
- Teaching learning and support materials
- Classroom management
- Teacher behavior and teacher preparation

Unit V- Empowerment of Women through Legal Awareness

- International Conventions
- Hindu laws and women; Muslim laws and women; Rights of the girl child
- Laws for work and employment
- Laws for violence against women

M.Phil (Education) optional Paper
Comparative Education
M.Phil.(Edu.)-107

Course Objectives:-

After completion of this course the students will be enabled to-

- comprehend principles and approaches of comparative education.
- analyze various problems of education of other countries in relation to India.
- analyze educational policies, planning and practices in developed and developing countries.
- analyze the knowledge of status of teachers and teacher education system in developed and developing countries through various case studies related with education of developed and developing countries.
- prepare & evaluate case studies of major education innovations and changes in selected countries.

Course Outcome:

After the study of this course the students will be able -

- To classify principles and approaches of comparative education.
- To explain and compare of various problems of education of other countries in relation to India.
- To compare the educational policies, planning and practices in developed and developing countries.
- To compare the knowledge of status of teachers and teacher education system in developed and developing countries through various case studies related with education of developed and developing countries.
- To prepare case studies of major education innovations and changes in selected countries

Unit I- Principles and Approaches of Comparative Education

- Meaning, nature, principles, aims, scope and importance of comparative education
- Approaches to comparative education
- Modern Trends in World Education

Unit II- Education in the Third World

- Organization and problems of elementary, secondary and higher education: U.K., U.S.A. and India.
 - a. Academic dependency in knowledge; Curricular and textbooks; and brain drain in the third world countries

Unit III- Comparative analysis of educational policies, planning and practices in developed and developing countries with specific reference to U.K., USA, and India.

Unit IV- Status of teachers and teacher education system in developed and developing countries with specific references to U.K., USA and India.

Unit V- Case studies of major educational innovations and changes in selected countries, their similarities and differences, implications on Indian educational perspectives and problems in the context of emerging global economy

M.Phil (Education) optional Paper
Teacher Education
M.Phil.(Edu.)-108

Credit -4

Course Objectives:

After completion of this course the students will be enabled to :

- comprehend historical perspective recommendation of various Committees, Commissions, aims and objectives and agencies related with teacher education.
- comprehend the various improvements programmes for teacher education.
- apply the knowledge of various strategies of teaching training.
- acquire the knowledge to write the concept of distance education and its procedure.
- comprehend the various innovative teaching practices.
- prepare and apply teacher education curricula.
- comprehend the research areas of teacher training institutions.

Course Outcomes:

After studying this course the students will be able to:

- describe historical perspective recommendation of various Committees, Commissions, aims and objectives and agencies related with teacher education.
- categories the various improvements programmes for teacher education.
- use the various strategies of teaching training.
- state and to write the concept of distance education and its procedure.
- explain the various innovative teaching practices.
- prepare and apply teacher education curricula.
- discuss the research areas of teacher training institutions.

Course Content:

Unit 1: Teacher Education

- Teacher Education: Historical Perspective Recommendations of various commissions on teacher education; Kothari Commission.
- National Policy on Education: Aims and objectives of teacher education at Elementary Level, Secondary Level, College Level.

Unit 2: Teaching as a profession

- Teaching as a profession: Professional organizations for various levels of teachers and their role; performance appraisal of teachers.
- Faculty improvement program for Teacher Education.

Unit 3: In-service & Pre-service Teacher Training

- Types of teacher education program and agencies: In-service Teacher Education.
- Distance Education and Teacher Education.
- Orientation and Refresher courses Current Problems: Teacher Education and Practicing Schools, Teacher Education and Other Institutions, Preparing Teacher for special schools.

Unit 4: Area of Research

- Implementation of curricula of teacher education.
- Areas of Research: Teaching Effectiveness, Criteria of Admission, Modification of Teacher Behavior School Effectiveness.

Course Objectives:

After completion of the course student will be enabled to:

- comprehend the concept of education in different perspective along with its historical development.
- understand different types of disabilities and use this knowledge in their education.
- apply the knowledge of various policies and legislation for special needs education and rehabilitation.
- comprehend the current need and issue in special education.

Course Outcomes:

After completion of the course student will be able to:

- explain the concept of education in different perspective along with its historical development.
- identify different types of disabilities and use this knowledge in their education.
- define and list the knowledge of various policies and legislation for special needs education and rehabilitation.
- justify the current need and issue in special education

Course Content:

Unit 1: Historical Perspective of Special Education

- Concept and Nature of Special Education: Objectives, Types, Historical perspective, Integrated education,
- Education of Mentally Retarded: Characteristics of the “retarded, Educable mentally retarded, Teaching Strategies, Enrichment programs, Remedial Programs, Etiology and prevention, Mental hygiene as remediation.

Unit 2: Overview of Different Disabilities

- Education of the visually impaired: Characteristics, Degree of Impairment, Etiology and Prevention, Educational Programs.
- Education of the hearing impaired: Characteristics, Degree of impairment, Etiology and prevention, Educational programs.
- Education of the Orthopedically Handicapped: Types of handicap, Characteristics, Educational Programs.

Unit 3: Policies and Legislations for Special Needs Education & Rehabilitation

- National legislations, RCI, PWD, NTA.
- National Policy on Education with reference to Program of Action 1992, SSA
- Government schemes and provisions
- Employment agencies and services
- Education of the Gifted and Creative Children: Characteristics, Creativity and identification process, Educational Programs.

Unit 4: Education Programme in Special Children

- Learning Disabled Children: Characteristics, Identification, Educational Program.
- Education of Juvenile Delinquents: Characteristics, Problems of alcoholion, drug addiction.

M.Phil (EDUCATION) OPTIONAL PAPER
UNIVERSALIZATION OF EDUCATION

Credit – 2

M.Phil.(Edu.)-110

Course Objectives:

After the completion of the course students will be enabled to:

- Analyze and associate special, integrated & inclusive education.
- Comprehend conventions, policies, acts and schemes for disabled children.
- Apply the knowledge of disabilities and marginalization in the teaching-learning process.
- Apply the knowledge of specific strategies in teaching special need children in inclusive classroom.
- Apply the knowledge of innovative practices to respond to education of children with special needs.

Course Outcomes:

After the completion of the course students will be able to:

- Compare and justify special, integrated & inclusive education.
- Classify and explain the conventions, policies, acts and schemes for disabled children.
- Recognize and select of disabilities and marginalization in the teaching-learning process.
- Define and recognize the knowledge of specific strategies in teaching special need children in inclusive classroom.
- Measure the innovative practices to respond to education of children with special needs.

Course content:

UNIT I- Introduction

- Concept, Meaning and importance of Inclusive Education.
- Difference between Special Education, Integrated and Inclusive Education.
- Practices of inclusive education.

UNIT II- Historical perspectives of Inclusive Education

- Important International Declarations/Conventions/Proclamations – Biwako Millennium
- Policies of gender and social inclusion, The Rehabilitation Council of India Act, 1992
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation)
- Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.
- Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

UNIT III - Children with Diverse Needs

- Discrimination based on disability, categories of disabilities.
- Method and Approaches in identifying children with disabilities.
- Children belonging to other marginalized groups: problems, forms of discrimination.

UNIT IV- Inclusive Practices in Classrooms for All

- School's readiness for addressing learning difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- Making learning more meaningful—responding to special needs by developing strategies for curricular adaptations and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special teacher,

Semester – II
M.Phil (Education) I Paper
Sociological Foundation of Education
M.Phil.(Edu.)- 201

Credit – 4

Course Objectives:

After completion of the course students will be enabled to:

- understand the conceptual frame work, need, scope, functions and significance of educational sociology, & Sociology of Education.
- comprehend the relationship between Sociology and Educational Sociology.
- comprehend the social system, social organization and social groups.
- analyze the development of Indian Education System.
- analyze the different education policies.
- apply knowledge of sociology in context to present society.
- evaluate the contribution of various social thinkers for education.

Course Outcomes:

After completion of the course students will be able to:

- explain the conceptual frame work, need, scope, functions and significance of educational sociology, & Sociology of Education.
- see relationship between Sociology and Educational Sociology.
- illustrate the social system, social organization and social groups.
- analyze the development of Indian Education System.
- Analyze the different education policies.
- use knowledge of sociology in context to present society.
- evaluate the contribution of various social thinkers for education.

Course Content

Unit 1: Sociological Foundations of Education

- Relationship of Sociology and Education: Meaning and nature of Educational Sociology and Sociology of Education. Education – as a social subsystem – specific characteristics Education and the home.
- Education and the community with special reference to Indian Society,

Unit 2: Education & Modernization

- Education and Modernization, Education and Politics, Education and Religion, Education and Culture, Education and Democracy, Socialization of Child.
- Education as related to Social Stratification and Social Mobility.
- Meaning and Nature, Education and Social Change.

Unit 3: Social Equity & Equality

- Education as related to Social Equity and Equality of Educational Opportunities.
- Constraints on Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism)
- Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

Unit 4: Contribution of following Social Thinkers to Education

- Emile Durkheim.
- Ivan Illich.
- Paulo Freire.

M.Phil (Education) II Paper
Advance Statistics in Education
M.Phil.(Edu.)- 202

Credit – 4

Course Objective:

After completion of the course students will be enabled to:

- comprehend the history of statistics and use of statistics in human life & research.
- apply measure of central tendency and measures of position.
- apply the knowledge of various measures of dispersion and correlation.
- apply the knowledge of normal curve, types of Kurtosis and Skewness.
- apply the knowledge of various type of scores.
- apply the knowledge of parametric inferential statistical method.
- apply the knowledge of non-parametric inferential statistical method.

Course Outcomes:

After completion of the course students will be able to:

- To explain history of statistics and use of statistics in human life & research.
- To compute measure of central tendency and measures of position.
- To define and to compute the various measures of dispersion and correlation.
- To construct and conduct normal curve, types of Kurtosis and Skewness.
- To explain and compute various type of scores.
- To illustrate and compute parametric inferential statistical method.
- To compute and illustrate non-parametric inferential statistical method.

Unit-I: Descriptive Statistical Method:-

- Qualitative variables & quantitative variables, level of measurement.
- Classification of data, frequency distribution.
- Graphical presentation of data – meaning & nature. Types of Graph and Graphic method – Frequency polygon. Histogram, Bar & Pie Diagram, cumulative frequency curve and cumulative percentage curve.
- Measure of center Tendency – Grouped and ungrouped data – Long and short method and described merits and demerits.
- Measures of position – Percentiles, Deciles, Quartiles and Percentile rank, Grouped and ungrouped data.

Unit-II: Measures of Variability:-

- Range, Quartile Deviation, Average Deviation and standard deviation, Coefficient of variation, Sheppard's correction.
- Correlation coefficient product moment correlation, Rank difference correlation.
- Advance correlation methods – Bi-serial, point, Bi-serial tetra-choric and Phi-coefficient correlation. Coefficient of contingency.
- Partial Correlation – First order and second order partial correlations, multiple correlations.

Unit-III:

- Normal Curve – Properties & characteristics of normal curve, application of normal curve.
- Types of Kurtosis and skewness – calculation and implication.
- Standard scores Z-scores, T-scores, stanines scores, C-Scores.
- Scaling of scores – Linear and normalized scaling.

Unit-IV: Parametric Inferential Statistics Method:-

- Significance of Statistics – Mean, Median, Standard Deviation, Quartile Deviation
- Significance of difference between two means – two means (simple means, single group method, matching by Paris equivalent method). Two Standard Deviation, Two percentages.
- Analysis of variance – F-distribution (ANOVA), two and three way analysis of variance, analysis of co-variance.
- Regression and Prediction:-
- Chi-square test – equal distributions, normal distributions, independent distributions, 2X2 contingency table.

Unit-V: Non-Parametric Inferential Statistics Method:-

- One sample runs tests, K.S. one sample test, K.S. two sample test.
- Kruskal – Wallis one way analysis of variance, Freedman two way analysis variance.
- Man-Whitney U-test, Median Test-two samples and several samples.
- Sign-test, Wilcoxon matched Paris-Signed Ranks Test.

M.Phil (Education) *Optional Paper*
Guidance and Counseling
M.Phil.(Edu.)- 203

Credit – 4

Course Objectives:

After completing this syllabus students will be enabled to :

- Comprehend various guidance services according to their significance.
- Analyze the various guidance programmes and role of teacher, principal, counselor and other specialist.
- Understand the various techniques and approaches to counseling.
- Acquire knowledge of various career development and occupational information in guidance.
- Evaluate the use of guidance and counseling in research.
- Acquire knowledge of need of guidance for special children.

Course Outcomes:

After completing this syllabus students will be able to:

- explain and to list the various guidance services according to their significance.
- compare the various guidance programmes and role of teacher, principal, counselor and other specialist.
- explain the various techniques and approaches to counseling.
- describe the various career development and occupational information in guidance.
- judge the use of guidance and counseling in research.
- describe the need of guidance for special children.

Unit I- Guidance programme and Services

- Guidance Services: need of importance of different guidance services
- Individual and Group guidance
- Use of non-testing and testing techniques in assessing and guiding students
- Minimum guidance programme in school: Highlighting various services, activities, testing, follow-up and evaluation
- Guidance personnel in school: role of teachers, principal, counselor and other specialists

Unit II- Types and Techniques of Counseling

- Directive, non-directive and eclectic Counseling
- Counseling process: concepts, stages, steps
- Individuals and Group Counseling
- Approaches to Counseling-Psycho analysis, adhesion counseling, person centred counseling existential counseling, Gestalt theory, rational-
- Professional counseling
- Non-testing techniques: Observation, Case study, autobiographies and socio-metric techniques

Unit III- Career Development and occupational Information in Guidance

- Nature and Meaning of work, human motives, work and work ethics
- Career pattern and life stages, Career maturity and Career adjustment.
- Career development of men & women
- Vocational education and vocationalization of education and career development

Unit IV- Research in Guidance and Counseling

- Need & Scope of research in guidance
- Qualitative and quantitative research methods appropriate to guidance and counseling, action research
- Experimental and descriptive researches like survey & Case study
- Application of statistics for data analysis and interpretation.
- Evaluation of Guidance programmes in schools
- Need of guidance for exceptional children.
- Guidance strategies for exceptional children.

M.Phil (Education) Optional Paper
Information, Communication & Educational Technology
M.Phil.(Edu.)- 204

Credit – 4

Course objectives:

After completing this syllabus students will be enabled to:

- acquire knowledge the concept, scope and importance of educational technology and also about the various forms and approaches of technology, programme instruction and modalities of teaching.
- analyze the stages of teaching.
- acquire the knowledge of concept of modification of teaching behavioral and Flanders Interaction Analysis.
- apply the knowledge of levels, stages and models of teaching and use of audio- visual aids in Educational Technology.
- comprehend the concept of systems approach, process, types and barriers of communication and mass media in communication.
- evaluate the process of distance education.

Outcome outcomes:

After completing this syllabus students will be able to:

- describe the concept, scope and importance of educational technology and also about the various forms and approaches of technology, programme instruction and modalities of teaching.
- explain and compare the stages of teaching.
- define the concept of modification of teaching behavioral and Flanders Interaction Analysis.
- apply the knowledge of levels, stages and models of teaching and use of audio- visual aids in Educational Technology.
- comprehend the concept of systems approach, process, types and barriers of communication and mass media in communication.
- define and justify the process of distance education.

Course Content

Unit 1: Educational Technology as System Approach

- Meaning and Scope of Educational Technology: Educational Technology as system approach to education Systems approach in educational technology and its characteristics, Components of educational technology, Software, Hardware Multi-media approach in Educational Technology.
- Programmed Instruction (origin, types, linear and branching, development of programmed instruction material- linear/branching model, teaching machines, computer assisted instruction.
- Modalities of Teaching – difference between teaching and instruction, conditioning and training.

Unit 2: Stages of Teaching

- Stages of teaching, pre-active, interactive and post-active teaching at different levels – memory, understanding and reflective.
- Modification of teaching behavior: Microteaching, Flander’s Interaction Analysis, Simulation.
- Models of teaching: Concept, different families of teaching models, Designing Instructional System, Formulation of Instructional, Objective Task.
- Analysis designing of Instructional Strategies, such as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials.

Unit 3: Communication Process

- Communication Process: Concept of Communication, Principles, Modes and Barriers of communication, Classroom communication (interaction verbal and non-verbal).
- Development of Evaluation Tools – Norms – referenced and criterion – referenced tests.

Unit 4: Process of Distance Education

- Distance Education: Concept, Different contemporary systems, viz., Correspondence, Distance and open; student support services; Evaluation Strategies in Distance Education; Counseling Methods in Distance Education.

M.Phil (Education) Optional Paper
Educational Measurement and Evaluation Credit – 2
M.Phil.(Edu.)-205

Course Objectives:

After completion of the course student will be enabled to:

- acquire the knowledge of basic concepts and practices educational evaluation.
- comprehend measurement of educational and psychological aspects.
- comprehend the subjective and objective tools of measurement.
- analyze relationship between measurement and evaluation.
- comprehend those factors which influenced test scores.
- apply the standardized norms of a test.
- apply the knowledge of new trends of evaluation & measurement.

Course outcomes:

After completion of the course student will be able to:

- define acquainted with the basic concepts and practices educational evaluation.
- explain measurement of educational and psychological aspects.
- classify the subjective and objective tools of measurement.
- establish relationship between measurement and evaluation.
- identify those factors which influenced test scores..
- explain and apply the standardized norms of a test.
- calculate the new trends of evaluation & measurement

Course Content:

Unit 1: Education Measurement & Evaluation

- Concept of measurement and evaluation with reference to educational process.
- Functions of Measurement and evaluation in Education
- Scaling Methods- Nominal, Ordinal, Interval, Ratio, Rating.
- Educational Measurement and Evaluation Concept, Scope, need and relevance tools of measurement and evaluation subjective and objective tools, essay test objective test, scales, questionnaires, schedules, inventories, performance tests.

Unit 2: Test standardization

- Test Standardization: Norm – referenced and criterion – referenced tests, scaling-standard scores. T-scores and C-Scores, steps in the standardization of a test.
- Reliability, Validity, Objectivity, discriminative power adequacy, usability
 - Reliability : Methods of establishing reliability, factors affecting, interpretation and improving reliability
 - Validity : Types, factors affecting, interpretation and improving validity

Unit 3: Measurement of Test

- Concept of measurement and evaluation with reference to educational process.
- Functions of Measurement and evaluation in Education
- Scaling Methods- Nominal, Ordinal, Interval, Ratio, Rating.
- Types of evaluation – formal informal, oral written, formative and summative
- Relationship between educational objectives, learning experiences and evaluation
- Measurement of achievement, aptitudes, intelligence, attitudes, interests and skills.
- Interpretation of test-scores and methods of feedback to students.

Unit 4: Grading System

- New trends: Grading, Semester, Continuous Internal Assessment, Question Bank, uses of computer in evaluation, qualitative analysis

**M.Phil (Education) Optional Paper
Anti-Terrorism and Peace Education
M.Phil.(Edu.)-206**

Credit – 4

Course Objectives:

After completion of the course student will be enabled to:

- comprehend the concept, nature, objectives, direct and indirect forms of terrorism and anti terrorism.
- comprehend the civic responsibilities among the students
- characterization of social confidence and build own value order
- comprehend the visioning peaceful futures
- characterization of positive attitude and skills for antiterrorism.
- evaluate need of peace education in present time.

Course Outcomes:

After completion of the course student will be able to:

- explain the concept, nature, objectives, direct and indirect forms of terrorism and anti terrorism.
- formulate civic responsibilities among the students
- develop social confidence and build own value order
- identify Visioning peaceful futures
- inculcate positive attitude and skills for antiterrorism.
- explain and justify the need of peace education in present time.

Unit-I : Understanding Terrorism & Antiterrorism

- Terrorism and Antiterrorism: Concept, nature, objectives, direct & indirect forms
- Introduction with antiterrorist activities

Unit-II : Understanding Relates of Terrorism

- Nature and impact of following relates on society, economy and development
- Psychology of violence
- Socio-Economic Roots
- Religious radicalism
- Political affairs at national/international levels
- Terrorism and Media
- Terrorism and Technology

Unit-III : Supporting Antiterrorism

- Civic responsibilities, legislative provisions,
- Understanding significance & limitation of factors like Language, region, religion, race etc.

Unit-IV : Motivational Skill for Antiterrorism

- Positive Attitude, intrapersonal relations, cooperation & team work, accountability, commitment, sensitivity & sympathy etc.

Unit-V : Concept of Peace

- Need of peace education in present time.
- Need of peace education in present time.
- Indian human values and peace education.
- Philosophical thinkers for peace education in India – Philosophy of Gandhi and peace.
- World thinkers on peace education with reference to: Caliph Omar, Abraham Lincoln, J. Krishnamurti, Albert Einstein, Abdul Kalam.

M.Phil (Education) optional Paper
Accountability and Professional Ethics
M.Phil.(Edu.)- Code-207

Credit – 4

Course objectives:

After completion of the course student will be enabled to:

- understand meaning, types and uses of accountability in Profession.
- apply values in family, society and nation to make an environment of ideal life.
- analyze the role of difference peoples in enhancing values in students behaviors.
- comprehend the need of performance assessment for professional development of teachers.
- understand and choose professional ethics for teaching profession.

Course Outcomes:

After completion of the course student will be able to:

- explain meaning, types and uses of accountability in Profession.
- conduct values in family, society and nation to make an environment of ideal life.
- compare the role of difference peoples in enhancing values in students behaviors.
- classify the need of performance assessment for professional development of teachers.
- explain and choose professional ethics for teaching profession.

Unit-I :

- Meaning and definition of accountability
- Various type of accountability
- Technique to measure accountability & values barriers or supporters.

Unit-II :

- Value education – Meaning and need.
- Sources of educational values in India.
- Values and Society.
- Types of values.
- Training Values.

Unit-III :

- Role of teacher and school in value education.
- Value education and science.
- India and its education in perspective of value education.
- Some questions of value education.

Unit-IV :

- Meaning and definition of performance assessment
- Need of teacher performance assessment
- Teacher's professional development-meaning, definition and characteristics of a profession.
- Programmes for professional growth
- Professional Ethics
- Professional Ethics of teachers.